

A TAXONOMY OF INSTITUTIONAL EFFECTIVENESS LITERATURE
FOR PUBLIC HIGHER EDUCATION, COLLEGES, AND UNIVERSITIES

BY

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Dissertation submitted to the faculty of
THE COLLEGE OF EDUCATION
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

in partial fulfillment of the requirements for the
degree

of

DOCTOR OF EDUCATION

in

Community College Administration

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August, 1990

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(ABSTRACT)

The purpose of this study was to produce a taxonomy of institutional effectiveness literature for public colleges and universities. The study was an atheoretical and comprehensive analysis of the extant literature on institutional effectiveness from 1970 to the present. Conceptually, the study was an exploratory examination of the literature. It provides a framework for refining future institutional effectiveness research investigations, educational evaluation studies, or other assessment activities for colleges and universities.

The study contained no a priori hypothesis or research questions in the traditional sense. The following objectives guided the study:

1. To determine characteristics of institutional effectiveness studies.
2. To determine institutional effectiveness measures applied as criteria for evaluation.

3. To determine if the measures reported as similar in the literature are the same upon assignment to the taxonomy.
4. To determine what independent variables are identified in the literature on institutional effectiveness.
5. To identify the various definitions of institutional effectiveness terms presented in the literature.
6. To determine the extent various literature addresses similar issues.
7. To determine if elements of effectiveness characteristics have been omitted or overlooked in the literature.
8. To detect and report trends, similarities, and conflicts existing in the literature.

The literature items for the study were identified through queries into printed or computerized indexes. Published literature not indexed was also identified to the extent possible and was included in the study. Books, articles, monographs, or essays written on institutional effectiveness issues make up the study population.

Five-hundred-thirty-one separate literature items were identified for the period. Journal articles, ERIC documents, and books were reviewed, separated into distinct classes and a taxonomy developed. Each literature item was assigned to a specific taxonomy classification by major subject content and by dimension. The literature items were also identified as to literature form, i.e., study, narrative, or opinion items. Further, a computerized data base was created containing the literature items. The data base was separated into three distinct files, one file for higher education, literature, one file for four-year college/university literature, and one file for community, junior, and technical college literature.

Within the data files each item was numbered and coded by its taxonomy classification number and dimension. The items in each data file also contain a document identification number, author, title, publication date, abstract, and other relevant data.

ACKNOWLEDGEMENTS

My work and persistence in researching and writing this dissertation have been encouraged along the way by many persons. Samuel D. Morgan, serving as my committee Co-Chair, was a constant friend and gentle advisor. He nudged me toward further exploration of the subject and steered my course when the next step seemed impossible.

My committee members each contributed in a different and unique manner to the process. Darrel Clowes, as committee Co-Chair, gave clarity to my thinking and direction to my efforts. Dan Vogler's interest and guidance in the development of the first chapters gave structure to the study. He shared with me several perspectives on the subject which I otherwise would not have developed. Don Creamer and Jim Hoerner were particularly helpful during the critical beginning of the study. They both shared special observations on investigating the subject. I am very grateful for the faith shown in me by these gentlemen.

The secretaries in the AES Division deserve special thanks for encouraging me and providing moral support at crucial periods in the research.

My wife, Judy, has quietly encouraged and believed in me through the years of graduate work and career changes which brought me to this accomplishment. I could not have completed this research without her patience and forbearance. I am especially grateful for her constant companionship, understanding, and insight. Our children, Johanna and Matthew, have demonstrated an understanding and maturity beyond their years to my commitment of time to this project.

To these persons and many unnamed others, I acknowledge, with a thankful heart, an enormous indebtedness.

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CHAPTER ONE

INTRODUCTION

"It is effectiveness and not efficiency which the service institution lacks. Effectiveness cannot be obtained by businesslike behavior as the term is understood. that is, by greater efficiency. But the basic problem is...lack of effectiveness. They may be efficient--some are. But they tend not to do the right things" (Drucker. 1973. p. 138).

Robert McCabe said. "Institutional effectiveness is knowing what it is you want to accomplish. figuring out how well you're doing it and using that information to improve the institution. This of course assumes the worthwhileness of what it is you're doing" (in Petersen. 1988. p. 4). Recent national attention continues to be focused on the effectiveness of higher education and colleges and universities. The concern for effectiveness in higher education comes from a variety of sources. Leaders in education. the federal government, regional accrediting associations. parents and the public call for a response (Ewell & Lisenky. 1988; Nichols, 1988; Alfred, 1990). Higher education institutions must continue to prove that they

effectively deliver the services they offer.

Effectiveness has become the major issue in higher education. The construct of effectiveness is here to stay because it is the ultimate dependent variable in institutional research (Cameron & Bilmora. 1985).

Educational institutions, just as other organizations, tend to exhibit growth characteristics. including an elaboration of their structure through horizontal and vertical differentiation or specialization. As institutions grow, tasks become divided and differentiated in a particular direction or dimension. Special units are also created, and subsystems expand their activities and resources.

Differentiation, as it relates to institutions, involves the differences in the form and nature of the formal structure. This formal structure and its form are commonly referred to as models in educational literature on effectiveness.

A second growth dimension addresses the "role" or "function" a component will play in institutional issues. This dimension relates to how an agency, institution, or institutional component is to perform its tasks. Literature written on effectiveness in this dimension addressed how the agency, institution, or

institutional component is to fulfill its mission for effectiveness.

Lawrence and Lorsch (1969) developed the position that organizational processes consist of two vital but opposing forces. Differentiation splinters an organization into more specialized groups and tasks. Differentiation also results in the need for countering integrative mechanisms to obtain synergy. Synergy is the total effect of the independent parts of an organization working together.

A third dimension, process, describes an agency, institution, or institutional component's integrative efforts. The literature on effectiveness in this dimension describes the processes an institution or its components uses to interact with other parts of the institution. The literature in this dimension also describes or discusses the impact on the environment by various levels of the organization. The literature described how the institution or component attempted to integrate its goals with those of the larger organization.

This vertical and horizontal differentiation of organization provided the basis for examination of effectiveness literature written on various levels

within and across the dimensions of educational institutions.

Statement of the Problem

The search for a definitive answer to the measurement of institutional effectiveness comes from a concern for the level of quality in higher education. There is also concern that higher education institutions deliver their products and services efficiently to various clientele. Much has been written on assessment, accountability, quality, and effectiveness. Compounding the difficulty of understanding the issue is the lack of a clearly delineated arrangement of educational literature on effectiveness issues. The problem for this study was to synthesize institutional effectiveness literature for public higher education, colleges, and universities 'into a comprehensive, logical, and coherent taxonomy.'

Purpose of the Study

The purpose of this study was to produce a taxonomy of institutional effectiveness literature for public higher education, colleges, and universities. This study was an atheoretical, comprehensive analysis of the extant literature on institutional effectiveness

from 1970 to the present. A search showed this period contained the major portion of institutional effectiveness literature. Conceptually, the study was an exploratory examination of the literature. It provides a framework for refining future institutional effectiveness research investigations, educational evaluation research, or other evaluation activities for higher education, colleges, and universities.

Objectives of the Study

The study contained no a priori hypothesis or research questions in the traditional sense. The following objectives guided the research:

1. To determine characteristics of institutional effectiveness research.
2. To determine institutional effectiveness measures applied as criteria for evaluation.
3. To determine if the measures reported as similar in the literature were the same upon assignment to the taxonomy.
4. To determine the variables identified in the research on institutional effectiveness.
5. To identify the various definitions of institutional effectiveness terms presented

in the literature.

6. To determine the extent to which various literature addressed similar issues.
7. To determine if elements of effectiveness characteristics have been omitted or overlooked in the literature.
8. To detect and report trends, similarities, and conflicts existing in the literature.

Limitations

Literature not containing the word effectiveness in the title, index descriptor, or text were not considered for the study. The development of the taxonomy, the taxonomy classifications, dimensions, and the determination of each literature item as to "form" were the interpretation a single researcher.

Delimitations

This study was only concerned with literature produced in the United States between 1970 and 1990 on effectiveness for public higher education, colleges, and universities. Examination of effectiveness literature was constrained to interpretation by a single researcher as the instrument.

Definitions

The terminology in the field of educational evaluation is confusing, especially concerning effectiveness issues. Educators and writers are cavalier in their use of terms to describe evaluation efforts (Popham, 1988, p. 9). The writers of institutional effectiveness literature also use a variety of words to describe the same concept. For example, one writer uses the word assessment to mean evaluation. Another writer uses the word appraisal. Appraisal and evaluation are consistent, while assessment and evaluation are not equal. Both writers want the reader to understand evaluation as the meaning intended. No consensus definition of the terms exist. A review of recent literature on effectiveness shows the practice of using words with different meanings to describe similar concepts has not diminished.

Terms such as evaluation, assessment, measurement, quality, accountability, and effectiveness are interchanged in the literature without consistent definition by scholars, adding to the confusion for education practitioners. A research objective was to find definitions as they are used or defined in the literature for such terms as: accountability,

appraisal, assessment, criteria, effectiveness, evaluation, institutional effectiveness, measurement, outcomes assessment, outcomes, and quality.

Category - One of the highest classes to which objects of thought can be referred; one of the most general heads under which everything that can be asserted of any subject may be arranged (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 129).

Class - To arrange in a class or classes; to rank together; to refer to a class or group; to classify. To be arranged or classed (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 151).

Classify - To arrange in a class or classes; to arrange in sets (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 152).

Classification - The act of classifying or forming into class or classes, so as to bring together those beings or things which most resemble each other, and to separate those that differ; distribution into sets, sorts, or ranks (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 152).

Community, Junior, or Technical College - Publicly supported institutions accredited to award the associate in arts and science as its highest degree.

Component - Composing; constituting; entering into as a part. A constituent part (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 170).

Dimension - Extension in a single direction, as length, breadth, and thickness or depth (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 242).

Entity - Being; character of existence; essence; a being or species of being; an existing thing (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 292).

Form - The shape or external appearance of a body; as distinguished from its material; configuration; manner of arranging particulars; disposition of particular things (a form of words); a general system or arrangement (a particular form of government); a model, draught, pattern; proper shape; stated method (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 343).

Four-year college/university - Publicly supported educational institutions accredited to confer degrees and to pursue and conduct research in several faculties. Specifically, those postsecondary educational institutions requiring a minimum of four years of study and accredited to award Bachelor, Masters, and Doctorate degrees.

Function - To perform, to execute; office, duty, or business belonging to a person in virtue of a particular station or character; what a person or body of persons has specially to perform in some capacity; the specific office or action which any organ or system of organs performs in the animal or vegetable economy (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 352).

Higher education - Publicly supported postsecondary education collectively. For the purpose of this study higher education was considered as a distinct "institution" of society.

Higher education, general - The literature written on public postsecondary education that does not specifically refer to a type of educational institution but to higher education; higher education, generally.

Institute - To set up or establish; to ordain; to originate; for found; to set in operation; to begin; that which is instituted or formally established; a society established according to certain laws or regulations for the furtherance of some particular object (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 446).

Institution - The act of instituting; something instituted or established; a society established or organized for promoting any object, public or social (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 447).

Institutional component - A constituent part of a higher education institution; specifically, a college, or university.

Item - A separate article; a particular thing on a list (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 460).

Literature - Literary productions collectively; the literary productions upon a given subject; the collective writings of a country or period (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 496).

Literature form - The manner of writing on a particular

subject; for purposes of this research, the form of the literature such as opinion, narrative, or research.

Literature item - A separate literary production; a single article or book; one.

Measure - The extent of a thing in length, breadth, and thickness, in circumference, capacity, or in any other respect; a standard of measurement; a fixed unit of capacity or extent; the instrument by which extent or capacity is ascertained; action or proceeding directed to an end; something done with a view to the accomplishment of purpose; to ascertain the extent, dimensions, or capacity of (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 524).

Measurement - The act of measuring; the amount ascertained by measuring (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 524).

Narrate - To tell or recite, as a story; To relate the particulars of in speech or writing (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 558).

Narration - The act of narrating; that which is related; a narrative; that part of a discourse which recites the time, manner of consequences of an action

(The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 558).

Narrative - Pertaining to narration. That which is narrated or related; a relation in words or writing of the particulars of any transaction or event (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 558).

Narrative item(s) - Narrative items are literature which contain information observed or reported from various symposium, workshops, committee reports, collected works, and bibliographies on effectiveness. Primarily, narrative items report a given set of facts on a certain activity or occurrence such as a workshop to improve administrative personnel effectiveness.

Opinion - A judgement or belief formed without certain evidence; belief stronger than impression, less strong than positive knowledge; judgment or sentiments on persons or things as regards their character or qualities; settled judgment or persuasion; belief (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 582).

Opinion item - Opinion items are literature which describe or prescribe the structure, function, or processes for improving effectiveness of various

agencies, institutions, or institutional components. Opinion items were based on the writer's interpretation or opinion on effectiveness. The items contain words like must, should, recommend, argue for or against adoption or implementation of the writer's position. These items may or may not contain a rationale, facts, program guidelines, reference to theory, and specifics for implementation and evaluation.

Process - A proceeding or moving forward; progressive course; way in which something goes on; gradual progress; course; series of motions or changes going on, as in growth, decay (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 662).

Research - Diligent inquiry or examination in seeking facts or principles; laborious or continued search after truth; investigation (The New Webster Encyclopedic Dictionary of the English Language, 1980).

Research Item - Research items are literature which report the investigation and results of a planned and considered examination of a specific issue concerning institutional effectiveness.

Respond - To make answer; to give a reply in words; to answer or reply in any way; to answer by action; to correspond (The New Webster Encyclopedic Dictionary of

the English Language, 1980, p. 717).

Respondent - Answering; one who responds (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 717).

Role - Any conspicuous part or function performed by anyone (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 729).

Subject - That which is spoken of, thought of, treated of, or handled; matter dealt with; theme of discourse (The New Webster Encyclopedic Dictionary of the English Language, 1980, p. 834).

Taxonomy - Arrangement; allocation;; distribution; sorting; assortment; allotment; grouping; apportionment; graduation; organization.

Taxonomy Classification Matrix - The arrangement of effectiveness literature displayed by number within each taxonomy classification; grouping of the literature.

The following definitions refer to the taxonomy dimensions:

Structure - Refers to the form of the entity or component.

Function - Refers to the role of the entity or component.

Process - The series of steps, procedures, or operations a component is to perform to accomplish its function; the component's impact on the environment.

Need for the Study

In 1932 Ralph W. Tyler was appointed as research director of the Eight Year Study. This study compared the college performance of students prepared in "progressive" high schools versus students prepared in more conventional high schools. During the study, Tyler came to view evaluation not as the appraisal of students, but rather as the appraisal of an educational program's quality. That approach meant determining the quality of the educational programs represented by the progressive and conventional high schools that Tyler was researching.

Tyler's basic strategy was to determine the degree to which an educational program attained its goals. In essence, Tyler argued that a program is positive where it promotes students' mastery of pre-set objectives. This objective-based (or goal-based) concept of evaluation had significant influence on the view of later generations of educators. Tyler's

concept of educational evaluation stimulated other American educators to view evaluation as something more than testing students for giving grades (Popham, 1988).

Another event that focused American educations' attention on evaluation and effectiveness was the launching of "Sputnik" by the Soviet Union in 1957. The federal government began to fund new science and mathematics curriculum approaches. These federally supported curriculum development projects led to the development of instructional materials by which American students could gain updated conceptions of science and mathematics.

Dissatisfaction with the methods of determining whether the new instructional materials were useful led Lee J. Cronbach to author an important essay on educational evaluation methods. In an article titled, "Course Improvement Through Evaluation," Cronbach (1963) argued that if educational evaluation were to be of help, it had to focus on the decisions made during the process of development of programs. Moreover, he argued that evaluation activities should be less concerned with comparisons between programs and more with the degree to which a given program

promoted its desired results.

Although Cronbach's (1963) essay would later be viewed as a perceptive evaluation model, there was little interest in further examining the evaluation techniques used by American educators. This changed dramatically over the next two decades as the federal government became a more active participant in funding educational programs.

In the mid-sixties the U. S. Congress enacted precedent-setting legislation, the Elementary and Secondary Education Act of 1965, (ESEA). For the first time the federal government provided funding directly to local school systems. One consequence of ESEA was that evaluation became a required element in the process of developing and implementing instructional programs.

The new requirement for educational evaluation provided the chief stimulus for a rapidly expanding specialized field. Several outstanding educational scholars, trained in other specializations, turned their attention to the process of educational evaluation. Although there had been occasional references to evaluation in the literature, few writers, other than Tyler and Cronbach, seriously

addressed themselves to educational evaluation. Interest in educational evaluation quickly became intense and other writers began adding articles to the literature on educational evaluation. Both Scriven and Stake wrote articles on evaluation in 1967.

The ESEA legislation required educators to provide evaluation of their programs in a systematic manner to qualify for government funds. Thus, evaluation received equal status with other factors affecting educational programs.

State legislatures emulated the federal requirements of ESEA and state funding for education began to include evaluation requirements. The 1970s was a period of intense intellectual excitement on the nature and conduct of educational evaluation. Many seminars, workshops, and conferences offered educators techniques for conducting evaluation research. Articles produced during this time explained or defined prescriptions for evaluation. By the 1980s education evaluation had taken on an entirely new dimension. Going beyond the evaluation of individual programs and departments, "institutional effectiveness" was introduced into the literature. Numerous reports in the mid-1970s emphasized the need for development of

"excellence" in the results of the educational experience for students.

By the mid-1980s reports began calling for increased accountability in higher education. The reports called for more precise assessment of institutional effectiveness and evidence that institutions were accomplishing their goals. The reports described "a nation at risk" (National Commission on Excellence in Education, 1983), and called for renewed integrity in the college curriculum (Association of American Colleges, 1985). The reports also provided various recommendations for improving the quality of undergraduate education (National Institute of Education Study Group, 1984; American Council on Education, 1982; Southern Regional Education Board, 1985). In a 1985 speech, Secretary of Education William Bennett stated that colleges should state their goals, measure their success in meeting them, and make the results available to everyone. The National Governors' Association report "Time for Results: The Governors' 1991 Report on Education," appealed to colleges and universities to develop comprehensive programs to measure student learning.

A 1987 survey of state governing/coordinating

boards showed that all but a few of the state boards were playing important roles in assessment. Two-thirds of the boards could point to explicit statewide assessment programs planned or already in place (Boyer, 1987). The federal government acted to further evaluation activities through a proposal to change the "Secretary's Procedures and Criteria for Recognition of Accrediting Agencies," published in the Federal Register on September 8, 1987. In 1986, the Council on Postsecondary Accreditation (COPA), issued a special report titled "Educational Quality and Accreditation." This report recommended that educational institutions and programs "sharpen statements of mission and objectives to identify intended educational outcomes, (p. 7)." It also recommended that institutions "develop additional effective means of assessing learning outcomes and results, (p. 7)."

Many accrediting agencies both regional and professional include assessment activities in some form (Educational Quality and Accreditation, 1986). COPA's guidance, as well as public pressure from federal and state officials, gives assessment special importance in the literature concerning educational institutions.

In 1985 the Commission on Colleges of the Southern

Association of Colleges and Schools (SACS) changed its accrediting criteria to include planning and evaluation. The new criteria places evaluation on an equal basis with other institutional processes in their "Criteria for Accreditation." SACS used the term institutional effectiveness rather than outcomes to denote that the concept described was larger than just department evaluation activities.

Effectiveness is extremely difficult to define and measure in colleges and universities (Cameron, 1985). Cameron also stated indicators of effectiveness are not obvious and principles for improving and maintaining effectiveness are not fully developed. Further, no standards exist against which to judge effectiveness. Ambiguity persists about the meaning of the word and its relationship to similar concepts. Several variables have been proposed and used, but each has been severely criticized as being irrelevant, overly restrictive, or misleading (Cameron, 1985). This study was based on the assumption that a classification of institutional effectiveness literature would be useful. This work brings together the extant literature on institutional effectiveness to form an educationally sound, logically developed, and coherent arrangement of

effectiveness literature by subject.

Classification vs Taxonomy

Taxonomies, particularly Aristotelian taxonomies, have certain structural rules which exceed in complexity the rules of a classification system. While a classification scheme may have many arbitrary elements, a taxonomy may not. A taxonomy must be constructed so the order of terms correspond to some "real" order among the phenomena represented by the terms. A classification scheme may be validated by reference to the criteria of communication, usefulness, and suggestiveness. A taxonomy must be validated by showing its consistency with the views in the field it attempts to order (Bloom, Engelhart, Hill, Furst, & Krathwohl, 1956 17). The literature on effectiveness for public higher education, colleges and universities is of sufficient diversity to provide a basis to establish a taxonomy based on its content.

No simple set of terms and definitions by itself was a satisfactory instrument for conducting this research. A method of ordering phenomena was needed such that the method of ordering revealed significant relationships among the phenomena. The basic problem

of a taxonomy is to order phenomena in ways which will reveal some of their essential properties and the interrelationships among them. The literature on effectiveness provided the opportunity to develop an understanding of the relationships existing within the field and to report the relationships in an ordered manner.

The initial search on institutional effectiveness revealed literature written with regard to higher education as a broad category to literature written concerning policy formulation processes of institutions, boards, and federal and state departments of education. A framework was needed for examining the categories of institutional effectiveness literature. This study developed an ordering of existing institutional effectiveness subject matter that made it possible to define the range of topics in the literature.

Development of the Taxonomy

To accomplish the purpose of the study an interpretive and integrative approach was used. An adaptation of Bloom's, et al., (1956) taxonomy guided the development of a taxonomy design for effectiveness

literature. The arbitrary determination of classes and titles meant there was an almost infinite number of ways of dividing and naming the categories and classifications of institutional effectiveness literature.

Therefore, some general principles guided the selection of the categories and classification system to make the product more readily understood and used. First, the taxonomy classified existing educational literature. The major distinctions between classes reflect the distinctions scholars and practitioners make among institutional effectiveness issues.

Second, the taxonomy was to be logically developed and internally consistent. Thus, each term could be defined and applied in a consistent manner throughout the taxonomy. Each class would also permit logical subdivisions which could be clearly defined and further subdivided. Those distinctions within the literature were included even though they may not be made by educational administrators.

The third principle was that the categories and classifications would be purely descriptive in which every type of institutional effectiveness issue could be represented in a relatively neutral fashion. For

example, libraries use the Dewey decimal classification system to describe all the classes of books. Value or quality of one class is not indicated compared to another class. It also does not specify the number or kind of books any particular library should own. To maintain impartiality, terms which implicitly convey value judgments were avoided by making the taxonomy as inclusive as possible. This means that information on institutional effectiveness emphasized by any scholar, writer, institution, educational unit, or educational philosophy could be represented in the taxonomy.

Outline of the Study

The study was divided into chapters by reporting the literature by category and objectives of the research into various chapters. Chapter One contains the introduction, conceptual framework, problem statement, and purpose of the study, limitations, delimitations, definitions, and need for the study.

Chapter Two outlines the method used for the study. It describes the method of data collection and the development of taxonomy categories, classifications, dimensions and identification of

literature form from the literature.

Chapter Three presents the higher education literature as applied to the taxonomy. It also reports the research objectives and literature form for this literature.

Chapter Four contains the four-year college and university literature as applied to the taxonomy. It also reports the research objectives and literature form for this literature.

Chapter Five reports the community college literature as applied to the taxonomy. It also reports the research objectives and literature form for this literature.

Chapter Six presents a summary for the study. Included are the overall findings of the study. This chapter also includes a general matrix displaying the relationships within and among the various literature categories.

Chapter Seven contains the summary, conclusions, discussion, and recommendations for the study.

A working guide to the computer program and literature data base is provided in Appendix F.

Chapter Two

METHODOLOGY

Study Population

The data base for this study was the literature addressing institutional effectiveness issues for public higher education, colleges, and universities from 1970 to 1990. The population was further defined as literature referenced in printed or computerized indexes.

Literature written on effectiveness issues makes up the population. Two broad terms, institutional effectiveness and organizational effectiveness, were used to generate listings of effectiveness literature. Inquiries were made into the ERIC data base, Current Index to Journals in Education, Resources in Education, Education Index, and Dissertation Abstracts Index, Virginia Tech Library System (VTLS) computer based index, and Books in Print.

The total number of literature item abstracts examined for this study was 2525. The 2525 literature items were comprised of:

1887 items produced from the queries, "institutional effectiveness" and "organizational effectiveness." This included literature with any reference to institutional or organizational

"effectiveness."

411 items on "effectiveness" with "policy,"

"effectiveness" with "strategic planning" and

"higher education" with "effectiveness."

227 items on "effectiveness" with "long range

planning," "college" with "effectiveness,"

"institutional effectiveness" with "community

college," and "community college" with

"effectiveness."

Direct examination into printed journal indexes was made to cross-reference the literature identified in the ERIC system. This cross-reference also served to locate and identify any additional literature that was not indexed in the ERIC system. Only two recently published literature items were not on the ERIC system. One-hundred-nine journals were referenced in Appendix A. The journals were identified through the Virginia Polytechnic Institute and State University library Periodicals and Notebooks Index, Resources in Education Index, and the ERIC system. Recently published items not yet on the ERIC System or in printed journal indexes were identified to the extent possible and were included in the research. Every effort was made to gather a thorough

and comprehensive collection of literature on effectiveness related to public higher education, colleges, or universities. However, some literature may have been inadvertently omitted from the study.

ERIC computer abstracts were downloaded, converted to Professional Write, a word processing program, and a hard copy printed for review. Downloading refers to the copying of a computer data base file or portion of the file to a diskette. The abstracts were printed to allow the researcher to examine, compare, and sort the literature into similar categories. The Professional Write program was also used to reconfigure the ERIC data base abstracts for use in the askSam data base management program. The askSam program is a computer information storage and retrieval system. Before uploading into the askSam program, each item on hard copy was reviewed for inclusion in the study. Uploading refers to the transfer of a computer file or portion of a computer file from a diskette to a computer program. The two items not on the ERIC System were abstracted by this researcher and typed directly into a formatted template in the askSam program and a hard copy printed for review. The ERIC abstracts were used to identify and

locate literature items. Each literature item was then reviewed by the researcher.

Criteria for Selection of Literature Items

Organizational effectiveness was the original term used in the literature on effectiveness. Institutional effectiveness later became the preferred term in educational literature. When an initial distinction could not be made to exclude an item, the item was retained for a later more detailed reading before discarding it from the study. The criteria for including an item were:

- (1) title containing: institutional effectiveness, organizational effectiveness, effectiveness.
- (2) descriptor(s) used by ERIC, such as: higher education, college, university, community college, two-year college, postsecondary education, organizational effectiveness, institutional effectiveness, effectiveness.
- (3) ERIC abstract with explicitly stated reference to institutional effectiveness, organizational effectiveness, or effectiveness.
- (4) explicit reference to institutional

effectiveness, organizational effectiveness, or effectiveness in the text of the literature item.

Selection of Literature Items

The first review reduced the number of literature items from 2525 to 697. Items not related to public higher education or colleges and universities were excluded from the study. The reason for this large reduction in the population was the excluded items referred to elementary, secondary academic and vocational education, or to institutional effectiveness issues of foreign country institutions. The literature retained for the study was written on effectiveness issues for specific types of institutions or all of higher education in general. The type of institution addressed became the basis for separating the literature into categories for review.

Assignment of Items to Categories for Study

The remaining 697 literature items were then divided into three categories. The categories were based on whether the literature addressed higher education in general or a particular type of

institution. The first category consisted of effectiveness literature for higher education without specificity to a type of institution. Four-year college and university effectiveness literature made up the second category. This literature referred specifically to four-year colleges or universities. The third category contained community, junior, and technical college literature. The literature in this category addressed effectiveness for two-year colleges. By carefully reading each literature item and its abstract a determination was made for including the item in the study. During the reading 171 literature items were discarded leaving 526 literature items for the study. Discarded items were duplications or items that did not strictly fit the criteria for inclusion in the study.

Three items published in the late 1960s were retained for reference and were annotated as such in the taxonomy classification matrix. Two recently published items not in the indexes or ERIC system were added for a total of 531 literature items. The sorted items were numbered consecutively beginning with one. The numbers assigned to each category of literature

were:

001-353 - Higher Education, General
354-419 - Four-year college/university
420-531 - Community, junior, and technical
college.

These numbers identified the individual literature item within the Taxonomy Classification Matrix (see Figure 1). The individual literature items for each category were listed in Appendix B, C, and D.

The Higher Education, General category contained 353 literature items (67%). Sixty-six literature items (12%) were placed in the Four-year College/University category. The Community, Junior, Technical College category contained 112 literature items (21%). These categories, based on the type of institution addressed by the literature, became the reporting categories for the study (see Figure 2).

Taxonomy Classifications

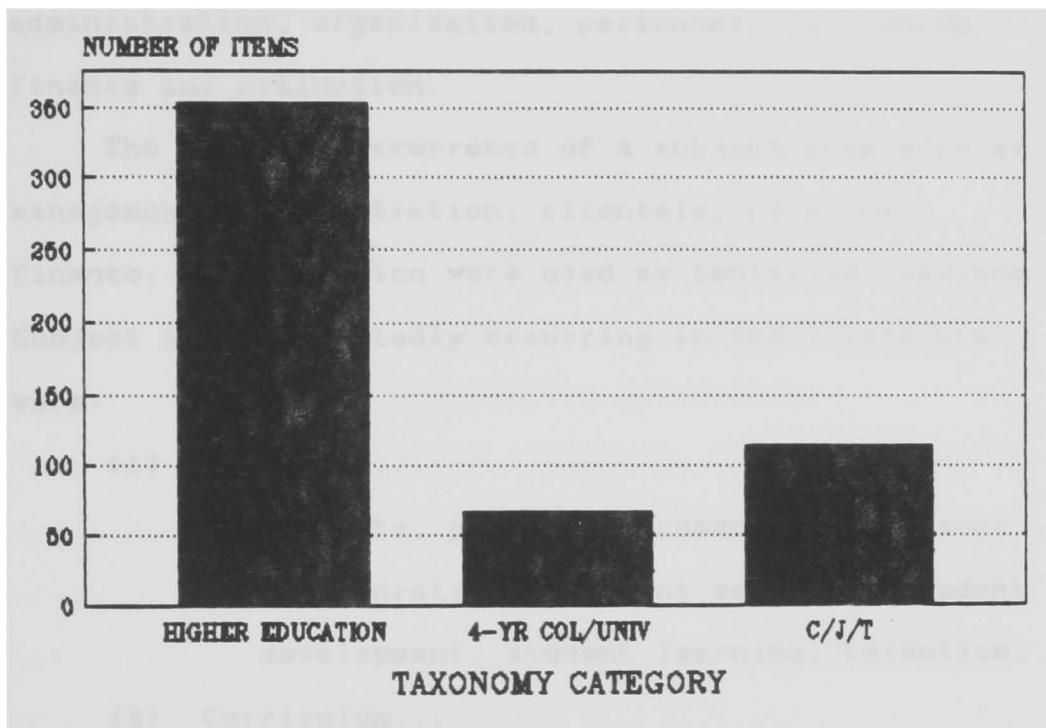
Development of Major Classes

During a second review distinct classes began to emerge leading to development of a taxonomy. Discrete subject areas on effectiveness issues became apparent

Taxonomy Class	Literature Dimension			
CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
2.00 ORGANIZATION				
2.10 ORGANIZATION OF FEDERAL AGENCIES				
2.11 ORGANIZATION OF FEDERAL DEPARTMENT/DIVISION				
2.12 ORGANIZATION OF FEDERAL ADVISORY COMMITTEES				
2.20 ORGANIZATION OF STATE AGENCIES	Individual Identification Number of Literature Item Within Taxonomy Numbers refer to literature listed by category in appendices.			
2.21 ORGANIZATION OF STATE DEPARTMENT/DIVISION	For example: Item 4 and Item 55 and item 65 for a total of 3 items in subclass.			
2.22 ORGANIZATION OF STATE ADVISORY COMMITTEES	04-55	65	3	
2.30 ORGANIZATION OF INSTITUTION	16-41	6-11-16-53	6	
2.31 ORGANIZATION OF DEPARTMENT				Total items in Sub-class

The diagram shows a bracketed label 'Total items in Sub-class' at the bottom right of the matrix. Two arrows point from this label to specific numbers in the matrix: one arrow points from 'Total items in Sub-class' to the number '6' located in the row for '2.31 ORGANIZATION OF DEPARTMENT' and the column for 'FUNCTION'; another arrow points from 'Total items in Sub-class' to the number '3' located in the row for '2.22 ORGANIZATION OF STATE ADVISORY COMMITTEES' and the column for 'PROCESS'.

Figure 1. Institutional effectiveness literature taxonomy classification matrix entries.



n=531

Figure 2. Institutional effectiveness literature 1970-1990 by category.

in the literature. Individual literature items addressed specific subjects such as management, administration, organization, personnel, curriculum, finance and evaluation.

The repeated occurrence of a subject area such as management, administration, clientele, personnel, finance, or evaluation were used as tentative headings. Subject areas repeatedly occurring in the literature were:

(1) Clientele...

Students, public(s), community, liaisons, collaborations, student services, student development, student learning, retention.

(2) Curriculum...

Curriculum, instruction, facilities, equipment, supplies, delivery, curriculum improvement, curriculum development, faculty.

(3) Evaluation...

Evaluation, criteria, models, theories, assessment, measurement, accreditation, institution, student learning, quality.

(4) Finance...

Costs, cost reduction, budget, funding,
tuition, money, cost effectiveness.

(5) Management...

Theories, models, criteria, methods,
selection, personnel, procedures,
presidents, structures, constructs,
concepts, leadership, requirements,
qualifications, policy, decision making,
goals, committees, governance,
productivity, politics, activities, work
flow, deans, departments, divisions,
organizational change, functions, policy,
institutional research, planning, mission

(6) Personnel...

Administrator(s), faculty, staff, and
"employees"

The tentative headings clientele, curriculum,
evaluation, finance, management, and personnel were first
used to identify literature with similar content. As an
item was reviewed, the tentative heading was written on
it to indicate its major subject area.

Literature items referring to students and other
persons or groups served by public higher education,

colleges and universities were labeled clientele. Literature items discussing various aspects of curriculum, instruction, and facilities were labeled curriculum. Items on budgeting, funding, and cost were labeled finance.

The management heading included items referring to management, administration and organization. The personnel heading included literature on faculty, administrators, and staff.

The literature items in each of the categories typically described or discussed issues for effectiveness. For example, the items discussed or described management for effectiveness, finance for effectiveness or organization for effectiveness. The literature written on evaluation discussed or described assessment or evaluation of effectiveness.

The management heading was cumbersome to assign items to with management, administration and organization included in it. Management and administration needed to be separated from organization. Various writers used management, administration, and governance to refer to the same concept. Governance was chosen as a comprehensive term

to describe the management and administration areas. This term more clearly defined the subject for the various levels of management, administration, and governance discussed in the literature. Literature originally listed as management was reclassified as governance with management and administration as integrated terms under the governance heading. The literature for organization was placed under a separate heading. This division created seven distinct classes to form a taxonomy.

