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**An assessment of the relationship between institutional
planning, resource development and institutional effectiveness
in selected two-year community colleges in the Southern
Association region**

Wilson, Bryan Wade, Ed.D.

The University of North Carolina at Greensboro, 1989

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AN ASSESSMENT OF THE RELATIONSHIP BETWEEN INSTITUTIONAL
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EFFECTIVENESS IN SELECTED TWO-YEAR COMMUNITY
COLLEGES IN THE SOUTHERN ASSOCIATION REGION

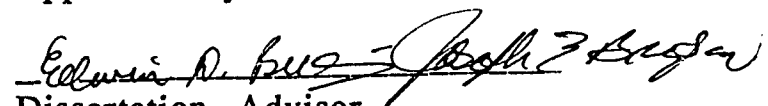
by

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A Dissertation Submitted to the Faculty of the Graduate School at The
University of North Carolina at Greensboro in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Education

Greensboro
1989

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APPROVAL PAGE

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WILSON, BRYAN WADE, Ed. D. An Assessment of the Relationship Between Institutional Planning, Resource Development and Institutional Effectiveness in Selected Two-Year Community Colleges in the Southern Association Region. (1989) Directed by Dr. Edwin D. Bell. 187 pp.

This study focused on the variables of institutional planning, resource development and institutional effectiveness. The purpose of the study was to assess relationships among institutional planning, resource development and institutional effectiveness.

The assessment addressed the following questions: (1) how is the level of commitment to institutional planning related to institutional effectiveness? (2) how is the level of commitment to resource development related to institutional effectiveness? (3) how is the level of commitment to institutional planning related to resource development?

The literature regarding institutional planning, resource development and institutional effectiveness suggested positive relationships between variables. The new accreditation criteria set forth by SACS necessitates that a comprehensive planning function be implemented by institutions to achieve institutional effectiveness.

The overall relationships examined identified a significant positive relationship between institutional planning and institutional effectiveness. The results were inconclusive regarding relationships between resource development and institutional effectiveness, plus institutional planning and resource development.

The conclusions drawn from these findings were as follows:

1. Planning personnel's perceptions serve as better predictors of institutional effectiveness than perceptions of presidents and resource development personnel.

2. Independent ratings on variables serve as better predictors of institutional effectiveness than perceptions of institutional personnel.

3. The higher the level of commitment to institutional planning the higher the level of institutional effectiveness.

4. A degree of relationship exists between resource development and institutional effectiveness, however, the overall level was not significant.

The relationships identified by this study point out the need for educational administrators to strive toward development of planning programs which are broad based, proactive, responsive and simplistic. The planning process should be sufficient to enhance institutional vitality while avoiding overindulgence in complicated procedures and paperwork. Suggestions for further research included:

1. The expansion of this study to include additional institutions that complete the process of reaccreditation under the new SACs guidelines to further clarify relationships between resource development and institutional effectiveness, plus institutional planning and resource development.

2. The expansion of the analysis between institutional planning and institutional effectiveness to include an examination of various planning models in use and their relationship to institutional effectiveness.

ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation to the members of his dissertation committee: Dr. Edwin Bell who served as chairman of this study and provided expert leadership, Dr. David Reilly for his valuable assistance in the selection, direction and guidance of this research, Dr. Harold Snyder who served as a committee member and provided valuable advice and assistance; and to Dr. Joseph Bryson who assisted Dr. Edwin Bell as chairman.

The writer wishes to express his thanks to Dr. Robbie Pittman, Professor of Statistics, Western Carolina University for the special technical assistance and guidance he provided in the area of statistical analysis.

The writer wishes to acknowledge his indebtedness to those presidents, planning officers and resource development officers who comprised the group of participants for this study.

The writer wishes to express his gratitude to James T. Rogers and Rita F. Bell with the Southern Association of Colleges and Schools for their invaluable support and assistance.

I am deeply indebted to my mother who sacrificed so greatly to allow me attain my education and my father who from the beginning provided encouragement and support.

I dedicate this dissertation to my beloved wife, Joy and my precious children, Derek and Dell who sacrificed irretrievable time

and countless hours. Without their support, encouragement and understanding this project would not have been possible.

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CHAPTER ONE

Introduction

Background

In the late 1950's and early 1960's a moderate number of two-year community colleges began operation across the United States. Since that time, the number of two-year community colleges nationwide has almost tripled and the number of students has increased six times over. This growth was, in part, accurately predicted by educational prognosticators, and has led to major problems as the result of several factors actually contributing to and creating growth. In 1963, 63 percent of two-year college students were men. In 1989, over 55 percent were female, with the trend expected to continue. Other problems have resulted from the shift in types of students served. The participation rates of women, minorities and working adults increased significantly in the 70's and 80's. This trend led to an overrepresentation of minorities and women in two-year institutions and their underrepresentation in other sectors of postsecondary education.¹

¹ R. C. Richardson, Jr., Planning for the Nineties: Excellence Equals Access Plus Achievement Position Paper for the N. C. Department of Community Colleges (Raleigh: N. C. Department of Community Colleges, 1986), 2.

The trends of the past 20 years were partially the result of an emphasis upon access to educational opportunities. Community colleges were considered successful if they enrolled more students each succeeding year regardless of why those students came or what happened to them after they enrolled. This tendency has produced a downside to the growth success of the past two decades. In some communities, two-year institutions are viewed increasingly as centers for leisure-time activity, social-welfare institutions, or places for underprepared learners, but not as educational institutions providing excellent opportunities. In recent years the emphasis has shifted from measuring access in terms of participation to a concern with equality of opportunity measured by the extent to which students achieved defined educational objectives.² A major concern in the community-college sector is the large number of students attending college without completion of certificate, diploma or degree requirements. This trend has serious economic and financial implications for the community college which depends upon FTE (Full Time Equivalency) for generation of operating revenue. Additionally, serious economic and financial problems result for the individuals who fail to acquire the skills necessary to contribute to their community and support their families. These trends are indicated by large attrition rates at many community colleges and the proliferation of many short-term programs designed to attract students. One approach recommended to combat these problems and

² Ibid., 2.

deficiencies is to place top priority for the remainder of this decade upon doubling the number of associate degrees awarded.³

Additionally, accreditation agencies are revising the criteria by which institutions are evaluated to incorporate more emphasis upon student outcomes and institutional effectiveness.

The modern-day dilemma faced by many community college administrators is balancing the question of access and quality. The long-term effects of open access or open-door policy finds many community colleges serving a highly diverse student body with varying degrees of educational preparedness. The typical community college of the 80's often serves clientele ranging from third-grade reading levels to college levels.⁴ In addition, the influx of females and minorities presents a student body with divergent needs such as day care, financial assistance, tutorial assistance and remedial programs. These factors place the two-year community colleges in the position of having to be "all things to all people." The 80's find many community colleges nationwide experiencing preliminary danger signals. In 1983 and 1984, community colleges nationally for the first time in their history experienced successive losses in total, as well as full-time equivalent enrollments.⁵ These danger signals were not confined solely to enrollment. A 1982 study

³American Association of Community and Junior Colleges, AACJC Public Policy Agenda (Washington, D. C. Annual Meeting, 1985), 25.

⁴Richardson, Planning for the Nineties, 4.

⁵ American Council on Education, A Survey of College Administrators Concerning Accreditation and Effectiveness (New York:MacMillan, 1987), 3.

investigating the trends in liberal arts offerings in the community college found that the majority of community colleges were becoming one-year institutions.⁶ In another study of minorities, researchers concluded that the open-door policy often led to a dead end for many minority students.⁷ In an earlier study researchers found that the dominant administrative strategy in most community colleges which they visited was to maximize enrollments without concern for setting educational priorities.⁸ In 1982, a study in California found that fewer students than in previous years transferred from California community colleges to the University of California and that the academic performance of those who did transfer was declining.⁹ A study of open-access community colleges found that colleges established to level-up disadvantaged students were in fact leveling down the academic demands of the education being offered.¹⁰

The results of these studies illustrate the problems associated with access, opportunity and excellence. In the past 25 years community colleges have tried to do more for a larger number of people with less money than any other segment of American

⁶A. M. Cohen and F. B. Brawer, The American Community College (San Francisco:Jossey-Bass, 1982), 44.

⁷A. W. Astin, Minorities in American Higher Education (San Francisco:Jossey Bass, 1982), 74.

⁸D. W. Breneman and S. C. Nelson, Financing Community Colleges: An Economic Perspective (Washington, D. C. :The Brookins Institute, 1981), 21.

⁹G. R. Kissler, "The Decline of the Transfer Function: Threats or Challenges?" New Directions for Community Colleges: Improving Articulation and Transfer Relationships Kinster Edition (San Francisco:Jossey-Bass, 1982), 19-29.

¹⁰R. C. Richardson, Jr. , E. C. Fisk and M. A. Okum, Literacy in the Open Access College (San Francisco:Jossey-Basse, 1983), 11.

postsecondary education.¹¹ The brief history of community colleges in the United States has met with many triumphs and many failures. A major question facing the modern-day community college is whether two-year colleges can serve the same number of students and improve the quality of educational programs without additional dollars?

These trends, problems and basic questions should be of primary concern to community college administrators if they are to be responsive to the communities they serve without sacrificing quality and integrity of academic programs. These special problems and unique challenges have led to a new orientation among community college educators. The new orientation is characterized by an increased concern for quality rather than an overemphasis upon generating "FTE" or increased enrollments. A primary indicator of this new emphasis is the dramatic change in the criteria for evaluating and accrediting community colleges. In recent years the Southern Association of Colleges and Schools (SACS) has begun to focus upon results and learning outcomes rather than a process orientation.¹² This new focus has concentrated specifically upon documenting institutional effectiveness. The Southern Association of Colleges and Schools has defined institutional effectiveness as the "ongoing" documented comparison of performance to the institution's

¹¹ Ibid., 12.

¹² Southern Association of Colleges and Schools, Resource Manual on Institutional Effectiveness (Atlanta: The Commission on Colleges and Schools of the Southern Association of Colleges and Schools, 1987), 1.

future mission or purpose."¹³ This new focus implies that institutional effectiveness is determined by examining how well an institution meets and fulfills the specific needs of the area that it serves.

Institutional Effectiveness

The concept of institutional effectiveness is not new in education circles. For many years the terminology has been used extensively, but until recently was not defined. The recent introduction of "Institutional Effectiveness" criteria by accreditation associations has served to provide a clear operational definition for use by educators. This definition asserts that "Institutional Effectiveness involves a systematic, explicit, and documented comparison of institutional performance to institutional purpose."¹⁴

The focus of institutional effectiveness criteria is to assist in the examination and evaluation of educational outcomes. These outcomes involve such things as: organization goals, organizational objectives, student success and performance, mission, purpose and emphasis. These basic directions that each institution sets for itself will ultimately be evaluation criteria. To comply with the intent of the new criteria, administrators must take the following steps:

¹³ Ibid., 4.

¹⁴ Ibid., 4.

1. Establish a clearly defined purpose based upon widespread consensus of faculty, staff and the community that is appropriate for collegiate education.

2. Set specific educational goals and objectives through consensus which are both consistent with institutional purpose and measurable.

3. Develop specific procedures for fulfillment of goals and objectives; designate responsibility and evaluate the extent to which goals and objectives are met.

4. Develop strategies and procedures for using the results of this ongoing evaluation to make improvements and enhance institutional effectiveness.¹⁵

This specific blueprint for establishing an effective institution has certain necessary conditions. First, these conditions assume that an ongoing planning and evaluation process either exists or can be developed. Secondly, the new evaluation criteria assume that the institution is in a position to provide adequate financial resources, human resources, and institutional research support necessary to document institutional effectiveness and accountability. These two basic assumptions involve two variables thought to be highly related to institutional effectiveness. They are Institutional Planning and Resource Development.

¹⁵Ibid., 7.

Institutional Planning

Some variables are directly related to institutional effectiveness. The latest criteria for accreditation by the Southern Association of Colleges and Schools require that effective planning and evaluation processes be in place to facilitate institutional effectiveness. This requirement is based on the assumption that planning must take place for an institution to be effective and responsive.¹⁶ This assumption is derived from practice in other areas such as: business, industry, federal government and the military. This practice and experience has resulted in various planning models that have been used in an attempt to enhance such factors as: productivity, efficiency, quality and profitability. These attempts to implement planning models have met with varying degrees of success. The use of planning by the military and federal government has often served to inhibit effectiveness and responsiveness. Attempts to use extensive planning in business and industry have met with mixed results. Despite these results the new criteria for accreditation purposes is based on the assumption that planning is essential to institutional effectiveness. A basic planning model for an educational institution has been offered which includes: (1) Assessment of the external environment, (2) Audit of the internal environment, (3) Development of plans, goals, and objectives which are based upon assessment of the external and

¹⁶Ibid., 8.

internal environments, (4) Selection of strategic options, (5) Refinement of strategic options into tactical alternatives, and (6) Specification and management of strategy toward desired plans, goals and objectives.¹⁷

Resource Development

Another variable often indicated as highly related to institutional effectiveness is the financial resources that are available to dedicate toward achieving institutional purpose, goals, and objectives. The ability to develop the necessary financial resources is often cited as essential to an institution's ability to meet and fulfill specific community needs. A prominent excuse for failure of programs, services and initiatives is lack of financial resources.¹⁸ In recent years the reduction in student enrollments has resulted in subsequent decreases in federal and state funding. The job market demands necessitate that certain programs continue to produce qualified graduates despite low enrollments and student demand. These trends have forced community colleges nationwide to place an increased emphasis upon seeking alternative sources of funding to maintain existing levels of services and to implement new programs

¹⁷ Warren Groff, "Leadership: Vision and Structure," Position Paper for the National Council for Resource Development 36 (March 1986) : 4.

¹⁸ Warren Groff, "Strategic Planning in Strategic Management," New Directions for Community Colleges Myran Edition (December 1983): 44.

and services.¹⁹ The supplementing or augmenting of a traditional base of financial support has been described as critical to carrying out the visions, purpose, and initiatives of an institution.²⁰ This supplementation or augmentation of a traditional base of support is the process of resource development.

A major problem identified in the recent trend toward resource development in the community college area is utilization of a "reactive" versus "proactive" approach to securing institutional funding. The reactive approach has been described as an ineffective method based upon a response to some stimuli external to the institution.²¹ The proactive approach has been described as a highly effective method based upon sound institutional planning which furthers the institutions ability to meet its stated purpose and analyze the specific needs of the community.²² The implication of the proactive approach is that institutional planning is highly related to the success of the resource development program.

Statement of Problem

The new emphasis upon "Institutional Effectiveness" by accreditation agencies necessitates that some community colleges

¹⁹Warren Groff, 1986, 5.

²⁰Ibid., 5.

²¹Young, "Shotgunning for Dollars," Community and Junior College Journal (November 1978): 42.

²²Ibid., 43.

realign institutional priorities if they are to maintain their accreditation. This new focus is based upon the premise that institutional planning is a critical ingredient in the development of institutional effectiveness. Additionally, the new direction necessitates that adequate financial resources are available to support planning, evaluation and research endeavors. The availability of financial resources is also thought to be critical for the achievement of an institution's purpose, goals, objectives and educational quality. The recent trend of declining funds makes it imperative that resource development efforts be effective to support institutional compliance with effectiveness criteria.

It is natural to assume that systematic institutional planning and resource development serve to enhance institutional effectiveness since there is such widespread acceptance of such a relationship.²³ A basic problem with this premise is "What if there is no significant positive relationship between institutional planning and institutional effectiveness" or "What if there is no significant positive relationship between resource development efforts and institutional effectiveness?"

The proponents of institutional planning suggest that effective resource development depends upon appropriate planning efforts. "What if there is no significant positive relationship between institutional planning and resource development?"

²³Southern Association of Colleges and Schools, Resource Manual on Institutional Effectiveness, 4.

The implications of these questions serve to raise alarm concerning institutional effectiveness and the variables that may be critical for achieving effectiveness.

Purpose

This research project focused on the variables of institutional planning and resource development and their relationship to institutional effectiveness. The purpose of this research was to assess the relationships among institutional planning, resource development, and institutional effectiveness.

Significance

The special significance of this study is to provide data useful to community college administrators in their efforts to develop more fully an understanding of institutional effectiveness. An understanding of the relationships among institutional planning, resource development, and institutional effectiveness is essential to the development of a deeper understanding of institutional effectiveness. The examination of these relationships addresses some of the basic assumptions associated with institutional effectiveness. If variables such as institutional planning and resource development are important they merit special attention on state, regional, and national levels. The recent emphasis by

accrediting agencies on institutional effectiveness will result in a more in-depth examination of other variables suspected to be highly related to institutional effectiveness.

Limitations

1. The statistical significance of relationships examined by this study is restricted by the small number of institutions that have completed reaccreditation under new SACS guidelines.
2. The study does not make allowances or control for extraneous variable of political climate which may affect major variables.
3. The concept of resource development involved such a broad spectrum that establishment of parameters and clear understanding of operational definition were difficult to ascertain.

Delimitations

1. The results of this study are generalizable to two-year commuter-type community colleges of the Southern Association Region that have completed reaccreditation under new guidelines on institutional effectiveness.

This project focuses upon examination of the level of commitment to institutional planning and resource development and their relationship to institutional effectiveness. To develop a clear understanding of the major variables the following operational definitions were used for the study.

Definition of Major Variables

1. Institutional Planning-The ongoing development and evaluation of goals, procedures and strategies for achieving the overall purpose and mission of an institution.
2. Institutional Effectiveness-The degree to which an institution is judged to meet published criteria on institutional effectiveness set forth by the Southern Association of Colleges and Schools (SACS).
3. Resource Development-The comprehensive process of cultivating, obtaining and securing external or outside sources of funding for an institution supplemental to regular budgetary funding from state and local sources.

Definition of Key Terms

1. Chief Planning Officer-Highest level administrator with the major responsibility for the planning function at the institution.

2. Chief Resource Development Officer-Highest level administrator with the major responsibility for the resource development activities of the institution.
3. Commuter-type community college-a two-year institution of higher education which offers the associate degree as a terminal degree and 95% or more of its student are commuter students.
4. Level of commitment-the significance, importance, and investment of human and financial resources to institutional planning and resource development.
5. President-Chief executive officer of an institution.

Research Questions

This project addressed the following questions.

1. How is the level of commitment to institutional planning related to institutional effectiveness?
2. How is the level of commitment to resource development related to institutional effectiveness?
3. How is the level of commitment to institutional planning related to resource development?

CHAPTER TWO

Review of Literature

The major focus of this research project was to examine variables and relationships which might be related to institutional effectiveness. The two major variables that were examined are Institutional Planning and Resource Development. This chapter provides a review of literature relevant to these institutional activities. To develop an understanding of the significance of these possible relationships it is necessary to first examine the concept of Institutional Effectiveness.

Institutional Effectiveness

The latest trend in higher education is the idea of accountability. In recent years regional as well as specialized accrediting agencies have established new criteria to address the question of accountability.¹ Baker and Herman described the changes in evaluation that have resulted due to legislative action, social trends and technological change:

¹ Southern Association of Colleges and Schools, The Evaluation of Institutional Effectiveness: The Response of Colleges and Universities to Regional Accreditation (Atlanta: Commission on Colleges of the Southern Association of Colleges and Schools, 1987).

Simple linear models of evaluation, thought to mirror a linear pattern of needs identification, planning, implementation, and evaluation, have been replaced by analyses that recognize the complex interactions of technical, social, structural, and political environments. From simple, controlled studies of outcomes, design and data collection have been augmented to include studies of how policy goals, implementation and multifaceted information interact. Studies of evaluation have been enlarged to reflect a concern that the results be used by a range of decision makers.²

The description provided by Baker and Herman accurately reflects the changing accreditation process. Past linear models focused upon such things as; number of library volumes, the percentage of PhDs on the faculty, the student-faculty ratio, and the product of a quality institution.³ The new focus has changed to emphasize planning, evaluation and research.

Several research studies highlighted the change in focus of accreditation over the last two decades. A study in the 70's by Troutt identified the five major criteria common to all accreditation agencies that were supposedly related to institutional quality. These included institutional objectives, educational programs, financial

² E. L. Baker and J. L. Herman, "Educational Evaluation: Emergent Needs for Research," Evaluation Comment (1985): 2.

³ The Southern Association of Colleges and Schools, The Evaluation of Institutional Effectiveness: The Response of Colleges and Universities to Regional Accreditation, 1.

resources, faculty and library/learning center resources.⁴ However, a study by Troutt did not present research findings to support the relationship between these five criteria and institutional quality.⁵

The accrediting agencies have responded to the increasing demand for measures of quality by adding new criteria to examine institutional effectiveness rather than abandoning the traditional standards.⁶ A 1987 survey found that 70% of the administrators surveyed agreed that accrediting agencies should require colleges and universities to demonstrate effectiveness.⁷ In 1985 it was recommended to the American Association for Institutional Research that "data collection and studies be done on an ongoing basis instead of once every several years or in the crisis mode that usually accompanies self-study and accreditation deadlines."⁸ Several national leadership organizations have recommended a new emphasis upon effectiveness and accountability to include the Association of American Colleges, National Institute of Education, American Council on Education, U. S. Department of Education and the

⁴ W. E. Troutt, "Regional Accreditation Evaluative Criteria and Quality Assurance," Journal of Higher Education 50 (1979): 199.

⁵ C. E. Feasley, Program Evaluation (Washington, D. C.:AAHE-ERIC/Higher Education, 1980), 28.