The seven distinct classes of the revised taxonomy became: governance, organization, staffing, clientele, curriculum, finance, and evaluation. Descriptions for each of the seven classes were derived from several sources. Management, organization, finance, and evaluation theories, dictionaries, and the predominate use of the terms in the literature provided information for the development of descriptions for each taxonomy classification. These seven classes define the major taxonomy classifications in this research of effectiveness literature.

Development of Subclasses

Subclasses under each major classification of

the taxonomy were developed during the third review of individual literature items. A chart was constructed with the major taxonomy classes, governance, organization, staffing, clientele, curriculum, finance, and evaluation, across the top. Every item was reviewed again to confirm it was correctly labeled for assignment to the correct major taxonomy class and to begin identifying subclasses for the taxonomy. Each time a new subclass was identified based on the item's content, the subclass name was written on the item and below its major classification on the chart. This process was repeated to complete the subclasses within the taxonomy.

Dimensions of Effectiveness

The third review within each category and within each newly formed class revealed not only that there were distinct subclasses for effectiveness literature, but also three dimensions of effectiveness issues. The dimensions were structure, function, and process (see Table 1).

The major subjects occurring in the literature and the three dimensions structure, function, and process, provided the basis for the development of specific

Table 1.

Number of Literature Items by Category and Dimension

Literature Dimension	Institution Type				
	All Lit	Higher Ed	4-YrCol/Univ	C/J/T	
Structure	238	145	29	64	
Function	126	93	13	20	
Process	167	115	24	28	
<hr/>					
Total	531	353	66	112	

taxonomy classes. Each literature item was assigned to a specific class. See Table 2, Page 46, for a description of each taxonomy class. See Table 3, page 78, for definitions of the taxonomy dimensions.

Identification of Literature Form

To satisfy the requirements of objective one each literature item was identified for its specific literature form. Each literature item was identified as either a research item, narrative item, or opinion item. The decision to designate a literature item as a research item, narrative item, or opinion item was made based on the content of the item. Most research items clearly stated they were planned and considered examinations or investigations of a particular activity or aspect of effectiveness. The items included the purpose of the research and the measures or variables used in the research. These were identified first. Other research items not directly stating they were research based were identified through careful reading of the literature.

After all research items were identified the narrative items were identified. The remaining literature was examined and identified as opinion.

Research items reported the investigation and

results of a planned and considered examination of a specific issue concerning institutional effectiveness. The research literature on effectiveness was further examined to identify the method of research, type of respondent to the research, and subject of the research. This examination was specifically to satisfy objective one of the study. A determination of the characteristics of research on effectiveness was made using Isaac and Michael's (1989) descriptions of research methods. Isaac and Michael (1989, p. 42.) stated, "research design decisions depend on the purposes of the research, the nature of the problem, and alternatives appropriate for its investigation." They organized design alternatives into distinct functional categories based on nine differing problem characteristics. The functional categories described by Isaac and Michael for research are historical, descriptive, developmental, case or field, correlational, causal-comparative, true experimental, quasi-experimental, and action. See Appendix E for a complete description and examples of the Isaac and Michael categories.

Narrative items contained information observed or reported from various symposia, workshops, committee

reports, collected works, and bibliographies. Primarily, narrative items reported a given set of facts about a certain activity or occurrence such as a workshop to improve administrative personnel effectiveness.

Opinion items described or prescribed the structure, function, or processes for improving effectiveness of various agencies, institutions, or institutional components. Opinion items were based on the writer's interpretation or opinion on effectiveness. The opinion items contained words like must, should, and recommendation. Opinion items also argued for or against adoption or implementation of the writer's position. Opinion items may or may not contain a rationale and facts to support the writer's point of view. They may or may not refer to theory and the specifics for implementation or evaluation for the various issues presented.

Table 2

Taxonomy of Institutional Effectiveness Literature for
Public Higher Education, Colleges, and Universities

1.00 GOVERNANCE

A comprehensive term to describe all aspects of the control and direction of higher education and higher education institutions including federal legislation, state constitutions, statutes, state boards of education or higher education, local boards of control, and administration at all levels. It includes both the policy-making mechanisms and the agencies through which the policies are executed.

(Adapted from Monroe, 1972, p. 303.)

1.10 GOVERNANCE THROUGH LEGISLATIVE ACTION

The basic policy-making body empowered to enact laws and statutes establishing educational institutions and programs.

1.11 GOVERNANCE THROUGH FEDERAL LEGISLATION

The laws, statutes, and programs established by congressional action requiring compliance by institutions of higher education.

(table continues)

Table 2 (continued)**1.11.1 FEDERAL AGENCY**

An administrative governmental department established to direct or oversee legislation and compliance of programs. Commissions established to examine or review areas of interest.

1.11.2 FEDERAL ADVISORY COMMITTEES

A standing or ad hoc group appointed to act or advise on a certain matter.

1.12 GOVERNANCE THROUGH STATE LEGISLATION

The laws, statutes, and programs established by state legislative action requiring compliance by institutions of higher education.

1.20 GOVERNANCE THROUGH BOARDS

Administrative bodies responsible for establishing policy.

1.21 GOVERNANCE THROUGH STATE BOARDS

A body of administrators responsible for establishing policy for all institutions under its control.

(table continues)

Table 2 (continued)**1.22 GOVERNANCE THROUGH LOCAL BOARDS**

A body of administrators responsible for establishing policy for an institution under its control.

1.30 GOVERNANCE THROUGH ADMINISTRATION

Includes those offices and activities directly responsible for the day-to-day control, direction, and operation of the college or university.

**1.31 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT
(INSTITUTION)**

General management activities directing an institution's resources (money, people, and materials) toward common goals.

**1.32 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT
(DEPARTMENT)**

General management activities directing a department's resources (money, people, and materials) toward common goals.

1.33 GOVERNANCE THROUGH ADMINISTRATIVE PLANNING

Planning is the function performed by managers

(table continues)

Table 2 (continued)

and others that determines the pattern of actions needed for meeting situations in the future to attain organizational goals.

1.34 GOVERNANCE THROUGH ADMINISTRATIVE POLICY

General statements that provide guidelines for administrative action. Predetermined basic decisions that guide day-to-day decisions toward organizational goals. Generally derived from the planning function.

1.35 GOVERNANCE THROUGH COMMITTEES

Standing or ad hoc groups appointed to administer or manage a certain activity.

1.36 GOVERNANCE THROUGH ADMINISTRATIVE INSTITUTIONAL RESEARCH

Quantitative and qualitative data gathering activities required for decision making and establishing policy.

1.37 GOVERNANCE THROUGH ADMINISTRATIVE SELF-STUDY
Organization evaluation activities by individuals or groups within the institution.**2.00 ORGANIZATION**

A rationally structured system of interrelated
(table continues)

Table 2 (continued)

activities, processes, and technologies within which human efforts are coordinated to achieve specific objectives.

2.10 ORGANIZATION OF FEDERAL AGENCIES

Refers to the organization of federal government activities for education.

2.11 ORGANIZATION OF FEDERAL DEPARTMENT/DIVISION

Refers to specific departments or divisions at the federal government level.

2.12 ORGANIZATION OF FEDERAL ADVISORY COMMITTEES

Standing or ad hoc groups appointed to act on a certain matter.

2.20 ORGANIZATION OF STATE AGENCIES

Refers of the organization of state government activities for education.

2.21 ORGANIZATION OF STATE DEPARTMENTS/DIVISIONS

Refers to specific departments or divisions at the state government level.

2.22 ORGANIZATION OF STATE ADVISORY COMMITTEES

Standing or ad hoc groups appointed to act or advise on a certain matter.

(table continues)

Table 2 (continued)**2.30 ORGANIZATION OF INSTITUTION**

Refers to the aggregate organization of a college or university with all the various official departments, divisions, colleges, committees, staffs, associations, and offices.

2.31 ORGANIZATION OF DEPARTMENT

The grouping of work or individuals into manageable units. May be by academic discipline or support components, administrative services, student services or by college within a university.

2.32 ORGANIZATION OF COMMITTEES

Standing or ad hoc groups appointed to act or advise on a certain matter.

2.32.1 LOCAL ADVISORY COMMITTEES

Group appointed to advise the institution.

2.33 ORGANIZATION CULTURE/CLIMATE

The system of shared values and beliefs that actively influence the behavior of organization members.

(table continues)

Table 2 (continued)

2.34 ORGANIZATION MISSION

The specific and well-defined roles and activities on which the organization elects to concentrate its efforts; it determines the scope of planned activities.

2.35 ORGANIZATION GOALS

The general and ultimate ends toward which organizational efforts are aimed.

2.36 ORGANIZATION PRODUCTIVITY

The act or process of producing. Something produced. Output. Measure of work performed.

2.37 ORGANIZATION DEVELOPMENT

Any strategy, method, or technique for making organizations more effective by bringing about constructive planned change.

2.38 ORGANIZATION ASSOCIATIONS

Affiliated professional organizations and/or official collaborative relationships established by the institution.

(table continues)

Table 2 (continued)**3.00 STAFFING**

The activity of recruiting and placing qualified personnel in an organization's positions and jobs, and the related functions of appraisal, training, and outplacement.

3.10 ADMINISTRATIVE PERSONNEL**3.11 LINE MANAGERS**

Persons in the main line of administrative authority. Presidents, deans, department chairs, program heads, and support service managers.

3.12 STAFF MANAGERS

Persons providing service, support, or control functions for line managers.

3.20 FACULTY PERSONNEL

Persons hired to provide primary teaching or research for a college or university.

3.21 TEACHING FACULTY

Individual or group hired with primary responsibility for teaching.

(table continues)

Table 2 (continued)

3.22 RESEARCH FACULTY

Individual or group hired with primary responsibility for conducting research.

3.30 SUPPORT PERSONNEL

Persons hired to provide support services such as clerical, secretarial, maintenance, and food service.

3.40 STAFFING ASSOCIATIONS

Private professional organizations, recognized by the institution, for the benefit of individuals or groups of employees working for the college or university. Includes professional development associations and/or unions.

3.50 PROFESSIONAL DEVELOPMENT

Activities to improve the competence of individuals or groups of individuals within an organization.

3.51 ADMINISTRATIVE PERSONNEL

Activities to improve the competence of administrative personnel in the performance of their duties.

(table continues)

Table 2 (continued)**3.52 FACULTY PERSONNEL**

Activities to improve the competence of teaching and research personnel in the performance of their duties.

3.53 SUPPORT PERSONNEL

Activities to improve the competence of support personnel in the performance of their duties.

3.60 STAFFING SALARIES

Remuneration for services including salary and benefits.

3.61 ADMINISTRATIVE PERSONNEL SALARIES

Salaries and benefits for administrative services.

3.62 FACULTY PERSONNEL SALARIES

Salaries and benefits for teaching and/or research activities.

3.63 SUPPORT PERSONNEL SALARIES

Salaries, wages, and benefits for services.

4.00 CLIENTELE

Those persons enrolled in an institution's

(table continues)

Table 2 (continued)

courses or programs on a full-time or part-time basis. Generally, students. Clients or customers in general. Also includes persons or groups served by the institution through programs not for college credit.

4.10 STUDENT LEARNING

The cognitive, psychomotor, and affective development of individuals as a result of the higher education experience. The collective result of the higher education experience for persons attending a college or university.

4.20 ALUMNI

Graduates of a college or university. Those persons completing requirements for graduation.

4.30 ADMISSIONS

The activities of a college or university to recruit and admit persons to the institution's programs.

4.31 RECRUITMENT

Activities to seek individuals for

(table continues)

Table 2 (continued)

enrollment in the institution's programs.

4.32 RETENTION

Activities to encourage individuals to remain enrolled in the institution's programs.

4.33 MARKETING

Activities to publicize the institution and its programs to the public.

4.40 STUDENT ACTIVITIES

Extracurricular activities of students.

4.50 STUDENT SERVICES/AFFAIRS/DEVELOPMENT

The planned activities by professional staff including counseling and teaching to promote learning and development of students.

4.60 COMMUNITY SERVICES

Activities external to the institution conducted or provided to specific groups or the public.

5.00 CURRICULUM

The curriculum translates the goals and functions of the institution into a system of

(table continues)

Table 2 (continued)

formally organized learning experiences for guiding the learner and the teacher. The curriculum contains four essential elements: (1) the subject matter accumulated from the knowledge of the past, (2) skill-learning activities such as those needed in language, mathematics, and technical courses, (3) the attitudes or emotional predispositions deemed valuable for a host of experiences, and (4) a set of values which decision-makers of a given society believe are necessary for the survival of that society.

(Adapted from Monroe, 1972, p. 46).

5.10 CURRICULUM PROGRAM

Specific sets of courses and activities established by the college or university for study.

5.10.1 CURRICULUM PROGRAM DEVELOPMENT

Intentional activities undertaken to improve the content, delivery, or evaluation of the curriculum.

(table continues)

Table 2 (continued)**5.11 CURRICULUM INSTRUCTION**

The activities by instructors and others intended to communicate to students a given subject or group of subjects.

5.12 CURRICULUM INSTRUCTIONAL DEVELOPMENT

Intentional activities undertaken to improve the content, delivery, or evaluation of instruction.

5.13 CURRICULUM COURSE(S)

Specifically defined and described units of instruction.

5.14 CURRICULUM SCHEDULE

The organization of the program into discrete time elements or time periods such as academic quarters and semesters. The dates of beginning and ending instructional periods.

5.15 CURRICULUM COMMITTEES

Groups established for the express purpose of the creation, review, or evaluation of curriculum programs, course(s) or other curriculum activities.

(table continues)

Table 2 (continued)**5.16 CURRICULUM EQUIPMENT**

The specific hardware necessary in the delivery of the curriculum.

5.17 CURRICULUM SUPPLIES

Expendable materials necessary for the delivery of the curriculum.

5.18 CURRICULUM FACILITIES

The buildings, grounds, housing, and other real estate required for delivery of the curriculum.

5.18.1 CURRICULUM FACILITIES DEVELOPMENT

Purchase and/or development of real estate and buildings for delivery of the curriculum.

5.19 CURRICULUM FACULTY

Refers to the persons or collective group hired for the specific task of teaching and/or research in a college or university.

5.20 GENERAL EDUCATION CURRICULUM

The specific set of courses established and identified by a college or university as

(table continues)

Table 2 (continued)

general education and required for all students.

5.30 VOCATIONAL EDUCATION CURRICULUM

Also referred to as occupational or technical education. It is the specific programs or set of courses established by a college or university to prepare individuals to enter an vocation or to up-grade knowledge and skills in a given vocation.

6.00 FINANCIAL MANAGEMENT

Refers to the acquisition, allocation and management of monetary funds.

6.10 REVENUE SOURCES

Funding. The operations and maintenance funds necessary for conducting the business of the college or university from all sources other than private foundations.

6.20 BUDGETING

Financial statements by which a manager formalizes and expresses expense targets in terms of revenues and costs.

(table continues)

Table 2 (continued)**6.30 COSTS**

Financial sacrifice that must be made in the future to achieve an educational objective or goal.

6.40 FOUNDATION(S)

Organization established for the express purpose of financial support of the institution or persons attending the institution through loans, grants, or tuition assistance or awards.

7.00 EVALUATION

Formal action conducted to determine the relative worth, extent of development, or capabilities of institutions, departments, programs, courses, planned activities, individuals and groups.

7.10 EVALUATION OF GOVERNANCE

Formal action conducted to examine all aspects of governance activities.

7.11 EVALUATION OF FEDERAL LEGISLATION

Formal action conducted to examine the impact

(table continues)

Table 2 (continued)

of federal legislation on education.

7.11.1 EVALUATION OF FEDERAL AGENCIES

Formal action conducted to examine performance of agencies, departments, councils, or committees.

7.11.2 EVALUATION OF FEDERAL ADVISORY COMMITTEES

Formal action conducted to examine all aspects of federal advisory committees.

7.12 EVALUATION OF STATE LEGISLATION

Formal action conducted to examine the impact of state legislation on education.

7.12.1 EVALUATION OF STATE AGENCIES

Formal action conducted to examine performance of state agencies, departments, councils, or committees.

7.12.2 EVALUATION OF HIGHER EDUCATION SYSTEMS

Formal action conducted to examine performance of state systems of higher education.

7.13 EVALUATION OF BOARDS

Formal action conducted to examine all aspects of board activities.

(table continues)

Table 2 (continued)

7.13.1 EVALUATION OF STATE BOARDS

Formal action conducted to examine all aspects of state board activities.

7.13.2 EVALUATION OF LOCAL BOARDS

Formal action conducted to examine all aspects of local board activities.

7.14 EVALUATION OF ADMINISTRATION

Formal action conducted to examine all aspects of administrative activities.

7.14.1 EVALUATION OF ADMINISTRATION
(INSTITUTION)

Formal action conducted to examine all aspects of the administration of an institution.

7.14.2 EVALUATION OF ADMINISTRATION
(DEPARTMENT)

Formal action conducted to examine all aspects of the administration of a department.

7.14.3 EVALUATION OF ADMINISTRATIVE PLANNING

Formal action conducted to examine all aspects of the planning activities of the institution.

(table continues)

Table 2 (continued)**7.14.4 EVALUATION OF ADMINISTRATIVE COMMITTEES**

Formal action conducted to examine the administrative activities of a committee.

7.14.5 EVALUATION OF ADMINISTRATIVE**INSTITUTIONAL RESEARCH**

Formal action conducted to examine all aspects of institutional research activities of an institution.

7.14.6 EVALUATION OF ADMINISTRATIVE SELF-STUDY

Formal action conducted to examine all aspects of self-study activities.

7.20 EVALUATION OF ORGANIZATION

Formal action conducted to examine all aspects of organizing activities.

7.21 EVALUATION OF ORGANIZATION OF FEDERAL**AGENCIES**

Formal action conducted to examine all aspects of organization for federal agencies having oversight on educational activities.

7.21.1 EVALUATION OF ORGANIZATION OF FEDERAL**DEPARTMENT/DIVISION**

(table continues)

Table 2 (continued)

Formal action conducted to examine all aspects of the organization of federal departments or division having oversight on educational activities.

7.21.2 EVALUATION OF ORGANIZATION OF FEDERAL ADVISORY COMMITTEES

Formal action conducted to examine all aspects of the organization of federal advisory committees having oversight on educational activities.

7.22 EVALUATION OF ORGANIZATION OF STATE AGENCIES
Formal action conducted to examine all aspects of the organization of state agencies having oversight on educational activities.

7.22.1 EVALUATION OF ORGANIZATION OF STATE DEPARTMENT/DIVISION

Formal action conducted to examine all aspects of the organization of state department or division having oversight on educational activities.

(table continues)

Table 2 (continued)**7.22.2 EVALUATION OF ORGANIZATION OF STATE
ADVISORY COMMITTEES**

Formal action conducted to examine the organization of a state advisory committee.

7.23 EVALUATION OF ORGANIZATION OF INSTITUTION

Formal action conducted to examine the organization of an institution.

7.23.1 EVALUATION OF ORGANIZATION OF DEPARTMENT

Formal action conducted to examine the organization of a department or office.

7.23.2 EVALUATION OF ORGANIZATION OF COMMITTEES

Formal action conducted to examine the organization of committees.

**7.23.2.1 EVALUATION OF ORGANIZATION OF LOCAL
ADVISORY COMMITTEES**

Formal action conducted to examine the organization of a local committee.

(table continues)

Table 2 (continued)

- 7.23.3 EVALUATION OF ORGANIZATION OF CULTURE/CLIMATE
Formal action conducted to examine all aspects of the organizational culture or climate.
- 7.24 EVALUATION OF ORGANIZATION MISSION
Formal action conducted to examine an organization's stated mission.
- 7.25 EVALUATION OF ORGANIZATIONAL GOALS
Formal action conducted to examine the organization's stated goals.
- 7.26 EVALUATION OF ORGANIZATION PRODUCTIVITY
Formal action conducted to examine the work produced by the institution or sub-unit of the institution.
- 7.27 EVALUATION OF ORGANIZATION DEVELOPMENT
Formal action conducted to examine all aspects of the institution's development efforts.
- 7.28 EVALUATION OF ORGANIZATION ASSOCIATIONS
Formal action conducted to examine official

(table continues)

Table 2 (continued)

relationships established by an institution or group of institutions.

7.30 EVALUATION OF STAFFING

Formal action conducted to examine all aspects of staffing activities.

7.31 EVALUATION OF ADMINISTRATIVE PERSONNEL

Formal action conducted to examine job performance of individual administrative personnel.

7.31.1 EVALUATION OF LINE MANAGERS

Formal action conducted to examine job performance of a line manager.

7.31.2 EVALUATION OF STAFF MANAGERS

Formal action conducted to examine job performance of a staff manager.

7.32 EVALUATION OF FACULTY PERSONNEL

Formal action conducted to examine job performance of a faculty member.

7.32.1 EVALUATION OF TEACHING FACULTY

Formal action conducted to examine job performance of a faculty member primarily

(table continues)

Table 2 (continued)

responsible for teaching in a specified discipline.

7.32.2 EVALUATION OF RESEARCH FACULTY

Formal action conducted to examine job performance of a faculty member primarily responsible for conducting research.

7.33 EVALUATION OF SUPPORT PERSONNEL

Formal action conducted to examine job performance of an individual responsible for support activities.

7.34 EVALUATION OF STAFFING ASSOCIATIONS

Formal action conducted to examine all aspects of a personnel association.

7.35 EVALUATION OF HUMAN RESOURCE DEVELOPMENT

Formal action conducted to examine all aspects of professional development activities by the institution.

**7.35.1 EVALUATION OF PROFESSIONAL DEVELOPMENT
(ADMINISTRATIVE PERSONNEL)**

Formal action conducted to examine all aspects of professional development activities for administrative personnel.

(table continues)

Table 2 (continued)**7.35.2 EVALUATION OF PROFESSIONAL DEVELOPMENT
(FACULTY PERSONNEL)**

Formal action conducted to examine all aspects of professional development activities for faculty personnel.

**7.35.3 EVALUATION OF PROFESSIONAL DEVELOPMENT
(SUPPORT PERSONNEL)**

Formal action conducted to examine all aspects of professional development activities for support personnel.

7.36 EVALUATION OF STAFFING SALARIES

Formal action conducted to examine all aspects of pay and benefits.

**7.36.1 EVALUATION OF STAFFING SALARIES
(ADMINISTRATIVE PERSONNEL)**

Formal action conducted to examine all aspects of pay and benefits for administrative personnel.

**7.36.2 EVALUATION OF STAFFING SALARIES
(FACULTY PERSONNEL)**

Formal action conducted to examine all aspects of pay and benefits for faculty personnel.

(table continues)

Table 2 (continued)**7.36.3 EVALUATION OF STAFFING SALARIES
(SUPPORT PERSONNEL)**

Formal action conducted to examine all aspects of pay and benefits for support personnel.

7.40 EVALUATION OF CLIENTELE

Formal action conducted to examine all aspects of clientele served by the institution.

7.41 EVALUATION OF STUDENT LEARNING

Formal action conducted to determine the impact of the institution on individuals or groups served.

7.42 EVALUATION OF ALUMNI

Formal action conducted to examine the long-term impact of the institution on individuals or groups served.

7.43 EVALUATION OF ADMISSIONS

Formal action conducted to examine all aspects of admissions.

7.43.1 EVALUATION OF RECRUITMENT

Formal action conducted to examine all aspects of recruitment activities.

(table continues)

Table 2 (continued)**7.43.2 EVALUATION OF RETENTION**

Formal action conducted to examine all aspects of retention activities.

7.43.3 EVALUATION OF MARKETING

Formal action conducted to examine all aspects of marketing activities.

7.44 EVALUATION OF STUDENT ACTIVITIES

Formal action conducted to examine all aspects of student activities in structured institution sponsored programs and unstructured activities of students while enrolled in programs of the institution.

7.45 EVALUATION OF STUDENT**SERVICES/AFFAIRS/DEVELOPMENT**

Formal action conducted to examine all aspects of services to students.

7.46 EVALUATION OF COMMUNITY SERVICES

Formal action conducted to examine all aspects of services provided the public.

7.46 EVALUATION OF STUDENT ASSOCIATIONS

Formal action conducted to examine all

(table continues)

Table 2 (continued)

aspects of organized student associations.

7.50 EVALUATION OF CURRICULUM

Formal action conducted to examine all aspects of the curriculum.

7.51 EVALUATION OF CURRICULUM PROGRAM

Formal action conducted to examine all aspects of specific curriculum programs.

7.51.1 EVALUATION OF CURRICULUM PROGRAM**DEVELOPMENT**

Formal action conducted to examine all aspects of activities to improve curriculum programs.

7.51.2 EVALUATION OF CURRICULUM INSTRUCTION

Formal action conducted to examine all aspects of instruction.

7.51.3 EVALUATION OF CURRICULUM INSTRUCTION**DEVELOPMENT**

Formal action conducted to examine all aspects of activities to improve curriculum instruction.

(table continues)

Table 2 (continued)

- 7.52 EVALUATION OF CURRICULUM SCHEDULE
Formal action conducted to examine all aspects of the formal curriculum schedule.
- 7.53 EVALUATION OF CURRICULUM COMMITTEES
Formal action conducted to examine all aspects of committees responsible for curriculum programs, curriculum development or other curriculum issues.
- 7.54 EVALUATION OF CURRICULUM EQUIPMENT
Formal action conducted to examine all aspects of equipment required for delivery of the curriculum.
- 7.54.1 EVALUATION OF CURRICULUM SUPPLIES
Formal action conducted to examine all aspects of supplies for delivery of the curriculum.
- 7.55 EVALUATION OF CURRICULUM FACILITIES
Formal action conducted to examine all aspects of the real estate and physical plant for delivery of the curriculum.

(table continues)

Table 2 (continued)

7.55.1 EVALUATION OF CURRICULUM FACILITIES**DEVELOPMENT**

Formal action conducted to examine all aspects of activities to improve or obtain curriculum facilities.

7.56 EVALUATION OF CURRICULUM FACULTY

Formal action conducted to examine all aspects of faculty responsible for delivery of the curriculum.

7.57 EVALUATION OF GENERAL EDUCATION CURRICULUM

Formal action conducted to examine all aspects of the general education curriculum.

7.58 EVALUATION OF VOCATIONAL EDUCATION CURRICULUM

Formal action conducted to examine all aspects of the vocational education curriculum.

7.60 EVALUATION OF FINANCIAL MANAGEMENT

Formal action conducted to examine all aspects of finance.

7.61 EVALUATION OF REVENUE SOURCES

Formal action conducted to examine all

(table continues)

Table 2 (continued)

aspects of revenue sources.

7.62 EVALUATION OF BUDGETING

Formal action conducted to examine all aspects of the budgeting process.

7.63 EVALUATION OF COSTS

Formal action conducted to examine all aspects of assigned costs.

7.64 EVALUATION OF FOUNDATION(S)

Formal action conducted to examine all aspects of foundation financial activities.

7.70 EVALUATION OF EVALUATION

Formal action conducted to examine all aspects of evaluation activities.

7.71 EVALUATION OF GOVERNANCE

Formal action conducted to examine all aspects of governance activities.

7.72 EVALUATION OF ORGANIZATION

Formal action conducted to examine all aspects of organizing activities.

7.73 EVALUATION OF STAFFING

Formal action conducted to examine all

(table continues)

Table 2 (continued)

aspects of staffing activities.

7.75 EVALUATION OF CURRICULUM

Formal action conducted to examine all aspects of the curriculum.

7.76 EVALUATION OF FINANCIAL MANAGEMENT

Formal action conducted to examine all aspects of financial activities.

7.77 EVALUATION OF EVALUATION

Formal action conducted to examine all aspects of evaluation activities.

7.78 EVALUATION CRITERIA

Established standards for formal evaluation.

The standards by which the institution or activity will be judged.

7.79 EVALUATION OF QUALITY

Evaluation of the relative worth of an institution, an institution's programs, components or efforts.

Table 3**Definitions of Dimensions for Institutional Effectiveness****Literature**

Structure.....Refers to the form of the entity or component.

Function.....Refers to the role of the entity or component.

Process.....The series of steps, procedures, or operations a component is to perform to accomplish its function; the component's impact on the environment.

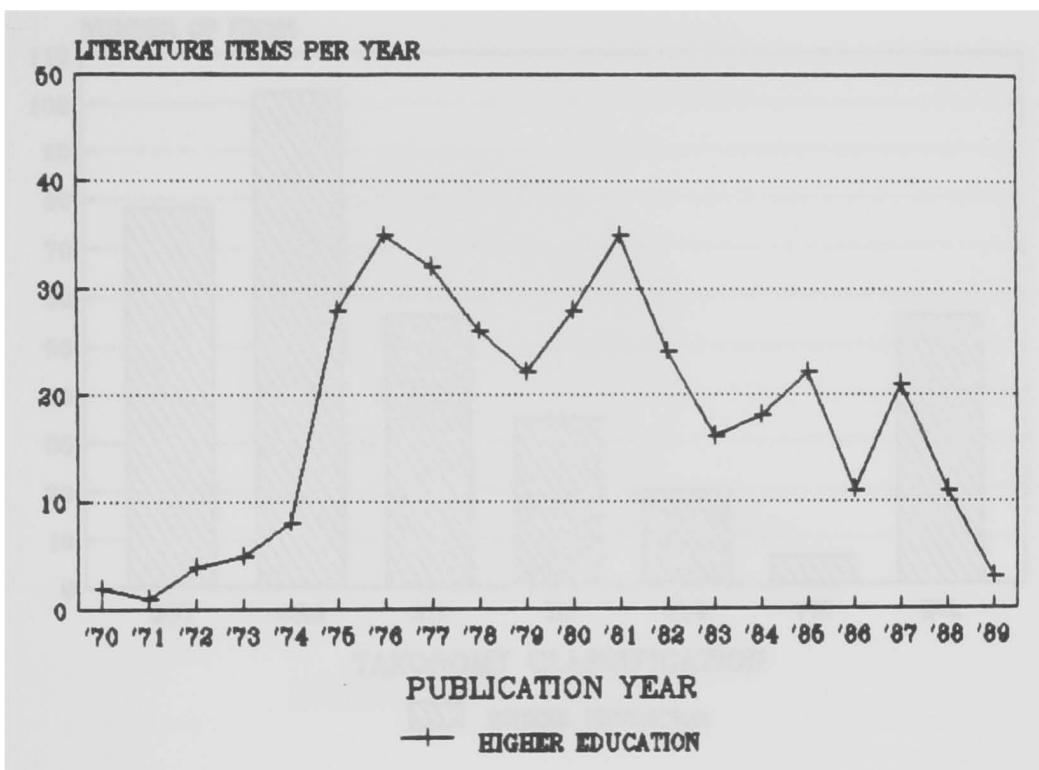
CHAPTER THREE

DESCRIPTION OF HIGHER EDUCATION, GENERAL LITERATURE

Three-hundred-fifty-three separate literature items were identified for this category (see Appendix B). Journal articles, ERIC documents and a book, were reviewed for the period 1970-1990 and assigned to a taxonomy class. Two items in the category were published before 1970 and were identified in Table 5 by an asterisk. Sixty-five percent of the items in this category were written between 1975 and 1982 (see Figure 3).

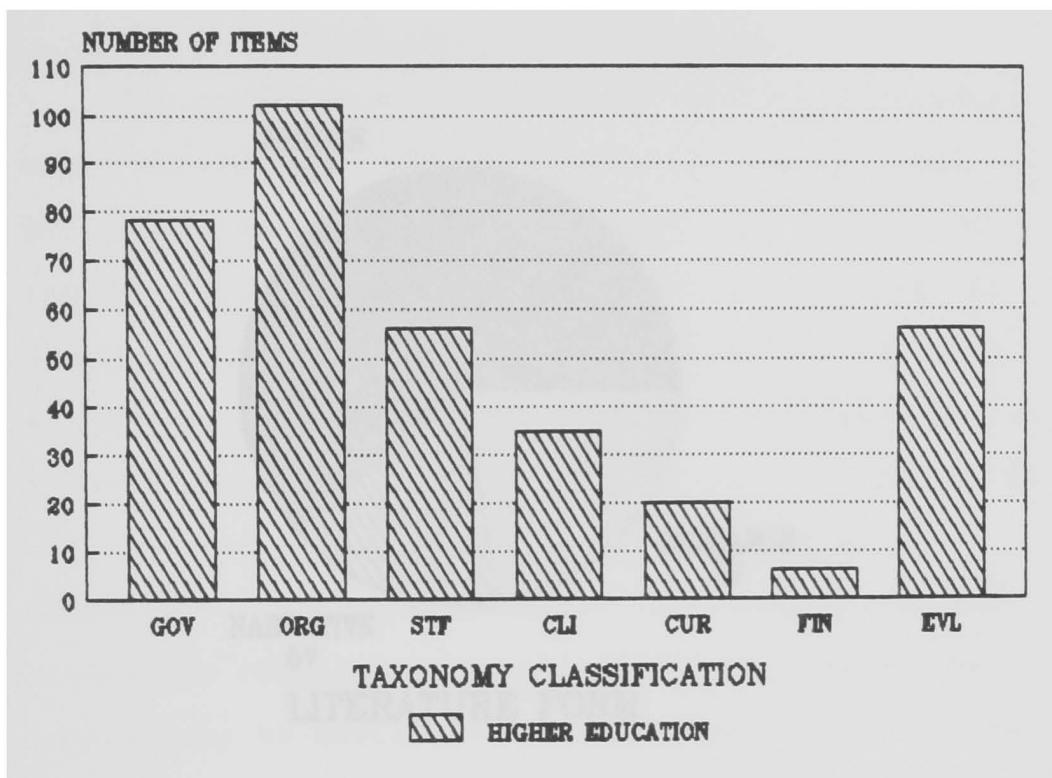
Seventy-eight (22%) of the items were written on effectiveness issues for governance, one-hundred-two (29%) on organization, fifty-six (16%) on staffing, and thirty-five (10%) on clientele. Twenty items (6%) were written on curriculum, six (2%) on finance, and fifty-six (16%) on evaluation of effectiveness (see Figure 4).

Of the 353 literature items reviewed seventy-nine (22.4%) were research based. The other 278 were identified as opinion (61.4%) and narrative (16.2%) items (see Figure 5, see also Table 4).



n=353

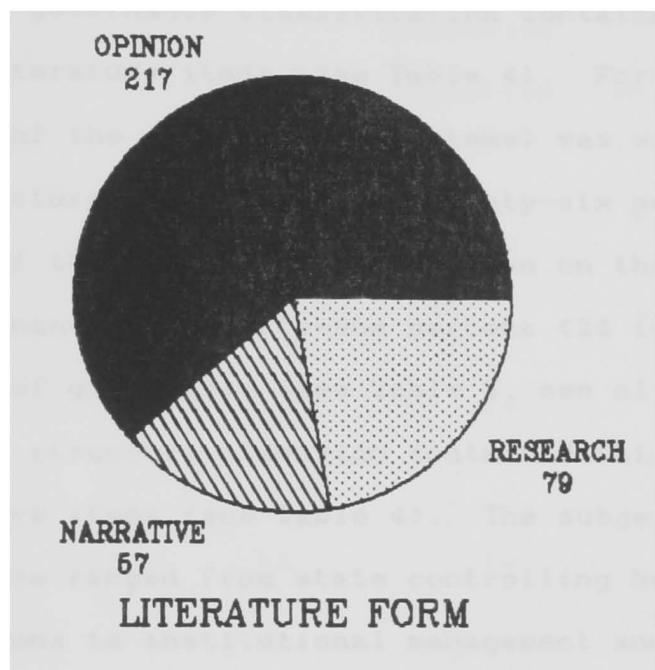
Figure 3. Higher education, general literature by publication year.



n=353

Figure 4. Higher education, general literature by taxonomy classification.

GOV GOVERNANCE
ORG ORGANIZATION
STF STAFFING
CLI CLIENTELE
CUR CURRICULUM
FIN FINANCE
EVL EVALUATION



n=353

Figure 5. Higher education, general literature by literature form.

Literature Subjects by Taxonomy Classification and
Dimension

Governance Classification

The governance classification contained seventy-eight literature items (see Table 4). Forty-three percent of the literature (34 items) was written on the structure of governance. Twenty-six percent (20 items) of the literature was written on the function of governance and thirty-one percent (24 items) on the process of governance (see Table 5, see also Figure 6).

The structure dimension contained thirty-four literature items (see Table 4). The subjects of the literature ranged from state controlling boards and commissions to institutional management and self-study.

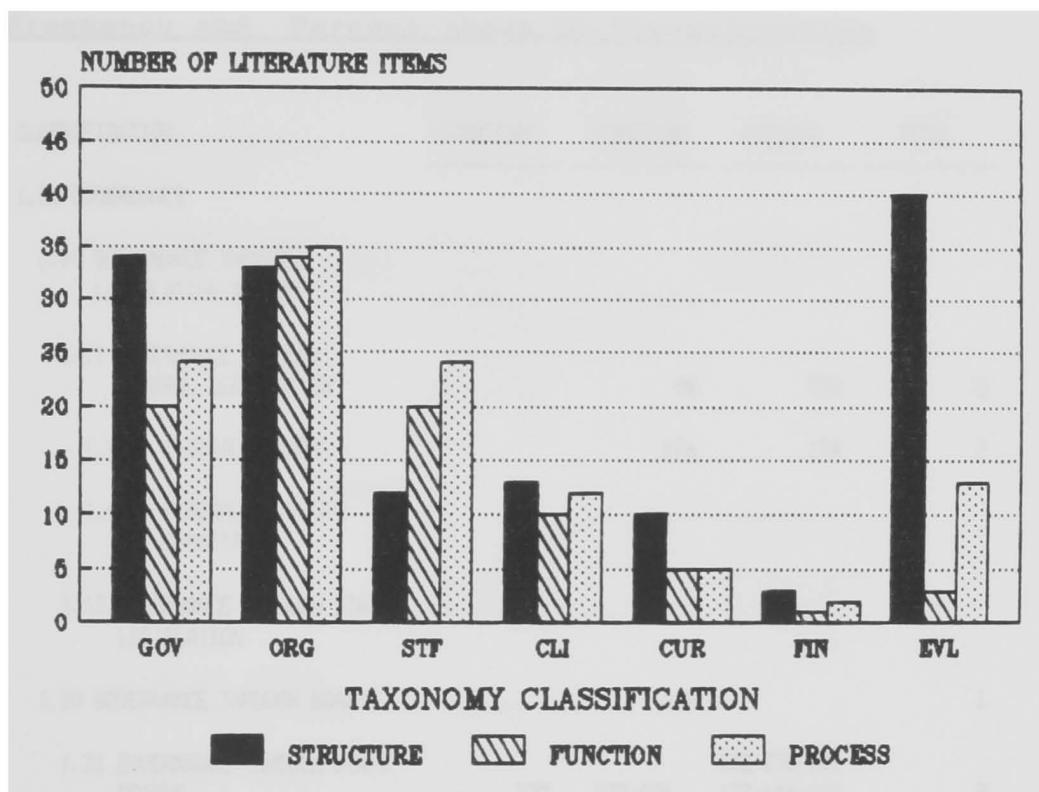
The function dimension contained twenty literature items (see Table 4). The subjects of the literature ranged from the role of federal legislation to the role of institutional self-study.

The process dimension contained twenty-four literature items (see Table 4). The subjects ranged from federal legislation to the process of institutional self-study.

Table 4

Number of Literature Items by Taxonomy Classification,
Dimension, and Literature Form

Taxonomy Class	Dimension				Total
	Structure	Function	Process		
Governance					
Research	3	3	3		9
Narrative	5	5	3		13
Opinion	26	12	18		56
Sub-Total	34	20	24		78
Organization					
Research	3	13	10		26
Narrative	5	7	9		21
Opinion	24	14	16		54
Sub-Total	33	34	35		102
Staffing					
Research	0	4	7		11
Narrative	2	1	3		6
Opinion	10	15	14		39
Sub-Total	12	20	24		56
Clientele					
Research	1	2	5		8
Narrative	3	0	3		6
Opinion	9	8	4		21
Sub-Total	13	10	12		35
Curriculum					
Research	1	1	2		4
Narrative	4	0	2		6
Opinion	5	4	1		10
Sub-Total	10	5	5		20
Finance					
Research	0	1	1		2
Narrative	2	0	0		2
Opinion	1	0	1		2
Sub-Total	3	1	2		6
Evaluation					
Research	13	0	6		19
Narrative	3	1	0		4
Opinion	24	2	7		33
Sub-Total	40	3	13		56
Grand Total	145	93	115		353



n=353

Figure 6. Higher education, general literature by dimension by taxonomy classification.

GOV GOVERNANCE
 ORG ORGANIZATION
 STF STAFFING
 CLI CLIENTELE
 CUR CURRICULUM
 FIN FINANCE
 EVL EVALUATION

Table 5

Institutional Effectiveness Literature Items
by Taxonomy Classification and Dimension:
Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
1.00 GOVERNANCE				
1.10 GOVERNANCE THROUGH LEGISLATIVE ACTION				
1.11 GOVERNANCE THROUGH FEDERAL LEGISLATION		98	272	2
1.11.1 FEDERAL AGENCY		176	174	2
1.11.2 FEDERAL ADVISORY COMMITTEES				
1.12 GOVERNANCE THROUGH STATE LEGISLATION				
1.20 GOVERNANCE THROUGH BOARDS		215		:
1.21 GOVERNANCE THROUGH STATE BOARDS	329	022-026	032-038-067 133-164-169	9
1.22 GOVERNANCE THROUGH LOCAL BOARDS	298	078-179		3

Note: Numbers in matrix refer to literature listed in Appendix B.

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
1.30 GOVERNANCE THROUGH ADMINISTRATION	116			1
1.31 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT (INSTITUTION)	009-016-023 044-047-051 054-093-105 107-173-206 233-237 259-267-268 336	041-066-177 214-255-278 042-150-124		
1.32 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT (DEPARTMENT)	276	117	331-353	4
1.33 GOVERNANCE THROUGH ADMINISTRATIVE PLANNING	019-048-062 087-203-229	075-076-100 186-199-299	185-280-288 312	16
1.34 GOVERNANCE THROUGH ADMINISTRATIVE POLICY	143-149			2
1.35 GOVERNANCE THROUGH COMMITTEES				
1.36 GOVERNANCE THROUGH ADMINISTRATIVE INSTITUTIONAL RESEARCH		058-120 146-153		6
1.37 GOVERNANCE THROUGH ADMINISTRATIVE SELF-STUDY	011-129	111-314	282	5
TOTAL ITEMS IN DIMENSION	34	20	24	
PERCENT ITEMS IN DIMENSION	43	26	31	
TOTAL ITEMS IN CLASSIFICATION				78
PERCENT ITEMS IN CLASSIFICATION				22

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
1.00 ORGANIZATION				
2.10 ORGANIZATION OF FEDERAL AGENCIES				
2.11 ORGANIZATION OF FEDERAL DEPARTMENT/DIVISION	210-339	081-085-234	74	6
2.12 ORGANIZATION OF FEDERAL ADVISORY COMMITTEES		031-077	7	3
2.20 ORGANIZATION OF STATE AGENCIES				
2.21 ORGANIZATION OF STATE DEPARTMENT/DIVISION				
2.22 ORGANIZATION OF STATE ADVISORY COMMITTEES				
2.30 ORGANIZATION OF INSTITUTION	014-039-059 071-217-254 308	040-209-303	260-286	12
2.31 ORGANIZATION OF DEPARTMENT	172-187-197 208-228-273 274-335-352		053-110-113 36 154-200	15
2.32 ORGANIZATION OF COMMITTEES				
2.32.2 LOCAL ADVISORY COMMITTEES	091-092	191-295		4
2.33 ORGANIZATION CULTURE/ CLIMATE	97	121-134-136 189-328	324	7

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
2.34 ORGANIZATION MISSION		253		1
2.35 ORGANIZATION GOALS	3			1
2.36 ORGANIZATION PRODUCTIVITY	108-317			2
2.37 ORGANIZATION DEVELOPMENT	002-060-064 090-238-307 347	165-194-243 261-270 084-188-325	025-034-037 045-046-079	21
2.38 ORGANIZATION ASSOCIATIONS	102-287	015-018-055 070-082-140 231-236-239 257-283-297	035-080-138 170-180-181 182-183-193 204-230-249 290-296-340	31
TOTAL ITEMS IN DIMENSION	33	34	35	
PERCENT ITEMS IN DIMENSION	32	34	34	
TOTAL ITEMS IN CLASSIFICATION				102
PERCENT ITEMS IN CLASSIFICATION				29

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
<hr/>				
3.00 STAFFING				
3.10 ADMINISTRATIVE PERSONNEL	311-318	069-271-342	086-151-258 302-306-330	11
3.11 LINE MANAGERS	4-251	013-063-130 211-252-279	017-101-119 333	12
3.12 STAFF MANAGERS	242-246	175-212	162-244-247 300	8
3.20 FACULTY PERSONNEL	196	033-171	096-160	5
3.21 TEACHING FACULTY		216		1
3.22 RESEARCH FACULTY			21	1
3.30 SUPPORT PERSONNEL			207	1
3.40 STAFFING ASSOCIATIONS		024-109-115 135-222	012-184-313 338	9

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
3.50 PROFESSIONAL DEVELOPMENT	103-118-128 256	220	219	6
3.51 ADMINISTRATIVE PERSONNEL				
3.52 FACULTY PERSONNEL			289	1
3.53 SUPPORT PERSONNEL				
3.60 STAFFING SALARIES				
3.61 ADMINISTRATIVE PERSONNEL				
3.62 FACULTY PERSONNEL			166	1
3.63 SUPPORT PERSONNEL				
TOTAL ITEMS IN DIMENSION	12	20	24	
PERCENT ITEMS IN DIMENSION	21	36	43	
TOTAL ITEMS IN CLASSIFICATION				56
PERCENT ITEMS IN CLASSIFICATION				16

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Items
by Taxonomy Classification and Dimension:
Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
4.00 CLIENTELE				
4.10 STUDENT LEARNING	043-157	068-292-323 345	1001-201	8
4.20 ALUMNI			006-028	2
4.30 ADMISSIONS			195	1
4.31 RECRUITMENT			163	1
4.32 RETENTION	95-141			2
4.33 MARKETING	265			1
4.40 STUDENT ACTIVITIES	263	213	226	3
4.50 STUDENT SERVICES/AFFAIRS/ DEVELOPMENT	008-072-190 205-223-245	161-262	088-281 321	11
4.60 COMMUNITY SERVICES	131	147	99	3
4.70 STUDENT ASSOCIATIONS		49-114	20	3
TOTAL ITEMS IN DIMENSION	13	10	12	
PERCENT ITEMS IN DIMENSION	37	29	34	
TOTAL ITEMS IN CLASSIFICATION				35
PERCENT ITEMS IN CLASSIFICATION				10

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
5.00 CURRICULUM				
5.10 CURRICULUM PROGRAM	337-241	266		3
5.10.1 CURRICULUM PROGRAM DEVELOPMENT			94	1
5.11 CURRICULUM INSTRUCTION	202			1
5.12 CURRICULUM INSTRUCTIONAL DEVELOPMENT	057-089-294	052-218	27	6
5.13 CURRICULUM COURSE(S)	065-332			2
5.14 CURRICULUM SCHEDULE				
5.15 CURRICULUM COMMITTEES				
5.16 CURRICULUM EQUIPMENT		235		1
5.17 CURRICULUM SUPPLIES				
5.18 CURRICULUM FACILITIES	264		232-277	3
5.18.1 CURRICULUM FACILITIES DEVELOPMENT				

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
5.19 CURRICULUM FACULTY				
5.20 GENERAL EDUCATION CURRICULUM				
5.30 VOCATIONAL EDUCATION CURRICULUM	139	83	150	3
TOTAL ITEMS IN DIMENSION	10	5	5	
PERCENT ITEMS IN DIMENSION	50	25	25	
TOTAL ITEMS IN CLASSIFICATION				20
PERCENT ITEMS IN CLASSIFICATION				6
6.00 FINANCIAL MANAGEMENT				
6.10 REVENUE SOURCES		112	315	2
6.20 BUDGETING	10-198		224	3
6.30 COSTS	344			1
6.40 FOUNDATION(S)				
TOTAL ITEMS IN DIMENSION	3	1	2	
PERCENT ITEMS IN DIMENSION	50	17	33	
TOTAL ITEMS IN CLASSIFICATION				6
PERCENT ITEMS IN CLASSIFICATION				2

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.00 EVALUATION				
7.10 EVALUATION OF GOVERNANCE				
7.11 EVALUATION OF FEDERAL LEGISLATION				
7.11.1 EVALUATION OF FEDERAL AGENCIES			30	1
7.11.2 EVALUATION OF FEDERAL ADVISORY COMMITTEES				
7.12 EVALUATION OF STATE LEGISLATION				
7.12.1 EVALUATION OF STATE AGENCIES			167	1
7.12.2 EVALUATION OF HIGHER EDUCATION SYSTEMS	142-168			2
7.13 EVALUATION OF BOARDS				
7.13.1 EVALUATION OF STATE BOARDS				
7.13.2 EVALUATION OF LOCAL BOARDS				

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Items
by Taxonomy Classification and Dimension:
Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.14 EVALUATION OF ADMINISTRATION				
7.14.1 EVALUATION OF ADMINISTRATION (INSTITUTION)	005-123-125 126-145-148 156-178-293 309-310-320 327-334-349		144-240	17
7.14.2 EVALUATION OF ADMINISTRATION (DEPARTMENT)	073-155-192 248-250-275 284-304-316 319-350	56	132-152-269 291-322	17
7.14.3 EVALUATION OF ADMINISTRATIVE PLANNING				
7.14.4 EVALUATION OF ADMINISTRATIVE COMMITTEES		29	106	2
7.14.5 EVALUATION OF ADMINISTRATIVE INSTITUTIONAL RESEARCH				
7.14.6 EVALUATION OF ADMINISTRATIVE SELF-STUDY				

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.20 EVALUATION OF ORGANIZATION				
7.21 EVALUATION OF ORGANIZATION OF FEDERAL AGENCIES				
7.21.1 EVALUATION OF ORGANIZATION OF FEDERAL DEPARTMENT/ DIVISION				
7.21.2 EVALUATION OF ORGANIZATION OF FEDERAL ADVISORY COMMITTEES				
7.22 EVALUATION OF ORGANIZATION OF STATE AGENCIES				
7.22.1 EVALUATION OF ORGANIZATION OF STATE DEPARTMENT/DIVISION				
7.22.2 EVALUATION OF ORGANIZATION OF STATE ADVISORY COMMITTEES				
7.23 EVALUATION OF ORGANIZATION OF INSTITUTION				
7.23.1 EVALUATION OF ORGANIZATION OF DEPARTMENT				

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.23.2 EVALUATION OF ORGANIZATION OF COMMITTEES				
7.23.2.1 EVALUATION OF ORGANIZATION OF LOCAL ADVISORY COMMITTEES				
7.23.3 EVALUATION OF ORGANIZATION CULTURE/CLIMATE				
7.24 EVALUATION OF ORGANIZATION MISSION				
7.25 EVALUATION OF ORGANIZATION GOALS	159-225			2
7.26 EVALUATION OF ORGANIZATION PRODUCTIVITY				
7.27 EVALUATION OF ORGANIZATION DEVELOPMENT				
7.28 EVALUATION OF ORGANIZATION ASSOCIATIONS			61	1

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.30 EVALUATION OF STAFFING				
7.31 EVALUATION OF ADMINISTRATIVE PERSONNEL	343	221	346	3
7.31.1 EVALUATION OF LINE MANAGERS				
7.31.2 EVALUATION OF STAFF MANAGERS				
7.32 EVALUATION OF FACULTY PERSONNEL				
7.32.1 EVALUATION OF TEACHING FACULTY				
7.32.2 EVALUATION OF RESEARCH FACULTY				
7.33 EVALUATION OF SUPPORT PERSONNEL				
7.34 EVALUATION OF STAFFING ASSOCIATIONS				
7.35 EVALUATION OF STAFFING PROFESSIONAL DEVELOPMENT				
7.35.1 EVALUATION OF PROFESSIONAL DEVELOPMENT ADMINISTRATIVE PERSONNEL				

(table continues)

Table 5 (continued)**Institutional Effectiveness Literature Items****by Taxonomy Classification and Dimension:****Frequency and Percent Shown by Classification**

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.35.2 EVALUATION OF PROFESSIONAL DEVELOPMENT FACULTY PERSONNEL				
7.35.3 EVALUATION OF PROFESSIONAL DEVELOPMENT SUPPORT PERSONNEL				
7.36 EVALUATION OF STAFFING SALARIES				
7.36.1 EVALUATION OF STAFFING SALARIES ADMINISTRATIVE PERSONNEL				
7.36.2 EVALUATION OF STAFFING SALARIES FACULTY PERSONNEL				
7.36.3 EVALUATION OF STAFFING SALARIES SUPPORT PERSONNEL				

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Items
by Taxonomy Classification and Dimension:
Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.40 EVALUATION OF CLIENTELE				
7.41 EVALUATION OF STUDENT LEARNING		137		1
7.42 EVALUATION OF ALUMNI				
7.43 EVALUATION OF ADMISSIONS				
7.43.1 EVALUATION OF RECRUITMENT				
7.43.2 EVALUATION OF RETENTION				
7.43.3 EVALUATION OF MARKETING				
7.44 EVALUATION OF STUDENT ACTIVITIES				
7.45 EVALUATION OF STUDENT SERVICES/AFFAIRS/ DEVELOPMENT				
7.46 EVALUATION OF COMMUNITY SERVICES				
7.47 EVALUATION OF STUDENT ASSOCIATIONS				

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.50 EVALUATION OF CURRICULUM				
7.51 EVALUATION OF CURRICULUM PROGRAM				
7.51.1 EVALUATION OF CURRICULUM PROGRAM DEVELOPMENT				
7.51.2 EVALUATION OF CURRICULUM INSTRUCTION				
7.51.3 EVALUATION OF CURRICULUM INSTRUCTION DEVELOPMENT				
7.51.4 EVALUATION OF CURRICULUM COURSE(S)				
7.52 EVALUATION OF CURRICULUM SCHEDULE				
7.53 EVALUATION OF CURRICULUM COMMITTEES				
7.54 EVALUATION OF CURRICULUM EQUIPMENT				
7.54.1 EVALUATION OF CURRICULUM SUPPLIES				

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.55 EVALUATION OF CURRICULUM FACILITIES				
7.55.1 EVALUATION OF CURRICULUM FACILITIES DEVELOPMENT				
7.56 EVALUATION OF CURRICULUM FACULTY				
7.57 EVALUATION OF GENERAL EDUCATION CURRICULUM				
7.58 EVALUATION OF VOCATIONAL EDUCATION CURRICULUM				
7.60 EVALUATION OF FINANCIAL MANAGEMENT				
7.61 EVALUATION OF REVENUE SOURCES				
7.62 EVALUATION OF BUDGETING				
7.63 EVALUATION OF COSTS				
7.64 EVALUATION OF FOUNDATION(S)				

(table continues)

Table 5 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.70 EVALUATION OF EVALUATION				
7.71 EVALUATION OF GOVERNANCE				
7.72 EVALUATION OF ORGANIZATION				
7.73 EVALUATION OF STAFFING				
7.74 EVALUATION OF CLIENTELE				
7.75 EVALUATION OF CURRICULUM				
7.76 EVALUATION OF FINANCIAL MANAGEMENT				
7.77 EVALUATION OF EVALUATION ACTIVITIES	348	122		2
7.78 EVALUATION CRITERIA	104-127-227 301-305			5
7.79 EVALUATION OF QUALITY	285-351			2
TOTAL ITEMS IN DIMENSION	40	3	13	
PERCENT ITEMS IN DIMENSION	71	5	23	
TOTAL ITEMS IN CLASSIFICATION				56
PERCENT ITEMS IN CLASSIFICATION				16

(table continues)

Organization Classification

The organization classification contained one-hundred-two literature items (see Table 4). Thirty-two percent of the literature (33 items), was written on structure. Thirty-four percent of the literature (34 items), was written on function, and thirty-four percent (35 items), on the process of organization (see Table 5, see also Figure 6).

The structure dimension contained one-hundred-forty-five literature items (see Table 4). The subjects of the literature ranged from the organization of federal departments, institutions, and departments, to literature which discussed organization associations.

The function dimension contained ninety-three literature items (see Table 4). The subjects of the literature included the organization of federal departments, institutions, and departments, to literature which described the function of organization associations.

The process dimension contained one-hundred-fifteen literature items (see Table 4). The subjects in this dimension ranged from the organization of

federal departments, institutions, and departments, to literature which discussed the processes of organization associations.

Staffing Classification

The staffing classification contained fifty-six literature items (see Table 4). Twenty-one percent of the literature (12 items), was written on structure. Thirty-six percent of the literature (20 items), was written on function, and forty-three percent (24 items), on process of staffing (see Table 5, see also Figure 6).

The structure dimension contained twelve literature items (see Table 4). The subjects of the literature ranged from administrative personnel and line and staff managers to literature on professional development.

The function dimension contained twenty literature items (see Table 4). The subjects for the function dimension included administrative personnel, line and staff managers, and professional development, among others.

The process dimension did not contain any literature.

Clientele Classification

The clientele classification contained thirty-five items (see Table 4). Thirty-seven percent of the literature (13 items) was written on structure. Twenty-nine percent of the literature (10 items) was written on function, and thirty-four percent (12 items) on the processes for clientele (see Table 5, see also Figure 6).

The structure dimension contained thirteen literature items (see Table 4). The subjects included student learning, retention, student affairs, and community services among others.

The function dimension contained ten literature items (see Table 4). The subjects ranged from student learning and activities to student affairs and student associations.

The process dimension contained twelve literature items (see Table 4). The subjects of the literature in the process dimension included student learning, alumni, recruitment, student activities, student affairs, community services, and student associations.

Curriculum Classification

The curriculum classification contained twenty

literature items (see Table 4). Fifty percent of the literature (10 items) was written on the structure for curriculum. Twenty-five percent of the literature (5 items) was written on function, and twenty-five percent (5 items) on the process for curriculum (see Table 5, see also Figure 6).

The structure dimension contained ten literature items (see Table 4). The subjects ranged from curriculum programs and curriculum instructional development to vocational education.

The function dimension contained five literature items (see Table 4). The subjects in the function dimension ranged from curriculum and curriculum instructional development to vocational education.

The process dimension contained five literature items (see Table 4). The subjects included curriculum program development, curriculum instructional development, curriculum facilities, and vocational education curriculum.

Finance Classification

The finance classification contained six literature items (see Table 4). Fifty percent of the literature (3 items) was written on the structure of

finance. Seventeen percent of the literature (1 item) was written on function, and thirty-three percent (2 items) were on process for finance (see Table 5, see also Figure 6).

The structure dimension contained three literature items (see Table 4). The subjects were budgeting and costs.

The function dimension contained one literature item (see Table 4). The subject was revenue sources.

The process dimension contained two literature items (see Table 4). The subjects were revenue sources and budgeting.

Evaluation Classification

The evaluation classification contained fifty-six literature items (see Table 4). Seventy-one percent of the literature (40 items), was written on structure for evaluation. Five percent of the literature (3 items) was written on function, and twenty-three percent (13 items) on the process for evaluation (see Table 5, see also Figure 6).

The structure dimension contained forty literature items (see Table 4). The subjects ranged from evaluation of higher education systems, institutions,

departments, and student learning to evaluation criteria and quality.

The function dimension contained three literature items (see Table 4). The subjects were evaluation of departments, administrative personnel, and evaluation activities.

The process dimension contained thirteen literature items (see Table 4). The subjects included evaluation of federal agencies, state agencies, institutions, departments and committees to literature on evaluation activities.

Objective 1

Characteristics of Institutional Effectiveness

Research

Objective one for this study was "To determine the characteristics of institutional effectiveness research." Seventy-nine literature items (22.4%) in the higher education category were determined to be research on effectiveness issues. To be included under this objective the literature item had to state or otherwise indicate that it was a planned and considered examination of a specific issue concerning institutional effectiveness.

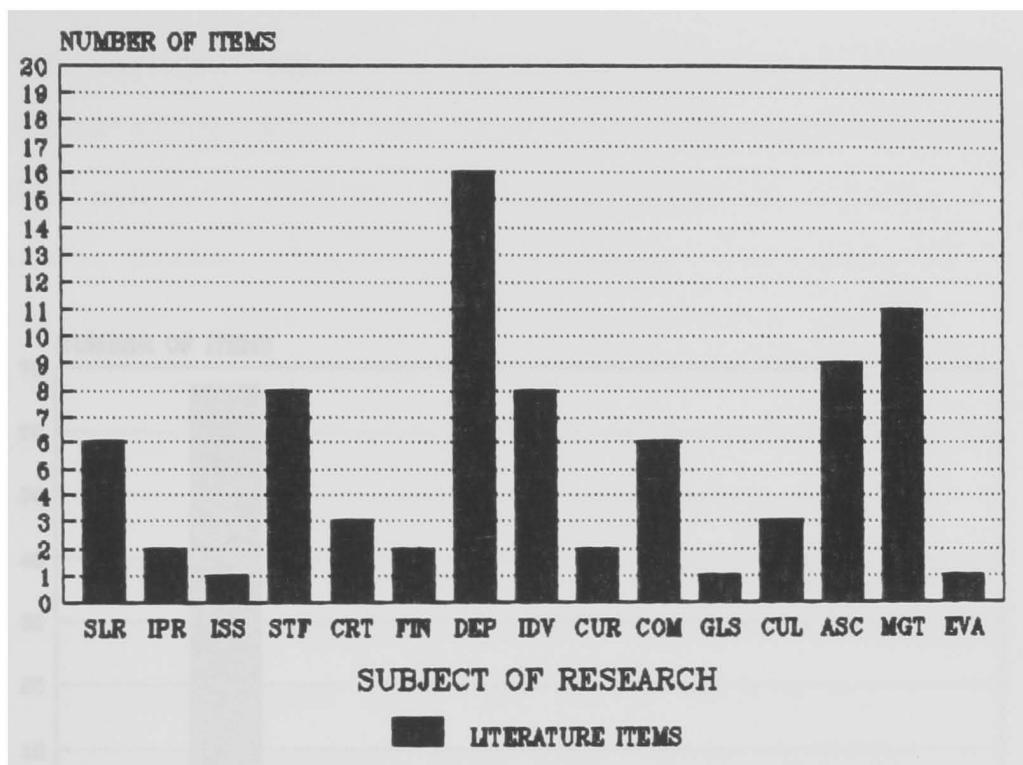
Subjects of Effectiveness Research

Research represents 22.4% of the literature for the higher education category. The subjects of the research included student learning, institutional productivity, and institutional self-study.

Other subjects were staffing, effectiveness criteria, finance, departments, and institutional development. Additional subjects were curriculum, committees, institutional goals, institutional culture, institutional associations, management, and evaluation activities (see Figure 7).

Methods of Research

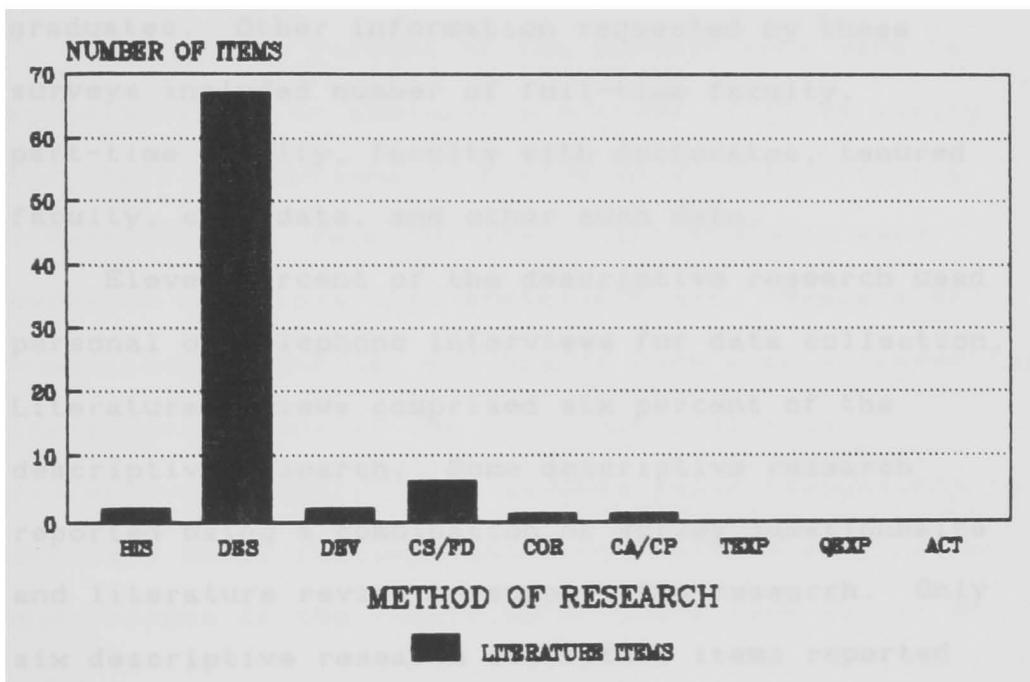
The research literature was examined to determine the method of research and categorized according to Isaac and Michael's nine research methods (see Figure 8). The method for sixty-seven research efforts (84.8%) was descriptive research using surveys for data collection. The surveys were typically questionnaires seeking the perceptions of individuals or groups about various issues. The surveys usually employed a Likert type scale asking the respondent to indicate preferences for or the level of intensity for various activities.



n=353

Figure 7. Higher education, general literature by subject of research.

SLR	STUDENT LEARNING
IPR	INSTITUTIONAL PRODUCTIVITY
ISS	INSTITUTIONAL SELF-STUDY
STF	STAFFING
CRT	CRITERIA
FIN	FINANCE
DEP	DEPARTMENT
IDV	INSTITUTIONAL DEVELOPMENT
CUR	CURRICULUM INSTRUCTIONAL DEVELOPMENT
COM	COMMITTEES
GLS	INSTITUTIONAL GOALS
CUL	INSTITUTIONAL CULTURE
ASC	ASSOCIATIONS
MGT	MANAGEMENT
EVA	EVALUATION ACTIVITIES



n=79

Figure 8. Higher education, general literature by method of research.

HIS	HISTORICAL
DES	DESCRIPTIVE
DEV	DEVELOPMENTAL
CS/FD	CASE OR FIELD
COR	CORRELATIONAL
CA/CP	CAUSAL-COMPARATIVE
TEXP	TRUE EXPERIMENT
QEXP	QUASI-EXPERIMENT
ACT	ACTION

Surveys requesting objective information asked for quantitative data. The quantitative surveys asked for the number of students enrolled, number of library books, number of persons in programs, and number of graduates. Other information requested by these surveys included number of full-time faculty, part-time faculty, faculty with doctorates, tenured faculty, cost data, and other such data.

Eleven percent of the descriptive research used personal or telephone interviews for data collection. Literature reviews comprised six percent of the descriptive research. Some descriptive research reported using a combination of survey questionnaire and literature review to support the research. Only six descriptive research literature items reported using statistical analysis beyond simple percentage of responses and frequency counts.

Other Research

Case studies were used in six (7.6%) research items. Most case study research was conducted at a single site. Two items (2.5%) reported the results of longitudinal research. A causal-comparative method of research was reported for one (1.3%) item. Another

item (1.3%) reported the use of a correlational method of research. Two research items (2.5%) were based on histories (see Figure 8).

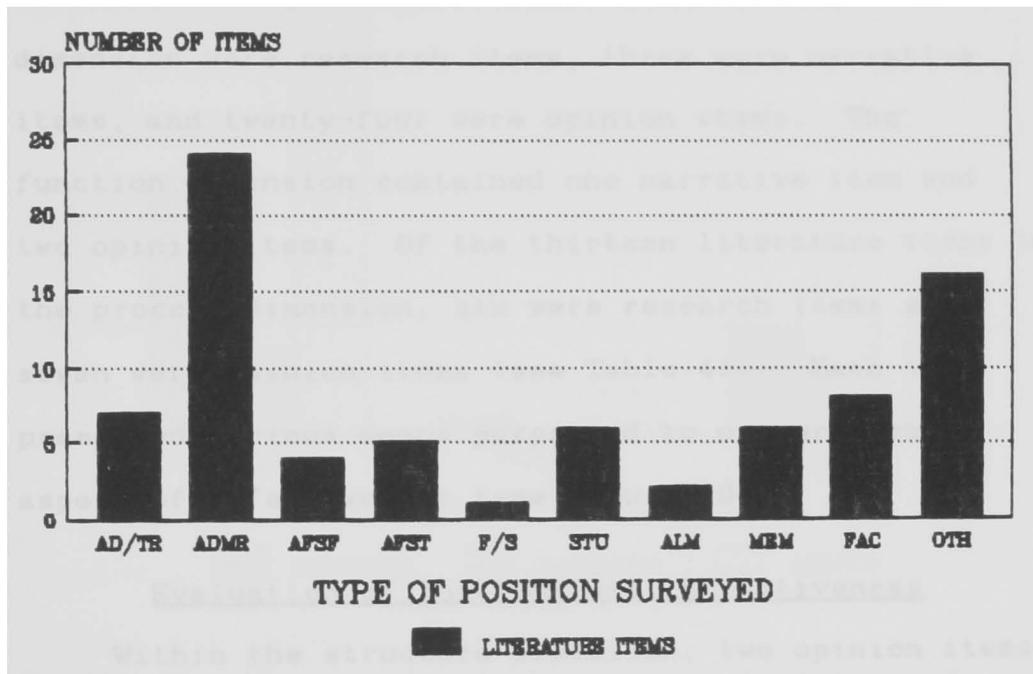
Respondents to Research

Over fifty percent of the surveys sent were to administrators or administrators and trustees asking for their perceptions of a program or institution's effectiveness. Faculty, staff, and students were surveyed much less than administrators. Members of committees, councils, and boards were also surveyed for their perceptions of the performance of their respective activity. The surveys asked respondents to indicate their feelings about the structure, function, and process of the committee or board (see Figure 9).