⁶ Council on Postsecondary Accreditation, "Educational Quality and Accreditation: A Call for Diversity, Continuity and Innovation," The Quarterly Newsletter Spring (1986): 5.

⁷ American Council on Education, "Survey on Accreditation and Effectiveness," The Quarterly Newsletter Fall (1987): 18.

⁸ F. C. Johnson and M. E. Christal, "Preparing for Self-Study," The AIR Professional File Spring (1985), 5.

National Commission on Excellence in Education.⁹ Also, a survey co-sponsored by the Education Commission of the States and the American Association for Higher Education found that two-thirds of all states have initiated formal assessment programs ranging from encouraging institutional action to statewide monitoring and mandated evaluation and testing.¹⁰ These findings indicate a widespread recognition of the need for new initiatives aimed at accounting for and measuring institutional effectiveness.

In 1987 the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) adopted this new emphasis for the process of institutional accreditation.¹¹ These new criteria focus upon the results of education and the extent to which the institution uses assessment information to re-evaluate goals, make essential improvements and plan for the future.¹² The introduction of these new criteria has created concern and rethinking of priorities for colleges accredited by SACS. This concern is quite natural since the new emphasis on "institutional effectiveness" weighs heavily in the evaluation criteria for accreditation or re-accreditation.

⁹ American Association of Community and Junior Colleges, Institutional Effectiveness: Looking at Student Outcomes (Washington, D. C.: American Association of Community and Junior Colleges, 1988), 3.

¹⁰ C. M. Boyer, P. T. Ewell, J. E. Finney and J. R. Mingle, Assessment and Outcomes Measurement: A View from the States," AAHE Bulletin 39 (1987), 10.

¹¹ Southern Association of Colleges and Schools, Resource Manual on Institutional Effectiveness, 1.

¹² *Ibid.*, 2.

The new institutional effectiveness requirement set forth in SACS accreditation criteria necessitates that specific conditions be met in order for institutions to meet standards. These conditions were determined through widespread involvement of fifty authorities in higher education and assessment and thirty chief executive officers from the Southern Association region.¹³ The purpose of this extensive involvement was to enhance the accountability and credibility of both the accrediting association and the member institutions. The specific criteria or conditions that were agreed upon were derived from the following basic assumptions:

1. "Institutional effectiveness involves a systematic, explicit, and documented comparison of institutional performance to institutional purpose.
2. Each institution must ultimately develop its own means for addressing the issue of institutional effectiveness.
3. The primary focus of each institution should be upon the educational program and the services provided for students.
4. The planning and evaluation processes should be participative, flexible, relevant, simple, and responsive.
5. The evaluation measures and processes should be consistent and systematic in nature across all levels and area of a college or university.
6. The evaluation should involve both qualitative and quantitative measures.
7. Additional resources may be necessary to support an ongoing and comprehensive institutional assessment effort."¹⁴

¹³ Ibid., 1.

¹⁴ Ibid., 2.

The specific conditions that have evolved as the result of these assumptions are set forth in the form of "must" statements which institutions are required to comply with in order to maintain accreditation. The major emphasis of these "must" statements or requirements is attention to planning and evaluation. The guiding statement contained in the new criteria states that, "institutions have an obligation to all constituents to evaluate effectiveness and to use the results in a broad-based, continuous planning and evaluation process."¹⁵ Although the new criteria do not spell out a specific planning and evaluation process, the implication is that the procedures used in evaluation and planning should be comprehensive, systematic and involve the entire faculty, administration and college community.¹⁶ The requirements for the evaluation and planning process are prescribed further in the statement that:

"the institution must define its expected educational results and describe how the achievement of these results will be ascertained."¹⁷

This statement implies that the institution is required to state its expectations in the form of goals, objectives and expected outcomes and describe in the form of specific procedures how it intends to achieve these stated outcomes.

The new guidelines and criteria provide more specific guidance in the design of the necessary institutional processes for

¹⁵ Ibid., 4.

¹⁶ Ibid., 4.

¹⁷ Ibid., 4.

planning and evaluation. This guidance is found in the following statements:

"the establishment of a clearly defined purpose appropriate to collegiate education;
the formulation of educational goals consistent with the institutions purpose;
the development of procedures for evaluating the extent to which these educational goals are being achieved; and
the use of the results of these evaluations to improve institutional effectiveness."¹⁸

The new guidelines set forth by SACS on institutional effectiveness are not limited to the instructional program. The new criteria clearly establish the importance of the institutional research function. This is established by the statement that "all institutions must engage in continuing study, analysis and appraisal of their purposes, policies, procedures and programs."¹⁹ The new criteria further state that institutions should provide adequate financial support, designate clearly administrative responsibility, and ensure that research personnel are provided access to all relevant information necessary for the research function.

The concept of institutional effectiveness represents different things to various constituencies. To address this problem the Southern Association has focused upon each institution's mission or purpose and how well the institution fulfills its purpose. A critical

¹⁸ Ibid., 5.

¹⁹ Ibid., 6.

component of assessment is to evaluate to what extent an institution has the components in place to document and evaluate fulfillment of purpose. In 1986, the Council on Postsecondary Accreditation stated that,

"the quality of an educational process relates to (1) the appropriateness of its objectives, (2) the effectiveness of the uses of resources in pursuing these objectives, (3) the degree to which objectives are achieved."²⁰

This stance necessitates a clear statement of what education is expected to provide, for without one it would be impossible to determine how effective it is. For this reason, the Southern Association has taken the position that evaluation of institutional effectiveness must begin with an examination of the various components that are necessary to document fulfillment of purpose and achievement of educational outcomes.

The consensus regarding institutional effectiveness supports the idea that institutional planning is an essential component of effectiveness. In fact, the new criteria requires that the planning and research function be in place to meet the basic criteria on institutional effectiveness stated by the Southern Association. Once this basic criterion is met there must be additional evidence to reaffirm that each institution uses the planning and evaluation functions in a manner conducive to improving program and overall institutional quality. The process of accreditation and re-accreditation focuses upon evaluation of the manner in which the

²⁰ Ibid., 6.

planning process produces positive impact on the institution. In other words the degree to which an institution is judged to be effective is a direct result of how well the institution uses the results of the planning and evaluation functions to make necessary revisions and implement positive change.

Institutional Planning

The criteria for accreditation adopted by the Southern Association are based on the assumption that institutional planning is a pre-requisite to institutional effectiveness.²¹ This assumption is not a new idea, but one that has been borrowed from the private sector.²² The process of planning has been used widely in business and industry. In addition, strategic planning has been used extensively by the federal government and the military with mixed results. According to Alvin Toffler, "All education springs from some image of the future."²³ The challenge to the leaders of reform in education and training is:

1. "To develop a vision of the future.
2. To translate that vision of the future into a scope of work."²⁴

²¹ Ibid., 4.

²² Groff, Leadership Vision and Structure, 4.

²³ Alvin Toffler, Future Shock (New York:Random House, 1970), 91.

²⁴ Warren Bennis and Burt Nanus, Leaders (New York:Harper and Row,1985), 125.

To meet this challenge educational leaders are required to make a commitment to key concepts about the study of the future and implement a planning horizon.²⁵ This planning horizon involves a basic technological approach to planning that emphasizes a systematic or structured approach.

The technological approach to institutional planning found most frequently in educational literature begins with the concepts of mission and purpose. According to Peter Drucker, "only a clear definition and understanding of mission and purpose makes it possible for clear and realistic business objectives".²⁶ The basic mission or purpose of an educational institution serves to guide and focus the goals, objectives and strategies that make up the strategic planning process. In order to develop strategies, goals and objectives it is necessary to understand what the institution is about and what it should be doing, for the strategies that are developed determine what the key activities are.²⁷

Several basic models for planning have been used in business and industry. All of these basic models contain key common elements essential in the planning process. These elements include:

1. "A clear understanding of the mission or purpose of the organization.

²⁵ Groff, Leadership: Vision and Structure, 5.

²⁶ Peter Drucker, Management Task, Responsibilities, Practices (New York:Harper and Row,1973), 75.

²⁷ Ibid., 75.

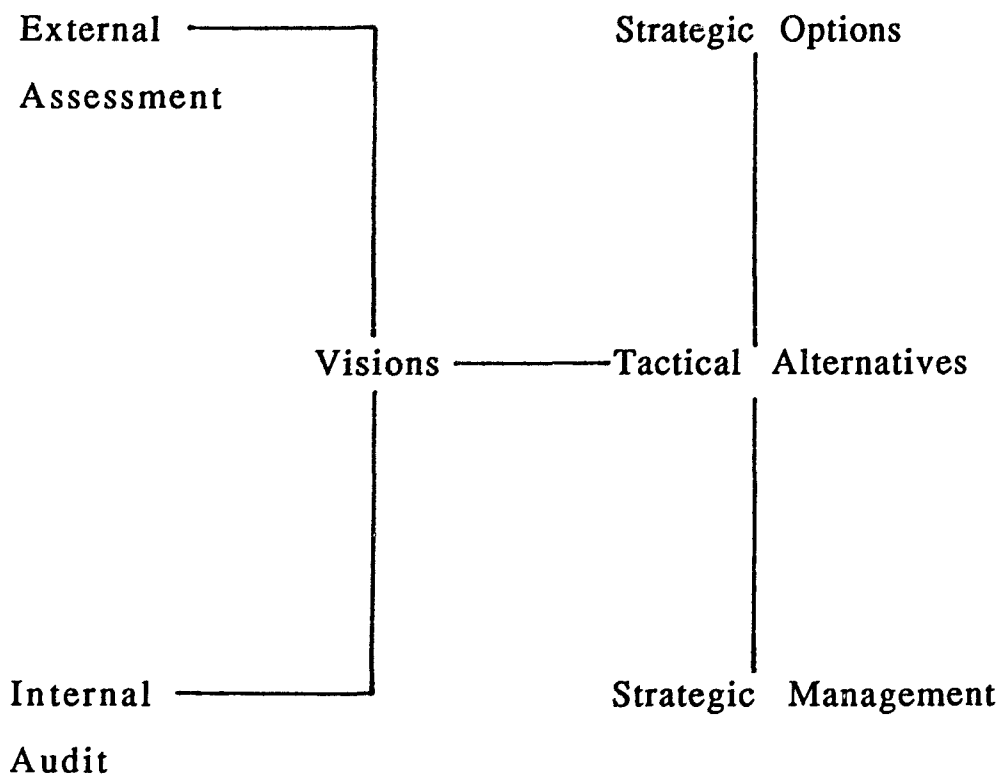
2. A comprehensive assessment of the external environment or an institution's service area.
3. A critical analysis or audit of the institution's internal environment.
4. The development of visions and alternative scenarios based upon the assessment of the external environment and the internal environment.
5. The selection of strategic options.
6. The refinement of strategic options into tactical alternatives, and
7. The specification and management of strategy to assist the institution in advancing toward the preferred scenarios."²⁸

A basic planning and management model is shown in Figure 1.

²⁸ Groff, Leadership: Vision and Structure, 4.

Figure 1

Groff's Planning and Management Model, 1986



The external environment for the educational institution consists of economic trends, demographic trends, technology, political climate, occupational demands, cultural demands, social climate, values and other variables. An exhaustive supply of tools and resources is available to the college administrator to assess the external environment. These tools include such things as; census data, demographic data, business/industry needs surveys, student surveys, employment trends, testing data, financial data, national and regional trends.

The internal audit consists of the evaluation of the institutional mission, goals, objectives, programs, students, services, faculty, instruction, governance structure, finances, facilities, equipment and student outcomes.²⁹ In recent years institutions of postsecondary education have done an adequate job of internal audit and assessment.³⁰ This has been due to the emphasis of accreditation agencies on internal audit.³¹

A different approach or alternative model to institutional planning focuses upon the review of mission as a starting point. This approach begins with a determination of whether the actual mission of the institution serves to support and enhance decision-making.³² If the current mission statement is deemed to be inappropriate then

²⁹ Ibid., 4.

³⁰ Ibid., 5.

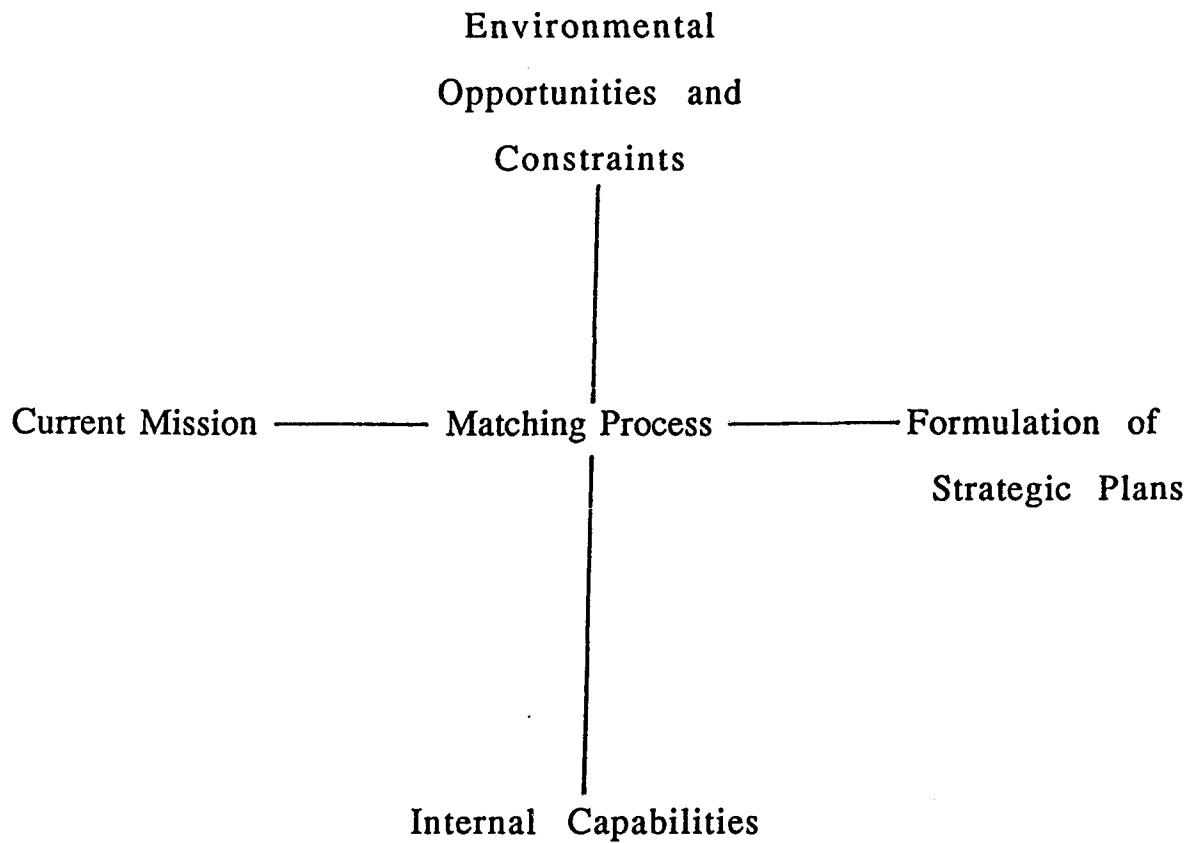
³¹ Ibid., 5.

³² Caruthers and Lott, Mission Review: Foundation for Strategic Planning (Boulder: National Center For Higher Education Management Systems, 1981), 23.

reevaluation of the mission statement is necessary. This alternative planning model is reflected in figure 2.³³

³³ Ibid., 20.

Figure 2
Caruthers and Lott's
Strategic Planning Model with Mission Review, 1981



The process of mission review involves establishment of an appropriate and usable mission which later serves as a guiding principle for overall institutional planning. Caruthers and Lott offer a three phase approach to mission development. That approach is summarized in Figure 3:³⁴

³⁴ Ibid., 22.

Figure 3
Caruthers and Lott's Three Phase Approach
Mission Development, 1981

Phase I

Current Mission Assessment

1. Review current mission statement.
2. Determine actual mission.
3. Compare stated and actual mission.
4. Determine whether to initiate mission review.

Phase II

Strategic Planning

1. Consider future external factors.
2. Analyze internal capacity.
3. Assess willingness and ability to change.
4. Determine future viability of current mission.

Phase III

Mission Reformulation

1. Reaffirm current or design new mission.
2. Establish goals and objectives to achieve stated mission.

The process of mission review is essential to establish a central purpose and adjust or reaffirm based on changing needs. All planning efforts and initiatives should be guided by this central focus.

One key element of strategic planning is to adapt effectively to change necessitated by future developments. There are several key concepts associated with studying the future. First, the future is not pre-ordained or fixed. The future is unpredictable with many possible outcomes. It is essential that creativity and imagination play an important role in the development of future scenarios.³⁵ Secondly, prediction of alternatives is involved in studying the future.³⁶ This is essential so that alternative strategies may be developed, which are both proactive and responsive. The unpredictable nature of the future makes the strategic planning process difficult at best. Our basic training and orientation provide an obstacle to be overcome if successful planning and change are to take place. Most people tend to adhere to traditional ways of doing things and maintain the status quo, effectively thwarting change.

Many past and future national and regional trends illustrate the complexity of planning and predicting the future. The factors contributing to the enormous enrollment growth of the past two decades have presented community colleges with many challenges

³⁵ Groff, Leadership: Vision and Structure, 3.

³⁶ *Ibid.*, 3.

that have been difficult to overcome.³⁷ Additionally, these trends point out the inability of community colleges to meet these challenges in a responsive way. The rapidly changing future accelerated by the constant waves of change in new technology demonstrate the complexity and unpredictable nature of the future.³⁸ They also illustrate the need for development of alternative scenarios, with alternative strategies for addressing the highly unpredictable future. Basic questions and direction must be resolved in the early stages of planning to guide the mission, goals and objectives of an institution.

An alternative view of planning is also illustrated by the unpredictable nature of future trends. Is it possible with any degree of certainty to predict the future? Is the investment of valuable time and resources to a detailed planning effort an effective strategy to enhance educational quality? These questions illustrate a trap that many institutions fall into. In the effort to plan effectively, an institution may overdo the planning effort through development of elaborate planning procedures and documentation, which results in overkill. Overkill can be characterized by overplanning and a proliferation of paperwork and documentation to the point that actual achievement of organizational goals and objectives are impeded. Many well intended planning systems result in frustration

³⁷ Richardson, Planning for the Nineties: Excellence Equals Access Plus Achievement, 14.

³⁸ Toffler, Future Shock, 63.

and failure due to such things as "data deluge, technical tyranny, and paper plague".³⁹ These plans are beset by complexity and overindulgence to the point of actually inhibiting enhancement of the educational program. These pitfalls must be avoided if the strategic planning process is to be effective. Ineffective planning may result in the conclusion that the merits of planning are overrated and unnecessary.

The recent emphasis upon planning by SACS represents an attempt by educational leaders in the southern region to address concerns of effectiveness and accountability. This emphasis effectively forces institutions to include planning as a part of regular institutional operation. The challenge to the college administrator is to develop the proper approach to planning. This is accomplished by the creation of the proper balance between the need for simplicity and the need for appropriate comprehensiveness.⁴⁰ This critical balance will determine the long term success or failure of the planning effort.

Resource Development

An element necessary to carry out the strategic plans and initiatives of institutional leadership is financial resources. In order to obtain the financial resources needed for institutional initiatives

³⁹ Southern Association of Colleges and Schools, Resource Manual on Institutional Effectiveness, 16.

⁴⁰ *Ibid.*, 16.

college administrators have turned their attention to the process of resource development. In the community college sector the resource development function is beginning to emerge as an essential ingredient of institutional management. Community college administrators nationwide are beginning to recognize that grant writing and private fund raising efforts are critical to make dollars available to support initiatives, innovations and new programs. Institutions that are proactive and responsive must cultivate the resources necessary to respond to new opportunities and maintain flexibility. According to Cyert,

"No institution should ever allow itself to get in a position of retrenchment or unrelieved trimming, pulling back and economizing at every turn. Danger stems from to only survive, but it must survive fruitfully."⁴¹

To survive and survive fruitfully, community college administrators must place special emphasis upon resource development efforts to cultivate the capital necessary to be responsive and proactive.

Recent reductions in student enrollment have resulted in reductions in federal and state funding. The trend has caused community college administrators to place increased emphasis upon seeking alternative sources for funding to carry on existing services and implement new programs. In the 1960's and early 70's, most community colleges depended almost entirely upon state funding for institutional operation. In the early and mid-1970's an increasing number of community colleges began to supplement state funding

⁴¹ G. Keller, Academic Strategy (Baltimore: Johns Hopkins University Press, 1983), 168.

with federal funding programs. The 1980's find community colleges scrambling to compete with four-year universities for scarce private resources in the wake of declining federal dollars. This effort has met with mixed results.⁴² These mixed results have been due in part to lack of strong alumni relations and the years of experience enjoyed by the four year universities. Another problem that has plagued the resource development effort in the community college sector is the reactive approach that has been extensively used.⁴³ This approach can be characterized as an institution attempting to secure special funding for unique program areas without first considering the implications or potential consequences of their actions.⁴⁴

Another problem area for resource development has been the separatist view of the resource development process.⁴⁵ The process of securing external or outside sources of funding for the institution is often discussed as a discrete entity.⁴⁶ All too often there is little understanding on the part of the faculty and staff regarding what function the resource development office plays in the overall institutional operation.⁴⁷ This may be due to lack of involvement and participation in funding initiatives created by reactive approaches. The resource development officer is seldom

⁴² Jim Young, 42.