Objective 2.

Institutional Effectiveness Measures Applied as Criteria for Evaluation

The literature reported for this objective was contained in the taxonomy "evaluation" classification. Fifty-six separate literature items were identified and assigned to the evaluation classification. These items represented sixteen percent of the higher education



n=79

Figure 9. Higher education, general literature by respondents to research.

AD/TR	ADMINISTRATOR/TRUSTEE
ADMR	ADMINISTRATOR
AFSF	ADMINISTRATOR/FACULTY/STAFF
AFST	ADMINISTRATOR/FACULTY/STUDENTS
F/S	FACULTY/STUDENTS
STU	STUDENTS
ALM	ALUMNI
MEM	MEMBERS OF COMMITTEES/BOARDS/COUNCILS
FAC	FACULTY
OTH	OTHER

effectiveness literature (see Table 5). The structure dimension contained forty items (71%). The function dimension contained three items (5%), and thirteen items (23%), were assigned to the process dimension.

Thirteen literature items in the structure dimension were research items, three were narrative items, and twenty-four were opinion items. The function dimension contained one narrative item and two opinion items. Of the thirteen literature items in the process dimension, six were research items and seven were opinion items (see Table 4). Each item presented various means purported to measure some aspect of effectiveness (see Figure 10).

Evaluation of Institutional Effectiveness

Within the structure dimension, two opinion items suggested guidelines for evaluating higher education systems. The first item proposed examination of three types of strategies: linear, interpretative, and adaptive. The second item suggested that the principles and organizational guidelines used by large business organizations should be used to evaluate state education systems.

Sixteen of the forty items in the structure

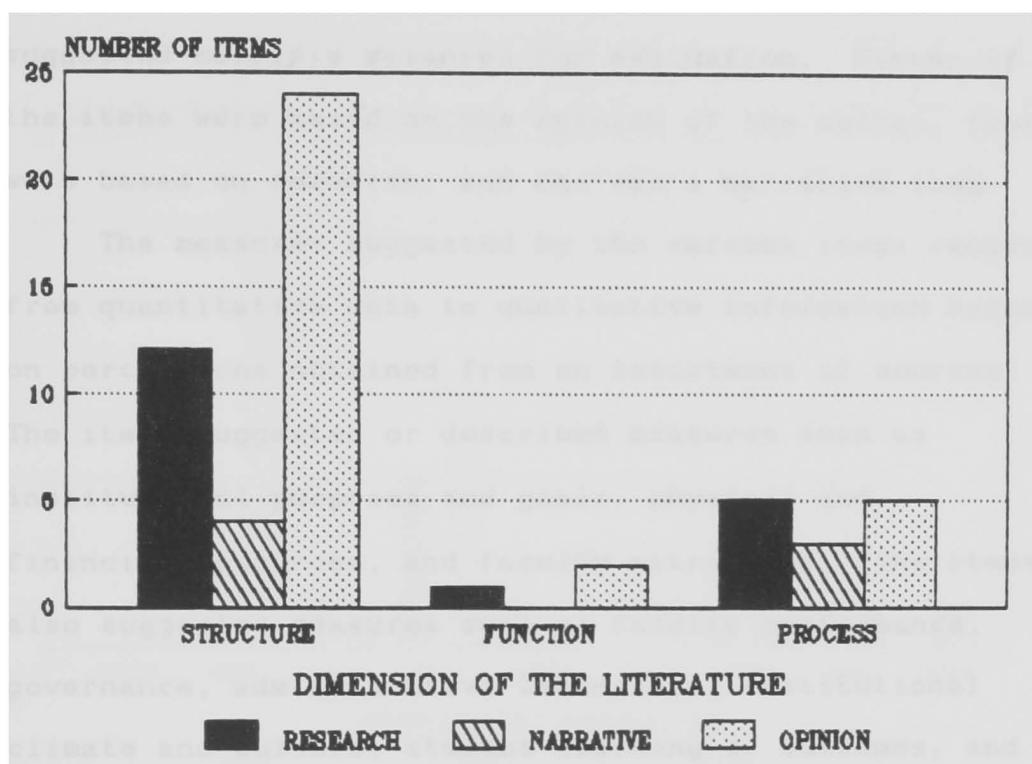
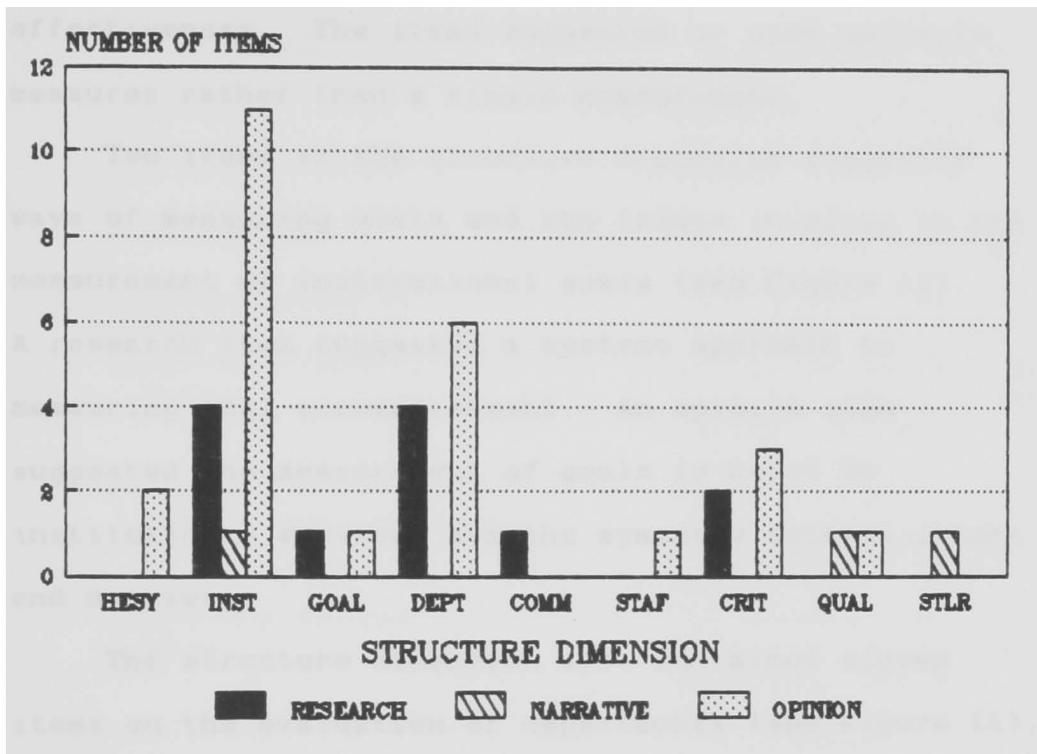


Figure 10. Higher education, general literature by taxonomy evaluation classification by dimension by form.

dimension addressed evaluation of effectiveness for institutions (see Figure 11). Many items proposed or suggested multiple measures for evaluation. Eleven of the items were based on the opinion of the author, four were based on research, and one was a narrative item.

The measures suggested by the various items ranged from quantitative data to qualitative information based on perceptions obtained from an assortment of sources. The items suggested or described measures such as institutional purposes and goals, physical and financial resources, and faculty attributes. The items also suggested measures such as faculty performance, governance, administrative leadership, institutional climate and culture, student learning or outcomes, and student development.

Other literature suggested the measures include comparison to various models of organizations such as the systems model, goal model, and process model. Still other literature suggested use of a system resource model, internal process model, strategic constituencies model or a model of ineffectiveness (see Table 6). Most research relied on the perceptions of administrators, faculty, staff, students, and the



n=40

Figure 11. Higher education, general literature by taxonomy evaluation classification structure dimension by taxonomy subject by form.

HESY Higher Education Systems
 INST Institutions
 GOAL Goals
 DEPT Department
 COMM Committees
 STFG Staffing
 CRIT Criteria
 STLR Student Learning

public to measure effectiveness.

Several literature items proposed goal-based measurements combined with other data to evaluate effectiveness. The items suggested or used multiple measures rather than a single measurement.

Two items in the structure dimension suggested ways of measuring goals and the issues involved in the measurement of institutional goals (see Figure 11). A research item suggested a systems approach to measuring goal accomplishment. An opinion item suggested the measurement of goals is based on institutional survival and the symmetry between intent and delivery.

The structure dimension also contained eleven items on the evaluation of departments (see Figure 11). Five were research items. The first research item used quantitative data and program objectives, the second, climate and culture as the measure of effectiveness. The third research item tested a partial system model to examine a department. The fourth research item examined customer satisfaction with services. The fifth research item on evaluation of departments used the relationships between ideologies and organizational

Table 6

A Comparison Among Major Models of Organizational Effectiveness*

Model	Definition
	An organization is effective to the extent that...
Goal Model	It accomplishes its stated goals
Systems Resource Model	It acquires needed resources
Internal Processes Model	It has an absence of internal strain with smooth internal functioning
Strategic Constituencies Model	All strategic constituencies are at least minimally satisfied
Competing Values Model	The emphasis on criteria in the four quadrants meets constituency preferences
Legitimacy Model	It survives as a result of engaging in legitimate activity
Fault-Driven Model	It has an absence of faults or traits of ineffectiveness
High Performing Model	It is judged excellent relative to other similar organizations

*Adapted with permission from: Cameron and Bilimoria, "Effectiveness in Higher Education," in The Review of Higher Education, 9(1), p. 105, 1985.

effectiveness indicators to investigate the department.

The remaining six literature items were opinion items. The first opinion item proposed using a systems model to evaluate departments. The second item suggested using goals. The third opinion item proposed using clientele satisfaction. The other three items proposed quantitative data, department ranking by scholarly peer assessment or multiple measures.

One research item measured the effectiveness of a committee by the perceptions of committee members regarding the accomplishments and activities of the committee. An opinion item in the evaluation of staffing classification proposed guidelines for evaluating the leadership of college and university presidents (see Figure 11).

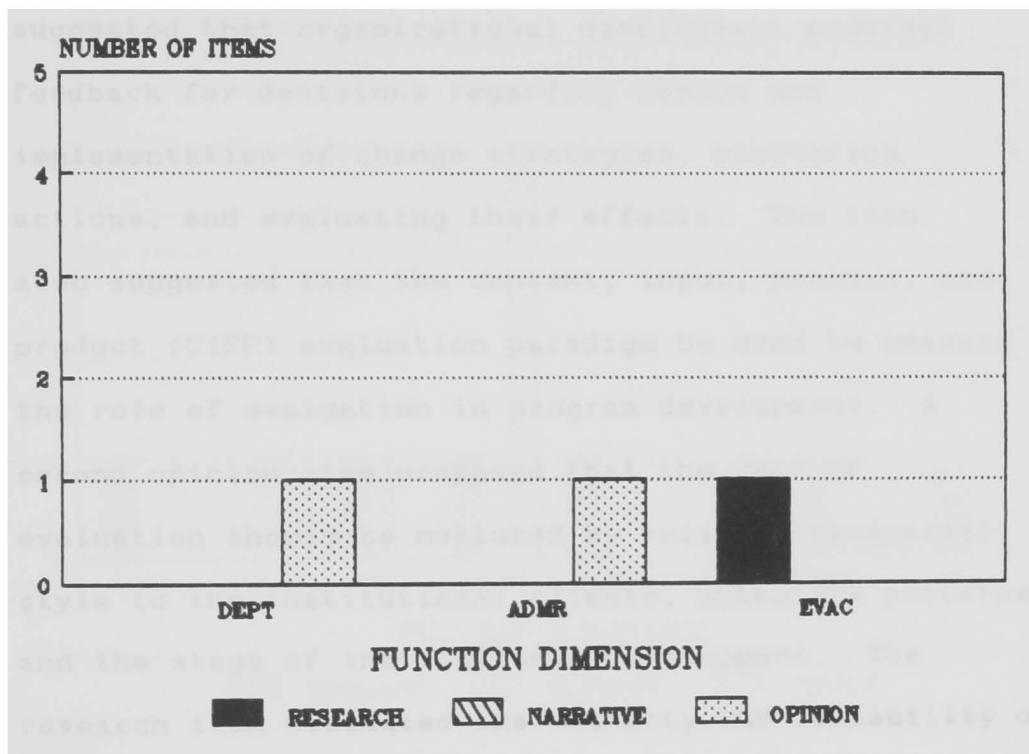
The evaluation criteria classification contained five items in the structure dimension all proposing different measures of effectiveness. Of these, two were research items, two were opinion items and one was a narrative item. The items used or suggested the measures of student, faculty, and administrator satisfaction, student academic, career, and personal development, systems openness and community

interaction. Other measures used were access to resources, and organizational health. Another item proposed ratings by students, faculty, and administrators, data on students and their activities, institutional capacity and financial health. The fifth item suggested managerial action and the assessment of services as measurements of effectiveness (see Figure 11).

Two items in the structure dimension suggested measurement of quality. The first, an opinion item, proposed feedback from students and faculty as the measurements of quality. The other, a narrative, suggested student assessment as the means to measure quality and effectiveness (see Figure 11).

A narrative item in the student learning classification proposed achievement testing as the means to measure institutional effectiveness (see Figure 11).

The function dimension of the "evaluation" classification contained two opinion items and one research item (see Figure 12). The first opinion item



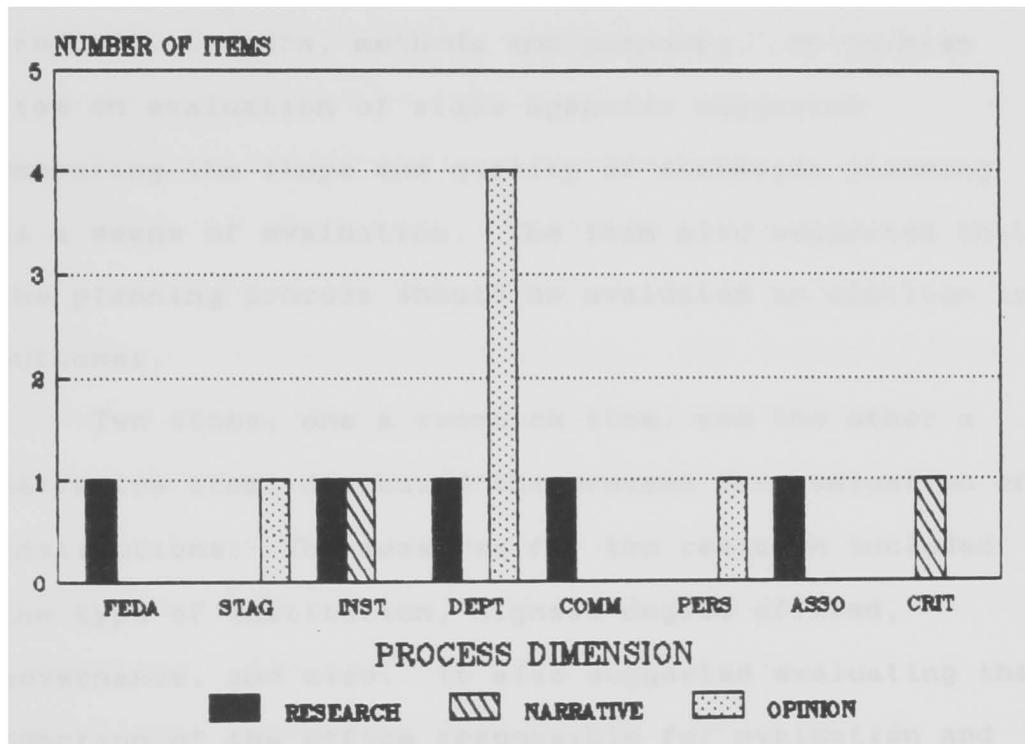
n=3

Figure 12. Higher education, general literature by taxonomy evaluation classification function dimension by taxonomy subject by form.

DEPT Department
 ADMR Administrative
 EVAC Evaluation Activities

suggested that organizational development is a systematic approach to identifying the needs, problems, and objectives of an organization. The item further suggested that organizational development provides feedback for decisions regarding design and implementation of change strategies, monitoring actions, and evaluating their effects. The item also suggested that the context, input, process, and product (CIIPP) evaluation paradigm be used to measure the role of evaluation in program development. A second opinion item proposed that the role of evaluation should be measured by relating managerial style to the institutional climate, authority patterns and the stage of institutional development. The research item evaluated the validity and reliability of the Institutional Performance Survey (IPS) as it relates to the function of evaluation (see Figure 12).

Thirteen items were assigned to the "evaluation" classification process dimension (see Figure 13). A research item detailed the process of evaluation of federal agencies. The research examined information dissemination in the Education Division in the Department of Health, Education, and Welfare. The



n=13

Figure 13. Higher education, general literature by taxonomy evaluation classification process dimension literature by taxonomy subject by form.

FEDA	Federal Agencies
STAG	State Agencies
INST	Institution
DEPT	Department
COMM	Committee
PERS	Personnel
ASSO	Associations
CRIT	Criteria

research included a review of legislation, policy statements and analysis of dissemination program functions. The research also examined the department's products, targets, methods and purposes. An opinion item on evaluation of state agencies suggested measuring the scope and quality of statewide planning as a means of evaluation. The item also suggested that the planning process should be evaluated in addition to outcomes.

Two items, one a research item, and the other a narrative item, discussed the process for evaluation of institutions. The measures for the research included the type of institution, highest degree offered, governance, and size. It also suggested evaluating the function of the office responsible for evaluation and institutional research offices. The narrative item described the process for conducting a communication audit as an effectiveness measurement procedure. This item proposed measuring information flow to, from, and among various sources.

Five items in the process dimension concerned the evaluation of departments. Four were opinion items and one a research item which described the evaluation

process. The first opinion item suggested the process should measure the structure and function of the department as well as individual employee performance to evaluate effectiveness. The second opinion item described measurements involving economics, industrial engineering, and behavioral science principles and processes. A third opinion item proposed measurement of effectiveness through review of office hardware, software, staffing and management. The research item proposed measurement of budgetary and environmental components as critical factors for effectiveness.

The process dimension contained one research item which described the measurement of effectiveness for committees. The research described analysis of activities, recommendations of the committee and operations of the council, council characteristics, and congruency with available information as the determinants of effectiveness.

An opinion item in the process dimension discussed evaluation of nonacademic support units. The process proposed by the item involved the comparison of various organizational effectiveness models, purpose of the evaluation, and the levels of analysis. The

process described also included identifying constituents to be included, domains to be considered, time frame, type of data utilized, and referents.

The process dimension contained one opinion item on the evaluation of personnel. The item suggested the process of measurement should include academic productivity and quality, faculty mobility and age, academic change orientation, and nature of faculty.

A research item in the process dimension reported the results of evaluation for an association. The research reported measurements of perceived impact, effectiveness of the project staff, and the adequacy of the budget. The research also used the degree to which comprehensive, integrated, ongoing development has taken hold and the perceived needs for future activities for effectiveness.

One narrative item in the process dimension for evaluation criteria is a reference bibliography containing 515 references on effectiveness issues.

Few items used the term criteria. Rather, the literature referred to factors, determinants, indicators and measures.

Objective 3.

To Determine if the Measures Reported as
Similar in the Literature Were the Same Upon
Assignment to the Taxonomy.

The intent of the measures was similar in that the research was to provide information concerning the effectiveness of the entity being investigated. However, the type of data collected to measure the same activity was as diverse as the literature on effectiveness issues. The variables under this objective come from different studies on effectiveness. Several researchers used the same variables in different research on effectiveness. Therefore the variables reported in the various sections following will contain the same variables although the research reported investigating different subjects.

The quantitative measures reported were statistical data regarding various aspects of agencies, institutions, and their associated activities. Literature reporting data such as retention and graduation rates, degrees and certificates awarded, number of students served, and test scores all reported similar information with only slight variation.

Within each taxonomy classification the intent of each item was to measure the effectiveness of an institution, department, or other factors of effectiveness. The means of measurement, however, differed item to item. Four items proposed goal achievement, goal-based behavior and goals and outputs as the measures of institutional effectiveness. Each item, however, used a different means to determine whether the goals were achieved. Four items used outcomes as the measure. One item suggested testing of students as the means, two other items used perceptions of students, and another the expected outcomes of the institution.

The literature items in the process dimension for evaluation of departments were similar in methodology and means of measurement. The emphasis was on a structured approach to evaluation of organizational performance. Two items recommended including individual performance as an integral part of the evaluation of departments.

Objective 4

To Determine the Variables Identified
in Research on Institutional Effectiveness

Research on Student Learning Variables

The variables reflected the view held by the researcher toward the construct of effectiveness and student learning.

In one research item on student learning, the research variables were tests. The Scholastic Aptitude Test (SAT), and the Graduate Record Examination (GRE), were used as the input and output variables.

Other research on student learning examined graduates career choice or path. The variables selected were managerial competence, technical and functional competence, organizational security, creativity, autonomy and career choice, job moves, and objectives in life. Other variables included career paths followed, value changes observed, and the relationship between value changes and career events.

Additional research examined variables such as acquisition of leadership characteristics, career growth, community involvement, and social development.

Research regarding the development of criteria for effectiveness used an array of variables labeled factors, indicators, predictors, determinants, and criteria. Frequently used variables were student

educational satisfaction, student academic, career, and personal development, faculty and administrator employment satisfaction, and professional development.

Additional variables were quality of the faculty, system openness and community interaction, ability to acquire resources, and organizational health. These particular variables emanated from a single research item but were used in several research efforts to explain various phenomenon.

Research on Institutional Productivity Variables

The two research items on productivity used very different types of variables. The first item, researching the impact state regulatory agencies have on institutional effectiveness used the opinions of the president or delegate representative. It also used data on actual costs to the institution for membership in a coordinating or governing system, and the level of authority and decision-making. The second research item used the number of articles published by faculty at the institution in eight journals from 1978 to 1983 as the variable.

Research on Institutional Self-Study Variables

The research on institutional self-study used variables based on the Southern Association of Colleges and Schools (SACS) criteria "must" statements. Another variable used in this research was the involvement of the office of institutional research.

Research on Staffing Variables

A staffing research item concerning tenure used the variables teaching effectiveness, rewards and motivation, productivity and aging, collective bargaining and promotion. The variables voting behavior, faculty demographics and professional characteristics were used for research on collective bargaining.

Perceived career aspirations, motivation influencing career decisions, and organization factors facilitating or inhibiting career development were variables used in research concerning the career growth of mid-level managers.

A research item on faculty unionism analyzed nine variables to show a causal relationship between unionism and organizational effectiveness. The variables were student educational satisfaction,

student academic, career, and personal development, faculty and administrator employment satisfaction and professional development. Additional variables for this research were quality of the faculty, system openness and community interaction, ability to acquire resources, and organizational health.

Variables in additional research on staffing were the daily activities of the administrator, appearance, problem definition, and resolution. Research on staff authority used the variables organizational and professional structure of the institution.

Another research item on staffing used the strength of commitment of the faculty to a teaching method as the variable. Faculty salaries were used as variables in additional staffing research.

Research on Finance Variables

The perceptions of faculty members were used in two research items on finance and effectiveness. The variables included financial data and faculty perceptions of institutional functioning as it relates to finance.

Research on Department Variables

The research conducted on effectiveness of departments used a wide range of variables. The variables included information dissemination practices, program activities, program focus, and instructional formats. Other variables used were the change occurring within the unit, and management practices and functions.

Other research measured department climate and culture, department structure and organization, faculty development, chairperson roles, customer satisfaction, department power, influence, budget, environment, and rate of innovation. Additional research items reported variables such as ideologies, student satisfaction with faculty, advising, and education, ratio of graduates, ratio of graduates to graduate school and employment in field, number of students, and student to faculty ratios.

Still other research defined outcome variables such as student learning gains, student satisfaction, quality of student dissertations, graduate school admissions ratios, faculty research and publication output, and faculty satisfaction.

Research on Institutional Development Variables

The variables for research on institutional development included rate of innovation or change, reform, problem-solving, policy board activities, planning, and the decision-making process. Other research variables were financial resources, administrative support, cost of program, administrator capacity, task understanding, system openness, resource slack, job rewards and administrative flexibility.

Research on Curriculum Variables

The two research items on curriculum used variables such as faculty initiatives, resources, and organizational facilitation. Other variables were institution size, equipment, staff, involvement in teaching, and interpersonal relationships.

Research on Culture Variables

The research on organizational culture used variables such as changes in the internal and external environment, decreasing enrollments, and institutional strategies. Other research employed variables to identify organizational culture types. The variables were student, faculty, and administrator satisfaction,

student academic, career, and personal development, and professional development. Other variables were quality of the faculty, system openness and community interaction, ability to acquire resources, and organizational health.

Research on Associations Variables

Variables identified in the research on organization associations included perceived impact, effectiveness of project staff, and adequacy of the budget. Other variables were degree of development, organizational change, and collaboration. Other research used variables such as the contribution of the association, categories of influence, decision-making process, and administrative processes.

Research on Management Variables

Research on management used variables such as strength and weakness of planning processes, leadership capacities, adaptation to change, and goal-based planning activities. Additional variables were planning and evaluation activities, structure and organization, and the administrative process. Other research variables were student, faculty, and

administrator satisfaction, student academic, career, and development, and professional development.

Additional variables were quality of the faculty, system openness and community interaction, ability to acquire resources, and organizational health.

Research on Evaluation Instruments Variables

One research item reported an evaluation of the content, face, construct, and concurrent validity and reliability, test-retest, internal consistency and rater of the Institutional Performance Survey (IPS). The variables assessed by the IPS were changes in the institutional environment, institutional functioning, revenues, enrollments, institutional culture, strategy resource allocation, and institutional effectiveness.

Several research items did not specify variables but rather referred to a model of organizational effectiveness such as shown in Table 6.

Objective 5

To Identify the Various Definitions of Institutional Effectiveness Terms Presented in the Literature

The following terms were defined in the higher education literature:

Accountability.

Use of assessment results to assure authorities at the state level and the general public that tax dollars invested in education are being well spent (Boyer, C., in Petersen, 1988, p. 21).

Assessment.

Any process of gathering concrete evidence about the impact and functioning of undergraduate education. Standardized testing and follow-up surveys are components of assessment (Boyer, C., in Petersen, 1988, p. 21).

Educational Outcomes, outcomes.

...more than the effects of postsecondary education on students and the further impacts of those on others, including society in general..."educational outcomes" refer to any results or consequences of an educational institution and its programs. The outcomes may be direct results of institutional activities, such as academic degrees, technological discoveries, student knowledge and skills of institutional staff salaries. Conversely, there may be later consequences of those outcomes, such as individual

prestige, higher family income, more educated work force, or effects of staff salaries on the local economy (Lenning, Yong S. Lee, Micek, Sidney S., and Service, Allan L., 1977, p. 1).

Effectiveness.

Extent to which institutions of higher education accomplish their intended purposes or achieve their desired ends. Not the same as "efficiency" (Boyer, C., in Petersen, 1988, p. 21).

Efficiency.

A ratio of inputs to outputs. Inputs may be energy, finances, time, or human resources. Outputs are always a quantifiable measure such as the number of units produced or level of accomplishment relative to a standard. Efficiency in higher education, as in other organizations, is generally used in the context of financial resources (Cameron, K. S., 1985, p. 2).

Institutional Effectiveness.

1. The possession of characteristics of excellence, including: student educational satisfaction, student academic development, student career development, student personal

development, faculty and administrator employment satisfaction, professional development and quality of the faculty, system openness and community interaction, ability to acquire resources, and organizational health (Jones, Philip, 1987, p. 6).

2. The capacity of the institution to advance student development--academic, vocational, and affective (Petersen, Richard E. and Vale, Carol A., 1973, p. 1).

3. . . institutional effectiveness (quality) means, in short, achievement of institutional goals (Petersen, Richard E. and Vale, Carol A., 1973, p. 2).

4. Institutional effectiveness is knowing what it is you want to accomplish, figuring out how well you're doing it and using that information to improve the institution. This of course assumes the worthwhileness of what you are doing (McCabe, Robert, in Petersen, 1988, p. 3).

5. The congruence between outputs and goals and efficiency (Lindsay, Alan W., 1982, p. 690).

6. An organization is defined as being effective to the extent that it is free from characteristics

of ineffectiveness (Cameron, K. S., 1982, p. 15).

Institutional Ineffectiveness.

The creation of harm or possession of weakness or faults (Jones, Philip, 1987, p. 6).

Organizational Effectiveness.

...the ability of an organization to mobilize its center of power to produce, adapt to change, and cope with emergencies (Mott, Paul E., in Kaplan, 1975, p. 8).

Outcomes Assessment.

1. The assessment of the results of undergraduate education including cognitive outcomes, skills, values, impact in community, graduate school placement (Boyer, C., in Petersen, 1988, p. 21).

2. Not basic skills, not merely retention rates nor student satisfaction, nor follow-up of graduates-in fact, not only student learning. It should be comprehensive because higher education is complex and comprehensive. Outcomes assessment should be a method of determining the effectiveness of an institution and its programs.

Included are multiple variables...leadership, coordination, commitment. Outcomes

assessment...includes examining both student activities (learning, development, progress, satisfaction, during and after college) and faculty activities (research, etc), (Morante, in Petersen, 1988, p. 23).

Quality.

In higher education...is most closely aligned with reputation and visibility. A reputation for high quality in colleges and universities is mainly determined by faculty productivity (i.e., publishing). Visibility also is associated with faculty productivity, so that quality is most often used in higher education as a concept (not a construct) with faculty publications as the core indicator (Cameron, K. S., 1985, p. 2).

Objective 6.

To Determine the Extent Various Literature

Addresses Similar Issues

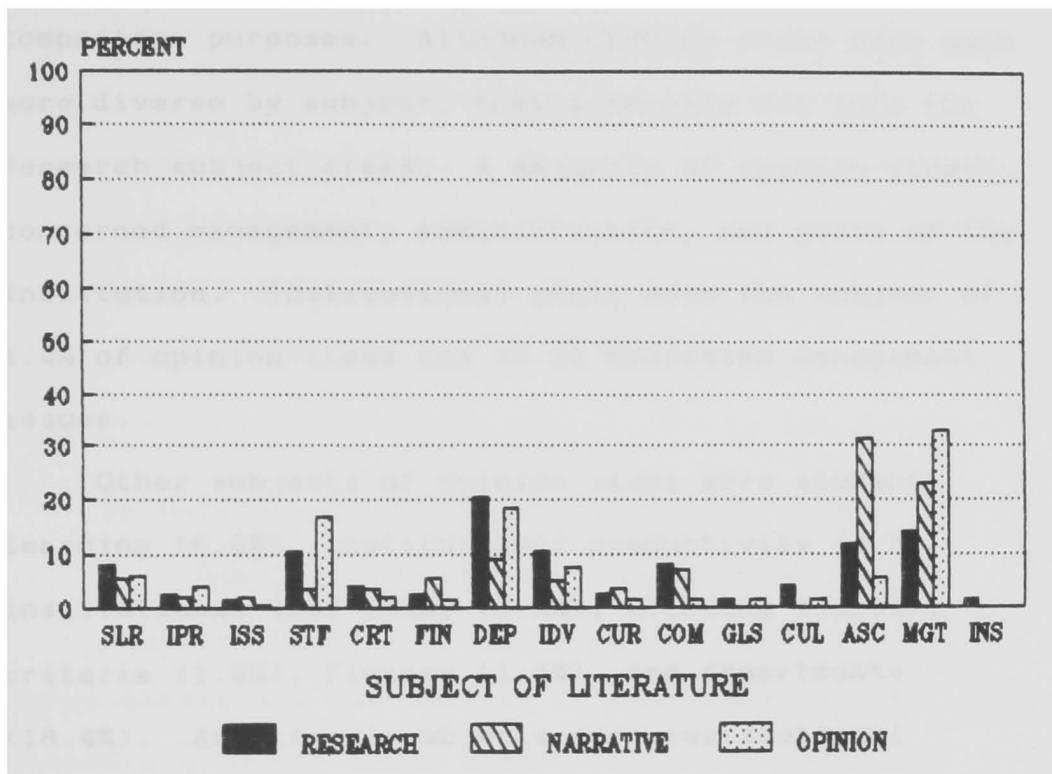
Research on effectiveness issues examined subjects from associations to evaluation of measurement instruments. Research was conducted on departments, management, and staffing more than other subjects. The research was primarily concerned the structure and

process involved in measuring effectiveness.

The subjects of research by percent were student learning (7.6%), institutional productivity (2.5%), self-study (1.3%), staffing (10.1%), criteria (3.8%), finance (2.5%), and departments (20.3%). Additional research subjects were institutional development (10.1%), curriculum (2.5%), committees (7.6%), institutional goals (1.3%), culture (3.8%), associations (11.4%), management (13.9%), and evaluation of instruments (1.3%), (see Figure 14).

Narrative items on effectiveness subjects ranged from associations to quality issues. Narrative items were collapsed into the subject areas for research for comparison. Narrative literature subjects included student learning (5.3%), institutional productivity (1.8%), institutional self-study (1.8%), staffing (3.5%), criteria (3.5%), finance (5.3%), department (8.8%), and institutional development (5.0%). Additional narrative item subjects were curriculum (3.6%), committees (7.9%), institutional goals (0.0%), associations (31.5%), management (22.9%), evaluation of instruments (0.0%), (see Figure 14).

The subjects of the 217 opinion items were



n=353

Figure 14. Higher education, general literature by subject of literature by form.

SLR	STUDENT LEARNING
IPR	INSTITUTIONAL PRODUCTIVITY
ISS	INSTITUTIONAL SELF-STUDY
STF	STAFFING
CRT	CRITERIA
FIN	FINANCE
DEP	DEPARTMENT
IDV	INSTITUTIONAL DEVELOPMENT
CUR	CURRICULUM
COM	COMMITTEES
GLS	INSTITUTIONAL GOALS
CUL	CULTURE
ASC	ASSOCIATIONS
INS	INSTITUTIONS

collapsed into the fifteen subjects of research for comparison purposes. Although opinion items were much more diverse by subject, they generally fit into the research subject areas. A majority of opinion items concerned management, administration, and goals of the institution. Institutional goals were the subject of 1.4% of opinion items and 33.1% addressed management issues.

Other subjects of opinion items were student learning (6.0%), institutional productivity (3.7%), institutional self-study (0.0%), staffing (16.6%), criteria (1.8%), finance (1.4%), and departments (18.4%). Additional subjects were institutional development (7.4%), curriculum (1.4%), committees (1.4%), goals (1.4%), culture (1.4%), associations (5.5%), management (33.1%), evaluation of instruments (0.0%), (see Figure 14).