⁴³ Ibid., 42.

⁴⁴ Ibid., 43.

⁴⁵ Ibid., 42.

⁴⁶ Ibid., 42.

⁴⁷ Ibid., 42.

viewed as an integral part of the total functioning of the institution.⁴⁸ This separatist view of the resource development process has resulted in funding initiatives becoming counterproductive or even worse, catastrophic.⁴⁹

To develop more fully an understanding of the development process we must first be determined what resource development encompasses. The resource development function primarily involves the seeking and securing of outside sources of funding. The term "outside funding" encompasses the solicitation and acquisition of funds from sources other than an institution's normal budget sources. For most community colleges, the government is the primary budget source. For example, in the North Carolina Community College system most schools receive the majority of their funding from state sources, with local and federal sources making up less than one third of the total institutional budget.⁵⁰ Outside funds usually involve extra-institutional resources solicited and obtained from a variety of sources to supplement the normal funding base. The supplementing or augmentation of a normal base of support is critical to carrying out visions and initiatives.⁵¹ For this reason, it is essential that the resource development be an integral part of the functioning of the institution.

48 Ibid., 42.

49 Ibid., 42.

50 North Carolina Department of Community Colleges, Annual Data Plan, (Raleigh: N. C. Department of Community Colleges, 1988), 33.

51 Young, 42.

The resource development efforts in two-year community colleges vary in approach from unplanned and often accidental receipt of funds to highly organized efforts.⁵² Regardless of the level of organizational experience, it is more often the institution's rationale for seeking outside resources rather than its procedure which determines long range success of activities.⁵³ This phenomena is the result of two general approaches to resource development which can be characterized as reactive and proactive. The reactive approach is based upon a reaction to some stimulus external to the institution.⁵⁴ A common example would be a resource development officer or college president reacting to a grant announcement and automatically submitting a proposal simply because "there is nothing to lose".⁵⁵ In many instances this practice tends to blossom into a practice commonly referred to as "Shotgunning".⁵⁶ Shotgunning occurs when an institution researches all possible funding sources and submits proposals to as many sources as possible. This practice often can be counterproductive to institutional objectives. This is the result of lack of planning, and little if any thought given to whether an institution really needs the specific program for which funding is sought. In such instances funding will likely occur in some cases. The funded projects require

⁵² Ibid., 43.

⁵³ Ibid., 44.

⁵⁴ Ibid., 44.

⁵⁵ Ibid., 42.

⁵⁶ Ibid., 42.

a commitment of time and institutional resources which may or may not be related to the overall organizational goals and objectives. This results in the investment of valuable time and effort in sometimes frivolous activities while neglecting the major purpose, goals and objectives of the institution. Another negative aspect of this approach is how the institution plans to perpetuate the program after outside funds run out. The constant elimination of jobs, positions and personnel can have devastating effects upon employee motivation and morale. Additionally, outside funding sources may dry up as a result of unsatisfactory post-evaluation of programs.⁵⁷ The use of a reactive approach to resource development may result in projects with glaring deficiencies.⁵⁸ Often projects are not based upon the needs of students and the community served by the institution. Short-sighted projects may be developed with little thought as to how they relate to the overall functioning of the institution.⁵⁹ This may result in burdensome and ineffective projects. The major failure of reactive projects is that they may be incompatible with current efforts, long-range plans, and purposes of the institution.⁶⁰

The opposite approach is a proactive method. The proactive approach is characterized by good planning, and is futuristic,

⁵⁷ Ibid., 44.

⁵⁸ Ibid., 44.

⁵⁹ Ibid., 43.

⁶⁰ Ibid., 43.

visionary and anticipatory.⁶¹ In an educational setting a program deemed good enough to merit outside funding should be essential enough to enjoy continued institutional support once outside funding ceases.⁶² This should be a determining factor in the pursuit of outside resources, except for certain short-term research oriented projects.⁶³ A proactive approach places major emphasis upon institutional mission, goals and objectives. Proactive resource development is a collaborative effort which usually involves most levels of an institution's operation. This involvement and collaboration is critical to the success of a funded project or activity.⁶⁴

A key element of proactive resource development is strategic planning.⁶⁵ The strategic planning process must include a comprehensive assessment of institutional and clientele needs. Additionally, in the planning process planners must envision the relationship of anticipated outside funds to regular budget resources and to the total institutional program. Planning must also be futuristic enough to accommodate long range plans, implications and obligations to be precipitated by funding activity.⁶⁷

The acceptance of outside funding is often viewed as a commitment to carry on indefinitely the purposes, programs and

⁶¹ Ibid., 43.

⁶² Ibid., 43.

⁶³ Ibid., 44.

⁶⁴ Ibid., 44.

⁶⁵ Groff, Leadership: Vision and Structure, 3.

⁶⁷ Young, 44.

activities for which resources were initially solicited. For this reason, careful thought and planning should go into requests for outside funding. The purpose of funding requests must be viewed as germane to the total purpose and role of individual programs and the total institution. Any resource development effort should involve a sincere commitment by the institution to the ends for which such funds were solicited.⁶⁸ Simply to fabricate statements of institutional commitment or goals contrived merely to secure a particular grant of funds will not facilitate the success of a development activity.⁶⁹ The most likely outcome will be severe harm to an institution's credibility and its chances of future funding.⁷⁰

In retrospect, a number of possible rationales can guide the resource development effort of an educational institution. The community college, not unlike the four year university can choose either a proactive or reactive course of action. The position an administrator elects to take can have a direct bearing upon the outside funding success the institution will enjoy, both short range and long range. The institutional administration that pursues a proactive approach to resource development will likely enjoy better long term success than one that employs a reactive approach. This is due to the general perception that the resource development effort is an extension of the regular institutional operation, dedicated to

⁶⁸ Ibid., 44.

⁶⁹ Ibid., 44.

⁷⁰ Ibid., 44.

further the mission, goals and objectives of the institution. For this reason, resource development efforts should be carefully guided and supported by sound strategic planning. Without this essential relationship efforts to obtain outside sources of funding are likely to be ineffective and counterproductive.

Summary

Several basic assumptions guide the examination of institutional effectiveness and the variables suspected to enhance institutional quality. The recent emphasis upon planning and evaluation illustrates the belief that planning is essential to institutional effectiveness. This belief has resulted in the requirement of planning to meet the basic criteria regarding institutional effectiveness adopted by the Southern Association. It is reasonable to assume that the level of commitment to planning demonstrated by an institution has a high relationship to institutional effectiveness. This is especially true due to the fact that the basic criteria on which institutions are rated or judged for institutional effectiveness by accreditation associations require a concerted planning effort.

Another major factor suspected to be highly related to institutional effectiveness is financial resources. Lack of adequate resources is the most frequent complaint or excuse for failure of programs and services. Those institutions which enjoy a high degree

of success in generating substantial resources are oftentimes judged to be more innovative and effective. The reason for this misconception is due to the fact that additional resources often allow an institution the flexibility to implement new programs and services. The addition of new programs and services often lead to perceptions of growth and institutional vitality. These perceptions, however, can be misguided due to lack of careful planning and emphasis upon institutional purpose and mission. Another danger is that too heavy a dependence upon "soft money" can lead to institutional instability. Institutional instability may result due to lack of planning and is often characterized by frequent reductions in programs and services, loss of jobs and reduced employee morale when funding sources are reduced or funded projects end. The literature regarding planning and resource development supports the idea that successful resource development is based upon sound institutional planning. The basic assumption is that a high degree of positive relationship exists between institutional planning and effective resource development. This assumption is based upon the premise that for resource development to be effective and responsive to critical institutional needs a planning process must be in place to properly identify and prioritize those needs.

CHAPTER THREE

Methodology

This study focused on the variables of institutional planning and resource development and their relationship to institutional effectiveness. The purpose of this research was to assess the relationships among institutional planning, resource development, and institutional effectiveness.

This project focused upon examination of the level of organizational commitment to institutional planning and resource development and their relationship to institutional effectiveness. Level of commitment was defined as the significance, importance and investment of human and financial resources to institutional planning and resource development. The following questions were addressed.

1. How is the level of commitment to institutional planning related to institutional effectiveness?
2. How is the level of commitment to resource development related to institutional effectiveness?
3. How is the level of commitment to institutional planning related to resource development?

Limitations

1. The statistical significance of relationships examined by this study is severely restricted by the small number of institutions that have completed reaccreditation under new SACS guidelines.
2. The study does not make allowances or control for the extraneous variable of political climate which may affect major variables.
3. The concept of resource development involved such a broad spectrum that establishment of parameters and clear understanding of operational definition were difficult to ascertain.

Delimitations

1. The results of this study are generalizable to two-year commuter-type community colleges of the Southern Association Region that have completed reaccreditation under new guidelines on institutional effectiveness.

To develop a clear understanding of the major variables the following operational definitions were used for the study.

Definition of Major Variables

1. Institutional Planning-The ongoing development and evaluation of goals, procedures and strategies for achieving the overall purpose and mission of an institution.
2. Institutional Effectiveness-The degree to which an institution is judged to meet published criteria on institutional effectiveness set forth by the Southern Association of Colleges and Schools (SACS).
3. Resource Development-The comprehensive process of cultivating, obtaining and securing external or outside sources of funding for an institution supplemental to regular budgetary funding from state and local sources.

Definition of Key Terms

1. Chief Planning Officer-Highest level administrator with the major responsibility for the planning function at the institution.
2. Chief Resource Development Officer-Highest level administrator with the major responsibility for the resource development activities of the institution.
3. Commuter-type community college-a two-year institution of higher education which offers the associate degree as a terminal degree and 95% of its student are commuter students.

4. Level of commitment-the significance, importance, and investment of human and financial resources to institutional planning and resource development.
5. President-Chief executive officer of an institution.

Population

The population of this study included two-year commuter-type community colleges, which have been accredited under the new SAC's guidelines established in 1986. The new SAC's guidelines included the new standard on institutional effectiveness. The institutional effectiveness standard set forth specific criteria that must be met in order to comply with accreditation standards. The institutional effectiveness criteria included;

1. "Establishment of a clearly defined purpose appropriate to collegiate education.
2. Formulation of educational goals consistent with the institutions purpose.
3. Development of procedures for evaluating the extent to which these educational goals are achieved; and the use of the results of these evaluations to improve institutional effectiveness."¹

This study included only two year community colleges which are predominantly commuter-type institutions. Two-year colleges with residency halls, and on-campus housing facilities were excluded. The

¹ Southern Association of Colleges and Schools, Resource Manual on Institutional Effectiveness, 5.

literature suggested that residential-type institutions enjoy a favorable position over commuter-type institutions in the area of resource development.²

The population for this study was 18 two-year public, commuter-type community colleges under the jurisdiction of SACS. These colleges were selected from among 34 Southern Association colleges which had completed the process of accreditation or reaccreditation in 1986, 1987 and 1988. The 18 institutions selected for the study completed the reaccreditation process under the new institutional effectiveness criteria. This was essential since the operational definition of institutional effectiveness to be used was based upon the specific criteria established by SACS. Additionally, the judgment of the level of effectiveness of each of the institutions selected is based, in part, upon institutional self studies, self evaluation and evaluation committee reports. For these reasons, it was essential to include as many schools as possible that have been evaluated using the same criteria regarding institutional effectiveness. The key personnel from each of the institutions selected for the study were the President, Chief Planning Officer and Chief Institutional Resource Development Officer. Also, the staff of SACS was involved in making available critical documentation for assessment of institutional effectiveness. The SACS staff contacted the presidents of each institution involved in the study and obtained

² Young, 43.

permission from each to make available all documentation collected during the reaccreditation process.

Instruments

The use of surveys served as one of the major forms of instrumentation. The President, Chief Planning Officer and Chief Institutional Resource Development Officer at each institution were surveyed to assess the levels of commitment to planning and resource development that existed within each institution selected for the study. Each of the surveys was developed involving Presidents, Chief Planning Officers, Resource Development Officers, and persons who have served as self-study team members who were not directly involved in the study. This involvement served to develop questions which assessed each of the factors identified by this study to include; institutional planning, resource development and institution effectiveness. Once the surveys were developed each was pilot tested with a representative group of presidents, planning officers, resource development officers and self-study team members not directly involved in the study to identify problems with questions, clarity, length, etc. Additionally, the results of the pilot testing were used to determine internal consistency and reliability of survey instruments. Each survey was developed using a Likert-type scale to indicate varying levels of commitment to planning, resource development and institutional effectiveness level. (See Appendices A,

B, C) In addition, questions regarding institutional effectiveness and planning were taken directly from questionnaires recommended by SACS. (See Appendix D)

To validate the results obtained from survey data further other forms of data were collected and analyzed to develop a complete picture surrounding the variables in question. This involved collection of institutional mission statements, purpose statement, long range plans, objectives and short range plans. Additionally, organizational charts, financial data, self-study documentation and final visitation team evaluation reports were examined. The majority of these data were obtained through arrangements with the staff of SACS. (See Appendix E)

Procedures

The first step in this study was the identification of two-year community colleges in the Southern Association Region that had completed the accreditation process under the new criteria for institutional effectiveness. This was accomplished by contacting SACS. A listing of 34 two-year community colleges was developed to include all institutions completing accreditation in 1986, 1987 and 1988. (See Appendix F) From the original list of 34 eligible schools, 18 two-year community colleges were selected for inclusion in the study. The selection of colleges was accomplished by elimination of those institutions with dormitory or housing facilities. The 18

remaining two-year commuter-type or community colleges were selected for inclusion in the study.

The next step was to develop a set of surveys which were useful in establishing levels of commitment to institutional planning, resource development and determining effectiveness level. These surveys were developed with the input of college presidents, chief planning officers, resource development officers and visitation team members. First, specific questions were developed which would indicate commitment to planning and resource development. These were developed by borrowing questions from other surveys and literature regarding planning and resource development. Additionally, presidents, planning officers and resource development officers submitted possible questions for inclusion in the study. Once these questions were compiled a representative group of questions were selected for inclusion in a pilot study. The development of questions to include in surveys to assess institutional effectiveness began with a thorough review of SAC's criteria and recommendations regarding institutional effectiveness. The actual survey questions were derived directly from SAC's recommendations and specific survey instruments used previously to assess institutional effectiveness. (See Appendix D) The purpose of including institutional effectiveness questions in the surveys was to allow institutional personnel the opportunity to do a self-evaluation regarding institutional effectiveness. Self-evaluation data would later be used in conjunction with self-study data and final visitation

reports to develop a composite score regarding effectiveness. The surveys regarding institutional planning, resource development and institutional effectiveness were then pilot tested with a total of 20 individuals to include; presidents, chief planning officers, resource development officers and self-study team members. (See Appendices A, B, C) The individuals involved in the pilot test were from institutions not directly associated with the study. This pilot testing served to identify questions which were vague, unclear or created confusion for the reader. Additionally, the pilot testing was used to conduct a statistical analysis of internal consistency and reliability. This was accomplished by measuring the consistency of responses by item among respondents and test/retest. The internal consistency was determined by use of the Kuder-Richardson formula for rationale equivalence reliability. A coefficient of stability was determined for test/retest reliability. The following coefficients were found for tests of internal consistency and test/retest reliability.

Coefficients for Internal Consistency and Test/Retest Reliability

<u>Survey</u>	<u>KR-21 Coefficient</u>	<u>Coefficient of Stability</u>
President (n=5)	.83	.90
Pl. Officer (n=5)	.85	.93
Resource Development Officer (n=5)	.80	.91
Visitation Team Members (n=5)	.80	.90
Total (n=20)		

The pilot testing of these surveys revealed a few minor problems with content, meaning and readability. Additional spacing was included between each question to improve readability. Additionally, the numbering system for responses (1-Strongly agree, 2-agree, 3-disagree, 4-strongly disagree) was moved from the last line of each question to the first line of each question to improve readability. These two changes were incorporated into the surveys before mailing them to schools included in the study. (See Appendices A, B, C)

Another problem was identified by pilot testing the original surveys. The responses of a few individuals indicated that there was some confusion or misunderstanding as to the meaning of "resource development." This confusion was often expressed by college presidents, vice-presidents and deans. To address this problem the new surveys included an explanation and an operational definition in the cover letter and a sentence defining resource development. These changes were incorporated into the surveys before mailing to schools included in the study. (See Appendices A, C)

Once the surveys were developed and pilot tested they were distributed to the institutions. The specific steps and procedure were as follows for each survey instrument:

1. The survey questionnaires for planning, resource development and institutional effectiveness were mailed, accompanied by a cover letter from the author. (See Appendix G)

Additionally, a cover letter was enclosed from Robert Scott, Executive Director, North Carolina Community College System and former Governor of North Carolina. (See Appendix H) These letters stressed the importance of examination of the variables suspected to be related to institutional effectiveness. Also the author's letter assured confidentiality and offered a summary of the results of the study to each respondent. (See Appendix G)

2. The surveys were distributed by mail with a pre-posted return envelope to each institution included in the study. (See Appendix G) The planning survey was mailed directly to the chief planning officer. (See Appendix B) The resource development survey was mailed to the chief resource development officer. (See Appendix C) The president of each institution was mailed a survey instrument which included planning, resource development and institutional effectiveness questions. (See Appendix A) Special instructions were included to inform each individual involved of the other personnel responding to surveys and that each survey should be completed without consultation to provide for different perspectives. Each respondent was given a deadline of three weeks to complete and return the survey. At the end of the 4th week each nonrespondent was mailed a reminder notice and another survey form for completion. After 6 weeks each nonrespondent was contacted by telephone for the purpose of conducting the survey by phone. The survey procedure was considered complete after 90 percent of the respondents had been surveyed by mail or telephone.

To supplement and validate the results of the survey data other data were collected and evaluated to further clarify results. These supplemental documents were as follows:

1. Organizational charts were collected from each institution to assess the level of commitment to institutional planning and resource development. Institutions which had the Chief Planning Officer and Chief Resource Development Officer reporting directly to the President of the college were judged to have a higher level of commitment. Institutions that placed these positions in the higher echelon of the organization were judged to have a high level of commitment. Institutions which placed these positions at a lower level within the organization were judged to have a lower level of commitment.

2. Institutional data were collected from 1988-89 edition of the College Handbook to confirm enrollment, service area, demographic data and organizational size. This helped to reduce the amount of data to be collected from surveys and to permit allowances for varying size on variables of institutional planning and resource development. For example, it was reasonable to expect an institution with a large enrollment and service area to be in a position to raise more financial resources and dedicate more full time positions to institutional planning and resource development.

3. Institutional data were collected from each institution to include: school catalog, long range plans, minutes of planning committees, minutes of resource development committees, and job

descriptions of the president, chief planning officer and chief resource development officer. This information was used to rank the levels of activity concerning institutional planning and resource development.

4. To examine effectiveness, institutional self-studies, minutes of SACS steering committees, and the final report of each visitation team were collected. This information along with survey information was used to rate institutions on institutional effectiveness.

The content analysis for the above institutional documentation involved the development of special rating instruments for the purpose of identification of varying levels of commitment on variables of planning and resource development. Rating instruments were developed to evaluate each major element of additional documentation to include; organizational charts, planning documents, and resource development documents. (See Appendices I, J, K, L, M, N, O, and P) Four individuals were selected to serve as evaluators using the rating instruments to analyze documentation. The use of multiple raters was intended to develop a consensus rating and improve the reliability of the data evaluation. Each rating instrument represented a numerical rating scale reflecting a spectrum of high commitment to low commitment. From the numerical ratings a composite score was developed for the variables of institutional planning and resource development. Each

rating instrument clearly spelled out indicators of commitment to planning and resource development.

The content analysis for institutional effectiveness involved the collection of institutional self-studies, steering committee documentation and visitation team findings. A rating instrument was developed to analyze all documentation. (See Appendix Q) The same procedures were used involving four raters to analyze documentation. The rating instrument included specific statements that represented indicators of institutional effectiveness. These indicators were taken directly from SACS criteria and guidelines.

All rating scales were pilot tested using the same four raters involved in the actual study. The rater responses were examined for inter-rater agreement utilizing institutional documentation from five institutions not involved in the actual study. Additionally, intra-rater agreement was examined by having each of the four raters score the same documentation using the same instruments on two occasions, three weeks apart. Each rating instrument was considered sufficiently reliable for use in the actual study with an agreement level of 80% or above. The results for each rating instrument are summarized in Table 1;

Table 1
Rater Agreement Levels on Rating Instruments

<u>Instrument</u>	<u>Inter-Rater Level</u>	<u>N</u>	<u>Intra-Rater Level</u>
Planning-Committee Minutes (Appendix I)	.80	20	1.00
Planning-Long Range Plans (Appendix J)	.80	20	1.00
Planning-Organizational Charts (Appendix K)	1.00	20	1.00
Res. Dev.-Organizational Charts (Appendix L)	.80	20	1.00
Planning-Pl. Officer Job Description (Appendix M)	.80	20	.80
Res. Dev.-President Job Description (Appendix N)	1.00	20	1.00
Planning-President Job Description (Appendix O)	.80	20	1.00
Res. Dev.-Res. Dev. Officer Job Description (Appendix P)	1.00	20	1.00
Institutional Effectiveness Rating (Appendix Q)	.90	20	.94

Data Analysis

The survey data were collected on Likert-type scales on variables of institutional planning, resource development and institutional effectiveness. The survey data along with ratings of institutional documentation were used to analyze possible relationships between the three major variables. All data were coded to protect the privacy of the institutions and individuals involved. Once all data were collected and all rating of institutional documentation had been completed, the data were analyzed by correlation of specific variables and through multiple regression analysis. This was accomplished by examination of ten items of data for each institution. This included three items of planning data to include; president's perception, planning officer's perception, and planning documentation. Also, three items of resource development data were analyzed to include: president's perception, resource development officer's perception and resource development documentation. A total of four items of data were analyzed to examine institutional effectiveness. These included the president's rating of institutional effectiveness, planning personnel's rating of institutional effectiveness, resource development personnel's rating of institutional effectiveness and the rating of SACS documentation by the four independent raters. A composite mean score was calculated for each measure on major variables using the self evaluations from institutional surveys and the rating scales of

documentation on institutional planning, resource development and institutional effectiveness. The president's perception, planning officer's perception and resource development officer's perception on variables of institutional planning and resource development were obtained by institutional surveys. The planning documentation and resource development documentation was collected from individual institutions and SACS, along with accreditation data. For each of the ten data items a numerical mean score was calculated using either survey data or rating scale data. In the case of rating scale data the mean score was calculated using the scores of all four raters.