Objective 7.

To Determine if Important Effectiveness Characteristics Have Been Omitted or Overlooked in the Literature

The most obvious omission in the higher education literature is the lack of any standards for measurement of effectiveness. The fact that standards do not

exist was mentioned often in the literature. None of the literature contained or suggested a level of acceptable performance for the issues presented, discussed, and described. Several items provided what are called indicators, criteria, factors, determinants and measures without developing a framework for establishing minimum levels of performance.

Objective 8.

To Detect and Report Trends, Similarities, and Conflicts Existing in the Literature

The literature for higher education across the three dimensions was similar in content and form. The literature in all three dimensions avoid using any standards for the measurement effectiveness. The intent of the research was similar but lacked substantive measurements for effectiveness.

The major similarities occurred in the overwhelming use of descriptive research methods and personal perceptions of administrators, faculty, staff, and students to measure the effectiveness of programs and institutions.

A major trend apparent throughout the research literature was to only produce or report positive

research results. The opinion items contained some criticism of programs, departments, and institutions. The criticisms usually related to administrative structure, function, or processes.

The measures reported for effectiveness were measures of management effectiveness and individual student performance rather than institutional effectiveness. The models were based on management theory.

CHAPTER FOUR

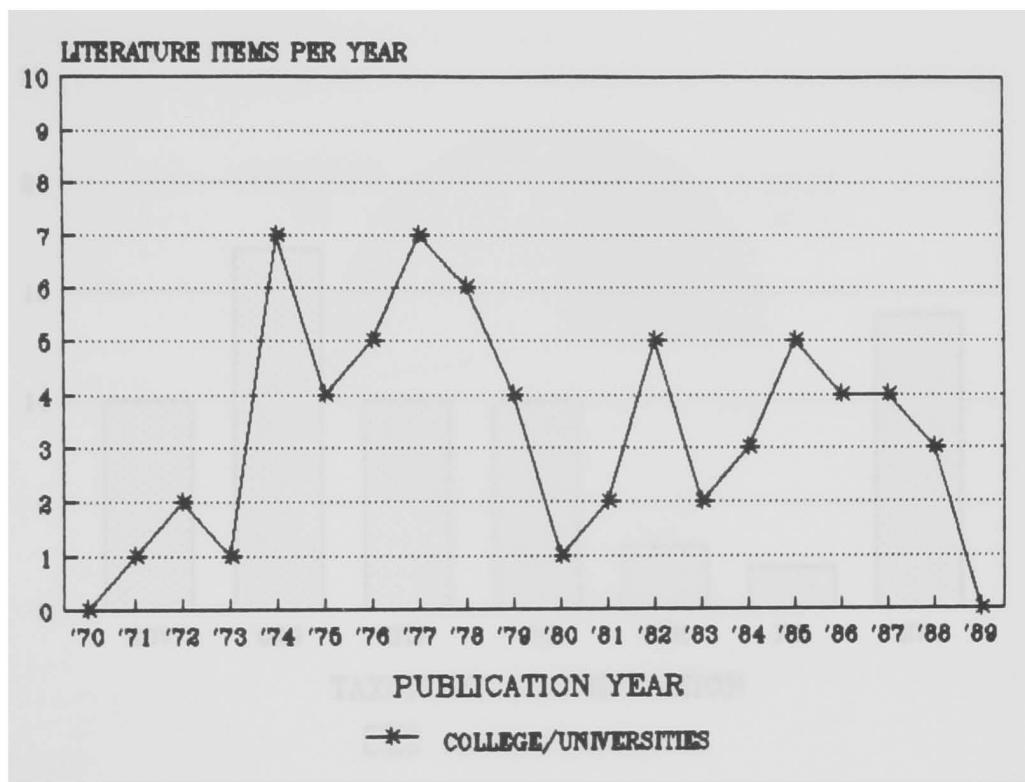
DESCRIPTION OF FOUR-YEAR COLLEGE/UNIVERSITY

LITERATURE

The four-year college/university category contained sixty-six separate literature items produced between 1970 and 1990 (see Appendix C). The literature consisted of journal articles and ERIC documents. The literature was reviewed and each item assigned to a specific taxonomy classification. Fifty percent of the literature was published between 1974 and 1980. Forty-one percent of the literature was published between 1980 and 1988 (see Figure 15).

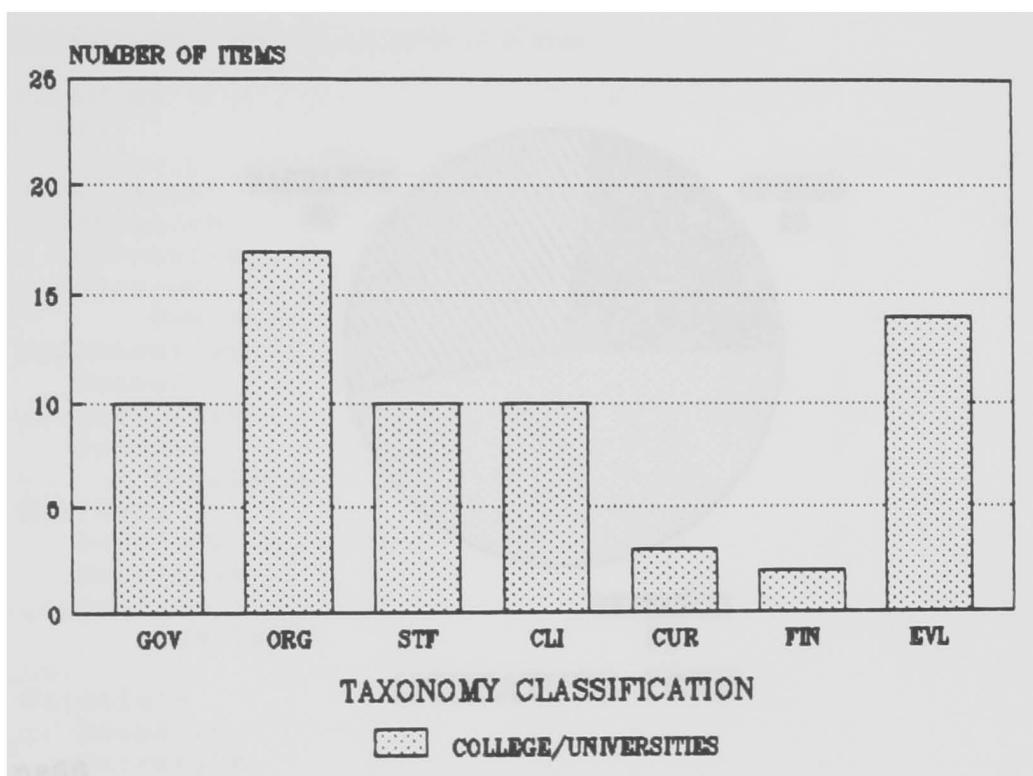
Ten literature items (15%) were written on governance, seventeen (26%) on organization, ten (15%) on staffing, ten (15%) on clientele, three (5%) on curriculum, two (3%) on finance, and fourteen (21%) on evaluation of effectiveness (see Figure 16).

Thirty-one (47%) items were research items, twenty (30%) were narrative items, and fifteen (23%) were opinion items (see Figure 17, see also Table 7).



n=66

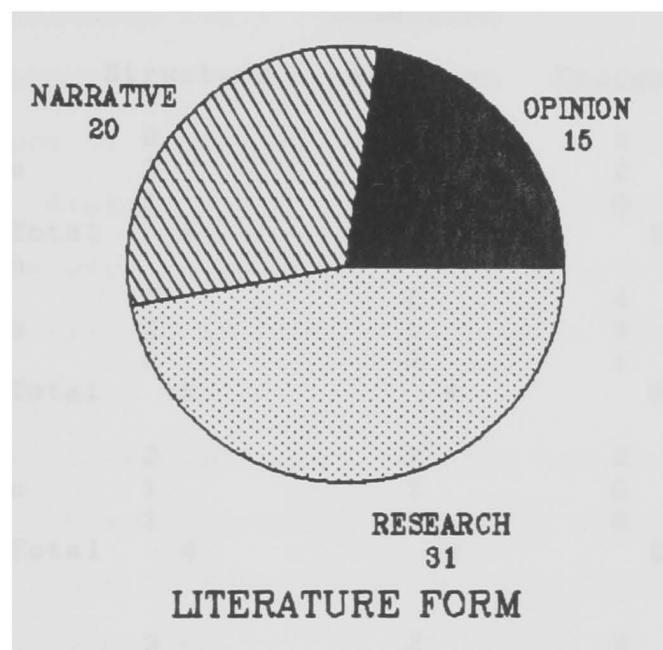
Figure 15. Four-year college/university literature by publication year.



n=66

Figure 16. Four-year college/university literature by taxonomy classification.

GOV GOVERNANCE
 ORG ORGANIZATION
 STF STAFFING
 CLI CLIENTELE
 CUR CURRICULUM
 FIN FINANCE
 EVL EVALUATION



n=66

Figure 17. Four-year college/university literature by literature form.

Table 7

Number of Literature Items by Taxonomy Classification,
Dimension, and Literature Form

Taxonomy Class	Dimension				Total
	Structure	Function	Process		
Governance					
Research	0	1	3		4
Narrative	2	0	2		4
Opinion	2	0	0		2
Sub-Total	4	1	5		10
Organization					
Research	3	1	4		8
Narrative	2	1	3		6
Opinion	0	2	1		3
Sub-Total	5	4	8		17
Staffing					
Research	2	2	2		6
Narrative	1	1	0		2
Opinion	1	1	0		2
Sub-Total	4	4	2		10
Clientele					
Research	3	2	2		7
Narrative	1	1	1		3
Opinion	0	0	0		0
Sub-Total	4	3	3		10
Curriculum					
Research	0	0	0		0
Narrative	0	0	0		0
Opinion	2	0	1		3
Sub-Total	2	0	1		3
Finance					
Research	1	0	0		1
Narrative	0	0	0		0
Opinion	0	0	1		1
Sub-Total	1	0	1		2
Evaluation					
Research	4	0	1		5
Narrative	2	0	3		5
Opinion	3	1	0		4
Sub-Total	9	1	4		14
Grand Total	29	13	24		66

Subjects of the Literature by Taxonomy Classification
and Dimension

Governance Classification

The governance classification contained ten literature items (see Table 7). Thirty-six percent of the literature (4 items) was written on structure for governance. Nineteen percent of the literature (2 items) was written on process, and forty-five percent (5 items) on process of governance (see Table 8, see also Figure 18).

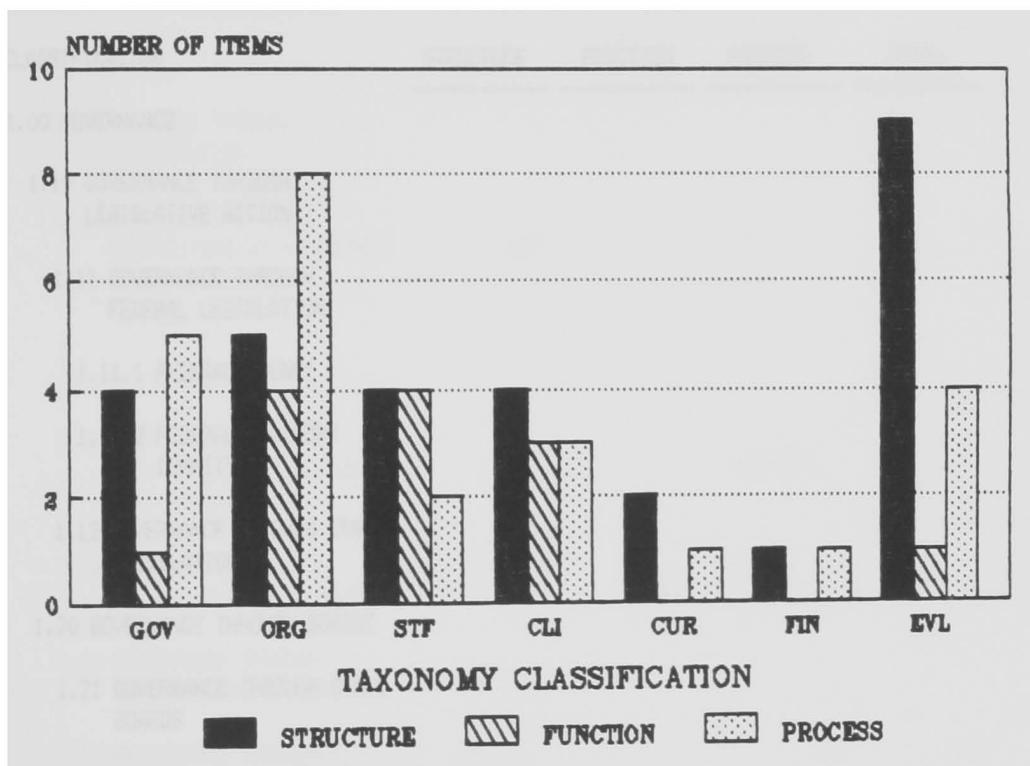
The structure dimension contained four literature items. The subjects included management of the institution, institutional research, and administration of self-study projects.

The function dimension contained one literature item. The subject was the role of administrative planning.

The process dimension contained five literature items. The subjects of the literature in the process dimension ranged from administration of departments to the administration of self-study programs.

Organization Classification

The organization classification contained



n=66

Figure 18. Four-year college/university literature by dimension by taxonomy classification

GOV GOVERNANCE
 ORG ORGANIZATION
 STF STAFFING
 CLI CLIENTELE
 CUR CURRICULUM
 FIN FINANCE
 EVL EVALUATION

Table 8

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
1.00 GOVERNANCE				
1.10 GOVERNANCE THROUGH LEGISLATIVE ACTION				
1.11 GOVERNANCE THROUGH FEDERAL LEGISLATION				
1.11.1 FEDERAL AGENCY				
1.11.2 FEDERAL ADVISORY COMMITTEES				
1.12 GOVERNANCE THROUGH STATE LEGISLATION				
1.20 GOVERNANCE THROUGH BOARDS				
1.21 GOVERNANCE THROUGH STATE BOARDS				
1.22 GOVERNANCE THROUGH LOCAL BOARDS				

Note: Numbers in matrix refer to literature listed in Appendix C.

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
1.30 GOVERNANCE THROUGH ADMINISTRATION				
1.31 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT (INSTITUTION)	409			1
1.32 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT (DEPARTMENT)		365-405		2
1.33 GOVERNANCE THROUGH ADMINISTRATIVE PLANNING		376		1
1.34 GOVERNANCE THROUGH ADMINISTRATIVE POLICY				
1.35 GOVERNANCE THROUGH COMMITTEES				
1.36 GOVERNANCE THROUGH ADMINISTRATIVE INSTITUTIONAL RESEARCH	403			1
1.37 GOVERNANCE THROUGH ADMINISTRATIVE SELF-STUDY	382-386		377-398-410	5
TOTAL ITEMS IN DIMENSION	4	1	5	
PERCENT ITEMS IN DIMENSION	40	10	50	
TOTAL ITEMS IN CLASSIFICATION				10
PERCENT ITEMS CLASSIFICATION				15

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
2.00 ORGANIZATION				
2.10 ORGANIZATION OF FEDERAL AGENCIES				
2.11 ORGANIZATION OF FEDERAL DEPARTMENT/DIVISION				
2.12 ORGANIZATION OF FEDERAL ADVISORY COMMITTEES				
2.20 ORGANIZATION OF STATE AGENCIES				
2.21 ORGANIZATION OF STATE DEPARTMENT/DIVISION				
2.22 ORGANIZATION OF STATE ADVISORY COMMITTEES				
2.30 ORGANIZATION OF INSTITUTION	357-408		418	3
2.31 ORGANIZATION OF DEPARTMENT	361-372	379-394	359-364-369 406-419	9
2.32 ORGANIZATION OF COMMITTEES		378		1
2.32.2 LOCAL ADVISORY COMMITTEES				
2.33 ORGANIZATION CULTURE/ CLIMATE				

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
2.34 ORGANIZATION MISSION		415		1
2.35 ORGANIZATION GOALS				
2.36 ORGANIZATION PRODUCTIVITY				
2.37 ORGANIZATION DEVELOPMENT	370		393-412	3
2.38 ORGANIZATION ASSOCIATIONS				
TOTAL ITEMS IN DIMENSION	5	4	8	
PERCENT ITEMS IN DIMENSION	29	24	47	
TOTAL ITEMS IN CLASSIFICATION				17
PERCENT ITEMS IN CLASSIFICATION				27

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
3.00 STAFFING				
3.10 ADMINISTRATIVE PERSONNEL				
3.11 LINE MANAGERS				
3.12 STAFF MANAGERS		411		1
3.20 FACULTY PERSONNEL				
3.21 TEACHING FACULTY	363	362	356	3
3.22 RESEARCH FACULTY	383	367		2
3.30 SUPPORT PERSONNEL	355			1
3.40 STAFFING ASSOCIATIONS		385	360	2

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
3.50 PROFESSIONAL DEVELOPMENT	407			1
3.51 ADMINISTRATIVE PERSONNEL				
3.52 FACULTY PERSONNEL				
3.53 SUPPORT PERSONNEL				
3.60 STAFFING SALARIES				
3.61 ADMINISTRATIVE PERSONNEL				
3.62 FACULTY PERSONNEL				
3.63 SUPPORT PERSONNEL				
TOTAL ITEMS IN DIMENSION	4	4	2	
PERCENT ITEMS IN DIMENSION	40	40	20	
TOTAL ITEMS IN CLASSIFICATION				10
PERCENT ITEMS IN CLASSIFICATION				15

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
4.00 CLIENTELE				
4.10 STUDENT LEARNING	384-399	390	416	4
4.20 ALUMNI				
4.30 ADMISSIONS				
4.31 RECRUITMENT				
4.32 RETENTION				
4.33 MARKETING				
4.40 STUDENT ACTIVITIES				
4.50 STUDENT SERVICES/AFFAIRS/ DEVELOPMENT				
4.60 COMMUNITY SERVICES	358-368	371-396	374-381	6
4.70 STUDENT ASSOCIATIONS				
TOTAL ITEMS IN DIMENSION	4	3	3	
PERCENT ITEMS IN DIMENSION	40	30	30	
TOTAL ITEMS IN CLASSIFICATION				10
PERCENT ITEMS IN CLASSIFICATION				15

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
5.00 CURRICULUM				
5.10 CURRICULUM PROGRAM				
5.10.1 CURRICULUM PROGRAM DEVELOPMENT			391	1
5.11 CURRICULUM INSTRUCTION				
5.12 CURRICULUM INSTRUCTIONAL DEVELOPMENT				
5.13 CURRICULUM COURSE(S)	413			1
5.14 CURRICULUM SCHEDULE				
5.15 CURRICULUM COMMITTEES				
5.16 CURRICULUM EQUIPMENT				
5.17 CURRICULUM SUPPLIES				
5.18 CURRICULUM FACILITIES				
5.18.1 CURRICULUM FACILITIES DEVELOPMENT				

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
5.19 CURRICULUM FACULTY				
5.20 GENERAL EDUCATION CURRICULUM				
5.30 VOCATIONAL EDUCATION CURRICULUM	380			1
TOTAL ITEMS IN DIMENSION	2	0	1	
PERCENT ITEMS IN DIMENSION	67	0	33	
TOTAL ITEMS IN CLASSIFICATION				3
PERCENT ITEMS IN CLASSIFICATION				5
6.00 FINANCIAL MANAGEMENT				
6.10 REVENUE SOURCES				
6.20 BUDGETING				
6.30 COSTS	366		401	2
6.40 FOUNDATION(S)				
TOTAL ITEMS IN DIMENSION	1	0	1	
PERCENT ITEMS IN DIMENSION	50	0	50	
TOTAL ITEMS IN CLASSIFICATION				2
PERCENT ITEMS IN CLASSIFICATION				3

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.00 EVALUATION				
7.10 EVALUATION OF GOVERNANCE				
7.11 EVALUATION OF FEDERAL LEGISLATION				
7.11.1 EVALUATION OF FEDERAL AGENCIES				
7.11.2 EVALUATION OF FEDERAL ADVISORY COMMITTEES				
7.12 EVALUATION OF STATE LEGISLATION				
7.12.1 EVALUATION OF STATE AGENCIES				
7.12.2 EVALUATION OF HIGHER EDUCATION SYSTEMS				
7.13 EVALUATION OF BOARDS				
7.13.1 EVALUATION OF STATE BOARDS				
7.13.2 EVALUATION OF LOCAL BOARDS				

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.14 EVALUATION OF ADMINISTRATION				
7.14.1 EVALUATION OF ADMINISTRATION (INSTITUTION)	392-395	417	397	4
7.14.2 EVALUATION OF ADMINISTRATION (DEPARTMENT)	361-388-402		354-400	5
7.14.3 EVALUATION OF ADMINISTRATIVE PLANNING				
7.14.4 EVALUATION OF ADMINISTRATIVE COMMITTEES				
7.14.5 EVALUATION OF ADMINISTRATIVE INSTITUTIONAL RESEARCH				
7.14.6 EVALUATION OF ADMINISTRATIVE SELF-STUDY				

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.20 EVALUATION OF ORGANIZATION				
7.21 EVALUATION OF ORGANIZATION OF FEDERAL AGENCIES				
7.21.1 EVALUATION OF ORGANIZATION OF FEDERAL DEPARTMENT/ DIVISION				
7.21.2 EVALUATION OF ORGANIZATION OF FEDERAL ADVISORY COMMITTEES				
7.22 EVALUATION OF ORGANIZATION OF STATE AGENCIES				
7.22.1 EVALUATION OF ORGANIZATION OF STATE DEPARTMENT/DIVISION				
7.22.2 EVALUATION OF ORGANIZATION OF STATE ADVISORY COMMITTEES				
7.23 EVALUATION OF ORGANIZATION OF INSTITUTION				
7.23.1 EVALUATION OF ORGANIZATION OF DEPARTMENT				

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.23.2 EVALUATION OF ORGANIZATION OF COMMITTEES				
7.23.2.1 EVALUATION OF ORGANIZATION OF LOCAL ADVISORY COMMITTEES				
7.23.3 EVALUATION OF ORGANIZATION CULTURE/CLIMATE				
7.24 EVALUATION OF ORGANIZATION MISSION				
7.25 EVALUATION OF ORGANIZATION GOALS				
7.26 EVALUATION OF ORGANIZATION PRODUCTIVITY				
7.27 EVALUATION OF ORGANIZATION DEVELOPMENT				
7.28 EVALUATION OF ORGANIZATION ASSOCIATIONS				

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.30 EVALUATION OF STAFFING				
7.31 EVALUATION OF ADMINISTRATIVE PERSONNEL				
7.31.1 EVALUATION OF LINE MANAGERS				
7.31.2 EVALUATION OF STAFF MANAGERS				
7.32 EVALUATION OF FACULTY PERSONNEL				
7.32.1 EVALUATION OF TEACHING FACULTY				
7.32.2 EVALUATION OF RESEARCH FACULTY				
7.33 EVALUATION OF SUPPORT PERSONNEL				
7.34 EVALUATION OF STAFFING ASSOCIATIONS				
7.35 EVALUATION OF STAFFING PROFESSIONAL DEVELOPMENT				
7.35.1 EVALUATION OF PROFESSIONAL DEVELOPMENT ADMINISTRATIVE PERSONNEL				

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.35.2 EVALUATION OF PROFESSIONAL DEVELOPMENT FACULTY PERSONNEL				
7.35.3 EVALUATION OF PROFESSIONAL DEVELOPMENT SUPPORT PERSONNEL				
7.36 EVALUATION OF STAFFING SALARIES				
7.36.1 EVALUATION OF STAFFING SALARIES ADMINISTRATIVE PERSONNEL				
7.36.2 EVALUATION OF STAFFING SALARIES FACULTY PERSONNEL				
7.36.3 EVALUATION OF STAFFING SALARIES SUPPORT PERSONNEL				

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.40 EVALUATION OF CLIENTELE				
7.41 EVALUATION OF STUDENT LEARNING				
7.42 EVALUATION OF ALUMNI				
7.43 EVALUATION OF ADMISSIONS				
7.43.1 EVALUATION OF RECRUITMENT				
7.43.2 EVALUATION OF RETENTION				
7.43.3 EVALUATION OF MARKETING				
7.44 EVALUATION OF STUDENT ACTIVITIES				
7.45 EVALUATION OF STUDENT SERVICES/AFFAIRS/ DEVELOPMENT				
7.46 EVALUATION OF COMMUNITY SERVICES				
7.47 EVALUATION OF STUDENT ASSOCIATIONS				

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.50 EVALUATION OF CURRICULUM				
7.51 EVALUATION OF CURRICULUM PROGRAM				
7.51.1 EVALUATION OF CURRICULUM PROGRAM DEVELOPMENT				
7.51.2 EVALUATION OF CURRICULUM INSTRUCTION				
7.51.3 EVALUATION OF CURRICULUM INSTRUCTION DEVELOPMENT				
7.51.4 EVALUATION OF CURRICULUM COURSE(S)				
7.52 EVALUATION OF CURRICULUM SCHEDULE				
7.53 EVALUATION OF CURRICULUM COMMITTEES				
7.54 EVALUATION OF CURRICULUM EQUIPMENT				
7.54.1 EVALUATION OF CURRICULUM SUPPLIES				

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.55 EVALUATION OF CURRICULUM FACILITIES				
7.55.1 EVALUATION OF CURRICULUM FACILITIES DEVELOPMENT				
7.56 EVALUATION OF CURRICULUM FACULTY				
7.57 EVALUATION OF GENERAL EDUCATION CURRICULUM				
7.58 EVALUATION OF VOCATIONAL EDUCATION CURRICULUM				
7.60 EVALUATION OF FINANCIAL MANAGEMENT				
7.61 EVALUATION OF REVENUE SOURCES				
7.62 EVALUATION OF BUDGETING				
7.63 EVALUATION OF COSTS				
7.64 EVALUATION OF FOUNDATION(S)				

(table continues)

Table 8 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.70 EVALUATION OF EVALUATION				
7.71 EVALUATION OF GOVERNANCE				
7.72 EVALUATION OF ORGANIZATION				
7.73 EVALUATION OF STAFFING				
7.74 EVALUATION OF CLIENTELE				
7.75 EVALUATION OF CURRICULUM				
7.76 EVALUATION OF FINANCIAL MANAGEMENT				
7.77 EVALUATION OF EVALUATION ACTIVITIES				
7.78 EVALUATION CRITERIA	370-387-389 414			375 5
7.79 EVALUATION OF QUALITY				
TOTAL ITEMS IN DIMENSION	9	1	4	
PERCENT ITEMS IN DIMENSION	64	7	29	
TOTAL ITEMS IN CLASSIFICATION				14
PERCENT ITEMS IN CLASSIFICATION				21

(table continues)

seventeen literature items (See Table 7). Twenty-nine percent of the literature (5 items) was written on structure. Twenty-four percent of the literature (4 items) was written on function, and forty-seven percent (8 items) on process of organization (See Table 8, see also Figure 18).

The structure dimension contained five literature items. The subjects of the literature included institutions, departments, and organizational development.

The function dimension contained four literature items. The subjects were organization of departments, committees, and organization mission.

The process dimension contained eight literature items. The subjects ranged from institutions to organizational development.

Staffing Classification

The staffing classification contained ten literature items (see Table 7). Forty percent of the literature (4 items) was written on structure. Forty percent of the literature (4 items) was written on function, and twenty percent (2 items) were on process of staffing (see Table 8, see also Figure 18).

The structure dimension contained four literature items. The subjects were teaching faculty, research faculty, support personnel, and professional development.

The function dimension contained four literature items. The subjects were staff managers, teaching and research faculty, and staffing associations.

The process dimension contained two literature items. The subjects were teaching faculty and staffing associations.

Clientele Classification

The clientele classification contained ten literature items (see Table 7). Forty percent of the literature (4 items) was written on structure. Thirty percent of the literature (3 items) was written on function, and thirty percent (3 items) on process (see Table 8, see also Figure 18).

The structure dimension contained four literature items. The subjects were student learning and community services.

The function dimension contained three literature items. The subjects were student learning and community services.

The process dimension contained three literature items. The subjects were student learning and community services.

Curriculum Classification

The curriculum classification contained three literature items (see Table 7). Sixty-seven percent of the literature (2 items) was written on structure for curriculum. Thirty-three percent of the literature (1 item) was written on curriculum process (see Table 8, see also Figure 18).

The structure dimension contained two literature items. The subjects were curriculum courses and vocational education curriculum.

The function dimension contained no literature.

The process dimension contained one literature item. The subject was curriculum program development.

Finance Classification

The finance classification contained two literature items (see Table 7). Fifty percent of the literature (1 item) was written on structure and fifty percent was on process (see Table 8, see also Figure 18).

The structure dimension contained one literature

item. The subject was costs.

The function dimension contained no literature.

The process dimension contained one literature item. The subject was costs.

Evaluation Classification

Fourteen items were assigned to the evaluation classification (see Table 7). Sixty-four percent of the literature (9 items) was written on structure for evaluation. Seven percent of the literature (1 item) was written on function, and twenty-nine percent (4 items) was written on the process of evaluation (see Table 8, see also Figure 18).

The structure dimension contained nine literature items. Subjects of the literature included evaluation of institutions to evaluation criteria.

The function dimension contained one literature item. The subject was the role of evaluation for institutions.

The process dimension contained four literature items. The subjects were evaluation of institutions, departments, and evaluation criteria.

Objective 1.

Characteristics of Institutional Effectiveness

Research

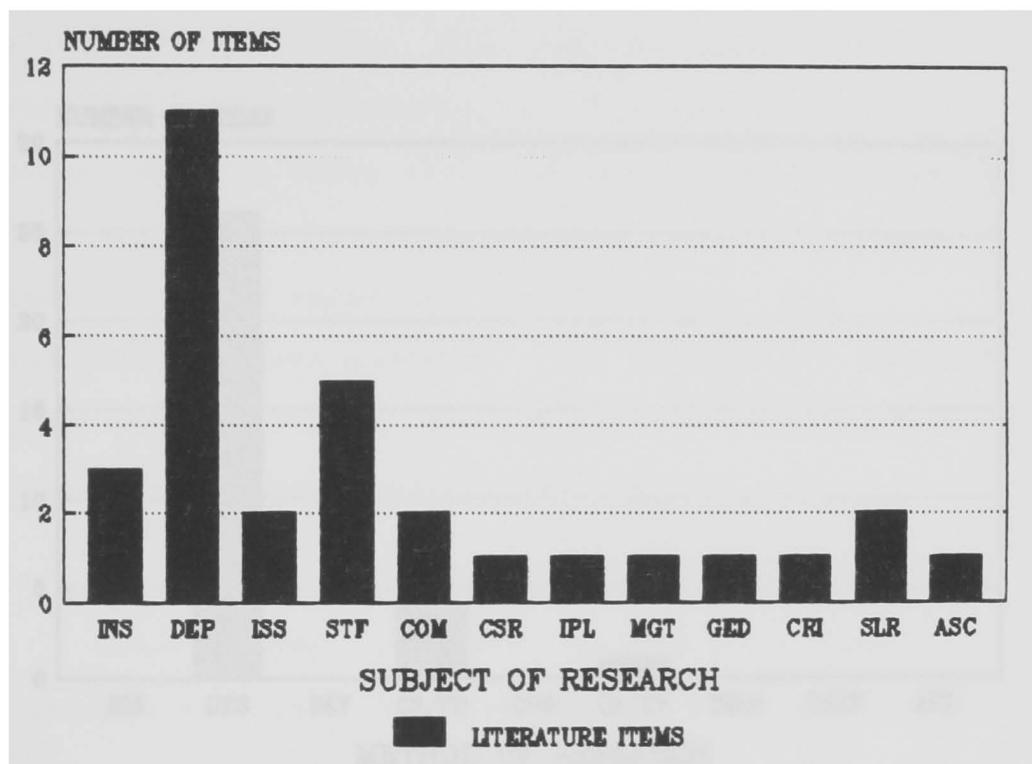
Forty-five percent of the literature (31 items) in the four-year college/university category were research on effectiveness issues. The research was conducted to evaluate various aspects of institutions or to gather information relevant to a particular point of view.

Subjects of Effectiveness Research

Research represents 45% of the four-year college/university literature. Subjects of the research were institutions, departments, and institutional self-study. Other research subjects were staffing, committees, community service, and institutional planning. Additional research subjects were management, general education, criteria, student learning, and associations (see Figure 19).

Method of Research

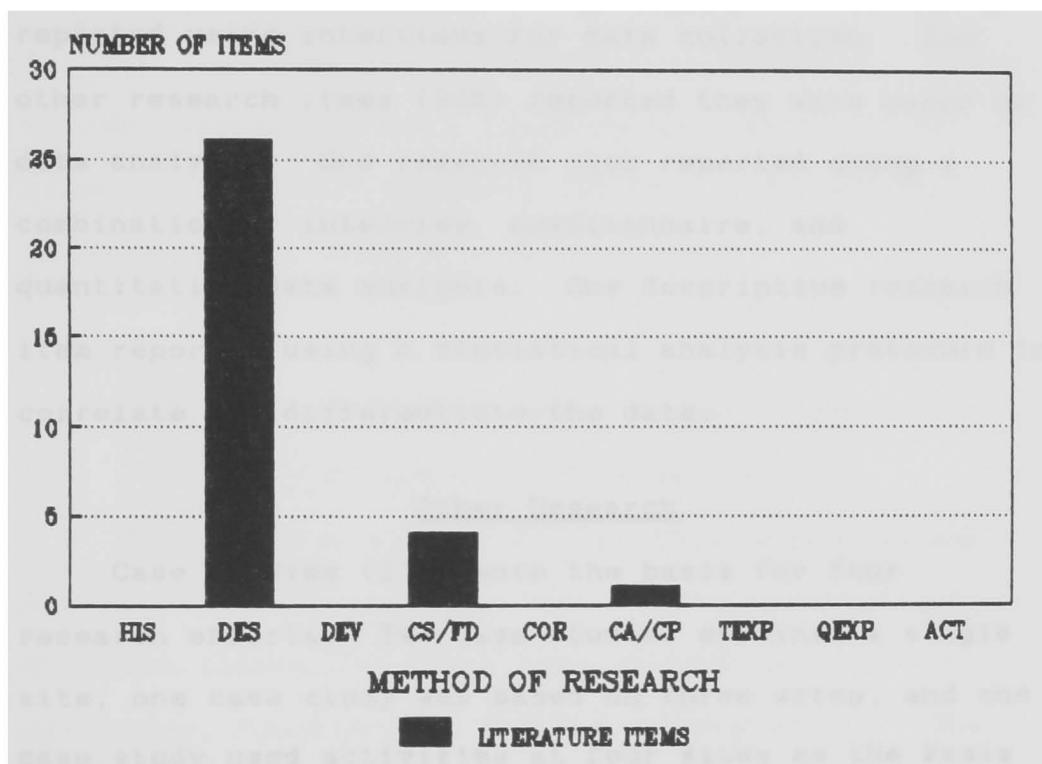
Research methods were identified and categorized according to Isaac and Michael's nine research methods (see Figure 20). Twenty-six items (84%) used descriptive research methods. Of the twenty-six,



n=31

Figure 19. Four-year college/university literature by subject of research.