The data analysis was accomplished through use of the computer center at Western Carolina University. A statistical data file was established which included the mean scores for each of the ten data items for all 18 institutions. This resulted in ten comparable items of data for each institution. All data elements were analyzed using the SPSSX statistical analysis package. Dr. Robbie Pittman, Professor of Statistics and Research, Western Carolina University assisted in the design and programming necessary for correlation, multiple analysis of variance and multiple regression analysis. To illustrate the specific correlations and possible relationships that were examined a diagram is included summarizing the ten data items and possible relationships to each other. These are represented in Figure 4.

Figure 4
Statistical Analysis of Data

	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
1. PPrP	A	B	C	D	E	F	G	H	I
2. PPeP		J	K	L	M	N	O	P	Q
3. PD			R	S	T	U	V	W	X
4. RDPrP				Y	Z	AA	BB	CC	DD
5. RDPeP					EE	FF	GG	HH	II
6. RDD						JJ	KK	LL	MM
7. PIE							NN	OO	PP
8. PLIE								QQ	RR
9. RDIE									SS
10. RIE									

1. PPrP-Planning-President's Perception
2. PPeP-Planning-Planning Officer's Perception
3. PD-Planning-Documentation
4. RDPrP-Resource Development-President's Perception
5. RDPeP-Resource Development-R. D. Officer's Perception
6. RDD-Resource Development-Documentation
7. PIE-Institutional Effectiveness-President's Rating
8. PLIE-Institutional Effectiveness-Planning Personnel's Rating
9. RDIE-Institutional Effectiveness-Resource Dev. Personnel's Rating
10. RIE-Institutional Effectiveness-Rating of SACS Documentation

The grid represented in Figure 4 summarizes the ten items of data examined for each institution. The numeral information corresponds to each of the ten data items, whereas, the alphabetic characters A through SS represented all the possible correlational relationships that could be examined using the data from the study. This study focused upon relationships directly concerned with institutional planning, resource development and institutional effectiveness.

Several possible relationships have significance for the college administrator. The major focus of the study was to examine the relationships of effectiveness. This was accomplished by using multiple analysis of variance and multiple regression analysis to determine the relationships of planning and resource development to institutional effectiveness. The following summarizes how this was accomplished using the information summarized on the grid in Figure 4;

A. The relationship of institutional planning to institutional effectiveness.

(1) PPrP (2) PPeP (3) PD = (7) PIE (8) PLIE (9) RDIE (10) RIE

B. The relationship of resource development to institutional effectiveness.

(4) RDPPrP + (5) RDPeP + (6) RDD = (7) PIE (8) PLIE (9) RDIE (10) RIE

Another relationship that holds special significance for educational personnel is the relationship between institutional planning and resource development. Education literature implies

that effective resource development is based upon sound institutional planning. To examine this critical relationship the following multiple regression analysis was conducted:

C. The relationship of institutional planning to resource development.

(1) PPrP (2) PPeP (3) PD = (4) RDPPrP (5) RDPeP (6) RDD

Other relationships were examined to determine possible relationships. This was accomplished through correlation using the ten measures on variables. The following summarizes the variables that were examined using the information summarized on the grid in Figure 3.

A. The relationship of president's perception of planning to perceptions of the planning personnel.

(1) PPrP = (2) PPeP or correlation A.

B. The relationship of president's perception of planning to institutional documentation.

(1) PPrP = (3) PD or correlation B.

C. The relationship of planning personnel's perception of planning to institutional documentation.

(2) PPeP = (3) PD or correlation J.

D. The relationship of the president's perception of resource development to perceptions of the resource development personnel.

(4) RDPPrP = (5) RDPeP or correlation Y.

E. The relationship of the president's perception of resource development to rating of resource development documentation.

(4) RDPrP = (6) RDD or correlation Z.

F. The relationship of the resource development personnel's perception of resource development to rating of resource development documentation.

(5) RDPeP = (6) RDD or correlation EE.

G. The relationship of the president's perception of planning to the president's institutional effectiveness rating.

(1) PPrP = (7) PIE or correlation F.

H. The relationship of the president's perception of resource development to the president's institutional effectiveness rating.

(4) RDPrP = (7) PIE or correlation AA.

I. The relationship of president's perception of planning to institutional effectiveness rating based upon SACS documentation.

(1) PPrP = (10) RIE or correlation I.

J. The relationship of the president's perception of resource development to institutional effectiveness rating based upon SACS documentation.

(4) RDPrP = (10) RIE or correlation DD.

K. The relationship of planning personnel's perception of planning to planning personnel's rating of institutional effectiveness.

(2) PPeP = (8) PLIE or correlation O.

L. The relationship of planning personnel's perception of planning to institutional effectiveness rating based upon SACS documentation.

(2) PPeP = (10) RIE or correlation Q.

M. The relationship of the resource development personnel's perception of resource development to resource development personnel's rating of institutional effectiveness.

(5) RDPeP = (9) RDIE or correlation HH.

N. The relationship of the resource development personnel's perception of resource development to institutional effectiveness rating based upon SACS documentation.

(5) RDPeP = (10) RIE or correlation II.

O. The relationship of the president's perception of planning to the president's perception of resource development.

(1) PPrP = (4) RDPrP or correlation C.

P. The relationship of the president's perception of planning to resource development personnel's perception of resource development.

(1) PPrP = (5) RDPeP or correlation D.

Q. The relationship of planning personnel's perception of planning to the resource development personnel's perception of resource development.

(2) PPeP = (5) RDPeP or correlation L.

R. The relationship of the president's perception of resource development to the planning personnel's perception of planning.

(4) RDPrP = (2) PPeP or correlation K.

S. The relationship between ratings of institutional planning documentation and the rating of SACS documentation on institutional effectiveness.

(3) PD = (10) RIE or correlation X.

T. The relationship between ratings of resource development documentation and the rating of SACS documentation on institutional effectiveness.

(6) RDD = (10) RIE or correlation MM.

CHAPTER FOUR

Analysis of Data

This research project focused on the variables of institutional planning and resource development and their relationship to institutional effectiveness. The purpose of this study was to assess the relationships among institutional planning, resource development and institutional effectiveness. To accomplish this task the project focused upon examination of the levels of organizational commitment to institutional planning and resource development and their relationship to institutional effectiveness. Level of commitment was defined as the significance, importance and investment of human and financial resources to institutional planning and resource development efforts. The study addressed the following questions.

1. How is the level of commitment to institutional planning related to institutional effectiveness?
2. How is the level of commitment to resource development related to institutional effectiveness?
3. How is the level of commitment to institutional planning related to resource development?

Analysis of Data

All of the subjects in the population responded to the surveys by mail or telephone interview. All 54 surveys were completed and used in the study to generate numerical scores for measures on major variables. In addition, all necessary documentation on institutional planning, resource development and institutional effectiveness was obtained for each of the 18 institutions included in the study.

The data accumulated from this study resulted in a total of ten "scores" on variables of institutional planning, resource development, and institutional effectiveness for each of the 18 institutions included in the study. A mean score was calculated for each of the ten measures. The first three mean scores represented measures of commitment to institutional planning. These included the president's perception of planning (PPrP), the planning personnel's perception of planning (PPeP), and a rating of planning documentation (PD). The next three mean scores represented measures of commitment to resource development. This included the president's perception of resource development (RDPrP), the resource development personnel's perception of resource development (RDPeP), and a rating of resource development documentation (RDD). The final four mean scores represented measures of institutional effectiveness. This included the president's rating of institutional effectiveness (PIE), the planning personnel's rating of institutional effectiveness (PLIE), the resource development

personnel's rating of institutional effectiveness (RDIE), and a rating of institutional effectiveness based upon Southern Association documentation (RIE). Table 2 summarizes all mean scores for each of the 18 institutions in the study. The lower the mean score the higher the level of commitment to planning and resource development. In the case of institutional effectiveness the lower the mean score the higher the rating on institutional effectiveness.

Data Summary

I=Institution

PPrP=president's perception of planning

PPeP=planning personnel's perception of planning

PD=planning documentation

RDPPrP=president's perception of resource development

RDPeP=resource development personnel's perception of resource development

RDD=resource development documentation

PIE=president's rating of institutional effectiveness

PLIE=planning personnel's rating of institutional effectiveness

RDIE=resource development personnel's rating of institutional effectiveness

RIE=institutional effectiveness rating based upon SACS documentation

Table 2
Mean Measures

I	PPrP	PPeP	PD	RDPPrP	RDPeP	RDD	PIE	PLIE	RDIE	RIE
A	2.00	1.95	3.00	2.63	1.75	2.00	2.35	2.35	2.41	2.94
B	1.58	1.68	2.40	1.63	2.50	2.66	2.24	2.24	2.41	2.68
C	2.84	2.63	3.40	1.75	1.88	3.00	2.29	2.88	2.41	3.13
D	2.00	2.63	3.60	1.88	1.38	1.60	2.29	2.88	2.41	3.16
E	1.89	2.79	3.20	1.75	2.50	3.66	2.12	3.35	2.88	3.74
F	1.32	1.47	1.80	1.50	1.38	2.33	2.12	1.82	2.06	2.16
G	1.89	1.05	3.00	2.63	1.88	1.80	2.35	1.12	1.29	3.19
H	2.84	1.89	3.20	2.13	1.25	2.33	2.00	1.94	2.18	3.26
I	2.84	1.89	3.00	2.63	1.63	2.66	2.29	2.88	2.53	2.74
J	1.74	1.68	2.40	2.25	1.75	2.33	2.24	2.12	2.12	2.94
K	1.42	1.16	3.00	2.50	1.63	3.00	1.94	1.94	3.06	3.19
L	2.94	3.16	3.20	1.75	1.63	3.33	1.71	2.65	2.18	3.39
M	1.84	1.63	1.60	1.50	1.00	1.00	1.88	1.47	1.41	2.03
N	2.00	1.78	3.00	1.87	1.37	2.66	1.94	1.82	2.47	2.74
O	1.73	1.84	2.40	2.25	1.87	2.33	2.05	1.76	1.94	2.03
P	1.15	1.63	3.00	1.50	1.12	3.00	1.82	1.47	1.41	3.22
Q	1.47	1.63	3.00	1.75	2.00	3.00	1.35	1.82	2.05	3.19
R	1.36	1.26	2.66	1.50	1.37	1.60	1.23	1.23	1.41	2.58

Each of the mean scores was used to analyze the variables of institutional planning, resource development and institutional effectiveness. All data were examined using Pearson's r correlations to determine relationships among separate measures. To examine overall relationships multiple analysis of variance (manova) was used since each variable involved multiple measures. The overall mean scores for each separate measure of the three main variables are represented in Table 3. These scores were computed by averaging the mean scores for all institutions.

Table 3
Composite Mean Scores on Measures

<u>Planning Measures</u>	<u>Mean</u>	<u>N</u>	<u>Std. Deviation</u>
President's perception(PPrP)	1.936	18	.569
Planning per. perception(PPeP)	1.875	18	.576
Planning documentation(PD)	2.826	18	.525
 <u>Resource Dev. Measures</u>			
President's perception(RDPrP)	1.967	18	.419
Res. Dev. per. perception(RDFeP)	1.661	18	.414
Res. Dev. documentation(RDD)	2.461	18	.678
 <u>Inst. Effectiveness Measures</u>			
President's perception(PIE)	2.012	18	.325
Planning per. perception(PLIE)	2.097	18	.627
Res. Dev. per. perception(RDIE)	2.146	18	.504
Inst. Eff. Documentation(RIE)	2.906	18	.474

The first step in the analysis was to examine the relationships among mean scores within each variable. This was accomplished by a correlation of various mean scores on the same overall variable. A relationship was considered to be significant if greater than or equal to .05. The first major variable examined was institutional planning. This was accomplished through use of the Pearson's r using each of the three separate measures of commitment to institutional planning. The first relationship to be examined was the president's perception of planning (PPrP) and the planning personnel's perception of planning (PPeP). The mean scores for each measure of planning revealed that the planning personnel's perception of planning indicated a higher commitment to planning than that of the president. The mean score for PPeP was 1.875 compared to 1.936 for PPrP. The correlation for these two sets of scores on all 18 institutions indicated a Pearson's r of .621 with a level of significance greater than or equal to .003. A significantly positive relationship was indicated between president's perception (PPrP) and planning personnel's perception (PPeP) of the level of commitment to planning. The third measure of commitment to institutional planning was a rating of institutional planning documentation (PD). To further examine relationships the president's perception (PPrP) and the planning personnel's perception (PPeP) were both correlated with the rating of planning documentation (PD). In both cases a significantly positive relationship was indicated using the Pearson's r . The correlation of

the president's perception (PPrP) and the rating of planning documentation (PD) resulted in a coefficient of .452 with a level of significance greater than or equal to .030. The correlation of the planning personnel's perception (PPeP) and the rating of planning documentation (PD) resulted in a coefficient of .485 with a level of significance greater than or equal to .021. In each instance all three measures of institutional planning had a significant relationship to alternative measures.

The next major variable to be examined was the level of commitment to resource development. This examination involved three separate measures to include; president's perception of resource development (RDPrP), resource development personnel's perception of resource development (RDPeP), and a rating of resource development documentation (RDD). The first set of measures to be examined was the relationship between the president's perception of resource development (RDPrP) and the resource development personnel's perception of resource development (RDPeP). The Pearson's r for these two measures resulted in a coefficient of .165 which was not significant at the .05 level. The next step in the examination of measures of resource development involved correlation of both the president's perception (RDPrP) and the resource development personnel's perception (RDPeP) to the rating of resource development documentation (RDD). The correlation of the president's perception (RDPrP) and the rating of documentation (RDD) resulted in a coefficient of -.046 which was not significant at the .05 level using the Pearson's r . This negative correlation indicated no

relationship. The results were different when the resource development personnel's perception (RDPeP) was correlated with the rating of resource development documentation (RDD). This correlation resulted in a coefficient of .503 with a level of significance greater than or equal to .017. The relationship between the resource development personnel's perception (RDPeP) and the rating of documentation (RDD) was significant indicating a positive relationship. The results of the correlations on measures of resource development suggested that the resource development personnel's perception was much more in line with institutional documentation than the perception of the presidents.

The next stage of the data analysis involved examination of measures of institutional planning and resource development and how each related to measures on institutional effectiveness. In the case of institutional effectiveness, the same institutional personnel that provided survey data for institutional planning and resource development were afforded the opportunity to complete an evaluation of institutional effectiveness for their respective institution. This yielded institutional effectiveness measures based upon the president's perception (PIE), the planning personnel's perception (PLIE), and the resource development personnel's perception (RDIE). The fourth measure of institutional effectiveness was derived through examination of reaccreditation documentation provided by SACS. The documentation for each institution was read, analyzed and scored through use of a rating scale document. (See Appendix Q). The average score of four independent raters was

computed and resulted in the mean measure used in the data analysis (RIE).

The process of determining relationships between measures of institutional planning, resource development and their relationship to institutional effectiveness was accomplished through correlation using the Pearson's r . The first of these correlations involved the president's perception. A total of four separate correlations was computed to examine relationships on measures involving the president of each institution. A correlation was computed for the president's perception of planning (PPrP) and the president's institutional effectiveness rating (PIE). The analysis resulted in a coefficient of .306 which was not significant. The relationship between measures was insignificant. The next correlation involved the president's perception of resource development (RDPrP) and the president's institutional effectiveness rating (PIE). The correlation resulted in a coefficient of .503 with an level of significance greater than or equal to .017. The relationship between measures was significant indicating a positive relationship. The next correlation involved the president's perception of planning (PPrP) and the institutional effectiveness rating based upon SACS documentation (RIE). This resulted in a coefficient of .278 which was not significant. The final correlation from presidential perceptions involved the president's perception of resource development (RDPrP) and the institutional effectiveness rating based upon SACS documentation (RIE). The correlation resulted in a coefficient of .151 which was not significant.

A summary of the analysis of measures based upon the president's perceptions revealed few significant relationships. The president's perception of resource development (RDP_rP) was found to be significantly related to the president's institutional effectiveness rating (PIE). However, when the president's perception of resource development was correlated with the rating of SACS documentation (RIE) no significant relationship was found. All other relationships between measures revealed no significant relationships. In most cases the perceptions of the president served as poor indicators of institutional effectiveness.

The next series of correlations on measures of institutional planning, resource development and institutional effectiveness involved the perceptions of the planning personnel. A total of two separate correlations was computed to examine relationships on measures involving the chief planning officer of each institution. A correlation was computed for the planning personnel's perception of planning (PPeP) and the planning personnel's rating of institutional effectiveness (PLIE). The analysis resulted in a coefficient of .817 with a level of significance greater than or equal to .001. The relationship between measures was significant indicating a positive relationship. The second correlation analyzed the relationship between the planning personnel's perception of planning (PPeP) and the rating of institutional effectiveness based upon SACS documentation (RIE). The resulting analysis revealed a correlation coefficient of .425 with a level of significance greater than or equal to

.040. The relationship between the two measures was significant indicating a positive relationship.

In both instances the perceptions of the chief planning officer were found to be significantly related to measures of institutional effectiveness. The perceptions of the chief planning officers served as good indicators of institutional effectiveness. These findings are understandable when you consider the amount of emphasis placed upon the planning function in recent SACS criteria on institutional effectiveness.

The remaining institutional personnel involved in the study were the chief resource development officers. In an effort to examine the relationships between measures of resource development and institutional effectiveness two additional correlations were computed using the perceptions of resource development personnel. A correlation was computed for the resource development personnel's perception of resource development (RDPeP) and the resource development personnel's rating of institutional effectiveness (RDIE). The analysis resulted in a coefficient of .504 with a level of significance greater than or equal to .017. The relationship between measures was significant indicating a positive relationship. An additional correlation was computed for the resource development personnel's perception of resource development (RDPeP) and the rating of SACS documentation on institutional effectiveness. The correlation resulted in a coefficient of .151 which was not significant.

The results involving the chief resource development officers indicated a significant relationship between the perceptions of commitment to resource development and the institutional effectiveness rating provided by the same development officer. However, no significant relationship was found to exist between the perceptions of commitment to resource development and the rating of SACS documentation regarding institutional effectiveness. The perceptions of the chief resource development officers served as a good indicator of institutional effectiveness when used in conjunction with their own rating of institutional effectiveness. The results were the opposite when compared to institutional effectiveness ratings of independent scorers based upon examination of SACS documentation.

An additional examination of relationships between measures on major variables was performed. This involved examination of the relationships between specific measures on institutional planning and resource development. A total of four different correlations were performed using the Pearson's r to examine relationships between measures. A correlation was performed for the president's perception of planning (PPrP) and president's perception of resource development (RDPrP). The resulting correlation coefficient was .282 which was not significant. Another correlation was calculated for the president's perception of planning (PPrP) and the resource development personnel's perception of resource development (RDPeP). A correlation coefficient of .004 which was not significant. The next correlation involved the planning personnel's perception of planning (PPeP) and

the resource development personnel's perception of resource development (RDPeP). This resulted in a correlation coefficient of .214 which was not significant. The final correlation involving measures on institutional planning and resource development compared the president's perception of resource development (RDPrP) and the planning personnel's perception of planning (PPeP). This correlation resulted in a slightly negative coefficient of -.196 which was not significant. The specific comparisons on measures of institutional planning and resource development revealed no significant relationships between indicators.

The remaining measures to be examined regarding institutional planning, resource development and institutional effectiveness involved rating of institutional documentation and SACS documentation by independent raters. In each instance the documentation was reviewed and scored by four independent raters. In every case each rater examined the same institutional documentation as other raters. After a thorough review, each rater scored institutional documentation and SACS documentation using special rating scales developed specifically to measure each major variable (See Appendices I, J, K, L, M, N, O, P,Q). The independent raters represented four different individuals for each major variable. Prior to the use of each rating scale pilot tests were conducted using each rating instrument to evaluate institutional documentation from five institutions not directly involved in the study to determine the level of agreement among raters. The levels of agreement for each instrument are indicated in Table 4.

Table 4Rater Agreement Levels on Rating Instruments

<u>Instrument</u>	<u>Inter-Rater Level</u>	<u>N</u>	<u>Intra-Rater Level</u>
Planning-Committee Minutes (Appendix I)	.80	20	1.00
Planning-Long Range Plans (Appendix J)	.80	20	1.00
Planning-Organizational Charts (Appendix K)	1.00	20	1.00
Res. Dev.-Organizational Charts (Appendix L)	.80	20	1.00
Planning-Pl. Officer Job Description (Appendix M)	.80	20	.80
Res. Dev.-President Job Description (Appendix N)	1.00	20	1.00
Planning-President Job Description (Appendix O)	.80	20	1.00
Res. Dev.-Res. Dev. Officer Job Description (Appendix P)	1.00	20	1.00
Institutional Effectiveness Rating (Appendix Q)	.90	20	.94

The rating instruments were used in the actual study if the consistency of response exceeded 80%. The same documentation was examined for each of the major variables to include; institutional planning, resource development and institutional effectiveness. The numerical average score of each independent rater was calculated and used to compute the overall average mean score. The mean scores for each measure are represented on page 72 under columns entitled (PD) planning documentation, (RDD) resource development documentation and (RIE) institutional effectiveness rating. The ratings for institutional planning and resource development were based upon documentation collected directly from institutions and state or federal sources. The ratings for institutional effectiveness were based upon documentation collected and compiled by SACS as a part of the reaccreditation process. The president of each institution involved in the study granted permission for examination of SACS documentation (See Appendix R).

To further clarify relationships between major variables and validate rating instruments two correlations were performed of independent measures of institutional planning, resource development and institutional effectiveness. A correlation was computed for the rating of institutional planning documentation (PD) and the rating of SACS documentation on institutional effectiveness (RIE). The correlation resulted in a coefficient of .816 with a level of significance greater than or equal to .001. The relationship between ratings was significant. A correlation was computed for ratings of resource development documentation (RDD) and the rating of SACS

documentation on institutional effectiveness (RIE). The correlation resulted in a coefficient of .587 with a level of significance greater than or equal to .005. The relationship between ratings of documentation was significant indicating a positive relationship.

The results of the correlations involving ratings on all major variables indicated a highly significant relationship between institutional planning and institutional effectiveness, plus a highly significant relationship between resource development and institutional effectiveness. A possible explanation for the high degree of relationship between ratings of major variables is that much of the same institutional documentation reviewed by the raters is used in the evaluation of institutions by SACS visitation teams. The results of the institutional effectiveness ratings of SACS documentation to a certain degree is the product of the interpretation and recommendations of the same visitation teams. Additionally, the results indicating a significant relationship between institutional planning and institutional effectiveness is likely influenced by the major emphasis upon institutional planning in the new SACS evaluation criteria on institutional effectiveness.

A review of the various correlations involving measures on major variables indicates several relationships that are significant. All three measures on institutional planning are significantly related to other measures on institutional planning indicating a high degree of consistency between perceptions of institutional personnel and ratings of planning documentation by independent raters. Correlations between institutional planning measures and

institutional effectiveness measures indicated significant relationships between the perceptions of planning personnel and institutional effectiveness measures. The perceptions of planning personnel served as a much better predictor of institutional effectiveness than perceptions of presidents and resource development personnel. Correlations between resource development measures indicated that the perceptions of the resource development personnel were significantly related to ratings of resource development documentation by independent raters. Correlations between resource development measures and institutional effectiveness measures indicated significant relationships between the perceptions of presidents regarding resource development and president's ratings of institutional effectiveness. The perceptions of resource development personnel were significantly related to resource development personnel's ratings of institutional effectiveness. However, the president's perceptions of resource development nor the resource development personnel's perceptions were significantly related to ratings of institutional effectiveness based upon SACS documentation. Correlations between ratings of institutional documentation on planning and resource development with ratings on institutional effectiveness based upon SACS documentation revealed significant relationships between all measures. A summary of significant findings is provided in Table 5.

Table 5
Significant Correlations

<u>Measures</u>	<u>Level of Significance</u>	<u>N</u>	<u>Correlation</u>
(1) PPrP = (2) PPeP	.003	18	A
(1) PPrP = (3) PD	.030	18	B
(2) PPeP = (3) PD	.021	18	J
(5) RDPeP = (6) RDD	.017	18	EE
(4) RDPPrP = (7) PIE	.017	18	AA
(2) PPeP = (8) PLIE	.001	18	O
(2) PPeP = (10) RIE	.040	18	Q
(5) RDPeP = (9) RDIE	.017	18	HH
(3) PD = (10) RIE	.001	18	X
(6) RDD = (10) RIE	.005	18	MM

The final stage of the data analysis focused upon addressing the major research questions. The questions addressed were as follows;

1. How is the level of commitment to institutional planning related to institutional effectiveness?
2. How is the level of commitment to resource development related to institutional effectiveness?
3. How is the level of commitment to institutional planning related to resource development?

The examination of these major questions involved going beyond the use of Pearson's r correlations. In some instances the Pearson's r correlations provided insight into the relationships between major variables. However, correlations between measures on variables were inadequate to examine the combined effects of the various multiple measures for each major variable. A total of ten different measures were available on the three major variables of institutional planning, resource development and institutional effectiveness. For these reasons, a multiple analysis of variance (MANOVA) was used to analyze the data and take into consideration combined effects. The resulting analysis revealed a canonical correlation for the overall test of relationship between major variables. The canonical correlation served to identify the overall relationship between the independent variables and the dependent variable. In each instance all measures were taken into consideration in the analysis of independent and dependent

variables revealing an overall combined effect. A multiple regression analysis served to examine the varying degrees of influence for specific measures on the independent variables and their relationship to the dependent variable.

The first multiple analysis of variance (MANOVA) examined the relationship between institutional planning and institutional effectiveness. Incorporating all the three measures of institutional planning and the four measures of institutional effectiveness the analysis revealed an overall canonical correlation of .905. The overall level of significance was determined to be greater than or equal to .003 using the Pillais test, .001 using the Hotellings test and .001 using the Wilks test. All tests indicated a highly significant relationship beyond the .05 level. The r square for the canonical correlation indicated that 82% of the variability in institutional effectiveness could be explained by the planning measures. The multiple regression analysis revealed weighted values for each measure of institutional planning. The president's perception of planning (PPrP) indicated a coefficient of .591 which was not significant. The planning personnel's perception of planning (PPeP) resulted in a coefficient of .897 with a level of significance greater than or equal to .001. The planning documentation (PD) resulted in a coefficient of .827 with a level of significance greater than or equal to .003. The multiple regression revealed that 35% of the variability in institutional effectiveness could be explained by the president's perception of planning, 80% could be explained by the planning personnel's perception of planning (PPeP) and 68% could be

explained by the planning documentation. A complete statistical summary is provided in Table 6.

Table 6
Analysis of Variance-Design 1
Institutional Planning and Institutional Effectiveness

<u>Test</u>	<u>Value</u>	<u>Approx. F</u>	<u>Significance of F</u>
Pillais	1.48756	3.19656	.003
Hotellings	6.06879	4.88875	.001
Wilks	.06796	4.31844	.001

Canonical Correlation

<u>Canonical Correlation</u>	<u>Squared Correlation</u>
.90489	.81883

Regression-Effect Within Cells

<u>Var.</u>	<u>Multiple Reg.</u>	<u>Sq. M. R.</u>	<u>F</u>	<u>Sig. of F</u>
PPrP	.59098	.34926	1.744	.200
PPeP	.89672	.80410	13.34	.001
PD	.82690	.68376	7.027	.003

The statistics in Table 6 indicate that the level of commitment to institutional planning is highly related to institutional effectiveness. The overall significance of the planning and institutional effectiveness relationship is greater than or equal to .01 indicating a strong relationship. The planning personnel's perception and planning documentation were highly significant, whereas, the president's perception less related. Although, the president's perception was not significant 35% of the variability in institutional effectiveness could be explained by the president's perception of planning. The overall conclusion that can be drawn from this analysis is the level of commitment to institutional planning is highly related to institutional effectiveness. Additionally, the level of commitment to institutional planning serves as a good indicator of institutional effectiveness with the exception of the president's perception.

The second multiple analysis of variance (MANOVA) was performed to determine the relationship between the level of commitment to resource development and institutional effectiveness. Incorporating the three measures of resource development and the four measures of institutional effectiveness, the multiple analysis of variance (MANOVA) revealed an overall canonical correlation of .762. All tests were insignificant at the .05 level. However, the squared correlation indicated that 58% of the variability in institutional effectiveness can be explained by the resource development variables. The multiple regression analysis revealed weighted values for each measure on resource

development. The president's perception of resource development resulted in a coefficient of .647 which was not significant. The resource development personnel's perception resulted in a coefficient of .499 which was not significant. The resource development documentation resulted in a coefficient of .731 with a level of significance greater than or equal to .031. The multiple regression analysis revealed that 42% of the variability in institutional effectiveness could be explained by the president's perception (RDPrP), 25% could be explained by the perceptions of the resource development personnel and 53% could be explained by the resource development documentation. A complete statistical summary is provided in Table 7.

Table 7
Analysis of Variance-Design 2
Resource Development and Institutional Effectiveness

<u>Test</u>	<u>Value</u>	<u>Approx. F</u>	<u>Significance of F</u>
Pillais	1.03797	1.71934	.100
Hotellings	2.09395	1.68679	.122
Wilks	.23878	1.75950	.104

Canonical Correlations

<u>Canonical Correlation</u>	<u>Squared Correlation</u>
.76199	.58063

Regression-Effect Within Cells

<u>Var.</u>	<u>Multiple Reg.</u>	<u>Sq. M.R.</u>	<u>F</u>	<u>Sig. of F</u>
RDPPrP	.64709	.41873	2.341	.109
RDPeP	.49858	.24859	1.075	.408
RDD	.73086	.53415	3.726	.031

The statistics in Table 7 indicate that there is some relationship between level of commitment to resource development and institutional effectiveness. The overall relationship indicates that 58% of the variability in institutional effectiveness could be explained by the resource development variables. Although the relationship is not significant at the .05 level a degree of overall influence exists. The significance levels ranging from .100 to .122 are influenced to a great extent by the limited number of institutions meeting the specific criteria for inclusion in the study. If a larger number of institutions had been available to include in the survey the likelihood of significant findings would have been enhanced. The lack of statistical power afforded by a small sample size often prevents identification of significant results.¹ The multiple regression revealed that the resource development documentation had a level of significance greater than or equal to .031 which was significant. The president's perception and the resource development personnel's perception of resource development were insignificant at the .05 level. The president's perception of resource development fell in a range which may have been significant with a larger number of institutions. The overall conclusion that can be drawn from this analysis is that there is some relationship between level of commitment to resource development and institutional

¹ L. R. Gay, Educational Research: Competencies for Analysis and Application (Columbus: Merrill, 1987), 439.

effectiveness, however, the overall level was not significant at the .05 level.

The third multiple analysis of variance examined the relationship between institutional planning and resource development. Incorporating the three measures of institutional planning and the three measures of resource development the MANOVA revealed an overall canonical correlation of .692 which was not significant. The r square for the canonical correlation indicated that 48% of the variability in resource development could be explained by the institutional planning variables. The multiple regression analysis revealed weighted values for each of the measures of institutional planning. The president's perception of planning resulted in a coefficient of .368 which was not significant. The planning personnel's perception of planning resulted in a coefficient of .452 which was not significant. The planning documentation resulted in a coefficient of .536 which was not significant. The multiple regression revealed that 14% of the variability in resource development could be explained by the president's perception of planning (PPrP), 21% could be explained by the planning personnel's perception of planning (PPeP) and 29% could be explained by the planning documentation. A complete statistical summary is provided in Table 8.

Table 8
Analysis of Variance-Design 3
Institutional Planning and Resource Development

<u>Test</u>	<u>Value</u>	<u>Approx. F</u>	<u>Significance of F</u>
Pillais	.74894	1.55264	.162
Hotellings	1.28621	1.52440	.182
Wilks	.38080	1.58822	.165

Canonical Correlations

<u>Canonical Correlation</u>	<u>Squared Correlation</u>
.69179	.47858

Regression-Effects Within Cells

<u>Var.</u>	<u>Multiple Reg.</u>	<u>Sq. M.R.</u>	<u>F</u>	<u>Sig. of F</u>
PPrP	.36826	.13562	.732	.550
PPeP	.45281	.20504	1.203	.345
PD	.53672	.28807	1.888	.178

The statistics in Table 8 offer little support in the form of significant findings to indicate a strong relationship between institutional planning and resource development. The canonical correlation does suggest some overall relationship. The squared canonical correlation indicates that 48% of the variability in resource development can be explained by the institutional planning variables. Although insignificant, the canonical correlation is somewhat limited by the number of institutions meeting the necessary criteria for inclusion in the study.

Discussion

This study examined the relationships between institutional planning, resource development and institutional effectiveness. The foundation for inclusion of these important variables was based upon current educational practices, trends and assumptions. The central component of the recent trends in the community college sector has been the tremendous emphasis placed upon the concept of institutional effectiveness. This emphasis represents an initiative by the educational community to respond to the issue of accountability. This new initiative has resulted in considerable change in the method by which community colleges are evaluated by accreditation agencies. In the Southern Association Region the criteria for accreditation has been revamped considerably to incorporate a major component on institutional effectiveness. The institutional effectiveness component of accreditation involves requiring

institutions to conduct ongoing institutional research and to incorporate these findings into a comprehensive program of institutional planning. The planning function must be broad based, ongoing and updated regularly. The requirement of planning to enhance institutional effectiveness was based upon prevailing opinion and the recommendations of key educational leaders. These recommendations and opinions are based on the assumption that institutional planning enhances institutional effectiveness.

The results of this study provide strong evidence to suggest that a significant positive relationship exists between institutional planning and institutional effectiveness. All indicators suggested a significant relationship greater than or equal to .05. These findings are even more significant considering the small number (18) of institutions involved in the study. The limitation of a small sample size makes it more difficult to obtain significant results.

Interpretation of the results must address to what degree are these results a product of evaluation criteria used. It is very likely that a strong degree of influence was prevalent due to the use of SACS data as a measure for institutional effectiveness. The use of SACS accreditation documentation as an indicator of institutional effectiveness, when the criteria necessitate a high degree of planning, obviously affects the results. However, the study involved multiple indicators to include three other measures or self evaluations of institutional effectiveness. The separate correlations on measures of planning and institutional effectiveness and the overall canonical correlation suggest a significant relationship taking into consideration

other measures rather than relying on SACS documentation alone. The significance of the findings can best be understood when one considers that 82% of the variability in perceived institutional effectiveness can be explained by the planning variables. This strongly suggests that the higher the level of commitment to institutional planning found within an institution the higher the level of institutional effectiveness.

The availability of financial resources is often cited as the key ingredient necessary to solve institutional problems and accomplish initiatives. Lack of financial resources is a convenient excuse for institutional failures. The trend in the community college sector is to cultivate alternative sources of funding in an effort to further institutional objectives and increase flexibility. This cultivation of alternative funding sources and actual fund procurement comprises the resource development process. The process encompasses many different approaches to include; private fund raising, foundations, grants, special federal and state funding and bond referendums for local funding. The actual success of the resource development process is often linked to institutional planning. Educational leaders suggest that for the resource development to enjoy long term success it must be based upon sound institutional planning. Additionally, fund raising initiatives must be closely linked to meeting critical institutional needs. This project attempted to examine these suggestions by determining how the level of commitment to resource development is related to institutional effectiveness.

The results of the analysis of resource development and institutional effectiveness were inconclusive. The overall relationship identified by the canonical correlation indicated that 58% of the variability in institutional effectiveness could be explained by the resource development variables. The levels of significance ranged from .100 to .122. The limitation of a small sample size to a large degree influenced the results making it difficult to obtain a significant finding. It is highly possible that a larger sample size could result in significant findings considering the level of significance found between resource development and institutional effectiveness. The multiple regression analysis indicated a level of significance greater than or equal to .031 for the resource development documentation(RDD) and the institutional effectiveness measures. This finding indicates that the overall canonical correlation was affected to a large degree by the perceptions of the president (RDPrP) and the perceptions of the resource development personnel (RDPeP). A possible factor contributing to insignificant findings with perceptions of institutional personnel was the limitation associated with establishing parameters and development of a clear operational definition. The pilot testing of surveys indicated a degree of confusion with the concept of resource development even though measures were taken to clearly communicate an operational definition to survey participants. The possibility of a relationship between the level of commitment to resource development and institutional effectiveness cannot be totally rejected considering these findings.

The final relationship examined was to determine how the level of commitment to planning was related to the resource development program. The purpose of this investigation was to examine whether the basic assumptions regarding planning and resource development were valid. The results found for planning and resource development were inconclusive. The overall relationship between variables indicated levels of significance ranging from .162 to .182. The canonical correlation revealed that 48% of the variability in resource development could be explained by the planning variables. Again the limitations of the sample size reduced the possibility of significant findings. The results of this relationship fall in a range where it is difficult to predict whether a larger sample size might yield significant results. The multiple regression analysis revealed no significant relationships on separate measures. The possibility of a relationship can neither be confirmed nor totally rejected based upon these findings.

CHAPTER FIVE

Summary

This research project focused on the variables of institutional planning and resource development and their relationship to institutional effectiveness. The purpose of this study was to assess the relationships among institutional planning, resource development and institutional effectiveness. To examine relationships this study focused on the levels of commitment to institutional planning and resource development and their relationship to institutional effectiveness. Level of commitment was defined as the significance, importance and investment of human and financial resources to institutional planning and resource development efforts. The following questions were addressed by the study.

1. How is the level of commitment to institutional planning related to institutional effectiveness?

- A. The findings indicated that a strong relationship exists between institutional planning and institutional effectiveness. The overall canonical correlation indicated that 82% of the variability in institutional effectiveness could be explained by the planning variables.

Additionally, separate correlations on measures of

institutional planning were significantly related to institutional effectiveness. The results revealed that the level of commitment to institutional planning served as an excellent indicator of institutional effectiveness levels.

2. How is the level of commitment to resource development related to institutional effectiveness?

A. The findings indicated that some relationship exists between resource development and institutional effectiveness. The overall canonical correlation indicated that 58% of the variability in institutional effectiveness could be explained by the resource development variables even though the overall relationship was not significant at the .05 level. The limitations of sample size and establishment of parameters and operational definition for resource development inhibited the ability to obtain significant findings.

3. How is the level of commitment to institutional planning related to resource development?

A. The findings were inconclusive regarding the relationship between institutional planning and resource development. The overall canonical correlation indicated that 48% of the variability in resource development could be explained by the planning variables. The levels of significance identified fell in a range where it would be

unlikely to obtain significant findings with a larger sample size. The limitation of establishment of parameters and operational definition for resource development inhibited the ability to obtain significant findings.

The population of this study included two-year community colleges which have been accredited under the new SACS guidelines. These new guidelines involved the addition of a major component on institutional effectiveness. The requirements of the new component on institutional effectiveness necessitated that institutions must provide for systematic, explicit, and documented comparison of institutional performance to institutional purpose. Additionally, each institution should provide for participative planning and evaluation processes that are responsive, flexible, simple and address the needs of students. The new criteria requires that institutions state their expected outcomes and describe in the form of specific procedures how they intend to achieve these outcomes. The new guidelines require specific elements to be in place to comply with the criteria on institutional effectiveness. This includes:

"the establishment of a clearly defined purpose appropriate to collegiate education;
the formulation of educational goals consistent with the institutions purpose;
the development of procedures for evaluating the extent to which these educational goals are being achieved; and
the use of the results of these evaluations to improve institutional effectiveness."¹

¹ Southern Association of Colleges and Schools, Resource Manual on Institutional Effectiveness, 5.

An additional requirement is set forth in the new criteria which necessitates an institutional research function. The research function provides the administrative support necessary to carry out ongoing study, appraisal and analysis of institutional programs, purposes, policies and procedures.

Population

The population for this study included only two-year community colleges under the jurisdiction of SACS. A total of 18 two-year community colleges were selected for study from among 34 colleges which had completed the process of reaccreditation in 1986, 1987 and 1988. Institutions were excluded from the study if they were reaffirmed prior to 1986 or they had on-campus housing facilities. This was essential since the operational definition of institutional effectiveness was based upon the new criteria established in 1986. Additionally, residential type institutions were considered to enjoy a favorable position in the area of resource development.

Procedures

The procedures for the study involved the use of institutional surveys. The key personnel surveyed from each institution were the president, chief planning officer and the chief resource development officer. The surveys were developed with the

input of presidents, planning officers and resource development officers not directly involved in the study. The actual survey questions were developed through this involvement and by taking questions directly from questionnaires recommended by SACS. (See Appendix D) Once surveys were developed each was pilot tested with a representative group of presidents, planning officers, resource development officers and self-study team members. The pilot testing served to identify problems with clarity, length, consistency and agreement of response.

The actual procedures of the study began with the selection of institutions to be surveyed. This was accomplished by selecting only schools from the SACS region that had completed the reaccreditation process using the new SACS criteria. This resulted in a total of 34 colleges. Through elimination of colleges with housing facilities and private colleges a total of 18 two-year commuter type colleges remained eligible for study.

The president, chief planning officer and chief resource development officer of each eligible institution were surveyed using the final surveys that resulted after revisions were made based upon pilot testing. The surveys were mailed, accompanied by a cover letter from the author and a cover letter from Robert Scott, Executive Director of the N. C. Community College System. (See Appendices G and H) Special instructions were provided to inform participants of the other participants, deadlines for return and the importance of separate responses. After a period of 4 weeks nonrespondents were mailed a reminder notice and another survey

form for completion. After 6 weeks each nonrespondent was contacted by telephone to initiate a response or conduct the survey by phone. This resulted in the return or completion of all 54 surveys for the 18 institutions involved in the study.