INS INSTITUTION
 DEP DEPARTMENT
 ISS INSTITUTIONAL SELF-STUDY
 STF STAFFING
 COM COMMITTEE
 CSR COMMUNITY SERVICE
 IPL INSTITUTIONAL PLANNING
 MGT MANAGEMENT
 GED GENERAL EDUCATION
 CRI EVALUATION CRITERIA
 SLR STUDENT LEARNING
 ASC ASSOCIATION



n=31

Figure 20. Four-year college/university literature by method of research.

HIS	HISTORICAL
DES	DESCRIPTIVE
DEV	DEVELOPMENTAL
CS/FD	CASE/FIELD
COR	CORRELATIONAL
CA/CP	CAUSAL-COMPARATIVE
TEXP	TRUE EXPERIMENT
QEXP	QUASI-EXPERIMENT
ACT	ACTION

fourteen (54%), were based on survey questionnaires requesting respondent's perceptions about different effectiveness issues. Six research items (23%) reported using interviews for data collection. Six other research items (23%) reported they were based on data analysis. One research item reported using a combination of interview, questionnaire, and quantitative data analysis. One descriptive research item reported using a statistical analysis procedure to correlate and differentiate the data.

Other Research

Case studies (13%) were the basis for four research efforts. Two case studies examined a single site, one case study was based on three sites, and one case study used activities at four sites as the basis for the research. One research item (3%) reported the results of a causal-comparative research investigation (see Figure 20).

Respondents to Research

Twenty-four "descriptive" research items reported using interviews, questionnaires, or a combination of interviews and questionnaires for data collection. Administrators were surveyed in 12.5 percent of the

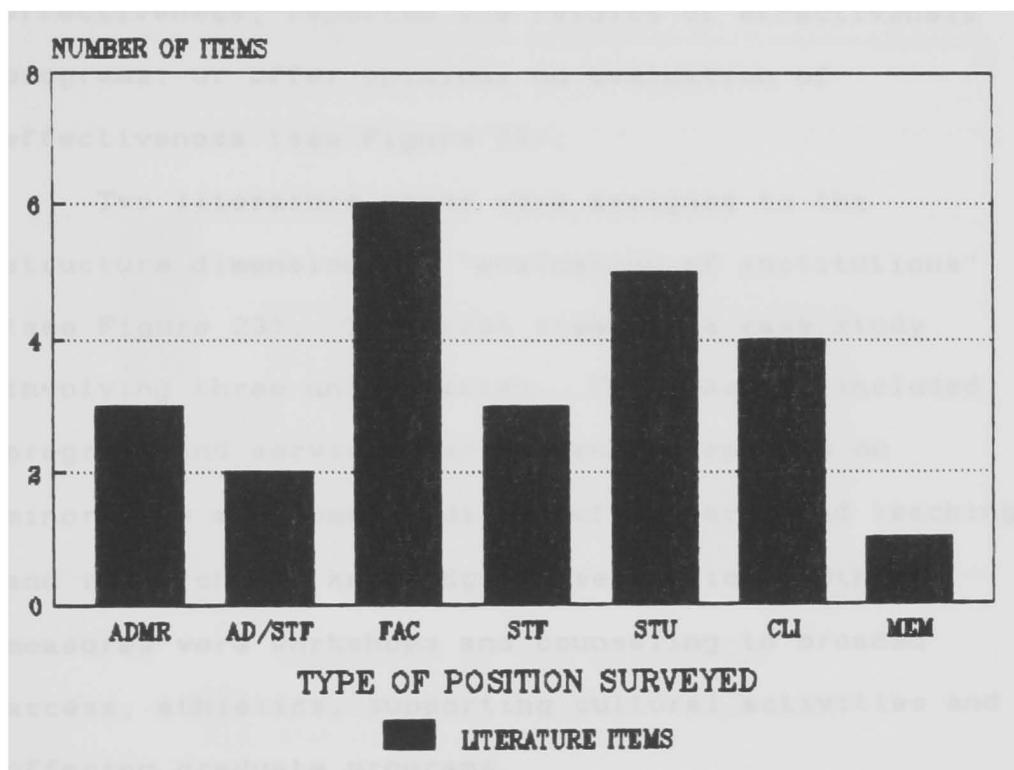
research. Staff were surveyed in 12.5 percent of the research. Faculty were surveyed as a single group in 25 percent of the research, the highest of any group for the four-year college/university category. Other survey respondents were administrator/staff (8.3%), clientele (16.7%), students (20.8%), and committee members (4.2%), (see Figure 21).

Objective 2.

Institutional Effectiveness Measures Applied as Criteria for Evaluation

The literature reported for this objective was contained in the taxonomy "evaluation" classification. Fourteen literature items were written on the structure, function, or process of evaluation. The structure dimension contained nine items (64%), the function dimension one item (7%), and the process dimension four items (29%), on evaluation. Items on evaluation represented twenty-one percent of the four-year college/university literature.

Four items in the structure dimension were research items, two were narrative items, and three were opinion items. The function dimension contained one opinion item. The process dimension contained four



n=24

Figure 21. Four-year college/university literature by respondents to research.

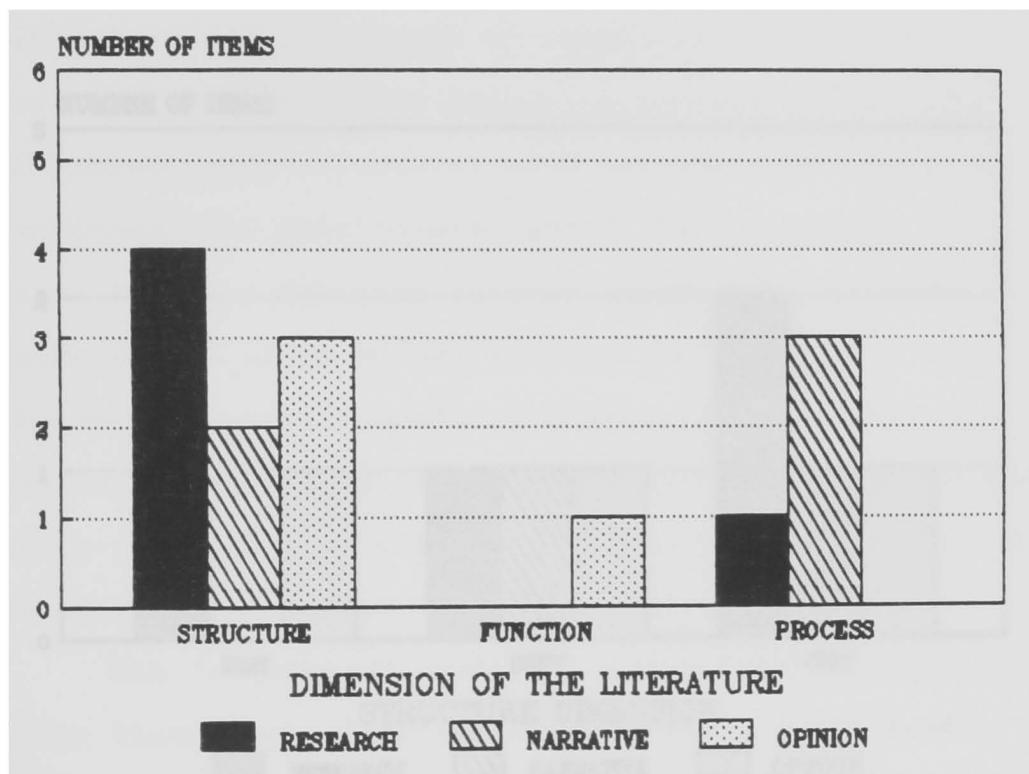
ADMR	ADMINISTRATOR
AD/STF	ADMINISTRATOR/STAFF
FAC	FACULTY
STF	STAFF
STU	STUDENT
CLI	CLIENTELE
MEM	COMMITTEE MEMBER

items. One is a research item and three were narrative items. The literature examined areas for effectiveness, reported the results of effectiveness programs, or offer opinions on evaluation of effectiveness (see Figure 22).

Two literature items were assigned to the structure dimension for "evaluation of institutions" (see Figure 23). The first item was a case study involving three universities. The measures included programs and services for students, emphasis on minorities and women, quality of research and teaching, and research and knowledge dissemination. Other measures were workshops and counseling to broaden access, athletics, supporting cultural activities and offering graduate programs.

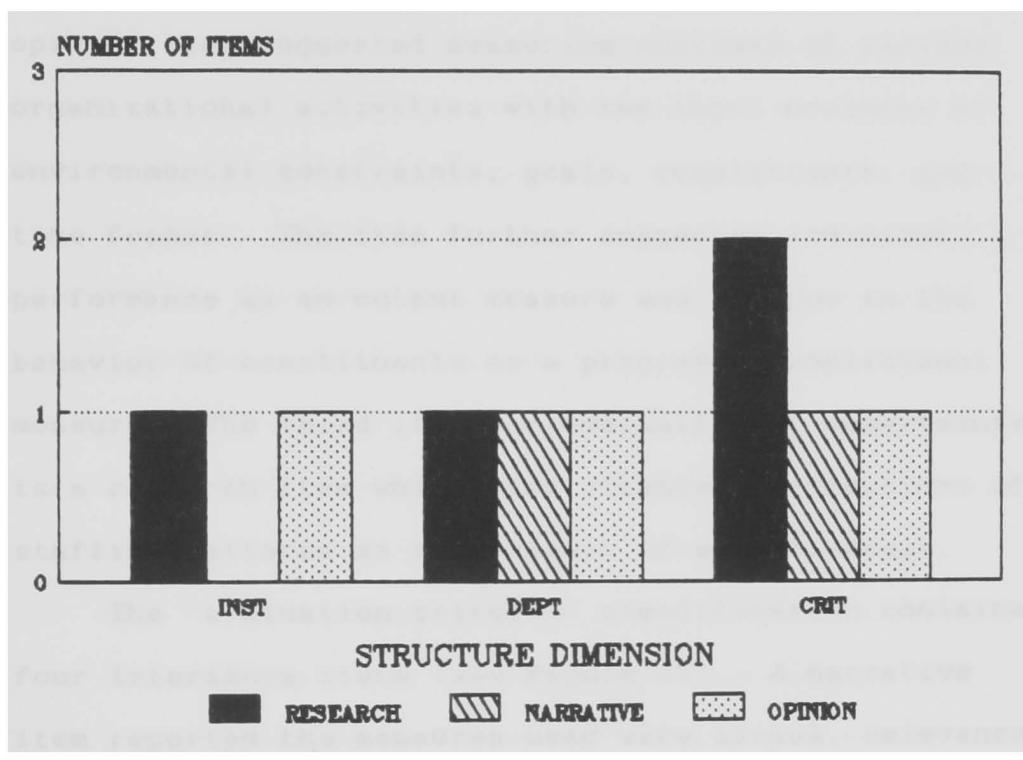
An opinion item suggested the measures should include Section III of the Southern Association of Colleges and Schools (SACS) criteria. The item also suggested the measures include expected educational results, instructional program, institutional research, institutional mission statement, and standardized tests.

The structure dimension contained three literature items on "evaluation of departments." A narrative item



n=14

Figure 22. Four-year college/university literature by taxonomy evaluation classification by dimension by form.



n=40

Figure 23. Four-year college/university literature by taxonomy evaluation classification structure dimension by taxonomy subject by form.

INST INSTITUTION
 DEPT DEPARTMENT
 CRIT CRITERIA

which reported measures such as the activities and accomplishments of the unit and organizational structure and assignment of responsibilities. An opinion item suggested measuring outcomes of various organizational activities with the input measures of environmental constraints, goals, constituents, and time frames. The item further suggested individual performance as an output measure and changes in the behavior of constituents as a program accomplishment measure. The third item for evaluation of departments is a research item which used clientele perceptions of staffing patterns as the measure of effectiveness.

The "evaluation criteria" classification contained four literature items (see Figure 23). A narrative item reported the measures used were access, relevance to needs and expectations. Other measures reported by this item were quality of program offerings, learner outcomes, cost effectiveness, institutional impact, consequences, and the generation of knowledge. An opinion item suggested that institutional effectiveness measures should be based on production of graduates, area of specialization, and product quality.

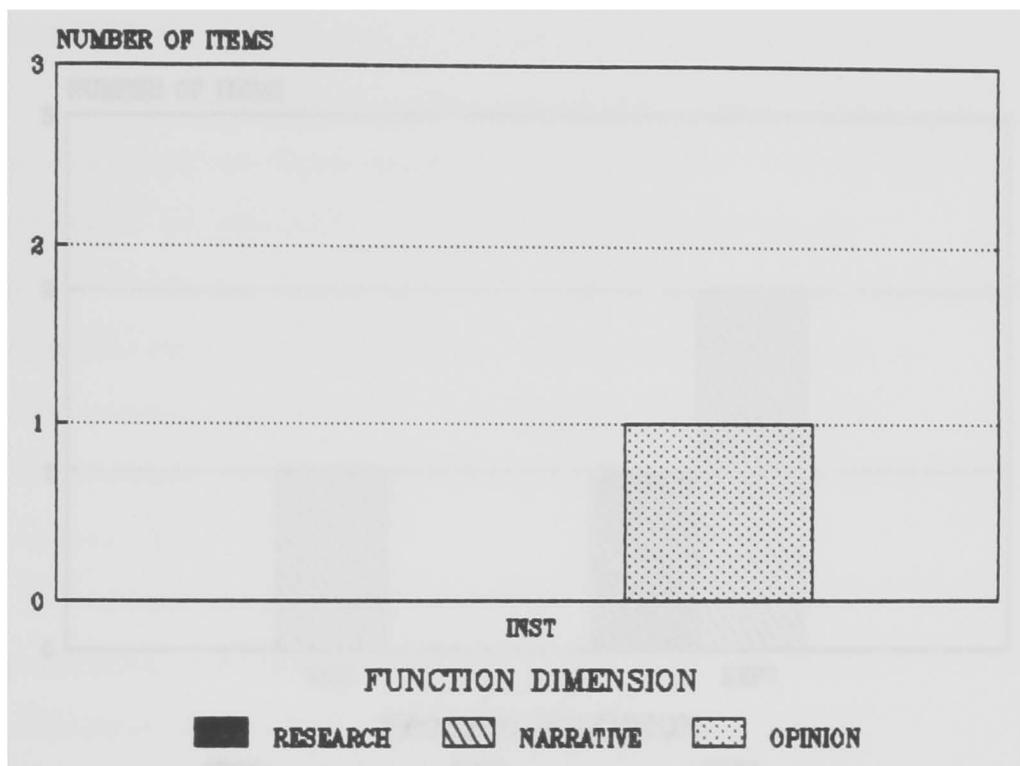
The "evaluation criteria" classification also contained two research items. The first research item

used as measures quantitative data such as enrollment by race, total earned degrees by race, and Scholastic Aptitude Test (SAT) scores by race.

The second research item reported identifying 10 domains of institutional effectiveness for students. The research used the measures of programs and services for students, emphasis on minorities and women, quality of research and teaching, and research and knowledge dissemination. Other measures for the research were workshops and counseling to broaden access, athletics, supporting cultural activities, and offering graduate programs and student demographic characteristics.

The function dimension contained a single opinion item for evaluation of institutions (see Figure 24). This item discussed the risk of using value-added models to assess effectiveness with measurements such as test content, test results, interpretation of results, and student records.

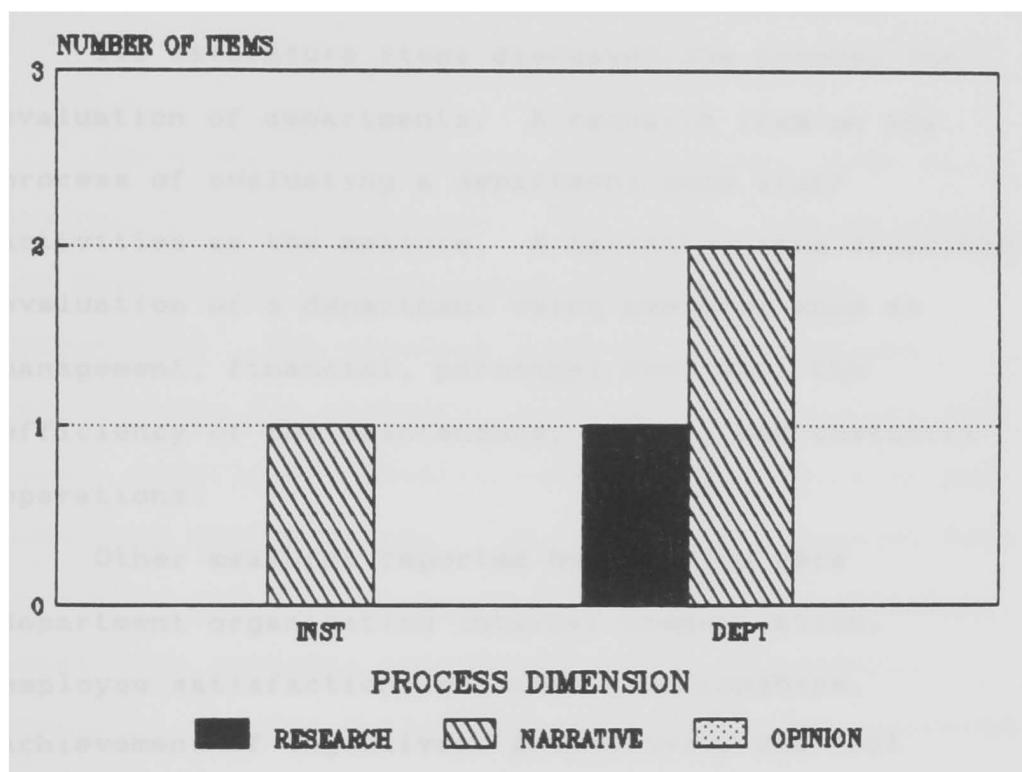
The evaluation process dimension contained four literature items (see Figure 25). A narrative item described the process and results of the evaluation for an institution. The measures included ratios of administrators to faculty, staff, and students, and non-faculty staffing. Other measures reported by the



n=1

Figure 24. Four-year college/university literature by taxonomy evaluation classification function dimension by taxonomy subject by form.

INST INSTITUTION



n=4

Figure 25. Four-year college/university literature by taxonomy evaluation classification process dimension by taxonomy subject by form.

INST INSTITUTION
DEPT DEPARTMENT

item were growth rate of administrative positions compared to faculty and staff positions, and portion of general fund devoted to administrative salaries.

Two literature items discussed the process for evaluation of departments. A research item on the process of evaluating a department used staff activities as the measure. A narrative item described evaluation of a department using measures such as management, financial, personnel controls, the efficiency of the maintenance, repair, and custodial operations.

Other measures reported by the item were department organization internal communication, employee satisfaction, external relationships, achievement of objectives, productivity and cost effectiveness of shops, staffing and work rules, preventive maintenance, transportation, and work quality.

A narrative item on "evaluation criteria" for evaluation of departments reported the measures were program impact, levels of evidence hierarchy, and general benefits of the program.

Objective 3.

To Determine if the Measures Reported as Similar
in the Literature Were the Same Upon
Assignment to the Taxonomy

The structure dimension contained two items on evaluation of institutions. The first item proposed ten measures of effectiveness based on student perceptions. The measures proposed were programs and services for students, emphasis on minorities and women, quality of research and teaching, research and knowledge dissemination. Other measures proposed were workshops and counseling to broaden access, athletics, supporting cultural activities, offering graduate programs, leasing facilities, and increasing standards.

The second item used as measures the criteria in Section III of the Southern Association of Colleges and Schools, expected educational results, evaluation of instructional programs, and institutional research activities.

The "evaluation of department" classification contained three literature items. Two items used the activities and accomplishments of the department as the measures of effectiveness. The third item examined

staffing patterns as the measures.

Three of the four items on evaluation criteria specify similar measures such as quality of programs, financial resources, learner outcomes, and generation of knowledge. One item used quantitative data as the measure of effectiveness. The data included enrollment data, degrees offered, number of graduates, test scores and ethnic characteristics of the students.

Within the respective taxonomy classification and dimension the measures were similar in intent and for the most part similar measures were specified. The deviation occurred by the extent and depth of examination. Some items were very narrow in approach and concept using a single measure while others sought to examine all aspects of the activity for effectiveness.

Objective 4.

To Determine the Variables Identified in Research on Institutional Effectiveness

Research on Institutions Variables

Research on institutional effectiveness at three universities used a 66 item survey to gather student perceptions of effectiveness for various activities.

The 66 items were then clustered to produce 10 domains or variables of effectiveness. The variables produced were programs and services for students, emphasis on minorities and women, quality of research and teaching, research and knowledge dissemination. Additional variables were workshops and counseling to broaden access, athletics, supporting cultural activities, offering graduate programs, leasing facilities, and increasing standards.

Other research on institutional effectiveness used variables such as student outcomes, goals of quality instruction, research and scholarship, service or outreach in terms of faculty outcomes, and teaching and advising. Additional research variables were mission statements, human resources including faculty, administration, staffing and students, educational support services, financial and physical resources, and community relations.

Research on Department Variables

Research on the effectiveness of departments were grouped by the type of department researched. Six items reported the results of research conducted on the effectiveness of library activities. The research

variables included staff activities, staffing patterns, employee performance, personal characteristics of staff, organizational structure, management style, facilities, services offered and library policies.

Three research items examined the effectiveness of cooperative extension departments. Variables reported in the first research item were staffing patterns. The variables for the second research item were extension programs, information resources, faculty development activities, and media type preferred by clients. The third research item reported the variables used were perceptions of recipients to cooperative extension, media usage, age, education, farm size, degree of fatalism, and social participation.

Two research efforts examined research development center effectiveness. The first research item reported the use of a single variable. The variable examined the extent multidisciplinarity development was evident at the center. In the second research item the variables were the extent of inner-orientation and outer-orientation of the center. Other variables for the research were the ranking of two school districts according to seven stages of concern and their collaborative efforts with the research and development

center.

Research on effectiveness in a political science department used the variables governance, relationship of members, and degree of organizational change. The variables for research at two graduate schools of business included the goals and perspectives of the organization and the organization of tasks. Research on effectiveness conducted at a biomedical research center used communication patterns as the variables. Research variables on the effectiveness of the college of arts and sciences at five universities were organizational structure, administrative structure, and governance.

Research on Staffing Variables

Research on the effectiveness of staffing for a cooperative extension department used the cultural values of the region as variables. The variables reported were familism, neighborliness, love of home place, individualism, personalism, modesty, being one's self, sense of humor, and religion. Other variables in the research were the extent cultural values were reflected in staff work and cultural values endorsed by the staff.

Additional research on the effectiveness of staffing used variables concerning various staffing patterns. The staffing pattern variables were county/state, multicounty/state, county/multicounty/state, and clientele perceptions of staffing effectiveness by pattern.

Research on effectiveness at an urban university used the variables humor type, organization type, cosmopolitan and local. The variables for a fourth research item were size of geographic area, number of african-oriented scholars in area, and number of African-oriented faculty from area. Other variables reported for the research were number of African studies at the institution, current level of interest in African studies by associations and current level of interest in African studies by institutions.

Research on Committees Variables

Research on effectiveness of a search and screen committee used cost analysis variables. The variables were individual committee member rate and time spent in search and screen activities. The variables used for research on effectiveness of a library committee were position [of the committee] in the college and library

structure, committee role, committee activities, and resource allocation.

Research on Community Service Variables

Organizational structure and techniques used for community service efforts were used as variables in research on the effectiveness of community service.

Research on Institutional Planning Variables

The variables for research on the effectiveness of institutional planning were master planning activities, resource allocation by organizational level, and program evaluation activities. Other variables were perceived utility of planning and problems of planning.

Research on General Education Variables

Research on effectiveness of the general education curriculum at a single college used several tests as variables. The tests were The American College Testing (ACT) Objective Test, Activity Inventory of the College Outcomes Measurement Project, ACT Education Services Survey, Student Opinion Survey and Alumni Survey Instrument. These instruments were reported to measure students communication skills, problem-solving skills, value definition, functioning in social institutions,

use of science and technology, and use of the arts.

Research on Evaluation Criteria Variables

Research on effectiveness factors used the variables enrollment by race, total degrees by race, Scholastic Aptitude Test scores by race, total black enrollment, total black graduates, and demographic data from traditionally white and traditionally black colleges.

Research on Student Learning Variables

Research on the effectiveness of student learning used the variables student perceptions of education, success in the marketplace, attitudes toward education, career status, vocational success, job search strategies, and salary level. This research also examined minority and non-minority success after college, male and female employment and the extent of graduates continuing their education.

Research on Associations Variables

The variables used in a case study on the effectiveness of an association were based on the role of sociologists in the association. The variables were contributions to and role of sociologists in policy

formulation, and the role sociology played in decision making for the association.

Objective 5.

To Identify the Various Definitions of Institutional Effectiveness Terms Presented in the Literature

The following terms were defined in the four-year college/university literature:

Organizational effectiveness.

1. ...organizational effectiveness was conceptually defined as the perception by a strategic constituency of the successful implementation of an activity considered to be important to the mission of the university.

Effectiveness was operationally defined as the congruence between the importance of an activity and its perceived level of achievement (Kleeman, Gary L., and Richardson, Richard C., Jr., 1985, p. 5.

2. ...is composed of two concepts: (1) job satisfactions and (2) employee performance (Vaughn, William J., and Dunn, J. D., 1972, p. 2).

3. ...that state of affairs which exists in any type of organization (civil, military,

ecclesiastical) when the total array of resources available to the organization (men, material, money) is being employed efficiently to accomplish the goals and objectives of the organization without undue depletion and exhaustion of those resources (Vaughn, William J., and Dunn, J. D., 1972, p. 2).

Criteria

...refers to the dimensions according to which an educational program might be examined...criteria may be distinguished from standards, indicators, and measures (Gooler, Dennis D., 1975, p. 8).

Standards

...are benchmarks of acceptability or excellence. They define how much and/or what kind of something is adequate. Standards reflect values, as do statements of goals. For purposes of judgement, specific standards must be developed for each criterion. to provide guidance in interpreting indicator data (Gooler, Dennis D., 1975, p. 9).

Indicators

...are what is accepted as evidence of the factual status of a program or product with respect to a given criterion (Gooler, Dennis D.,

1975, p. 9).

Measures

...are defined...as the means or instruments for obtaining indicators data (Gooler, Dennis D., 1975, p. 9).

Success

...the favorable or prosperous termination of attempts or endeavors...to accomplish what is attempted or intended; to happen or terminate according to desire; have a desired result (Gooler, Dennis D., 1975, p. 10).

Objective 6.

To Determine the Extent Various Literature

Addresses Similar Issues

Four-year college/university research on effectiveness examined subjects from associations to student learning. Research in this category investigated the effectiveness of departments more than any other subject. The subjects by percentage were institutions (12.9%), departments (48.4%), staffing (12.9%), committees (6.5%), and community service (3.3%). Other subjects of research were institutional planning (3.2%), general education (3.2%), evaluation

criteria (3.2%), student learning (3.2%), and associations (3.2%), (see Figure 26).

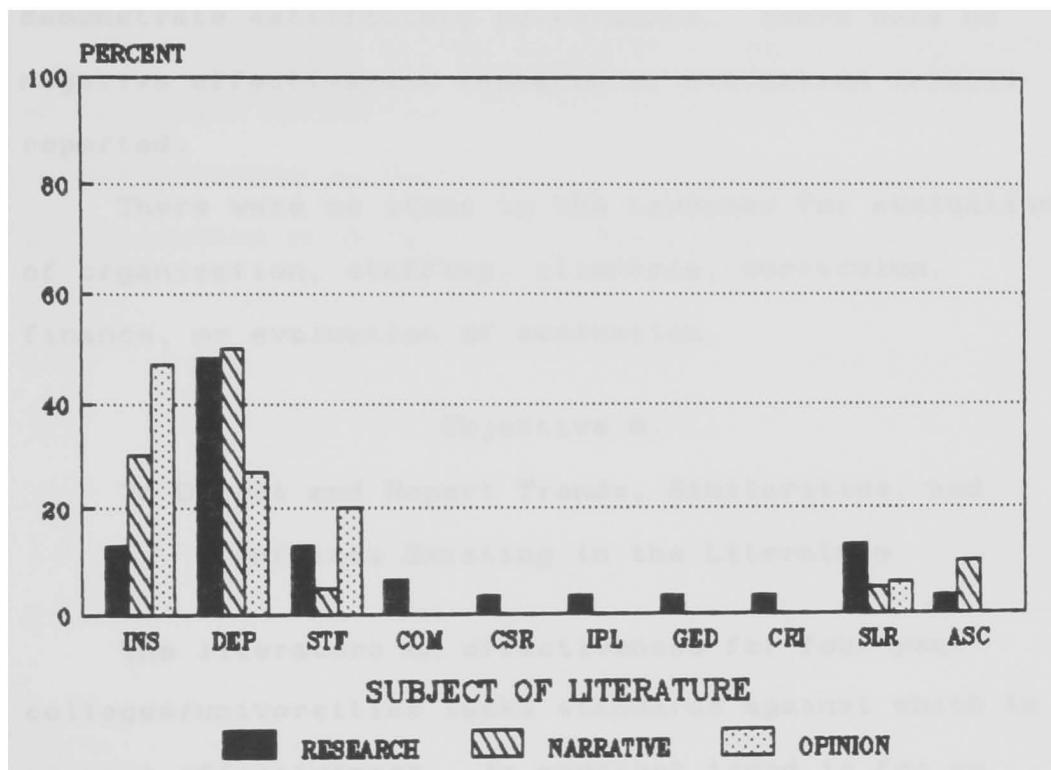
Narrative item subjects were grouped to match the research subjects. The subjects of narrative items by percentage were institutions (30%), departments (50%), staffing (5%), committees (0%), community service (0%), and institutional planning (0%). Other narrative item subjects were general education (0%), evaluation criteria (0%), student learning (5%), associations (10%), (see Figure 26).

The subjects of the fifteen opinion items were collapsed for comparison with the research and narrative item subjects. The subjects of opinion items were institutions (47%), departments (27%), staffing (20%), committees (0%), community service (0%), and institutional planning (0%). Other subjects were general education (0%), evaluation criteria (0%), student learning (6%), associations (0%), (see Figure 26).

Objective 7.

To Determine if Important Effectiveness Characteristics Have Been Omitted or Overlooked in the Literature

The four-year colleges/university literature



n=66

Figure 26. Four-year college/university literature by subject of literature by form.

INS INSTITUTION
 DEP DEPARTMENT
 STF STAFFING
 COM COMMITTEE
 CSR COMMUNITY SERVICE
 IPL INSTITUTIONAL PLANNING
 GED GENERAL EDUCATION
 CRI CRITERIA
 SLR STUDENT LEARNING
 ASC ASSOCIATIONS

lacks standards for evaluating activities the items purport to investigate. The research appears to gather data to support only positive results and to demonstrate satisfactory performance. There were no negative effectiveness research or evaluation results reported.

There were no items in the taxonomy for evaluation of organization, staffing, clientele, curriculum, finance, or evaluation of evaluation.

Objective 8.

To Detect and Report Trends, Similarities, and Conflicts Existing in the Literature

The literature on effectiveness for four-year colleges/universities lacks standards against which to measure effectiveness. An apparent trend is for an author to define effectiveness in his or her own terms for a particular point of view and then develop survey data to support the definition.

The four-year college/university literature is clustered around subjects on effectiveness for institutions, departments, and staffing. Faculty, students, and clientele served by the institution were surveyed more than other groups.

The reports of the surveys show positive results regarding the effectiveness of the issue under examination.

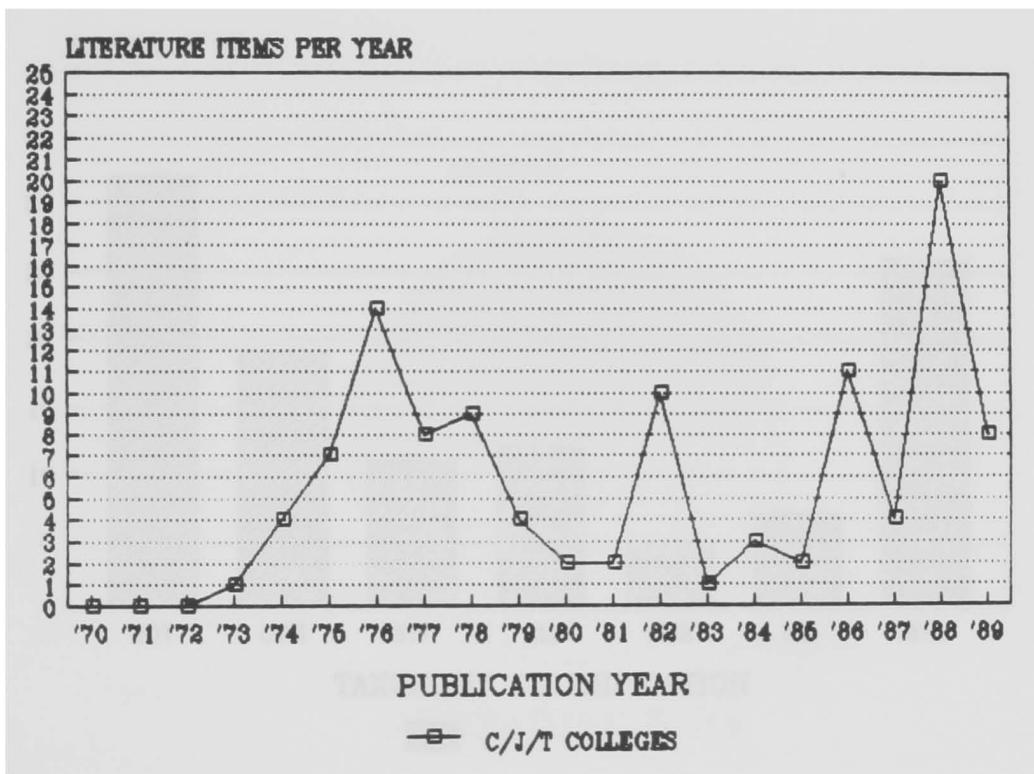
The conflicts in the literature come from the lack of consensus definition for effectiveness. Most research relies on the perceptions of individuals participating in programs for measuring effectiveness.

CHAPTER FIVE
DESCRIPTION OF COMMUNITY, JUNIOR, TECHNICAL COLLEGE
LITERATURE

The community, junior, and technical college category contained one-hundred-twelve separate literature items (see Appendix D). One-hundred-eleven items were published between 1970 and 1990. One item in this category was published before 1970 and is annotated in Table 10 with an asterisk. The literature was reviewed and assigned to taxonomy classifications. Over fifty percent of the literature was published between 1974 and 1982. Forty-eight items (43%) were published between 1984 and 1990 (see Figure 27).

Thirty-two items (29%) were written on governance, nineteen (17%) on organization, and eleven (10%) on staffing issues. Twelve items (11%) were written on clientele, five (4%) on curriculum, seven (6%) on finance, and twenty-six items (23%) address evaluation of effectiveness (see Figure 28).

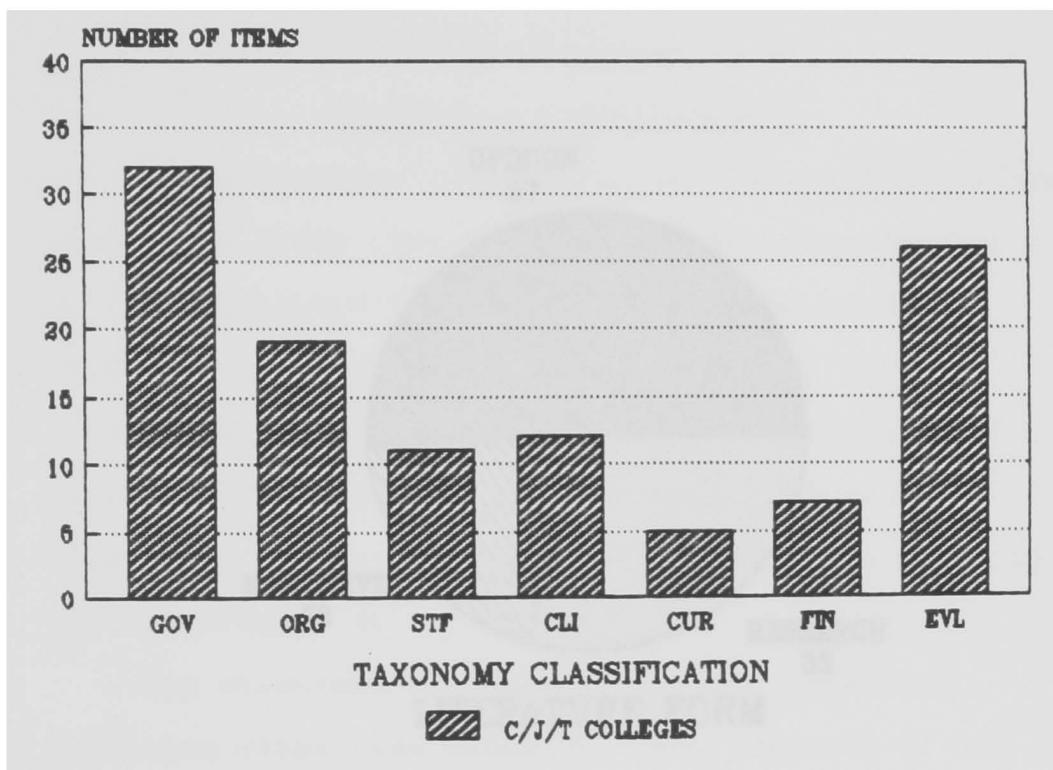
Thirty-three items (29%) in the community, junior, and technical college category were research items, twenty-two (20%) were narrative items, and fifty-seven (51%) were opinion items (see Figure 29,



n=112

Figure 27. Community, junior, technical college literature by publication year.

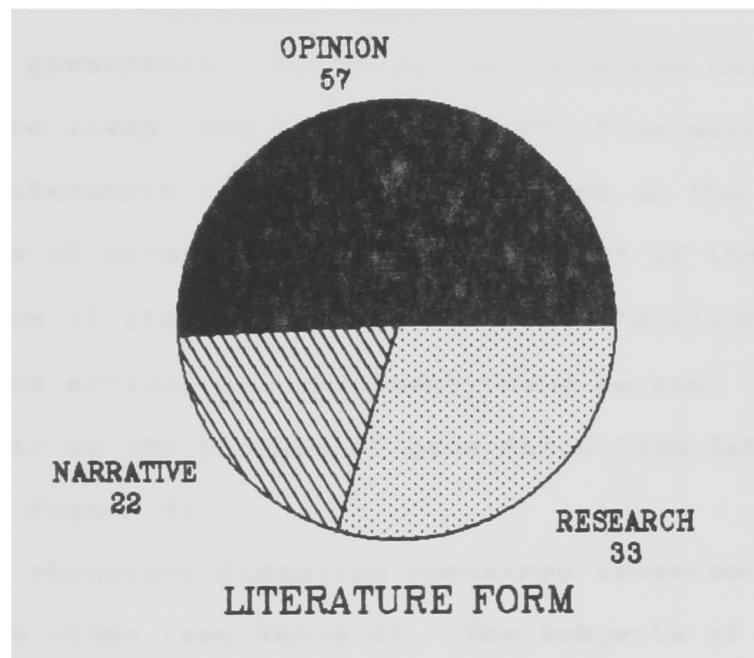
NOTE: One item published before 1970 not shown on graph.
One item published in 1990 not shown on graph.



n=112

Figure 28. Community, junior, technical college literature by taxonomy classification.

GOV GOVERNANCE
 ORG ORGANIZATION
 STF STAFFING
 CLI CLIENTELE
 CUR CURRICULUM
 FIN FINANCE
 EVL EVALUATION



n=112

Figure 29. Community, junior, technical college
literature by literature form.

see also Table 9).

Subjects of the Literature by Taxonomy Classification and Dimension

Governance Classification

The governance classification contained thirty-one literature items (see Table 9). Fifty-five percent of the literature (17 items) was written on the structure of governance. Sixteen percent of the literature (5 items) was written on the function of governance activities, and twenty-nine percent (9 items) was on the process of governance (see Table 10, see also Figure 30).

The structure dimension contained seventeen literature items (see Table 9). The subjects of the literature ranged from governance for institutions to literature which described evaluation of financial management.

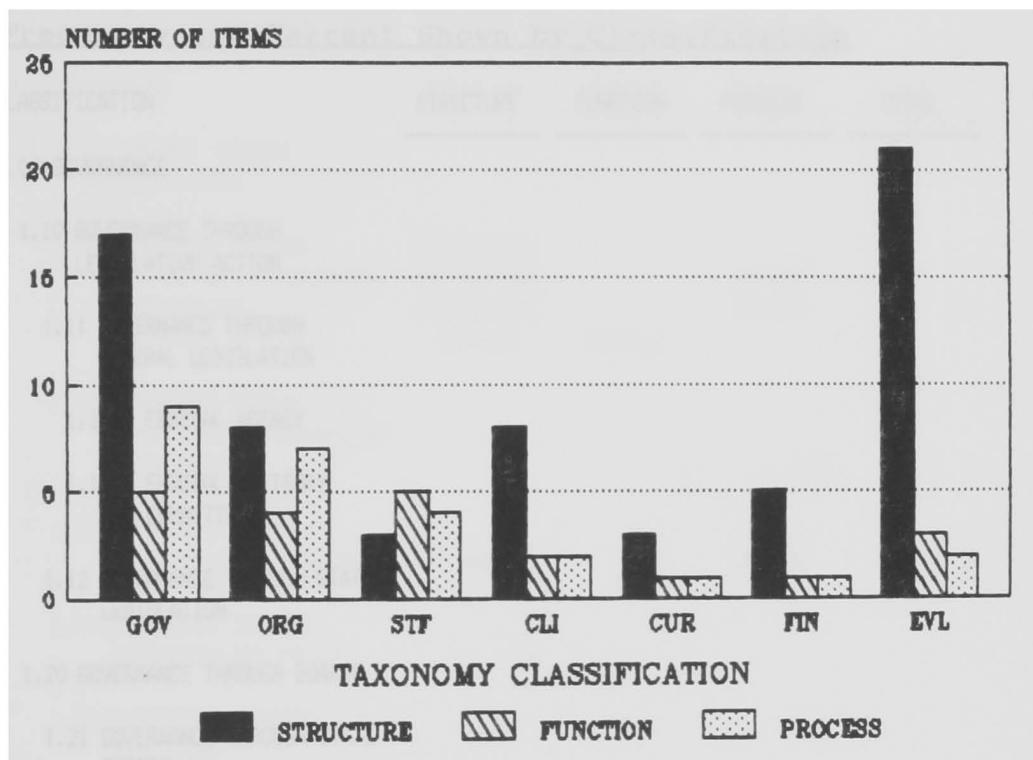
The function dimension contained five literature items. The subjects were the role of local board governance, governance of institutions, and the role of institutional research.

The process dimension contained nine literature items (see Table 9). The subjects of the literature

Table 9

Number of Literature Items by Taxonomy ClassificationDimension and Literature Form

Taxonomy Class	Dimension				Total
	Structure	Function	Process		
Governance					
Research	4	0	1		5
Narrative	3	0	3		6
Opinion	10	5	5		20
Sub-Total	17	5	9		31
Organization					
Research	2	1	3		6
Narrative	2	0	2		4
Opinion	4	3	2		9
Sub-Total	8	4	7		19
Staffing					
Research	2	0	2		4
Narrative	0	1	0		1
Opinion	1	4	2		7
Sub-Total	3	5	4		12
Clientele					
Research	2	1	1		4
Narrative	2	0	1		3
Opinion	4	1	0		5
Sub-Total	8	2	2		13
Curriculum					
Research	2	0	0		2
Narrative	1	0	0		1
Opinion	0	1	1		2
Sub-Total	3	1	1		5
Finance					
Research	3	0	0		3
Narrative	0	0	0		0
Opinion	2	1	1		2
Sub-Total	5	1	1		7
Evaluation					
Research	9	0	0		9
Narrative	7	0	0		7
Opinion	5	3	2		10
Sub-Total	21	3	2		26
Grand Total	65	21	26		112



n=112

Figure 30. Community, junior, technical college
literature by dimension by taxonomy classification.

GOV GOVERNANCE
 ORG ORGANIZATION
 STF STAFFING
 CLI CLIENTELE
 CUR CURRICULUM
 FIN FINANCE
 EVL EVALUATION

Table 10

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
1.00 GOVERNANCE				
1.10 GOVERNANCE THROUGH LEGISLATIVE ACTION				
1.11 GOVERNANCE THROUGH FEDERAL LEGISLATION				
1.11.1 FEDERAL AGENCY				
1.11.2 FEDERAL ADVISORY COMMITTEES				
1.12 GOVERNANCE THROUGH STATE LEGISLATION				
1.20 GOVERNANCE THROUGH BOARDS				
1.21 GOVERNANCE THROUGH STATE BOARDS				
1.22 GOVERNANCE THROUGH LOCAL BOARDS	506		526	2

Note: Numbers in matrix refer to literature listed in Appendix d.

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
1.30 GOVERNANCE THROUGH ADMINISTRATION				
1.31 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT (INSTITUTION)	423-426-430 431-437-441 443-501-503 505-520		425-445 458-504 502-516	17
1.32 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT (DEPARTMENT)			509	1
1.33 GOVERNANCE THROUGH ADMINISTRATIVE PLANNING	470-483-527		482-484	5
1.34 GOVERNANCE THROUGH ADMINISTRATIVE POLICY	421			1
1.35 GOVERNANCE THROUGH COMMITTEES				
1.36 GOVERNANCE THROUGH ADMINISTRATIVE INSTITUTIONAL RESEARCH	495	448-471		3
1.37 GOVERNANCE THROUGH ADMINISTRATIVE SELF-STUDY	463		529	2
TOTAL ITEMS IN DIMENSION	17	5	9	
PERCENT ITEMS IN DIMENSION	55	16	29	
TOTAL ITEMS IN CLASSIFICATION				31
PERCENT ITEMS IN CLASSIFICATION				28

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
2.00 ORGANIZATION				
2.10 ORGANIZATION OF FEDERAL AGENCIES				
2.11 ORGANIZATION OF FEDERAL DEPARTMENT/DIVISION				
2.12 ORGANIZATION OF FEDERAL ADVISORY COMMITTEES				
2.20 ORGANIZATION OF STATE AGENCIES				
2.21 ORGANIZATION OF STATE DEPARTMENT/DIVISION				
2.22 ORGANIZATION OF STATE ADVISORY COMMITTEES				
2.30 ORGANIZATION OF INSTITUTION 433-438-468	530	507	500	5
2.31 ORGANIZATION OF DEPARTMENT		450-467-510		3
2.32 ORGANIZATION OF COMMITTEES 424-464				2
2.32.2 LOCAL ADVISORY COMMITTEES				
2.33 ORGANIZATION CULTURE/CLIMATE				

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
2.34 ORGANIZATION MISSION	454-465			2
2.35 ORGANIZATION GOALS		515	449	2
2.36 ORGANIZATION PRODUCTIVITY	428-429		496	3
2.37 ORGANIZATION DEVELOPMENT			453	1
2.38 ORGANIZATION ASSOCIATIONS				
TOTAL ITEMS IN DIMENSION	8	4	7	
PERCENT ITEMS IN DIMENSION	42	21	37	
TOTAL ITEMS IN CLASSIFICATION				19
PERCENT ITEMS IN CLASSIFICATION				17

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
3.00 STAFFING				
3.10 ADMINISTRATIVE PERSONNEL				
3.11 LINE MANAGERS	436	422-461-487	493-498-508	7
3.12 STAFF MANAGERS		512		1
3.20 FACULTY PERSONNEL				
3.21 TEACHING FACULTY	435-452		491	3
3.22 RESEARCH FACULTY				
3.30 SUPPORT PERSONNEL				
3.40 STAFFING ASSOCIATIONS			499	1

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
3.50 PROFESSIONAL DEVELOPMENT				
3.51 ADMINISTRATIVE PERSONNEL				
3.52 FACULTY PERSONNEL				
3.53 SUPPORT PERSONNEL				
3.60 STAFFING SALARIES				
3.61 ADMINISTRATIVE PERSONNEL				
3.62 FACULTY PERSONNEL				
3.63 SUPPORT PERSONNEL				
TOTAL ITEMS IN DIMENSION	3	5	4	12
PERCENT ITEMS IN DIMENSION	25	42	33	
TOTAL ITEMS IN CLASSIFICATION				12
PERCENT ITEMS IN CLASSIFICATION				11

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
4.00 CLIENTELE				
4.10 STUDENT LEARNING	494-524		478	3
4.20 ALUMNI				
4.30 ADMISSIONS	485-519		481	3
4.31 RECRUITMENT				
4.32 RETENTION				
4.33 MARKETING				
4.40 STUDENT ACTIVITIES	447			1
4.50 STUDENT SERVICES/AFFAIRS/ DEVELOPMENT	462-476	513		3
4.60 COMMUNITY SERVICES	434	477		2
4.70 STUDENT ASSOCIATIONS				
TOTAL ITEMS IN DIMENSION	8	2	2	
PERCENT ITEMS IN DIMENSION	66	17	17	
TOTAL ITEMS IN CLASSIFICATION				12
PERCENT ITEMS IN CLASSIFICATION				11

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
5.00 CURRICULUM				
5.10 CURRICULUM PROGRAM				
5.10.1 CURRICULUM PROGRAM DEVELOPMENT				
5.11 CURRICULUM INSTRUCTION				
5.12 CURRICULUM INSTRUCTIONAL DEVELOPMENT			497	1
5.13 CURRICULUM COURSE(S)				
5.14 CURRICULUM SCHEDULE	427			1
5.15 CURRICULUM COMMITTEES	451	511		2
5.16 CURRICULUM EQUIPMENT				
5.17 CURRICULUM SUPPLIES				
5.18 CURRICULUM FACILITIES				
5.18.1 CURRICULUM FACILITIES DEVELOPMENT				

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
5.19 CURRICULUM FACULTY				
5.20 GENERAL EDUCATION CURRICULUM				
5.30 VOCATIONAL EDUCATION CURRICULUM	432			1
TOTAL ITEMS IN DIMENSION	3	1	1	
PERCENT ITEMS IN DIMENSION	60	20	20	
TOTAL ITEMS IN CLASSIFICATION				5
PERCENT ITEMS IN CLASSIFICATION				4
5.00 FINANCIAL MANAGEMENT				
6.10 REVENUE SOURCES	432-442-457		517	4
6.20 BUDGETING	444			1
6.30 COSTS				
6.40 FOUNDATION(S)	466	490		2
TOTAL ITEMS IN DIMENSION	5	1	1	
PERCENT ITEMS IN DIMENSION	72	14	14	
TOTAL ITEMS IN CLASSIFICATION				7
PERCENT ITEMS IN CLASSIFICATION				6

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.00 EVALUATION				
7.10 EVALUATION OF GOVERNANCE				
7.11 EVALUATION OF FEDERAL LEGISLATION				
7.11.1 EVALUATION OF FEDERAL AGENCIES				
7.11.2 EVALUATION OF FEDERAL ADVISORY COMMITTEES				
7.12 EVALUATION OF STATE LEGISLATION				
7.12.1 EVALUATION OF STATE AGENCIES				
7.12.2 EVALUATION OF HIGHER EDUCATION SYSTEMS				
7.13 EVALUATION OF BOARDS				
7.13.1 EVALUATION OF STATE BOARDS				
7.13.2 EVALUATION OF LOCAL BOARDS				

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.14 EVALUATION OF ADMINISTRATION				
7.14.1 EVALUATION OF ADMINISTRATION (INSTITUTION)	420-472-480 489-492-522 528-531		486	514-518
7.14.2 EVALUATION OF ADMINISTRATION (DEPARTMENT)	446-469			2
7.14.3 EVALUATION OF ADMINISTRATIVE PLANNING				
7.14.4 EVALUATION OF ADMINISTRATIVE COMMITTEES				
7.14.5 EVALUATION OF ADMINISTRATIVE INSTITUTIONAL RESEARCH				
7.14.6 EVALUATION OF ADMINISTRATIVE SELF-STUDY				

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.20 EVALUATION OF ORGANIZATION				
7.21 EVALUATION OF ORGANIZATION OF FEDERAL AGENCIES				
7.21.1 EVALUATION OF ORGANIZATION OF FEDERAL DEPARTMENT/ DIVISION				
7.21.2 EVALUATION OF ORGANIZATION OF FEDERAL ADVISORY COMMITTEES				
7.22 EVALUATION OF ORGANIZATION OF STATE AGENCIES				
7.22.1 EVALUATION OF ORGANIZATION OF STATE DEPARTMENT/DIVISION				
7.22.2 EVALUATION OF ORGANIZATION OF STATE ADVISORY COMMITTEES				
7.23 EVALUATION OF ORGANIZATION OF INSTITUTION				
7.23.1 EVALUATION OF ORGANIZATION OF DEPARTMENT				

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.23.2 EVALUATION OF ORGANIZATION OF COMMITTEES				
7.23.2.1 EVALUATION OF ORGANIZATION OF LOCAL ADVISORY COMMITTEES				
7.23.3 EVALUATION OF ORGANIZATION CULTURE/CLIMATE				
7.24 EVALUATION OF ORGANIZATION MISSION				
7.25 EVALUATION OF ORGANIZATION GOALS				
7.26 EVALUATION OF ORGANIZATION PRODUCTIVITY				
7.27 EVALUATION OF ORGANIZATION DEVELOPMENT				
7.28 EVALUATION OF ORGANIZATION ASSOCIATIONS				

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.30 EVALUATION OF STAFFING				
7.31 EVALUATION OF ADMINISTRATIVE PERSONNEL				
7.31.1 EVALUATION OF LINE MANAGERS				
7.31.2 EVALUATION OF STAFF MANAGERS				
7.32 EVALUATION OF FACULTY PERSONNEL				
7.32.1 EVALUATION OF TEACHING FACULTY				
7.32.2 EVALUATION OF RESEARCH FACULTY				
7.33 EVALUATION OF SUPPORT PERSONNEL				
7.34 EVALUATION OF STAFFING ASSOCIATIONS				
7.35 EVALUATION OF STAFFING PROFESSIONAL DEVELOPMENT				
7.35.1 EVALUATION OF PROFESSIONAL DEVELOPMENT ADMINISTRATIVE PERSONNEL				

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.35.2 EVALUATION OF PROFESSIONAL DEVELOPMENT FACULTY PERSONNEL				
7.35.3 EVALUATION OF PROFESSIONAL DEVELOPMENT SUPPORT PERSONNEL				
7.36 EVALUATION OF STAFFING SALARIES				
7.36.1 EVALUATION OF STAFFING SALARIES ADMINISTRATIVE PERSONNEL				
7.36.2 EVALUATION OF STAFFING SALARIES FACULTY PERSONNEL				
7.36.3 EVALUATION OF STAFFING SALARIES SUPPORT PERSONNEL				

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.40 EVALUATION OF CLIENTELE				
7.41 EVALUATION OF STUDENT LEARNING	459-470-474 475-523-525		521	7
7.42 EVALUATION OF ALUMNI				
7.43 EVALUATION OF ADMISSIONS				
7.43.1 EVALUATION OF RECRUITMENT				
7.43.2 EVALUATION OF RETENTION				
7.43.3 EVALUATION OF MARKETING				
7.44 EVALUATION OF STUDENT ACTIVITIES				
7.45 EVALUATION OF STUDENT SERVICES/AFFAIRS/ DEVELOPMENT				
7.46 EVALUATION OF COMMUNITY SERVICES				
7.47 EVALUATION OF STUDENT ASSOCIATIONS				

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.50 EVALUATION OF CURRICULUM				
7.51 EVALUATION OF CURRICULUM PROGRAM				
7.51.1 EVALUATION OF CURRICULUM PROGRAM DEVELOPMENT				
7.51.2 EVALUATION OF CURRICULUM INSTRUCTION				
7.51.3 EVALUATION OF CURRICULUM INSTRUCTION DEVELOPMENT				
7.51.4 EVALUATION OF CURRICULUM COURSE(S)				
7.52 EVALUATION OF CURRICULUM SCHEDULE				
7.53 EVALUATION OF CURRICULUM COMMITTEES				
7.54 EVALUATION OF CURRICULUM EQUIPMENT				
7.54.1 EVALUATION OF CURRICULUM SUPPLIES				

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.55 EVALUATION OF CURRICULUM FACILITIES				
7.55.1 EVALUATION OF CURRICULUM FACILITIES DEVELOPMENT				
7.56 EVALUATION OF CURRICULUM FACULTY				
7.57 EVALUATION OF GENERAL EDUCATION CURRICULUM				
7.58 EVALUATION OF VOCATIONAL EDUCATION CURRICULUM				
7.60 EVALUATION OF FINANCIAL MANAGEMENT	440			1
7.61 EVALUATION OF REVENUE SOURCES				
7.62 EVALUATION OF BUDGETING				
7.63 EVALUATION OF COSTS				
7.64 EVALUATION OF FOUNDATION(S)				

(table continues)

Table 10 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.70 EVALUATION OF EVALUATION				
7.71 EVALUATION OF GOVERNANCE				
7.72 EVALUATION OF ORGANIZATION				
7.73 EVALUATION OF STAFFING				
7.74 EVALUATION OF CLIENTELE				
7.75 EVALUATION OF CURRICULUM				
7.76 EVALUATION OF FINANCIAL MANAGEMENT				
7.77 EVALUATION OF EVALUATION ACTIVITIES	460			1
7.78 EVALUATION CRITERIA	455-479-488	456		4
7.79 EVALUATION OF QUALITY				
TOTAL ITEMS IN DIMENSION	21	3	2	
PERCENT ITEMS IN DIMENSION	81	11	8	
TOTAL ITEMS IN CLASSIFICATION				26
PERCENT ITEMS IN CLASSIFICATION				23

included processes involved in local board governance to the processes for self-study.

Organization Classification

The organization classification contained nineteen literature items (see Table 9). Forty-two percent of the literature (8 items) was written on structure, twenty-one percent (4 items) on function, and thirty-seven percent (7 items) on the process of organization (see Table 10, see also Figure 30).

The structure dimension contained eight literature items. The subjects of the literature ranged from the organization of institutions to literature on organizational productivity.

The function dimension contained four literature items (see Table 9). The subjects were the role of organization for institutions, role of organizational mission, and literature on organizational goals.

The process dimension contained seven literature items. The subjects were processes involved in the organization of institutions to literature which discussed organizational development.

Staffing Classification

The staffing classification contained twelve

literature items (see Table 9). Twenty-five percent of the literature (3 items) was written on structure, forty-two percent (5 items) on function, and thirty-three percent (4 items) on process (see Table 10, see also Figure 30).

The structure dimension contained three literature items. The subject of the first item was line managers. The subject of two other items was teaching faculty effectiveness.

The function dimension contained five literature items. The subject of three items was the role of line managers. The subject of the fourth item was staff manager functions. The subject of the fifth item was the role of teaching faculty.

The process dimension contained four literature items. The subject of three items was processes for line managers. The subject of the fourth item was processes for staff managers.

Clientele Classification

The clientele classification contained twelve literature items (see Table 9). Sixty-seven percent of the literature (8 items) was written on structure, seventeen percent (2 items) on function, and sixteen

percent (2 items) on process (see Table 10, see also Figure 30).

The structure dimension contained eight literature items. The subjects of the literature ranged from the form for student learning to items on community services.

The function dimension contained two literature items. The subject of the first literature items was the role of student services. The subject of the second literature item was the role of community services.

The process dimension contained one literature item. The subject of the item was student learning processes.

Curriculum Classification

The curriculum classification contained five literature items (see Table 9). Sixty percent of the literature (3 items) was written on structure, twenty percent (1 item) on function, and twenty percent (2 items) on process (see Table 10, see also Figure 30).

The structure dimension contained three literature items. The subject of the first item was curriculum schedules. The subject of the second item was

curriculum committee structure. The subject of the third item was vocational education.

The function dimension contained one literature item. The subject was the role of curriculum committees.

The process dimension contained one literature item. The subject was curriculum instructional development.

Finance Classification

The finance classification contained seven literature items (see Table 9). Seventy-two percent of the literature (5 items) was written on structure, fourteen percent (1 item) on function, and fourteen percent (1 item) on process (see Table 10, see also Figure 30).

The structure dimension contained five literature items. The subject for three items was the form of revenue sources. The subject of the fourth literature item was budgeting. The subject of the fifth literature item was foundations.

The function dimension contained one literature item. The subject was the role of foundations.

The process dimension contained one literature

item. The subject was revenue sources.

Evaluation Classification

The evaluation classification contained twenty-six literature items (see Table 9). Eighty-one percent of the literature (21 items) was written on structure, eleven percent (3 items) on function, and eight percent (2 items) on process (see Table 10, see also Figure 30).

The structure dimension contained twenty-one literature items. The subjects ranged from evaluation of institutions to the structure of evaluation for financial management.

The function dimension contained three literature items. The subject of the first literature item was the role of evaluation for institutions. The subject of the second literature item was student learning. The subject of the third literature item was the problems of developing criteria and the role of evaluation.

The process dimension contained two literature items. The subject of both items was the process of evaluation for institutions.

Objective 1.

Characteristics of Institutional Effectiveness Research

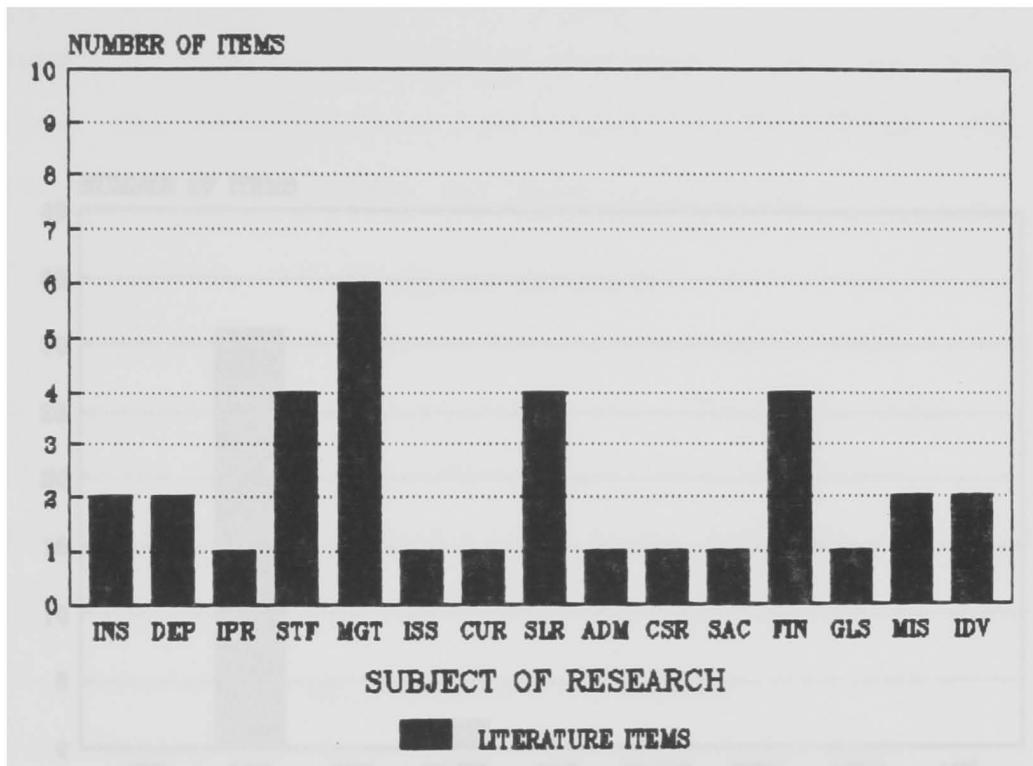
Thirty-three literature items (29.5%), in the community, junior, and technical college category were identified as research on effectiveness issues.

Subjects of Research

The subject areas for research were institutions, departments, institutional productivity, staffing, management, and institutional self-study. Other research subjects were curriculum, student learning, admissions, community service. Additional research subjects were student activities, finance, goals, mission, and institutional development (see Figure 31).

Methods of Research

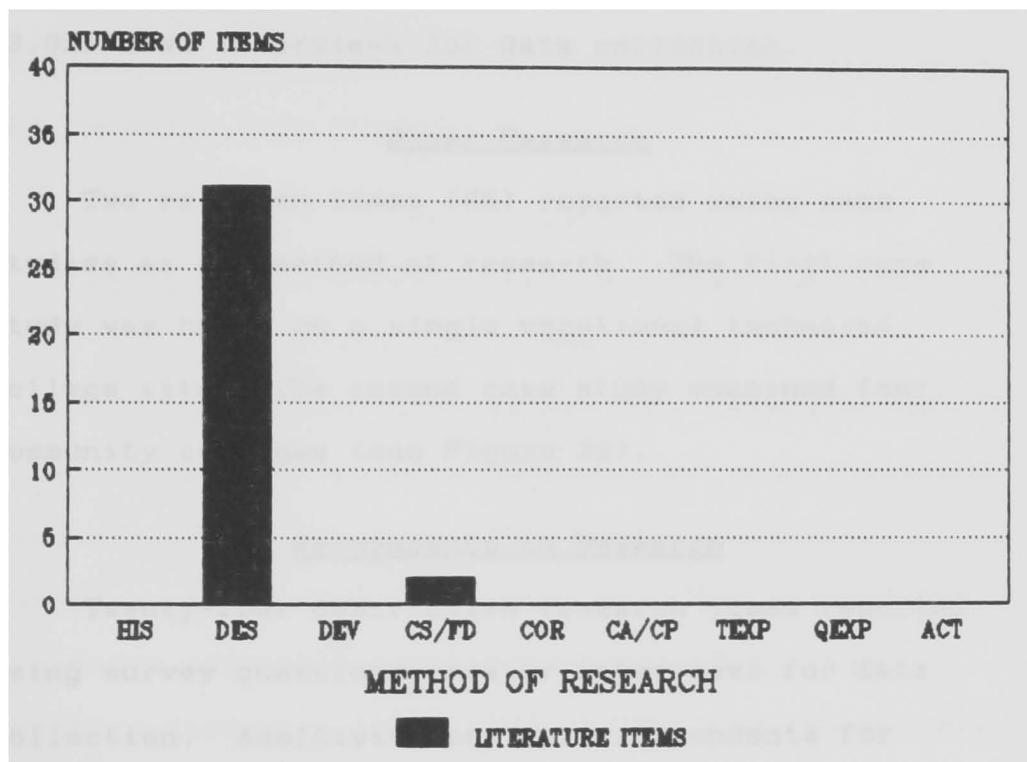
The methods for research were identified and categorized according to Isaac and Michael's nine research methods (see Figure 32). Thirty-one research items (94%) reported using descriptive research methods. Twenty-three items (69.7%) reported research based on respondents perceptions of various effectiveness issues. Five descriptive research (16.1%) used record documents as the basis for



n=33

Figure 31. Community, junior, and technical college literature by subject of research.

INS	INSTITUTION
DEP	DEPARTMENT
IPR	INSTITUTIONAL PRODUCTIVITY
STF	STAFFING
MGT	MANAGEMENT
ISS	INSTITUTIONAL SELF-STUDY
CUR	CURRICULUM
SLR	STUDENT LEARNING
ADM	ADMISSIONS
CSR	COMMUNITY SERVICE
SAC	STUDENT ACTIVITIES
FIN	FINANCE
GLS	GOALS
MIS	MISSION
IDV	INSTITUTIONAL DEVELOPMENT



n=33

Figure 32. Community, junior, and technical college literature by method of research.

HIS	HISTORICAL
DES	DESCRIPTIVE
DEV	DEVELOPMENTAL
CS/FD	CASE OR FIELD
COR	CORRELATIONAL
CA/CP	CAUSAL-COMPARATIVE
TEXP	TRUE EXPERIMENT
QEXP	QUASI-EXPERIMENT
ACT	ACTION

research. One item (3.0%) reported tests results were used for research on student learning. One item (3.0%) based the research on a literature review and one item (3.0%) used interviews for data collection.

Other Research

Two research items (6%) reported using case studies as the method of research. The first case study was based on a single vocational technical college site. The second case study examined four community colleges (see Figure 32).

Respondents to Research

Twenty-four descriptive research items reported using survey questionnaires or interviews for data collection. Administrators were respondents for seventy percent of the research. Forty-two percent of the research used administrators as the single source of information. Students were respondents in twenty-five percent (six items) of the research and faculty were respondents for four percent (one item) of the research.

Other research used a combination of respondents for data collection. Administrators and faculty were respondents for 17% (four items) of the research.