Institutional data were collected to supplement and validate the survey data. This included collection of organizational charts, enrollment data, demographic data, financial resources, long range plans, minutes of planning and resource development committees and job descriptions of the president, chief planning officer and chief resource development officer. Additionally, institutional self-studies, minutes of SACS steering committees and the final report of each visitation team were collected for the purpose of rating institutional effectiveness. All collected documents were used for the purpose of rating institutions on variables of institutional planning, resource development and institutional effectiveness. The rating was accomplished with the use of rating forms which were developed for each major form of documentation. Each rating form was pilot tested using four individual raters. The rater responses were evaluated for inter-rater agreement and intra-rater agreement. This resulted in the final rating forms that were used in the actual study. All institutional documentation was evaluated by four independent raters using final rating forms.

Once all ratings were completed and each survey collected the data were analyzed through correlation of specific measures on variables, multiple analysis of variance and multiple regression on multiple measures on variables. This was accomplished by

examination of ten separate measures on variables for each institution. The ten measures were as follows; president's perception of planning (PPrP), planning personnel's perception of planning (PPeP), planning documentation (PD), president's perception of resource development (RDPrP), resource development personnel's perception of resource development (RDPeP), resource development documentation (RDD), president's rating of institutional effectiveness (PIE), planning personnel's rating of institutional effectiveness (PLIE), resource development personnel's rating of institutional effectiveness (RDIE), and a rating of institutional effectiveness documentation (RIE). For each of the ten measures on variables a numerical mean score was calculated using either the survey data or rating scale data. In the case of rating scale data the mean score represented a composite mean score using all rating instruments on each variable and all four raters.

All correlation, multiple analysis of variance and multiple regression analysis was accomplished through use of the computer center of Western Carolina University. A statistical data file was established which included all mean scores for measures on variables. All measures on variables and statistical calculations were conducted using the SPSSX statistical analysis package.

Findings

The findings of this study revealed several relationships that were significant. The initial correlations between measures on

variables indicated many significant relationships. The first set of measures to be examined involved institutional planning. All correlations involving measures on institutional planning indicated significant positive relationships to each other. The president's perception of planning (PPrP) and the planning personnel's perception of planning (PPeP) were found to be significantly related with a level of significance greater than or equal to .003. The president's perception of planning (PPrP) and the planning personnel's perception of planning (PPeP) were both found to be significantly related to the ratings of planning documentation (PD) with levels of significance greater than or equal to .030 and .021.

The results were different with the examination of measures on resource development. The correlations involving the president's perception of resource development (RDPrP) revealed no significant relationship to either the resource development personnel's perception (RDPeP) or the rating of resource development documentation (RDD). The findings were different for the resource development personnel's perception. The correlation involving the resource development personnel's perception (RDPeP) and the rating of resource development documentation indicated a significant positive relationship with a level of significance greater than or equal to .017.

The next stage of the data analysis involved examination of relationships on measures of institutional planning, resource development and how each related to measures on institutional effectiveness. The first set of correlations involved measures based

upon the president's perception. The president's perception of planning (PPrP) was correlated with the president's institutional effectiveness rating (PIE) and the institutional effectiveness rating based upon SACS documentation (RIE). The analysis of both relationships revealed no significant relationship between measures. The president's perception of resource development (RDPrP) was correlated with the president's institutional effectiveness rating (PIE) and the institutional effectiveness rating based upon SACS documentation (RIE). The relationship between the president's perception of resource development (RDPrP) and the president's institutional effectiveness rating (PIE) indicated a significant positive relationship. However, the relationship between the president's perception of resource development (RDPrP) and the rating of SACS documentation (RIE) was not significant.

The next set of correlations involved the perceptions of the planning personnel. The planning personnel's perception of planning (PPeP) was correlated with the planning personnel's rating of institutional effectiveness (PLIE) and the rating of institutional effectiveness based upon SACS documentation (RIE). The relationships between the planning personnel's perception of planning (PPeP) and both measures of institutional effectiveness (PLIE) and (RIE) were found to be significant. The correlation between (PPeP) and (PLIE) resulted in a level of significance greater than or equal to .001 indicating a strong relationship. The correlation between (PPeP) and (RIE) resulted in a level of significance greater than or equal to .040 indicating a positive relationship.

The next set of correlations on measures involved the perceptions of the resource development personnel. The resource development personnel's perception of resource development (RDPeP) was correlated with the resource development personnel's rating of institutional effectiveness (RDIE) and the rating of institutional effectiveness based upon SACS documentation (RIE). The relationship between the resource development personnel's perception of resource development (RDPeP) and the resource development personnel's rating of institutional effectiveness (RDIE) indicated a significant positive relationship. The correlation between RDPeP and RDIE resulted in a level of significance greater than or equal to .017. The relationship between the resource development personnel's perception of resource development (RDPeP) and the rating of SACS documentation (RIE) was found to be insignificant.

An additional examination of relationships between measures on major variables was performed. This involved the relationships between specific measures on institutional planning and resource development. A total of four correlations was performed between measures on institutional planning and resource development. The following relationships were examined; the president's perception of planning (PPrP) with the president's perception of resource development (RDPrP), the president's perception of planning (PPrP) with the resource development personnel's perception of resource development (RDPeP), the planning personnel's perception of planning (PPeP) and the resource development personnel's perception of resource development

(RDPeP) and the president's perception of resource development (RDPrP) and the planning personnel's perception of planning (PPeP). All correlations of institutional planning and resource development revealed no significant relationships between measures.

The final series of correlations between measures involved examination of relationships between ratings on major variables. These relationships were examined to validate rating instruments and further clarify relationships between major variables. The ratings of institutional planning documentation (PD) and the ratings of resource development documentation (RDD) were correlated with the ratings of SACS documentation on institutional effectiveness (RIE). In both cases a significant positive relationship was indicated. The correlation between institutional planning documentation (PD) and the ratings of SACS documentation (RIE) revealed a level of significance greater than or equal to .001. The correlation between resource development documentation (RDD) and the rating of SACS documentation (RIE) revealed a level of significance greater than or equal to .005. The results of the correlations involving ratings on all major variables indicated a highly significant relationship between institutional planning documentation and institutional effectiveness documentation, plus a highly significant relationship between resource development documentation and institutional effectiveness documentation.

The final stage of the study focused upon addressing the major research questions. This examination involved additional statistical methods to include multiple analysis of variance and

multiple regression analysis. This was necessary to examine the combined effects of multiple measures for each major variable. The multiple analysis of variance (MANOVA) revealed a canonical correlation for the overall test of a relationship between major variables taking into consideration all measures of each. The multiple regression analysis revealed the varying degrees of influence for specific measures on variables.

The first overall effect examined addressed how the level of commitment to institutional planning is related to institutional effectiveness? The results of this analysis revealed a canonical correlation of .904 with a levels of significance ranging from .001 to .003. The r square for the canonical correlation indicated that 82% of the variability in institutional effectiveness could be explained by the combined effects of the institutional planning measures. The multiple regression analysis indicated that 35% of the variability in institutional effectiveness could be explained by the president's perception of planning, 80% by the planning personnel's perception of planning and 68% could be explained by the planning documentation.

The second overall effect examined addressed how is the level of commitment to resource development related to institutional effectiveness? The results of this analysis revealed a canonical correlation of .761 with a levels of significance ranging from .100 to .122. The squared correlation indicated that 58% of the variability in institutional effectiveness could be explained by the resource development variables even though the overall relationship was not

significant at the .05 level. The multiple regression analysis revealed that 42% of the variability in institutional effectiveness could be explained by the president's perception of resource development, 25% could be explained by the perception's of the resource development personnel and 53% could be explained by the resource development documentation.

The final overall effect examined addressed how is the level of commitment to institutional planning related to resource development? The results of this analysis revealed a canonical correlation of .691 with a levels of significance ranging from .162 to .182. The squared correlation indicated that 48% of the variability in resource development could be explained by the institutional planning variables. The multiple regression analysis revealed that 14% of the variability in resource development could be explained by the president's perception of planning, 21% could be explained by the planning personnel's perception of planning and 29% could be explained by the planning documentation.

Conclusions

The findings of this study served to identify certain tendencies and support some of the suspected relationships between the major variables of institutional planning, resource development and institutional effectiveness. The first phase of the study involved the use of Pearson's r correlations to examine relationships between specific measures on the major variables. This segment of the

examination assisted with the development of an understanding of the overall relationships and the various factors contributing to each. Additionally, the correlations between specific measures allowed comparisons of perceptions of key institutional personnel. Based upon the findings the following conclusion were drawn:

1. Planning personnel's perceptions served as a better indicator of institutional effectiveness levels than perceptions of presidents and resource development personnel.
2. Planning personnel were in a better position to judge institutional effectiveness than presidents or resource development personnel.
3. Institutional ratings by independent observers serve as better predictors of institutional effectiveness than perceptions of institutional personnel.
4. The major emphasis placed upon institutional planning to comply with institutional effectiveness criteria set forth by SACS places planning personnel in a better position to accurately judge institutional effectiveness than college presidents.
5. Institutional planning is significantly related to institutional effectiveness and as prescribed SACS institutional planning is a prerequisite to institutional effectiveness.
6. The higher the level of commitment to institutional planning the higher the institutional effectiveness level.

7. A degree of relationship exists between resource development and institutional effectiveness, however, the overall level was not significant.

8. It is unclear whether a relationship exists between institutional planning and resource development.

The following explanation is offered to clarify the rationale for arriving at the conclusions above. First, the planning personnel's perceptions were significantly related to all indicators of institutional effectiveness. This finding is understandable considering that a high degree of emphasis is placed upon the planning in the new SACS accreditation criteria. The president's perceptions and the perceptions of the resource development personnel revealed significant relationships only when compared to their own institutional effectiveness ratings. The conclusion drawn from these findings suggests that the planning personnel are in a better position to judge institutional effectiveness than the presidents or resource development personnel. The limitations of the sample size prohibit the conclusion that presidents and resource development personnel are poor judges of institutional effectiveness.

The findings of the correlations between specific measures on variables revealed that a high degree of relationship existed between rating measures on institutional planning, resource development and institutional effectiveness. The ratings of institutional planning and resource development by independent raters served as a good predictors of institutional effectiveness. One possible explanation for this finding is that much of the same

institutional documentation that was reviewed by the raters to evaluate planning and resource development was used in the evaluation of institutions by SACS visitation teams. The conclusion drawn from this finding is that institutional ratings on variables of institutional planning and resource development serve as better predictors of institutional effectiveness than perceptions of institutional personnel. The reliance upon institutional documentation appears to serve as a more accurate barometer of institutional activity on major variables than reliance upon perceptions of select institutional personnel.

The main focus of this study was to examine the overall relationships between institutional planning, resource development and institutional effectiveness. The last stage of the analysis involved the use of multiple analysis of variance and multiple regression analysis to address the major research questions. The first research question was concerned with how the level of organizational commitment to institutional planning was related to institutional effectiveness? The results of the analysis suggest that a significant positive relationship exists between institutional planning and institutional effectiveness. Additionally, the level of commitment to institutional planning serves as a good indicator of institutional effectiveness. The overall relationship between variables indicated a highly positive relationship with 82% of the variability in institutional effectiveness explained by the planning variables. The multiple regression analysis indicated that all planning measures were significantly related to institutional

effectiveness with the exception of the president's perception. This result was understandable when compared to other results that indicated that the presidents enjoyed less success in judging institutional effectiveness than planning personnel. The conclusion drawn from this finding is that the major emphasis placed upon institutional planning to comply with institutional effectiveness criteria set forth by SACS places the planning personnel in a better position to accurately judge institutional effectiveness than presidents.

The various statistical applications between institutional planning variables and institutional effectiveness variables suggest a strong relationship. The planning personnel and planning documentation serve as excellent predictors of institutional effectiveness levels. The results are even more meaningful considering that the limitation of a small sample size makes it more difficult to obtain significant results. These results tend to support some of the basic assumptions on which recent accreditation is based. One basic assumption supported by these results is that institutional planning is a prerequisite to institutional effectiveness. The conclusions of this study are limited to the identification of a relationship between the variables of institutional planning and institutional effectiveness. However, statistical findings overwhelming support the conclusion that institutional planning is highly related to institutional effectiveness. A major unresolved question is how much of the relationship identified between institutional planning and institutional effectiveness is a product of

the use of SACS accreditation criteria for judgement of institutional effectiveness levels. The use of SACS documentation as an indicator of institutional effectiveness, when the criteria necessitates a high degree of planning obviously affects the results. However, the study involved multiple indicators to include other measures or self evaluations of institutional effectiveness. The multiple indicators provide further evidence to suggest that the higher the level of commitment to institutional planning the higher the institutional effectiveness level.

The second major research question addressed by this study was concerned with how the level of organizational commitment to resource development was related to institutional effectiveness? The results of this analysis suggest that some relationship exists between resource development and institutional effectiveness. The overall relationship indicates that 58% of the variability in institutional effectiveness could be explained by the resource development variables. Although the overall relationship was not significant at the .05 level a degree of overall influence exists. The significance levels ranging from .100 to .122 were inhibited to a great extent by the limited number of institutions meeting the specific criteria for inclusion in the study. This was due to the limited statistical power afforded by a small sample size.² The overall conclusion that can be drawn from this analysis is that there is some relationship between level of commitment to resource development and

² Gay, Educational Research: Competencies for Analysis and Application, 439.

institutional effectiveness, however, the overall level is insignificant at the .05 level. A larger sample size may have increased the likelihood of obtaining significant results.

The final research question addressed by this study was concerned with how the level of organizational commitment to institutional planning is related to resource development? The results of this examination were inconclusive. The overall canonical correlation indicated that 48% of the variability in resource development could be explained by the planning variables. The limitation of sample size reduced the possibility of significant findings. The overall levels of significance ranging from .162 to .182 fell in a range where it is difficult to predict if significant results may have been obtained with a larger sample size. The conclusion drawn from this analysis is that the relationship between institutional planning and resource development cannot be confirmed nor invalidated based upon these results. A small degree of relationship is indicated by the canonical correlation but the results are inconclusive due to study limitation.

The results of this study revealed several interesting findings of importance to the educational administrator. The correlations involving separate measures on major variables identified differences in the perceptions of institutional personnel. The findings indicated that planning personnel were in a better position to serve as good predictors of institutional effectiveness than presidents and resource development personnel. The correlations between separate measures on variables also indicated that the

planning personnel and resource development personnel's perceptions were more highly related to the ratings of institutional documentation on planning and resource development than the perceptions of the president. The examination of overall relationships on major variables served to identify a significant positive relationship between institutional planning and institutional effectiveness. The findings were inconclusive when relationships were examined between resource development and institutional effectiveness, plus institutional planning and resource development. The limitations of the study made the identification of significant relationships difficult to obtain. The small number of institutions available for inclusion in the study prohibited the analysis from drawing clear conclusions with regard to relationships between resource development and institutional effectiveness, plus institutional planning and resource development. Additionally, the difficulty with establishment of parameters and operational definition for resource development inhibited the ability to obtain significant findings. In both of these cases the findings indicated some relationship between variables, but failure to obtain significant results served only to raise additional questions.

Recommendations for Additional Research

The implications of this study indicate a strong relationship between institutional planning and institutional effectiveness. The relationships between other major variables is to a large degree

unclear. A possible solution to this dilemma would be to expand this research study to include additional institutions in future studies. This research study involved only institutions that had completed the process of reaccreditation under new SACS criteria. This restriction limited the study to institutions completing the process of accreditation in 1986, 1987 and 1988. The limited availability of institutions eligible for analysis severely restricted the study. In the next few years many additional institutions will complete the process of reaccreditation under the new criteria. This will allow for additional study and examination of relationships between variables suspected to be related to institutional effectiveness. As indicated by these findings, additional research involving many more institutions would serve to clarify the relationships identified with regard to the institutional planning and institutional effectiveness. Additionally, further study involving a larger sample may serve to identify significant relationships between resource development and institutional effectiveness, plus institutional planning and resource development.

A further recommendation for additional research involves the relationship between institutional planning and institutional effectiveness. The findings of this study indicated a strong relationship between institutional planning and institutional effectiveness. This finding holds considerable importance considering the difficulty of obtaining significant results with a limited sample of institutions. The identification of a relationship between institutional planning and institutional effectiveness

supports one of the basic assumptions of the new SACS criteria for accreditation. An additional study of considerable significance to the educational administrator would be to expand the analysis of this relationship further to examine various planning models and their relationship to institutional effectiveness.

Recommendations for Educational Administrators

The results of this study offer support for the relationship between institutional planning and institutional effectiveness. The new criteria on institutional effectiveness necessitates that the planning function be an integral part of each institutions normal operation. For these reasons, it is imperative that educational administrators strive to enhance the planning function within their respective institutions. To accomplish this task educational administrators must implement planning and evaluation functions in a manner conducive to improving program and institutional quality. The manner in which the planning process is carried out will ultimately impact upon the degree to which an institution is judged to be effective. The challenge to the educational administrator is to develop a planning process which is broad based, responsive, proactive and avoids the pitfalls of overindulgence. The findings of this study provide strong evidence to support broad based involvement of faculty and staff. The stronger position enjoyed by planning personnel and resource development personnel in the prediction of institutional effectiveness suggests that reliance on planning only at

the top levels of administration would be ill-advised. The following recommendations are offered to accomplish this difficult task:

1. The primary purpose and mission of the institution should be based upon a consensus of faculty, staff and the community and be appropriate for collegiate education. The purpose and mission should be stated in writing and published in all relevant institutional publications. Provisions should be made for periodic review and revision.
2. Educational goals and objectives should be established through broad-based involvement and consensus which are measurable and consistent with institutional purpose. Provisions should be made for annual review, revision and updating.
3. Specific policies and procedures should be established to accomplish goals and objectives. These policies and procedures should clearly delineate responsibility and provide for evaluation measures to determine the extent to which they are accomplished. These policies and procedures should be written, disseminated to all institutional personnel and emphasized at all levels of the institution. Provisions should be made for review, revision and annual updating.
4. Special care should be taken to insure that overindulgence in documentation and planning initiatives is avoided. This involves constant attention and emphasis upon

simplicity, communication and clearly defined roles and responsibilities.

5. Specific strategies and procedures should be developed for insuring that the results of evaluation measures are used to make necessary improvements and enhance institutional effectiveness.

6. The complete planning process to include purpose, mission, goals, objectives, implementation procedures and evaluation should be tailored to institutional structure, size and communication network. The process should be unique to the institution and not totally borrowed from other institutions or organizations. Provision should be made for review and revision for the purpose of tailoring the planning process to the institution.

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APPENDIX A

President's SurveyDirections

Please respond to the following statements as they apply to the planning and resource development processes at your institution. Please circle the appropriate number to the right of each question based upon the following code:

1=strongly agree 3=disagree
2=agree 4=strongly disagree

Institutional Planning

	SA	A	D	SD
1. The Planning process utilized at this institution is specified in a document.	1	2	3	4
2. The planning process is critical to the effectiveness of the college.	1	2	3	4
3. I dedicate at least 20% of my time to planning.	1	2	3	4
4. The planning function necessitates a fulltime person dedicated to the planning effort.	1	2	3	4
5. A strategic planning approach was used to develop the mission or purpose of the institution.	1	2	3	4
6. A written statement of long range and short range goals and objectives has been compiled.	1	2	3	4
7. The current institutional goals and objectives were developed involving the following:				
A. President	1	2	3	4
B. Vice Presidents/Deans	1	2	3	4
C. Directors/Coordinators	1	2	3	4
D. Division/Department Chairs	1	2	3	4
E. Faculty	1	2	3	4
F. Support Staff	1	2	3	4
G. Students	1	2	3	4

8. Goals and objectives have been expressed in terms of measurable outcomes.	1	2	3	4
9. An implementation procedure has been developed for each objective.	1	2	3	4
10. Performance evaluation measures have been developed for each objective.	1	2	3	4
11. Periodic review of progress toward objectives is mandated in written policy and practice.	1	2	3	4
12. A general consensus concerning institutional goals and mission exists throughout the college community.	1	2	3	4
13. Leadership and support for planning is provided by top level administrators.	1	2	3	4

Resource Development

Includes efforts aimed at securing additional funds for institution through grants, foundations and private fund raising efforts.

1. Resource development has been emphasized to secure additional funding for this institution.	1	2	3	4
2. I dedicate at least 20% of my time to resource development.	1	2	3	4
3. The resource development process is critical to the effectiveness of the college.	1	2	3	4
4. The resource development process necessitates a fulltime person dedicated to resource development activities.	1	2	3	4
5. I communicate with the chief resource development officer on a daily basis.	1	2	3	4
6. The president of the college is the most important person in the solicitation of private donations for the institution.	1	2	3	4
7. The private fund raising activity of my institution is adequate to support the funding needs.	1	2	3	4
8. Leadership and support for resource development is provided by top level administrators.	1	2	3	4

Institutional Effectiveness

1. Provisions are made for broad involvement of administrators, faculty, students, and other key constituents in the work of planning, assessment, and institutional improvements.	1	2	3	4
2. There are clearly defined statements of institutional mission and goals.	1	2	3	4
3. An institutional research component provides accurate, timely information for planning and decision making.	1	2	3	4
4. Tasks, schedules, procedures and responsibilities for planning and assessment have been clearly defined, and appropriate technical assistance and fiscal support are provided.	1	2	3	4
5. The college has implemented processes for the systematic evaluation of:				
A. Student educational outcomes.	1	2	3	4
B. Administrators	1	2	3	4
C. Full-time faculty	1	2	3	4
D. Part-time faculty	1	2	3	4
E. Other staff members	1	2	3	4
F. Instructional programs	1	2	3	4
G. Student services programs	1	2	3	4
H. Instructional support services	1	2	3	4
I. Administrative services	1	2	3	4
J. Community service and outreach	1	2	3	4
6. The results of assessment are communicated to decisionmakers and used to improve programs.	1	2	3	4
7. Professional development is encouraged, supported, and linked to meaningful performance evaluations.	1	2	3	4
8. The campus environment is characterized by open communication, collaboration, and a sense of community.	1	2	3	4

APPENDIX B

Planning Officer's SurveyDirections

Please respond to the following statements as they apply to the planning and resource development processes at your institution. Please circle the appropriate number to the right of each question based upon the following code:

1=strongly agree 3=disagree
2=agree 4=strongly disagree

Institutional Planning

	SA	A	D	SD
1. The Planning process utilized at this institution is specified in a document.	1	2	3	4
2. The planning process is critical to the effectiveness of the college.	1	2	3	4
3. I dedicate at least 20% of my time to planning.	1	2	3	4
4. The planning function necessitates a fulltime person dedicated to the planning effort.	1	2	3	4
5. A strategic planning approach was used to develop the mission or purpose of the institution.	1	2	3	4
6. A written statement of long range and short range goals and objectives has been compiled.	1	2	3	4
7. The current institutional goals and objectives were developed involving the following:				
A. President	1	2	3	4
B. Vice Presidents/Deans	1	2	3	4
C. Directors/Coordinators	1	2	3	4
D. Division/Department Chairs	1	2	3	4
E. Faculty	1	2	3	4
F. Support Staff	1	2	3	4

G. Students	1	2	3	4
8. Goals and objectives have been expressed in terms of measurable outcomes.	1	2	3	4
9. An implementation procedure has been developed for each objective.	1	2	3	4
10. Performance evaluation measures have been developed for each objective.	1	2	3	4
11. Periodic review of progress toward objectives is mandated in written policy and practice.	1	2	3	4
12. A general consensus concerning institutional goals and mission exists throughout the college community.	1	2	3	4
13. Leadership and support for planning is provided by top level administrators.	1	2	3	4

Institutional Effectiveness

1. Provisions are made for broad involvement of administrators, faculty, students, and other key constituents in the work of planning, assessment, and institutional improvements.	1	2	3	4
2. There are clearly defined statements of institutional mission and goals.	1	2	3	4
3. An institutional research component provides accurate, timely information for planning and decision making.	1	2	3	4
4. Tasks, schedules, procedures and responsibilities for planning and assessment have been clearly defined, and appropriate technical assistance and fiscal support are provided.	1	2	3	4
5. The college has implemented processes for the systematic evaluation of:				
A. Student educational outcomes.	1	2	3	4
B. Administrators	1	2	3	4
C. Full-time faculty	1	2	3	4
D. Part-time faculty	1	2	3	4
E. Other staff members	1	2	3	4
F. Instructional programs	1	2	3	4
G. Student services programs	1	2	3	4

H. Instructional support services	1	2	3	4
I. Administrative services	1	2	3	4
J. Community service and outreach	1	2	3	4
6. The results of assessment are communicated to decisionmakers and used to improve programs.	1	2	3	4
7. Professional development is encouraged, supported, and linked to meaningful performance evaluations.	1	2	3	4
8. The campus environment is characterized by open communication, collaboration, and a sense of community.	1	2	3	4

APPENDIX C

Development Officer's SurveyDirections

Please respond to the following statements as they apply to the planning and resource development processes at your institution. Please circle the appropriate number to the right of each question based upon the following code:

1=strongly agree 3=disagree
2=agree 4=strongly disagree

Resource Development

Includes efforts aimed at securing additional funds for institution through grants, foundations and private fund raising efforts.

- | | | | | |
|--|---|---|---|---|
| 1. Resource development has been emphasized to secure additional funding for this institution. | 1 | 2 | 3 | 4 |
| 2. I dedicate at least 20% of my time to resource development. | 1 | 2 | 3 | 4 |
| 3. The resource development process is critical to the effectiveness of the college. | 1 | 2 | 3 | 4 |
| 4. The resource development process necessitates a fulltime person dedicated to resource development activities. | 1 | 2 | 3 | 4 |
| 5. I communicate with the president of the institution on a daily basis. | 1 | 2 | 3 | 4 |
| 6. The president of the college is the most important person in the solicitation of private donations for the institution. | 1 | 2 | 3 | 4 |
| 7. The private fund raising activity of my institution is adequate to support the funding needs. | 1 | 2 | 3 | 4 |
| 8. Leadership and support for resource development is provided by top level administrators. | 1 | 2 | 3 | 4 |

Institutional Effectiveness

1. Provisions are made for broad involvement of administrators, faculty, students, and other key constituents in the work of planning, assessment, and institutional improvements.	1	2	3	4
2. There are clearly defined statements of institutional mission and goals.	1	2	3	4
3. An institutional research component provides accurate, timely information for planning and decision making.	1	2	3	4
4. Tasks, schedules, procedures and responsibilities for planning and assessment have been clearly defined, and appropriate technical assistance and fiscal support are provided.	1	2	3	4
5. The college has implemented processes for the systematic evaluation of:				
A. Student educational outcomes.	1	2	3	4
B. Administrators	1	2	3	4
C. Full-time faculty	1	2	3	4
D. Part-time faculty	1	2	3	4
E. Other staff members	1	2	3	4
F. Instructional programs	1	2	3	4
G. Student services programs	1	2	3	4
H. Instructional support services	1	2	3	4
I. Administrative services	1	2	3	4
J. Community service and outreach	1	2	3	4
6. The results of assessment are communicated to decisionmakers and used to improve programs.	1	2	3	4
7. Professional development is encouraged, supported, and linked to meaningful performance evaluations.	1	2	3	4
8. The campus environment is characterized by open communication, collaboration, and a sense of community.	1	2	3	4

APPENDIX D

Institutional Effectiveness SurveyDirections

Please respond to the following statements as they apply to institutional effectiveness. Circle the appropriate number to the right of each question based on the following code:

1=strongly agree
2=agree

3 =disagree
4 =strongly disagree

	SA	A	D	SD
1. Leadership and support for planning and assessment are provided by top level administrators.	1	2	3	4
2. Provisions are made for broad involvement of administrators, faculty, students, and other key constituents in the work of planning, assessment, and institutional improvements.	1	2	3	4
3. Tasks, schedules, procedures and responsibilities for planning and assessment have been clearly defined, and appropriate technical assistance and fiscal support are provided.	1	2	3	4
4. Integration of major institutional processes is emphasized(e.g., assessment results are used in planning, plans form the basis for allocation of resources, etc.)	1	2	3	4
5. Planning and assessment processes are coordinated with external entities/demands.	1	2	3	4
6. Incentives and rewards encourage commitment to planning, assessment, individual excellence, and institutional improvement.	1	2	3	4
7. An institutional research component provides accurate, timely information for planning and decision making.	1	2	3	4
8. There are clearly defined statements of institutional mission and goals.	1	2	3	4
9. Desired outcomes of the educational process have been explicitly defined for the institution and its units.	1	2	3	4
10. The institution has described how achievement of desired educational outcomes will be ascertained.	1	2	3	4
11. The assessment program encompasses multiple time frames and multiple methods, both quantitative and qualitative.	1	2	3	4

12. Administrators, faculty, and staff understand the environmental and institutional realities which affect the work of the college.	1	2	3	4
13. The college has identified its competition, assessed the needs of its service area, and defined its place in the education market.	1	2	3	4
14. The college demonstrates a clear understanding of the characteristics, needs, and educational objectives of its students.	1	2	3	4
15. There exists within the college community a collective vision of the institution's desired future.	1	2	3	4
16. Major institutional issues and priorities are identified and addressed through the annual planning process.	1	2	3	4
17. The college has developed and regularly updates a plan for the institution's educational, physical, and financial development.	1	2	3	4
18. The budget implements important institutional values and priorities.	1	2	3	4
19. The college has implemented processes for the systematic evaluation of:				
A. Student educational outcomes	1	2	3	4
B. Administrators	1	2	3	4
C. Full-time faculty	1	2	3	4
D. Part-time faculty	1	2	3	4
E. Other staff members	1	2	3	4
F. Instructional programs	1	2	3	4
G. Student services programs	1	2	3	4
H. Instructional support services	1	2	3	4
I. Administrative services	1	2	3	4
J. Community service and outreach	1	2	3	4
20. The results of assessment are communicated to decisionmakers and used to improve programs and services.	1	2	3	4
21. Professional development is encouraged, supported, and linked to meaningful performance evaluations.	1	2	3	4
22. The campus environment is characterized by open communication, collaboration, and a sense of community.	1	2	3	4

APPENDIX E

Southern Association LetterSOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES1806 Southern Lane - Decatur, Georgia 30033-4977
Telephone 404/329-6500 WATS 600/248-7701

June 6, 1989

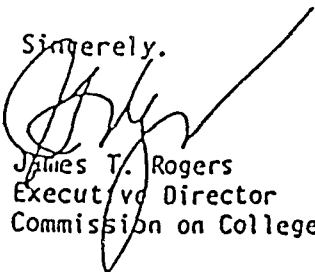
Mr. Bryan W. Wilson
Dean of Continuing Education
McDowell Technical Community College
Route 1, Box 170
Marion, North Carolina 28752

Dear Mr. Wilson:

I should like to acknowledge receipt of your letter dated May 31, 1989 requesting permission to examine Self-Studies completed during 1986, 1987 and 1988. I have asked my staff to provide me with Self-Studies conducted during this time period, following which I will need to contact the presidents of the respective institutions to receive their authorization to release these reports for your inspection. You will need to come to our office for this review inasmuch as we cannot allow confidential information to be removed from our office.

I will be back in touch with you after we have identified the Self-Studies and have received permission for your review (this may take about four to six weeks). Best wishes in your efforts.

Sincerely,



James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

APPENDIX F

Eligible Schools

Listed below are all Level I colleges that have been affirmed by the Southern Association of Colleges and Schools in 1986 and 1987.

* indicates those schools that are commuter type institutions eligible for consideration and inclusion in this study.

Community College of the Air Force
Bld. 836, Maxwell AFB
Montgomery, Ala. 36112
Col. Rodney V. Cox, Jr.

Lurleen State Junior College *
P. O. Box 1418
Andalusia, Ala. 36420
William H. McWhorter

Southern Junior College
1710 First Avenue
Birmingham, Ala. 35203
Kenneth C. Horne, Jr.

Southern Union State Junior College
Roberts Street
Wadley, Ala. 36276
Richard J. Federinko

Hillsborough Comm. College *
P. O. Box 31127
Tampa, Fla. 33631
Andreas Paloumpis

Abraham Baldwin Ag. Col.
P. O. Box 1, ABAC Station
Tifton, Ga. 31793
Wayne C. Curtis

Andrew College
413 College Street
Cuthbert, Ga. 31740
Morris G. Gray

Clayton State College
5900 North Lee Street
Morrow, Ga. 30260
Harry S. Downs

Floyd College *
P. O. Box 1864
Rome, Ga. 30163
David B. McCorkle

Georgia Military College
201 East Green Street
Milledgeville, Ga. 31061
William P. Acker

Gordon College
103 College Drive
Barnesville, Ga. 30204
Jerry M. Williamson

South Georgia College
Douglas, Ga. 31533
Edward D. Jackson

Eligible Schools Cont.

Covenant College
Scenic Highway
Lookout Mountain, Ga. 30750
Frank A. Brock

East Mississippi Junior College
P. O. Box 158
Scooba, Miss. 39358
James B. Moore

Hinds Community Coll.
Raymond, Miss. 39154
V. Clyde Muse

Mississippi Delta Junior College
P. O. Box 668
Moorhead, Miss. 38761
J. T. Hall

Brevard College
Brevard, N. C. 28712
William T. Greer, Jr.

Caldwell Comm. College *
P. O. Box 600
Lenoir, N. C. 28645
Eric B. McKeithan

Cape Fear Community College *
411 North Front Street
Wilmington, N. C. 28401
E. Thomas Satterfield, Jr.

Central Carolina Comm. Coll. *
1105 Kelly Drive
Sanford, N. C. 27330
Marvin R. Joyner

Costal Carolina Comm. Co.*
444 Western Blvd.
Jacksonville, N. C. 28540
James L. Henderson

Craven Community College *
P. O. Box 885
New Bern, 28560
Thurman E. Brock

Durham Tech. Comm. College *
1637 Lawson Street
Durham, N. C. 27703
Phail Wynn, Jr.

Isothermal Comm. Coll. *
P. O. Box 804
Spindale, N. C. 28160
Willard L. Lewis

Louisburg College
501 North Main Street
Louisburg, N. C. 27549
Allen Norris, Jr.

Southwestern Community Coll. *
275 Webster Road
Sylva, N. C. 28779
Norman K. Myers

Wayne Comm. Coll. *
Caller Box 8002
Goldsboro, N. C. 27533
G. Herman Porter

Piedmont Technical College *
P. O. Box 1467
Greenwood, S.C. 29648
Lex D. Walters

Tri-County Tech. College *
P. O. Box 587
Pendleton, S. C. 29670
Don C. Garrison

Nashville St. Tech In. *
120 White Bridge Rd.
Nashville, Tenn. 37209
Howard Lawrence

Trinity Valley Community Coll.
500 South Prairieville
Athens, Tx. 75751
Ronald C. Baugh

Patrick Henry Comm. Coll. *
P. O. Drawer 5311
Martinsville, Va. 24115
Max F. Wingett

Southside Va. Comm. Co. *
Route 1, Box 60
Alberta, Va. 23821
John J. Cavan

Virginia Highlands Comm. Coll. *
P. O. Box 828
Abington, Va. 24210
N. DeWitt Moore, Jr.

APPENDIX G

Cover Letter-Researcher

April 10, 1989

Ms. Jo Anne Bruce
Executive Director of WCC Foundation
Wayne Community College
Caller Box 8002
Goldsboro, N. C. 27533

Dear Ms. Bruce:

I am currently pursuing a doctorate degree at the University of North Carolina at Greensboro. As an academic administrator with experience in planning, resource development and accreditation, I am vitally interested in analyzing the relationships between Institutional Planning, Resource Development and Institutional Effectiveness. I have chosen this area of pursuit for my dissertation.

My study of these variables is based upon the new Institutional Effectiveness criteria required by the Southern Association of Colleges and Schools for reaccreditation. Therefore, it is necessary to study only institutions that have completed reaffirmation since 1986. For this reason, You and your institution have been selected for this study to share valuable insight into possible relationships involving Institutional Planning, Resource Development and Institutional Effectiveness. The President, Chief Planning Officer and Chief Resource Development Officer of each institution are being surveyed to develop a complete picture of the planning and resource development functions.

Please take a few minutes of your valuable time to complete the enclosed survey and return it to me by May 1st. The information that you provide will be strictly confidential. Additionally, all institutions involved in this study will be identified by a numerical code to protect each institution. The purpose of this study is to examine the possible relationships between variables not compare institutions.

Thank you in advance for your valuable contribution to this study and for your immediate response.

Sincerely,

Bryan W. Wilson

P. S. If you wish to receive a copy of the results of this study please indicate yes on the survey form.

APPENDIX H

Supporting Letter

Date

Ms. Jo Anne Bruce
Executive Director of WCC Foundation
Wayne Community College
Caller Box 8002
Goldsboro, N. C. 27533

Dear

As you are aware the recent emphasis upon Institutional Effectiveness in the accreditation process is of utmost importance to those of us in the community college sector. An extensive amount of time and valuable resources have been dedicated to addressing the area of institutional effectiveness in the North Carolina Community College System.

I am delighted to learn about and wholeheartly endorse this study concerning institutional effectiveness and institutional functions of planning and resource development. I feel that this study will provide valuable insight necessary to develop a better understanding of those processes and institutional functions that impact effectiveness.

For these reasons, I encourage you to support this effort for your contribution is essential to furthering our knowledge concerning effectiveness.

Sincerely,

Robert A. Scott
President
N. C. Community Colleges

APPENDIX I

Rating Scale-PlanningCommittee Minutes

Circle the most appropriate response based upon your review of Planning Committee Minutes and activities.

1. very high 2. high 3. medium 4. low 5. very low

Very high- Committee minutes indicate broad based involvement, regularly scheduled activity, attention to external demands and entities.

High- Committee minutes indicate involvement of most organizational entities, a reasonable amount and some attention to external demands and entities.

Medium- Committee minutes indicate moderate involvement of organizational entities, infrequent activity with little attention to external demands and entities.

Low- Committee minutes consist of only involvement of high level administration, infrequent activity and little or no attention to external demands or entities.

Very low-Committee does not exist/or little or no indication of provisions for a planning effort.

APPENDIX J

Rating Scale-Long Range Plans

Circle the most appropriate response based upon your review of Long Range Planning Documents and Plan.

1. very high 2. high 3. medium 4. low 5. very low

Very high- Documentation indicates clearly defined procedures, responsibilities, broad involvement, provisions for assessment and measurable outcomes, timeframes, and encompasses all institutional functions.

High- Documentation indicates clearly defined procedures, responsibilities, with high degree of attention to assessment, measurable outcomes, time frames. Encompasses most institutional functions and processes.

Medium- Documentation indicates some procedures, plans with moderate attention to assessment, measurable outcomes, timeframes.

Low- Documentation indicates a broad, general statement toward objectives and goals. Little attention to assessment and measurable outcomes.

Very Low- Documentation indicates little or no general statements toward objectives and goals. No attention to assessment or outcomes.

APPENDIX K

Rating Scale-PlanningOrganizational Charts

Circle the most appropriate response based upon your review of the Organizational Chart.

1. very high 2. high 3. medium 4. low 5. very low

Very high- Planning officer reports directly to the college president or holds the position of vice president or dean.

High- Planning officer reports directly to a vice president or dean or hold position of director or coordinator.

Medium- Planning officer answers to staff other than President, vice president, or dean and/or holds position of director or coordinator.

Low- Planning officer represents a part-time position with major responsibilities and title reflecting low priority.

Very low- No designated person responsible for planning indicated.

APPENDIX L

Rating Scale-Resource DevelopmentOrganizational Charts

Circle the most appropriate response based upon your review of the Organizational Chart.

1. very high 2. high 3. medium 4. low 5. very low

Very high- Resource Development officer reports directly to the college president or holds the position of vice president or dean.

High- Resource Development officer reports directly to a vice president or dean or hold position of director or coordinator.

Medium- Resource Development officer answers to staff other than President, vice president, or dean and/or holds position of director or coordinator.

Low- Resource Development officer represents a part-time position with major responsibilities and title reflecting low priority.

Very low- No designated person responsible for resource development indicated.

APPENDIX M

Rating Scale-Job DescriptionsPlanning Officer

Circle the most appropriate response based upon your review of the Job Description.

1. very high 2. high 3. medium 4. low 5. very low

Very high- Job description clearly indicates primary responsibility for planning effort.

High- Job description indicates major responsibility for the planning effort.

Medium- Job description indicates at least 50% of job responsibility dedicated to planning.

Low- Job description indicates that less than 50% of job responsibility is dedicated to planning.

Very low-Job description indicates that less than 25% of job responsibility is dedicated to planning.

APPENDIX N

Rating Scale-Job Descriptions-PresidentResource Development

Circle the most appropriate response based upon your review of the Job Description.

1. very high 2. high 3. medium 4. low 5. very low

Very high- Job description clearly indicates highest degree of responsibility/attention for resource development.

High- Job description indicates significant attention to resource development.

Medium- Job description indicates some attention to resource development effort.

Low- Job description indicates only minimal attention to resource development.

Very low- Job description indicates no attention to resource development.

APPENDIX O

Rating Scale-Job Descriptions-PresidentPlanning

Circle the most appropriate response based upon your review of the Job Description.

1. very high 2. high 3. medium 4. low 5. very low

Very high- Job description clearly indicates highest degree of responsibility/attention for planning effort.

High- Job description indicates significant attention to planning.

Medium- Job description indicates some attention to planning effort.

Low- Job description indicates only minimal attention to planning.

Very low- Job description indicates no attention to planning.

APPENDIX P

Rating Scale-Job DescriptionsResource Development Officer

Circle the most appropriate response based upon your review of the Job Description.

1. very high 2. high 3. medium 4. low 5. very low

Very high- Job description clearly indicates primary responsibility for resource development effort.

High- Job description indicates major responsibility for the resource development effort.

Medium- Job description indicates at least 50% of job responsibility dedicated to resource development.

Low-Job description indicates that less than 50% of job responsibility is dedicated to resource development.

Very low- Job description indicates less than 25% of job responsibility is dedicated to planning.

APPENDIX Q

Rating Scale-Institutional EffectivenessSACS DocumentationDirections

Based upon your review of the institutional self study, and steering committee documentation please rate the institution on the following statements as they apply to institutional effectiveness. Circle the appropriate number to the right of each question based on the following code:

1. very high 2. high 3. medium 4. low 5. very low

1. Leadership and support for planning and assessment are provided by top level administrators.	1	2	3	4	5
2. Provisions are made for broad involvement of administrators, faculty, students, and other key constituents in the work of planning, assessment, and institutional improvements.	1	2	3	4	5
3. Tasks, schedules, procedures and responsibilities for planning and assessment have been clearly defined, and appropriate technical assistance and fiscal support are provided.	1	2	3	4	5
4. Integration of major institutional processes is emphasized(e.g., assessment results are used in planning, plans form the basis for allocation of resources, etc.)	1	2	3	4	5
5. Planning and assessment processes are coordinated with external entities/demands.	1	2	3	4	5
6. Incentives and rewards encourage committment to planning, assessment, individual excellence, and institutional improvement.	1	2	3	4	5
7. An institutional research component provides accurate, timely information for planning and decision making.	1	2	3	4	5
8. There are clearly defined statements of institutional mission and goals.	1	2	3	4	5
9. Desired outcomes of the educational process have been explicitly defined for the institution and its units.	1	2	3	4	5

10. The institution has described how achievement of desired educational outcomes will be ascertained.	1	2	3	4	5
11. The assessment program encompasses multiple time frames and multiple methods, both quantitative and qualitative.	1	2	3	4	5
12. Administrators, faculty, and staff understand the environmental and institutional realities which affect the work of the college.	1	2	3	4	5
13. The college has identified its competition, assessed the needs of its service area, and defined its place in the education market.	1	2	3	4	5
14. The college demonstrates a clear understanding of the characteristics, needs, and educational objectives of its students.	1	2	3	4	5
15. There exists within the college community a collective vision of the institution's desired future.	1	2	3	4	5
16. Major institutional issues and priorities are identified and addressed through the annual planning process.	1	2	3	4	5
17. The college has developed and regularly updates a plan for the institution's educational, physical, and financial development.	1	2	3	4	5
18. The budget implements important institutional values and priorities.	1	2	3	4	5
19. The college has implemented processes for the systematic evaluation of:					
A. Student educational outcomes	1	2	3	4	5
B. Administrators	1	2	3	4	5
C. Full-time faculty	1	2	3	4	5
D. Part-time faculty	1	2	3	4	5
E. Other staff members	1	2	3	4	5
F. Instructional programs	1	2	3	4	5
G. Student services programs	1	2	3	4	5
H. Instructional support services	1	2	3	4	5
I. Administrative services	1	2	3	4	5
J. Community service and outreach	1	2	3	4	5
20. The results of assessment are communicated to decisionmakers and used to improve programs and services.	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 21. Professional development is encouraged, supported, and linked to meaningful performance evaluations. | 1 | 2 | 3 | 4 | 5 |
| 22. The campus environment is characterized by open communication, collaboration, and a sense of community. | 1 | 2 | 3 | 4 | 5 |

APPENDIX R

Letters of Permission to ReviewSACS Documentation

Nashville Tech

Office of the President
(615) 253-3236 - FAX (615) 253-3499

Nashville State Technical Institute • 120 White Bridge Road • P.O. Box 90285 • Nashville, Tennessee 37209-4515

July 17, 1989

COMMISSION ON COLLEGES
RECEIVED

JUL 24 1989

S. A. C. S.

Dr. James T. Rogers
Executive Director
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Rogers:

In response to your request on behalf of Mr. Bryan W. Wilson, I am pleased to have our institution included in this doctoral study, with the proviso that confidentiality will be maintained, as indicated by Mr. Wilson and by you. Please extend to him my best wishes for a successful study. I look forward to reading the results.

Best personal regards.

Sincerely,

Richard M. Turner, III
President

TRI-COUNTY TECHNICAL COLLEGE
PENDLETON, SOUTH CAROLINA 29670

RECEIVED
JUL 24 1989
S. A. C. S.

OFFICE OF THE PRESIDENT

July 21, 1989

Dr. James T. Rogers
Executive Director
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Rogers:

I am writing in response to your letter requesting permission to release to Bryan W. Wilson Tri-County Technical College's last reaffirmation committee report and the institutional response.

I see no problem with your releasing those portions of our file listed above. We are quite happy to assist in any way we can.

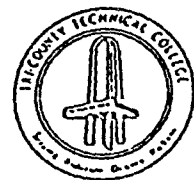
I hope you are having a good summer.

Sincerely,



Don C. Garrison

DCG/rbh





OFFICE OF THE PRESIDENT

PATRICK HENRY COMMUNITY COLLEGE

P.O. Drawer 5311, Martinsville, Virginia 24115-5311, Phone 703/632-2777

COMMISSION

RECEIVED

JUL 24 1989

S. A. C.

ycw

July 19, 1989

Dr. James T. Rogers
Executive Director
Commission on Colleges
Southern Association of Colleges
and Schools
1866 Southern Lane
Decatur, GA 30033-40097

Dear Dr. Rogers:

We will be happy to participate in Bryan W. Wilson's doctoral study. You have my approval to release certain portions of Patrick Henry Community College's file and allow him to review our last reaffirmation committee report and response. We look forward to receiving a copy of the results.

Best wishes,

Sincerely,

Max
Max F. Wingett
President

MFH:mh



A Four Year Unit of the University System of Georgia

Floyd College

P.O. Box 1162, Rome, Georgia 30163-1162

Office of the President

RECEIVED

JUL 17 1989

S. A. C. S.

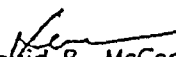
July 13, 1989

Mr. James T. Rogers
Executive Director
Commission on Colleges
Southern Association of
Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097

Dear Jim:

In reply to your letter of July 11, in regard to the request by Mr. Wilson for permission to use parts of our reaffirmation report for his doctoral research, he has my permission and wholehearted support.

Sincerely,


David B. McCorkle

g

Hope you will build me one of the logs



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/329-6500 FAX 404/245-7701

July 11, 1989

Dr. John J. Cavan
President
Southside Virginia
Community College
Route 1, Box 60
Alberta, VA 23821

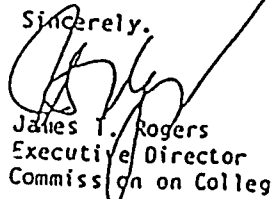
Dear Dr. Cavan:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



School of Education

June 7, 1989

Dr. James T. Rogers, Executive Director
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033

Dear Dr. Rogers:

The following is a special request to provide assistance to Mr. Bryan W. Wilson. Mr. Wilson is a graduate student at the University of North Carolina at Greensboro and is currently working on a dissertation entitled, "An Analysis of the Relationship between Strategic Planning, Resource Development, and Institutional Effectiveness in the Southern Association Region."

One of the key components of Mr. Wilson's study is the use of Southern Association criteria as his operational definition of Institutional Effectiveness. Therefore, it is necessary for Mr. Wilson to review the summary information associated with reaffirmation and accreditation for institutions that completed the process in 1986, 1987, and 1988. In order to accomplish this task, valuable time and effort could be saved for Mr. Wilson and the personnel involved at each institution included in the study if arrangements could be made to examine documentation on file with the Southern Association of Colleges and Schools.

On behalf of Mr. Wilson's dissertation committee, I respectfully request your permission to allow Mr. Wilson to examine institutional documentation associated with re-accreditation for institutions completing reaffirmation in 1986, 1987, and 1988. We feel that this research effort is both worthwhile and will serve to further knowledge necessary to continue efforts aimed at enhancing institutional effectiveness.

Sincerely,

Edwin D. Bell
Associate Professor

E00:ah

GREENSBORO, NORTH CAROLINA 27412-3001

THE UNIVERSITY OF NORTH CAROLINA is composed of the state-wide system of public higher education in North Carolina

and is an equal opportunity employer



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30011-4097
Telephone 404/329-6500 FAX 404/248-7701

July 11, 1989

Dr. Max F. Wingett
President
Patrick Henry Community College
P. O. Drawer 5311
Martinsville, VA 24115

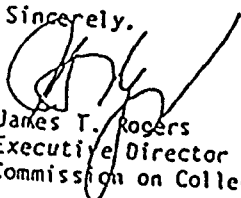
Dear Dr. Wingett:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/329-6500 WATS 800/248-7701

July 11, 1989

Dr. H. DeWitt Moore, Jr.
President
Virginia Highlands
Community College
P. O. Box 828
Abington, VA 24210

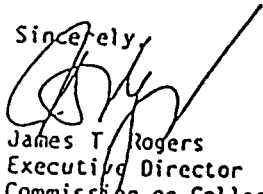
Dear Dr. Moore:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1666 Southern Lane • Decatur, Georgia 30231-4977

Telephone 404/329-6500 WATS 800/224-7701

July 11, 1989

Dr. Richard H. Turner, III
President
Nashville State Technical Institute
120 White Bridge Road
Nashville, TN 37209

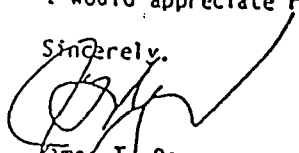
Dear Dr. Turner:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1066 Southern Lane • Decatur, Georgia 30033-4077
Telephone 404/329-6500 WATS 800/726-7701

July 11, 1989

Dr. Norman K. Myers
President
Southwestern Community College
275 Webster Road
Sylva, NC 28779

Dear Dr. Myers:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1666 Southern Lane • Decatur, Georgia 30011-4017
Telephone 404/329-6500 WATS 602/248-7701

July 11, 1989

Dr. Don C. Garrison
President
Tri-County Technical College
P. O. Box 587, Highway 76
Pendleton, SC 29670

Dear Don:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,

James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1056 Southern Lane • Decatur, Georgia 30033-4037
Telephone (404) 329-6500 FAX (404) 329-7701

July 11, 1989

Dr. Phail Wynn, Jr.
President
Durham Technical
Community College
1637 Lawson Street
Durham, NC 27703

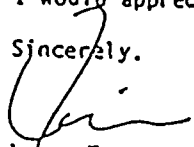
Dear Phail:

The Commission on Colleges has received a request from Bryan K. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/329-6500 FAX 800/748-7701

July 11, 1989

Dr. Marvin R. Joyner
President
Central Carolina
Community College
1105 Kelly Drive
Sanford, NC 27330

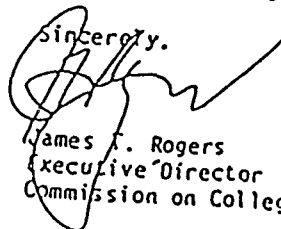
Dear Dr. Joyner:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure

Office of the President
 Hillsborough Community College
 District Administrative Offices - P.O. Box 31127 - Tampa, FL 33631-3127 - (813) 253-7050

RECEIVED
 AUG 7 1989
 S. A. C. S.

August 2, 1989

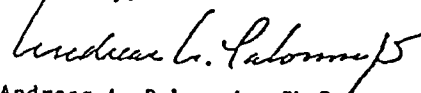
Dr. James T. Rogers
 Executive Director
 Southern Association of Colleges and Schools
 Commission on Colleges
 1866 Southern Lane
 Decatur, Georgia 30033-4097

Dear Dr. Rogers:

Thank you for your letter of July 11, 1989. Hillsborough Community College will be pleased to cooperate with the SACS and Mr. Bryan W. Wilson in his doctoral work by granting permission for the release of the last HCC reaffirmation committee report and our response.

I wish him success on this project and will welcome a copy of his results with all institutions and persons associated with the study.

Sincerely,



Andreas A. Paloumpis, Ph.D.
 President

/ml

ISOTHERMAL
COMMUNITY COLLEGE

COMMISSION ON COLLEGES

RECEIVED

JUL 26 1989

T.A.C.S.

Office Of The President

Willard L. Lewis

July 21, 1989

Mr. James T. Rogers
Executive Director
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Mr. Rogers:

This is to authorize the release of materials pertinent to Isothermal Community College's Reaffirmation Visit of 1986 to Mr. Bryan W. Wilson. It is our understanding that Mr. Wilson will utilize the information therein as a part of his doctoral dissertation and that that information will be treated with confidentiality. It is further understood that the results of his study would be shared with Isothermal Community College.

If we are able to provide additional assistance to Mr. Wilson as he conducts his research, we will be pleased to do so.

Thank you for your consultation in this matter.

Sincerely,


Willard L. Lewis

gs

Spindale Campus
P.O. Box 804 • Spindale, NC 28160
704/286-3636

• Equal Opportunity/Affirmative Action Institution •

Potk Campus
P.O. Box 520 • Tryon, NC 28782
704/859-5868



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1026 Southern Lane - Decatur, Georgia 30033-4097
Telephone 404/329-6500 WATS 800/24-7701

July 11, 1989

Copy to Dr. Walters

COMMISSION ON COLLEGES

RECEIVED

JUL 26 1989

S. A. C. S.

Dr. Lex O. Walters
President
Piedmont Technical College
P. O. Drawer 1467
Emerald Road
Greenwood, SC 29648

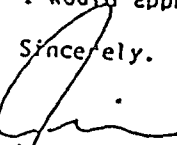
Dear Lex:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure

*We at Piedmont would
be pleased for Mr. Wilson to
view the documents related
to our reaffirmation. Permission
granted.
Lex Walters,
President*



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1656 Southern Lane • Decatur, Georgia 30033-4077
Telephone (404) 329-6500 FAX (404) 248-7701

July 11, 1989

Dr. Lex D. Walters
President
Piedmont Technical College
P. O. Drawer 1467
Emerald Road
Greenwood, SC 29648

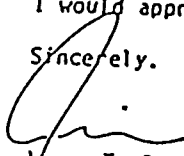
Dear Lex:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

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I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,



James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1876 Southern Lane • Decatur, Georgia 30033-4077
Telephone 404/329-6500 WATS 870/245-7701

July 11, 1989

Dr. Thurman E. Brock
President
Craven Community College
P. O. Box 885
South Glenburnie Road at College
New Bern, NC 28560

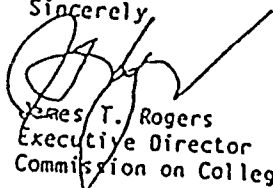
Dear Dr. Brock:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

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I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4077
Telephone 404/329-6500 WATS 800/724-7701

July 11, 1989

Dr. E. Thomas Satterfield, Jr.
President
Cape Fear Community College
411 North Front Street
Wilmington, NC 28401-3993

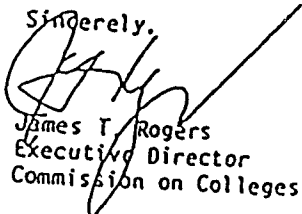
Dear Dr. Satterfield:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4077
Telephone 404/329-6500 FAX 800/248-7701

July 11, 1989

Dr. David B. McCorkle
President
Floyd College
P. O. Box 1864
Rome, GA 30163-1801

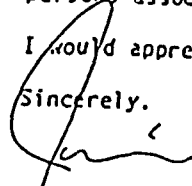
Dear Dave:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure

COMMUNICATIONS SECTION
RECEIVED

Craven Community College

2 CLEMENS ROAD OFF COLLEGE CAMPUS
NEW BERN, NORTH CAROLINA 28540
TELEPHONE (919) 636-4431

JUL 24 1989

S. A. C. S.

OFFICE OF THE
PRESIDENT

MAILING ADDRESS
P. O. BOX 003

July 21, 1989

Dr. James T. Rogers
Executive Director
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033

Dear Dr. Rogers:

Thank you for your letter of July 11 requesting our permission to release certain portions of our official file to Mr. Bryan W. Wilson.

By virtue of this letter, this is official permission to release this information to Mr. Wilson with a request for strict confidentiality.

If I can be of further assistance, please advise.

Sincerely,



Thurman E. Brock,
President

TEB/jts

XC: Mrs. Jane Atkinson
Chairman,
Institutional Evaluation
Committee



VIRGINIA HIGHLANDS COMMUNITY COLLEGE

yes
COMMISSION ON COLLEGES
RECEIVED

JUL 17 1989

S. A. S. S.

July 14, 1989

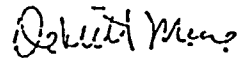
Dr. James T. Rogers
Executive Director
Commission on Colleges
Southern Association of Colleges
and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Rogers:

Please consider this letter as my approval of the request from Bryan W. Wilson concerning his doctoral studies. Certainly I appreciate his willingness to respect the confidentiality of the information, and I look forward to receiving the results of his study.

I trust all is going well with you. If you are ever in Southwest Virginia, please stop by for a visit.

Sincerely,



R. DeWitt Moore, Jr.
President

lmc



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4077
Telephone 404/329-6500 WATS 800/245-7701

July 11, 1989

Dr. William H. McWhorter
President
Lurleen B. Wallace State
Junior College
P. O. Box 1418, Highway 84 East
Andalusia, AL 35420

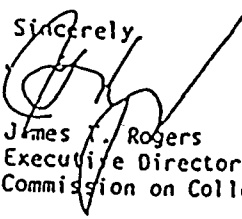
Dear Dr. McWhorter:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

This letter is being written to request your permission to release certain portions of your official file to Mr. Wilson for his doctoral research. If we receive your approval, we will make the information available to Mr. Wilson in our office. He has expressed a willingness to respect the confidentiality of each institution's information by reporting results in a coded form. Also, he will share his results with all institutions and persons associated with the study.

I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1066 Southern Lane • Decatur, Georgia 30033-4077
Telephone 404/329-6500 WATS 800/224-7701

July 11, 1989

Dr. Andreas Paloumpis
President
Hillsborough Community College
P. O. Box 31127
Tampa, FL 33631

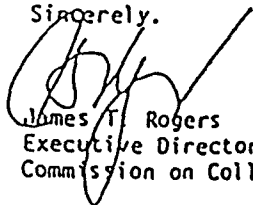
Dear Dr. Paloumpis:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

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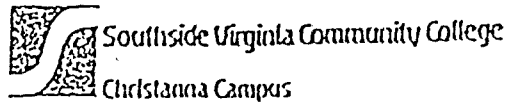
I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



Route 1, Box 60 / Aberta, Virginia 22921-9801 / 804-927-7111

yes
 COMMISSION ON COLLEGES
 RECEIVED
 JUL 19 1989
 S. A. C. S.

July 14, 1989

Dr. James T. Rogers
 Executive Director
 Commission on Colleges
 Southern Association of Colleges and Schools
 1866 Southern Lane
 Decatur, Georgia 30033-4097

Dear Dr. Rogers:

In response to your letter of July 11, this is to let you know that you have our approval to release information concerning our reaffirmation committee report and our response to Bryan Wilson to review for his doctoral work.

If there is any way we can be of further assistance to you or Mr. Wilson, please do not hesitate to give us a call.

Sincerely,


 John J. Cayun
 President

jda



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1826 Southern Lane • Decatur, Georgia 30033-4077
Telephone (404) 329-6500 WATS 800/243-7201

July 11, 1989

Dr. Willard L. Lewis
President
Isothermal Community College
P. O. Box 804
Highway 74 By-Pass
Spindale, NC 28160

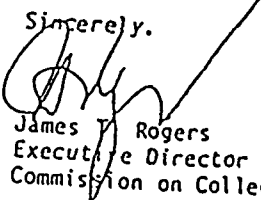
Dear Dr. Lewis:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

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I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,


James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4077
Telephone (404) 329-6500 FAX (404) 329-7701

July 11, 1989

Dr. Ronald K. Lingle
President
Coastal Carolina Community College
444 Western Boulevard
Jacksonville, NC 28540

Dear Dr. Lingle:

The Commission on Colleges has received a request from Bryan K. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

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I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,

James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4717
Telephone (404) 329-6500 WATS 800/248-7701

July 11, 1989

Dr. Eric B. McKeithan
President
Caldwell Community College
and Technical Institute
P. O. Box 600
Lenoir, NC 28645

Dear Eric:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

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I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,

James T. Rogers
Executive Director
Commission on Colleges

JTR:rb

Enclosure



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30031-4017
Telephone 404/323-6500 WATS 800/723-7701

RECEIVED

JUL 20 1989

S. A. C. S.

July 11, 1989

To: *Dr. Bogues*

Dr. G. Herman Porter
President
Wayne Community College
Caller Box 8002
Goldsboro, NC 27533

Dear Herman:

The Commission on Colleges has received a request from Bryan W. Wilson, a doctoral student at the University of North Carolina at Greensboro and Dean of Continuing Education at McDowell Technical Community College, to examine documentation associated with reaffirmation for colleges that completed the process in 1986, 1987 and 1988 (copy of his letter enclosed). He has identified your institution as one which he would like to review as part of his doctoral work. Specifically, he would like to review your last reaffirmation committee report and your institution's response.

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I would appreciate receiving a response to this request by August 7, 1989.

Sincerely,

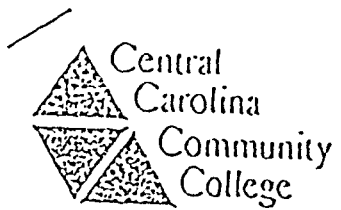
James T. Rogers
Executive Director
Commission on Colleges

James T. Rogers
Permission is granted.
G. Herman Porter

JTR:rb

Enclosure

yw



OFFICE OF THE PRESIDENT
1101 City Drive - Sanford, N.C. 27169 - 919-775-5101
SERVING CHATHAM, LEE & HARNETT COUNTIES

July 18, 1989

COMMISSION ON COLLEGES
RECEIVED
JUL 21 1989
S. A. C. S.

Dr. James T. Rogers
Executive Director
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Rogers:

You wrote me on July 11, 1989 asking whether Central Carolina's last reaffirmation committee report and our response could be released to Bryan W. Wilson for purposes of doctoral research. I hereby grant release of this information for the stated purpose according to the conditions cited in your letter.

Sincerely,

Marvin R. Joyner
President

c: Bryan W. Wilson