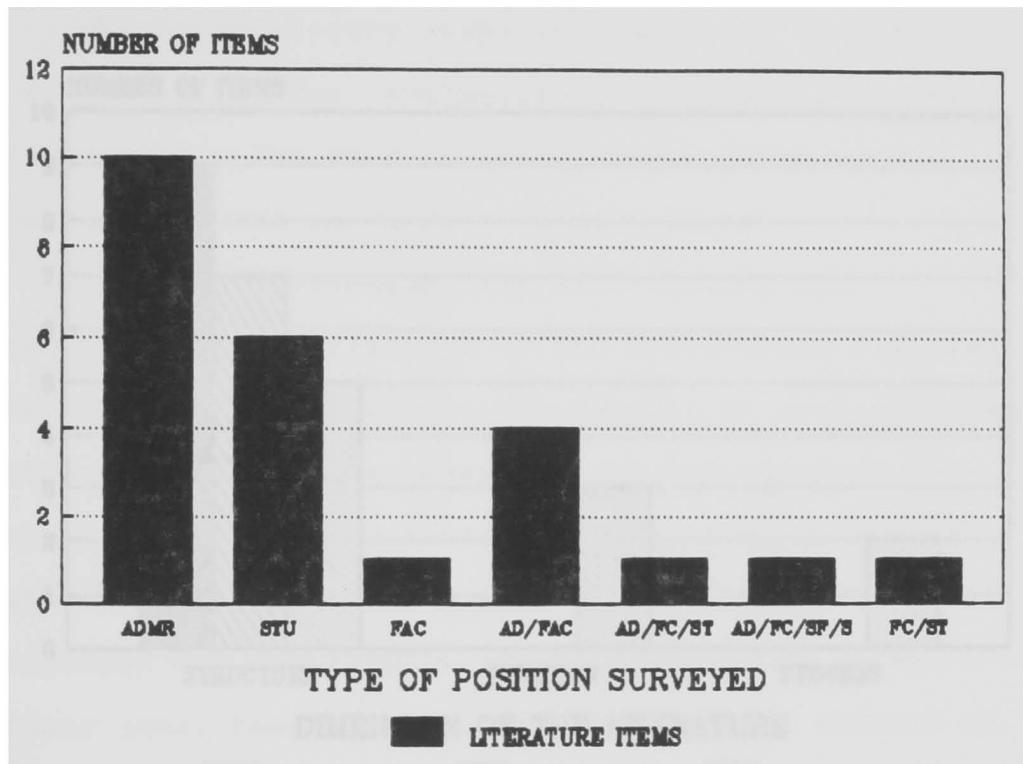
Administrators, faculty, and students were surveyed in 4% (one item) of the research, administrators, faculty, staff, and students in 4% (one item) and faculty and staff were surveyed in 4% (one item) of the research (see Figure 33).

Objective 2.

Institutional Effectiveness Measures Applied as Criteria for Evaluation

The literature reported for this objective was contained in the taxonomy "evaluation" classification. Twenty-six items were written on the structure, function, or process of evaluation. The structure dimension contained twenty-one items (81%), the function dimension three items (11%), and the process dimension two items (8%). Items on evaluation represented twenty-three percent of the community, junior, and technical college literature.

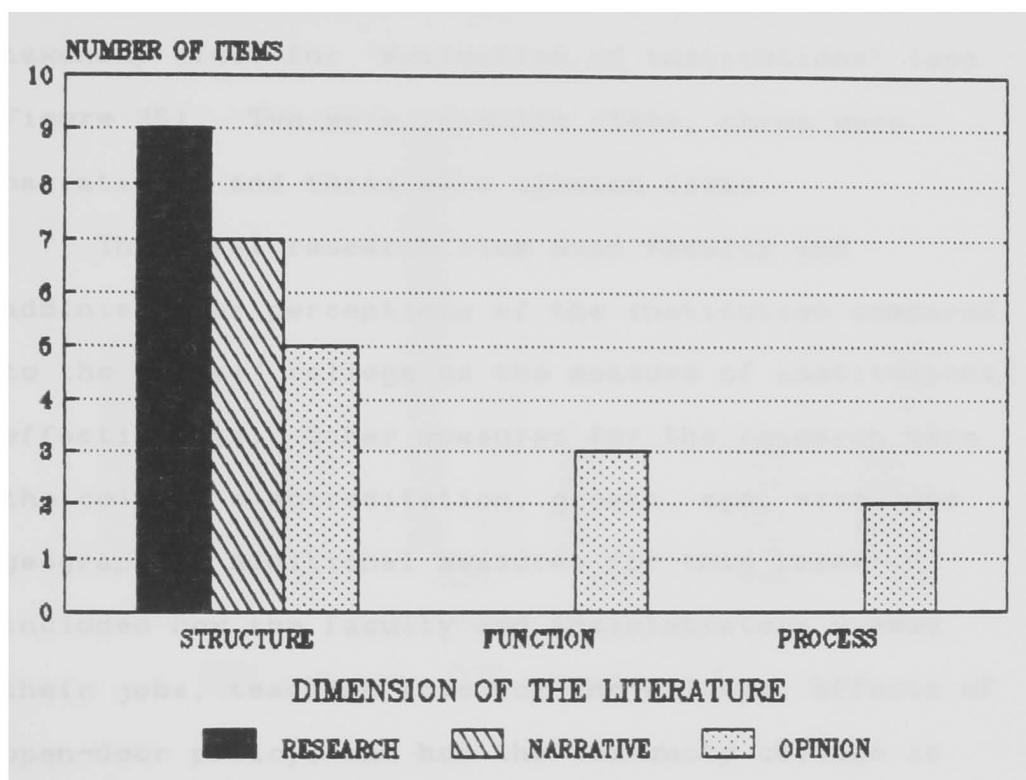
Nine items in the structure dimension on evaluation were research items, seven were narrative items, and five were opinion items. The function dimension contained three opinion items. The process dimension contained two opinion items (see Figure 34). The literature in these dimensions examined areas for



n=24

Figure 33. Community, junior, and technical college literature by respondents to research.

ADMR	ADMINISTRATOR
STU	STUDENTS
FAC	FACULTY
AD/FAC	ADMINISTRATOR/FACULTY
AD/FC/ST	ADMINISTRATOR/FACULTY/STUDENTS
AD/FC/SF/ST	ADMINISTRATOR/FACULTY/STAFF/STUDENTS
FC/ST	FACULTY/STAFF



n=26

Figure 34. Community, junior, and technical college taxonomy evaluation classification literature by dimension by form.

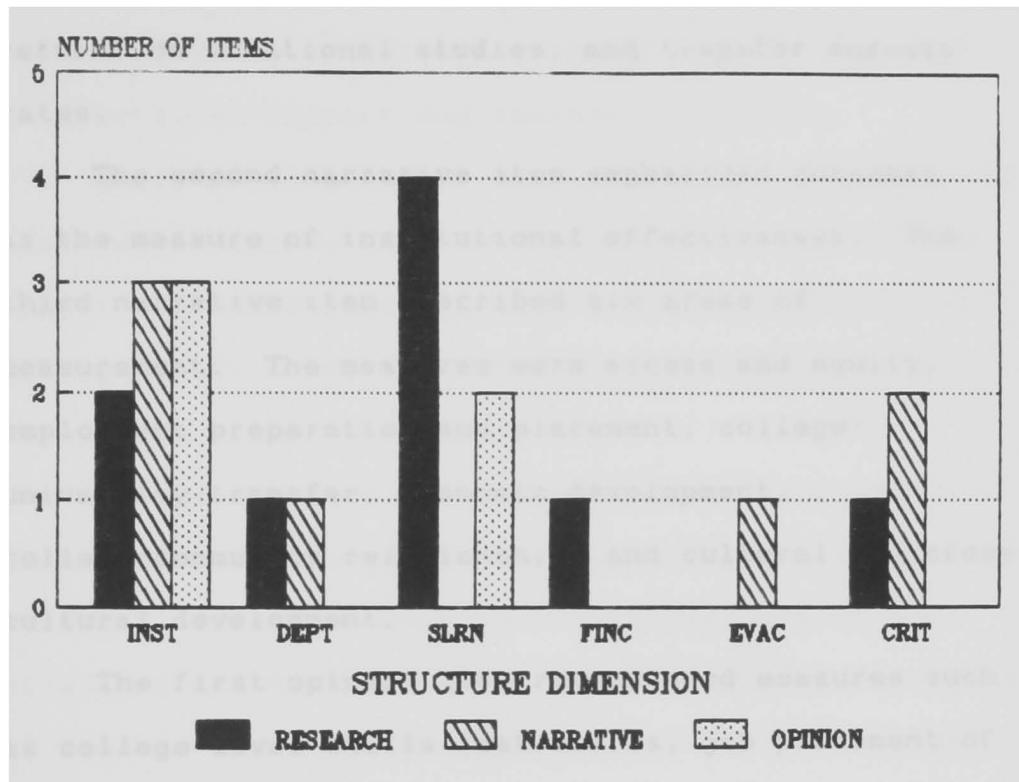
effectiveness, reported the results of effectiveness programs, and offered opinions about evaluation of various effectiveness issues.

Eight literature items were assigned to the taxonomy class for "evaluation of institutions" (see Figure 35). Two were research items, three were narratives, and three were opinion items.

The first research item used faculty and administrator perceptions of the institution compared to the "ideal" college as the measure of institutional effectiveness. Other measures for the research were the college's accreditation, growth, age, size, and geography. Additional measures for this research included how the faculty and administrators viewed their jobs, teaching role for the college, effects of open-door policy, and how the community college is different from other institutions.

The second research item measured the purpose and goals of the institution, evaluation, planning, institutional research, and organizational involvement. This research compared practices with administrator perceptions of the extent each of the measures were present at the institution.

The first narrative item cited seven case studies



n=21

Figure 35. Community, junior, and technical college literature by taxonomy evaluation classification structure dimension by taxonomy subject by form.

INST	INSTITUTION
DEPT	DEPARTMENT
SLRN	STUDENT LEARNING
FINC	FINANCE
EVAC	EVALUATION ACTIVITIES
CRIT	CRITERIA

which measured several effectiveness issues. The measures included student goals and intentions, reason for dropouts, job attainment and economic "rate of return" on vocational studies, and transfer success rates.

The second narrative item emphasized outcomes as the measure of institutional effectiveness. The third narrative item described six areas of measurement. The measures were access and equity, employment preparation and placement, college/university transfer, economic development, college/community relationships and cultural and cross-cultural development.

The first opinion item recommended measures such as college-level skills test scores, job placement of vocational education graduates, transfer rate and transfer student success, and passing grades of credit students. The item further suggested using as measures grade-level gains of adult basic education students, graduation rate of students pursuing a high school diploma at the community college, racial parity among employees and average faculty entry salaries.

Other measures suggested by the item included on-campus enrollment, high school review enrollment,

classroom utilization rate, and total fundable full-time equivalent enrollment. Additional measures included current unrestricted balance fund, full and part-time faculty, revenue sources, expenditures for instructional support and learning resources.

Still other measures suggested were percentage of black/white county residents enrolled in the college credit and non-credit courses, student participation in college activities, and community college enrollment of local high school graduates.

Another opinion item suggested that the measures be based on the aim of the various programs of the college. This item suggested an assessment of the strengths and weaknesses of the various programs should be used to measure the effectiveness of the college.

The third opinion item suggested measures such as mission comprehensiveness, open-door admissions, emphasis on technical education, non-traditional delivery systems, and planned change. Other measures suggested by the item were breadth and variety in the definition of student success, quantitative conceptions of academic quality, and externally initiated linkages with community organizations. This item also suggested that to be effective the opposite of each of these

measures must be present thereby creating a "paradox."

The "evaluation of department" classification contained two literature items (see Figure 35). The first was a narrative item which described an evaluation program. The measures were the accomplishment of program objectives and the extent the program helped the college. A research item measured faculty and administrators perceptions of effectiveness characteristics and culture types present in the department. The research compared the perceptions of faculty and administrators across two departments using measures of student, faculty, and administrator satisfaction, student academic, career, and personal development, systems openness and community interaction, access to resources, and organizational health.

The "evaluation of student learning" classification contained six items (see Figure 35). Four were research items and two were opinion items. The first research item used as measures the extent students self-confidence and sense of individual responsibility were increased by attending the college. The research used the Self Concept Scale, an instrument reported to measure decision making skills,

interpersonal relations, responsibility, citizenship, and career planning.

Measures in the second research item included the extent students had achieved or were achieving their goals concerning transfer, career preparation, basic skills, self-concept, economic betterment, communication skills, personal growth, commitment to lifelong learning, and interpersonal skills.

A third research item on student learning used as measured former students educational and career outcomes. The fourth research item on student learning examined educational and occupational goals over time as a measures of institutional effectiveness.

The student learning classification also contained two opinion items. The first opinion item presented a value-added approach to measuring educational quality and institutional effectiveness. The measures were student grade point averages entering the institution, grade point average at transfer to a senior institution, and grade point average at graduation from the senior institution.

The second opinion item proposed student goals, development of a sense of self-confidence, achievement of a deeper level of self-understanding, level of

honest, open, and trusting relationships with others as measures of effectiveness.

The "evaluation of financial management" contained a research item on funding (see Figure 35). The research measures were performance-based instruction, the development of institutional distinctiveness, and competencies and skills of students exiting various programs.

The "evaluation activities" classification contained one narrative item (see Figure 35). The item described the development and field testing of a two-year version of an instrument designed to measure various groups' perceptions of the overall functioning and performance of an institution.

The "evaluation criteria" classification contained a research item and two narrative items (see Figure 35). The research evaluated a model of cost effectiveness/benefit analysis. The measures used for the research were cost data from previous budgets, enrollment data, credit hour production, and number of graduates. Other measures used in the research were graduate demographic data and graduate perceptions of program strengths, concerns, and needs. Another measure was non-returning student characteristics and

their perceptions of program effectiveness.

The first narrative item on evaluation criteria described various measures of institutional effectiveness such as general education, transfer education, vocational education, basic skills, student support services, community need and involvement, and cultural awareness.

The item also recommended quantitative measures such as adequacy of equipment, facilities and grounds, the degree to which community needs for cultural, global, and political awareness are met by courses, counseling, and outreach. Additionally, the item recommended as measures student understanding of the liberal arts, sciences, and vocations through general education, program sensitivity to cultural differences, and student cultural awareness.

Other measures recommended were the adequacy of English as a Second Language and high school equivalency offerings, the effectiveness of transfer programs. Additional measures recommended were provision of access to education, quality of vocational programs, relevance of community services to district needs, and the ability of the college to financially support the programs and services it offers. The

second narrative item was a duplicate ERIC entry for the item described above.

The function dimension contained three literature items on "evaluation" (see Figure 36). All three were opinion items. The first item contained ten essays which described various roles for evaluation of two-year colleges and their components. An opinion item on the evaluation of student learning proposed measuring student outcomes as a measurement of effectiveness. The item also stressed that strategies for assessing educational outcomes should be left to institutions.

The third opinion item discussed the different views of effectiveness and the problems of measurement. The item described one view that would measure effectiveness by the extent the priorities of the institution match the priorities of the funding sources. Another view presented by the item would measure effectiveness by assessing the level of agreement among faculty and administrators with respect to their support for institutional priorities (see Figure 36).

The process dimension for the "evaluation of institutions" contained two opinion items (see Figure

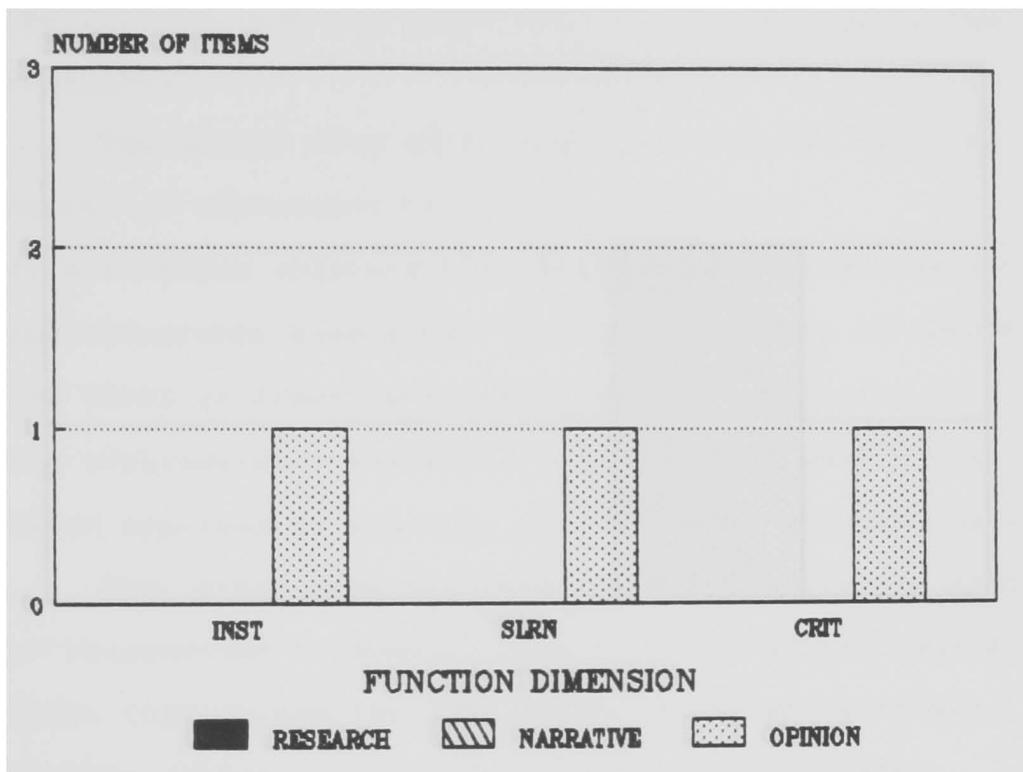
37). The first item presented three case studies to show how impact studies can be conducted. The item further described the impact of a community college as direct or indirect depending on the relationships between resources and outcomes.

The second item suggested three basic steps necessary to assess institutional effectiveness. The item suggested the first step is to develop meaningful statements of institutional mission and goals, second, to design and implement an institutional planning process. The third step suggested by the item was to identify indicators of effectiveness (see Figure 37).

Objective 3.

To Determine if the Measures Reported
as Similar in the Literature were the Same
Upon Assignment to the Taxonomy

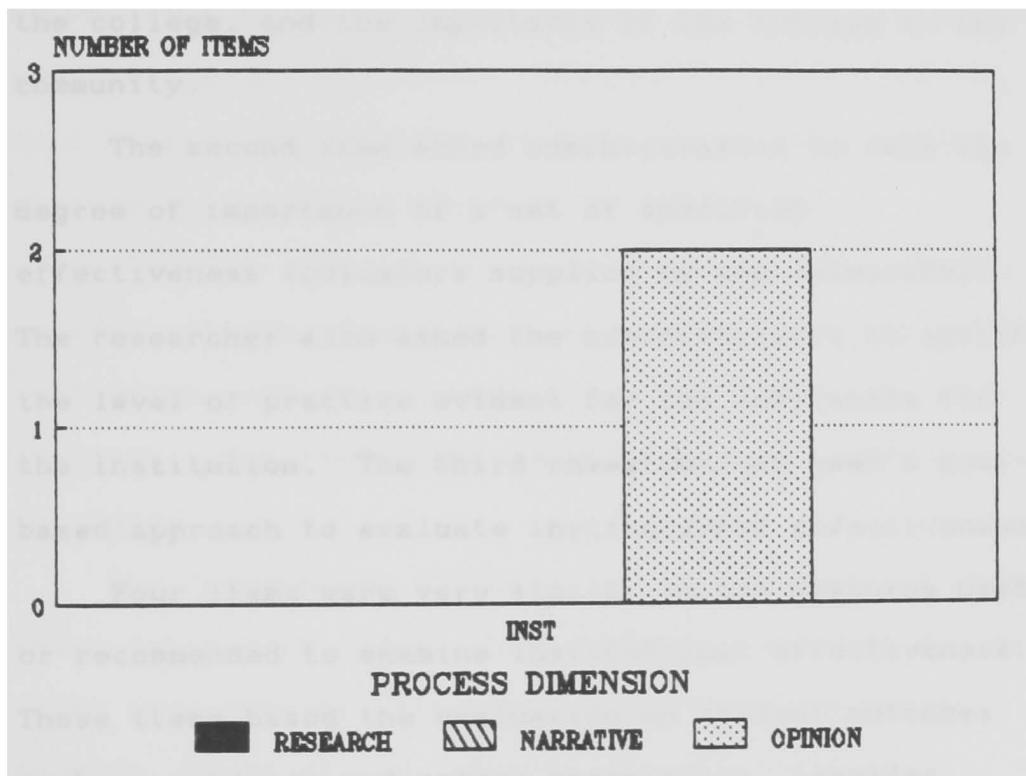
The structure dimension contained eight literature items for "evaluation of institutions." The first item asked administrators to rate the degree of importance of a set of specified effectiveness indicators supplied by the researcher and to indicate the level of practice for each indicator at the institution. The item also asked the faculty and administrators to identify the



n=3

Figure 36. Community, junior, and technical college literature by taxonomy evaluation classification function dimension by taxonomy subject by form.

INS INSTITUTION
SLR STUDENT LEARNING
CRI EVALUATION CRITERIA



n=3

Figure 37. Community, junior, and technical college literature by taxonomy evaluation classification process dimension by taxonomy subject by form.

INST INSTITUTION

nature and purpose of the college, the extent the faculty supported an open-door policy and its impact on the college, and the importance of the college to the community.

The second item asked administrators to rate the degree of importance of a set of specified effectiveness indicators supplied by the researcher. The researcher also asked the administrators to specify the level of practice evident for the indicators for the institution. The third research item used a goal-based approach to evaluate institutional effectiveness.

Four items were very similar in the measures used or recommended to examine institutional effectiveness. These items based the evaluation on student outcomes such as academic and career preparation, transfer rates, success of transfer students, cultural enrichment programs, community involvement, student career success, and open access.

The two literature items in the "evaluation of department" classification used similar measures. The activities and accomplishments of the department as perceived by the department members and department head were used to measure effectiveness.

Three literature items in the "evaluation of

"student learning" used student goals as the measure of effectiveness. The items surveyed students for their perceptions of goal achievement to determine the extent the college was effective. Three additional items in this classification used transfer rates and transfer success as the basic measures of institutional effectiveness. Two of the items also included student personal growth, development of self-concept and self-confidence, and development of interpersonal skills as measures. The items used tests to measure student outcomes.

The "evaluation criteria" classification contained three literature items. The measures suggested by two items were general, transfer, vocational education success, basic skills, student support services, community needs and involvement, and cultural awareness. Quantitative measures suggested by the items were enrollment, building usage, full-time and part-time faculty and graduate rates. Two items in this classification were identical items. The ERIC system identified the item as a document with one number and as a journal article with a different number.

The intent of the items was to measure or offer

measures of effectiveness of the institution, institutional component or educational issue. The items in each classification generally measure similar issues in one or more dimensions and at the same level depending on the orientation of the author to measurement and effectiveness. The goal-based measures for institutions generally measure goals either for the institution or students. Transfer measures depend on the success of students at a senior institution and those items using student goals depend on student perceptions of success.

Objective 4.

To Determine the Variables Identified in Research on Institutional Effectiveness

Research on Institution Variables

The research variables on "evaluation of institutions" were staff views of college nature and purpose and the degree of consensus between faculty views and administrator views. The second research item variables were institutional purpose and goals, evaluation, planning, institutional research and organizational involvement practices of the institution. Another variable for the research was

the extent each of the other variables were evident at the institution as perceived by the administrators surveyed.

Research on Department Variables

Two research items examined the effectiveness of departments. The variables were culture type and student educational satisfaction, student academic, personal, and career development, faculty and administrator employment satisfaction, professional development and quality of faculty, system openness and community interaction, ability to acquire resources, and organizational health.

The variables for research on twenty community college learning resource centers were organization structure and the level of service provided by the department. Other variables included the institution's efforts to promote library services and to evaluate the learning resource program.

Research on Staffing Variables

Variables used in the four different staffing research efforts included the perceptions of administrators, faculty, and staff about their institutions, departments, and job. Research on

staffing time management used as variables the activities or problems that diverted administrators from their jobs during the work day.

Job satisfaction and agreement with the community college concept were variables for research on staff motivation. Variables for the third staff study were sources of faculty stress. The responses were aggregated into four categories: academic affairs or faculty associated problems, student affairs or student associated problems, business affairs or fiscally oriented problems, and college wide or miscellaneous problems. The fourth research on staff variables were the major issues and problems of administrators and solutions being implemented, new curricula and administrator programs, and research activities and needs development identified by each administrator.

Research on Management Variables

Six literature items reported the results of research on management. The first research item reported using the variables institutional policies and practices, institutional traits, and community traits.

The distribution of decision making authority and influence at various levels of the institution were the

variables used in the second research item. Additional variables in the research were administrators and faculty perceptions of institutional effectiveness, and amount of centralization and decentralization within the institution.

Other variables used in research on management were governance structure, goals, objectives, task clarity, attitudes, decision making, conflict resolution, resources, records, reports, leadership style, lines of responsibility, authority, and accountability.

Variables for the fourth research item on management of vocational education administration were stated goals, objectives, and strategies of each governance unit. Research for a fifth study used as variables the extent of formal and informal administrative structures and channels of authority at the institution. The research on "management by committee" variables were committee structure and the attitudes and perceptions of faculty, administration, staff, and students about the effectiveness of management by committee.

Research on Curriculum Variables

Research on curriculum variables were the effectiveness of the calendars in promoting student progress, faculty success, staff performance, and cost effective management. Other variables included student, administrator, faculty, and staff satisfaction with specific calendar schedules.

Research on Student Learning Variables

The variables for research on student learning were students self-confidence and sense of individual responsibility. The Self-Concept Scale was used to measure decision making skills, interpersonal relations, responsibility, citizenship, and career planning. The Affective Perceptions Inventory was used to measure school perceptions and self-concept.

The second research item reported the variables were student transfer goal achievement, career preparation, basic skills, self-concept, economic betterment, communication skills, personal growth, commitment to lifelong learning, and interpersonal skills.

Research on student learning also reported using the variables educational and career goals, perceptions

of the college's effectiveness, reason for enrollment at college, grade point average, and salary.

Additional research used educational and occupational goals of students as the variables.

Research on Admissions Variables

Research on admissions used cut scores, placement evasion and its consequences, reading scores for placement in social and behavioral science classes, and the comparative advantages and disadvantages of recommended and mandatory placement as variables.

Research on Community Service Variables

Three variables were used in research on community service activities. The variables were organizational arrangements, program support and planning procedures, and program activities.

Research on Student Activities Variables

Research reported on student activities concerned the operation of a community college student newspaper. The variables included school environment, newspaper staff and editorial policies, staff satisfaction of editors and advisors, style standards, staff compensation, and office location.

Research on Finance Variables

The variables for research on finance were institutional performance, institutional uniqueness, and instructional effectiveness. This research was a pilot project to develop a funding formula based on institutional performance and quality. A second research item reported using as variables the conditions and factors of high-funded institutions and the conditions and factors of low-funded institutions in securing federal funds.

Other variables reported for research on finance were importance of the activity, administrator perception of whether the activity was important to do, and whether the activity should be funded with tax dollars, and the relative political weight of external groups responding to the survey.

A fourth research item concerned advancement programs. The variables for this research were organizational structure, factors which inhibit or promote success, involvement, attitude, and access of the chief executive officer, reputation of the institution, structure and activity of the board, and the talents of the development officer.

Research on Goals Variables

The Community College Goals Inventory was used for a research on institutional goals. The variables were current priorities assigned to institutional goals and priority changes required to reach the intended outcomes.

Research on Mission Variables

The internal priorities of the institution and priorities of significant external groups were used as variables in research on institutional mission. The level of agreement between the groups was analyzed.

Research on Institutional Development

Two items were identified as research on institutional development activities. The research variables were budgets from the previous and current year, costs, enrollment, credit hour production, and number of graduates. The research also used graduate and non-returning student demographic characteristics as variables.

Objective 5.**To Identify the Various Definitions of Institutional Effectiveness Terms Presented in the Literature**

The following terms were defined in the community junior, and technical college literature.

Assessment (student)

...is a systematic process by which student abilities, interests, and achievements are determined (American Association of Community and Junior Colleges Policy Statement: Student Assessment, 1988, p. 20).

Institutional Effectiveness

1. Effectiveness in community colleges is determined by the presence of paradox. To be effective an institution must possess attributes that are simultaneously contradictory, even mutually exclusive (Alfred, Richard L., and Linder, Vincent, 1990, p. 2).

2. Institutional effectiveness can be defined as the extent to which internal priorities coincide with the priorities of the external groups that provide funding and support for the institution (Armenta, Richard R., 1982, p. 2).

3. . . performing a legitimate function for which a need exists at some acceptable level of quality (Richardson, Richard C., Jr., 1984, p. 5).

4. Institutional effectiveness is knowing what it is you want to accomplish, figuring out how well you're doing it and using that information to improve the institution. This assumes of course the worthwhileness of what it is you're doing (McCabe, Robert, in Petersen, 1988, p. 6).

5. When a specific desired end is attained we shall say that the action is effective (Bernard, 1968, in Moore, 1986, p. 51).

6. . . effectiveness refers to the degree to which the program succeeds in doing what was intended (Lawrence, 1971, in Moore, 1986, p. 52).

7. . . involves comparison of results achieved to goals intended; it is an assessment of the degree to which--regardless of cost--the outcomes measured up to the original intentions (Ewell, 1983, in Moore, 1986, p. 52).

Objective 6.**To Determine the Extent Various Literature****Addresses Similar Issues**

The community, junior, and technical college literature items contained a wide range of subjects. Various aspects of management and organizational structure were examined, described, or commented on more than other subjects. The narrative and opinion item subjects were collapsed into the thirteen subject areas of research for comparison purposes. The subject areas for narrative and opinion items were too diverse and explicit to fit into the subject areas for research. Five additional subject areas were added to display other subjects occurring in the community, junior, and technical college literature. The subject areas added were organization structure, evaluation criteria, evaluation activities, committees, and associations.

The subjects for effectiveness research by percentage were institutions (6.1%), departments (6.1%), institutional productivity (3.0%), staffing (12.1%), management (18.2%), institutional self-study (3.0%). Other subjects were curriculum (3.0%), student learning (12.1%), admissions (3.0%), community service

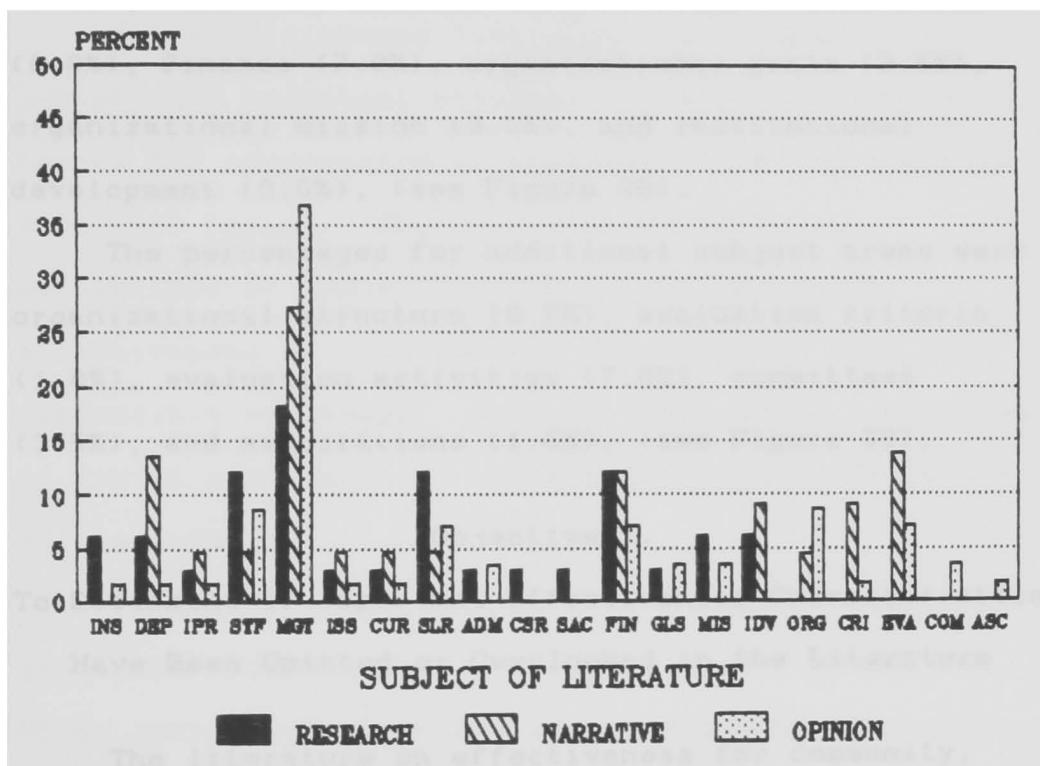
(3.0%), student activities (3.0%), finance (12.1%), organizational goals (3.0%), organizational mission (6.1%), and institutional development (6.2%), (see Figure 38).

The subjects for the twenty-two narrative items reported on effectiveness issues for departments to evaluation activities. These items described the structure or function of various activities.

Subjects of narrative items by percentage were departments (13.6%), institutional productivity (4.6%) staffing (4.6%), management (27.2%), institutional self-study (4.6%), curriculum (4.6%), student learning (4.6%), admissions (0.0%), community service (0.0%), student activities (0.0%), finance (12.1%), organizational goals (0.0%), organizational mission (0.0%), and institutional development (9.0%), (see Figure 38).

Narrative items by percentage for the additional subject areas were organization structure (4.5%), evaluation criteria (9.0%), evaluation activities (13.8%), committees (0.0%), and associations (0.0%), (see Figure 38).

The opinion item subjects on effectiveness by percentage were institution (1.8%), departments (1.8%)



n=112

Figure 38. Community, junior, and technical college literature by subject of literature by form.

INS INSTITUTION	DEP DEPARTMENT
IPR INSTITUTIONAL PRODUCTIVITY	STF STAFFING
MGT MANAGEMENT	CUR CURRICULUM
ISS INSTITUTIONAL SELF-STUDY	ADM ADMISSIONS
SLR STUDENT LEARNING	CSR COMMUNITY SERVICE
ASC STUDENT ACTIVITIES	FIN FINANCE
GLS ORGANIZATIONAL GOALS	CRI EVALUATION CRITERIA
MIS ORGANIZATIONAL MISSION	COM COMMITTEES
IDV INSTITUTIONAL DEVELOPMENT	ASC ASSOCIATIONS
ORG ORGANIZATIONAL STRUCTURE	

institutional productivity (1.8%), staffing (8.7%), management (36.8%), institutional self-study (1.8%), curriculum (1.8%), student learning (7.0%), admissions (3.4%), community service (0.0%), student activities (0.0%), finance (7.0%), organizational goals (3.5%), organizational mission (3.5%), and institutional development (0.0%), (see Figure 38).

The percentages for additional subject areas were organizational structure (8.7%), evaluation criteria (1.8%), evaluation activities (7.0%), committees (3.5%), and associations (1.8%), (see Figure 38).

Objective 7.

To Determine if Important Effectiveness Characteristics Have Been Omitted or Overlooked in the Literature

The literature on effectiveness for community, junior, and technical colleges lacks standards for examining the issues. The items failed to clearly define institutional effectiveness in terms which would identify the measures for effectiveness. The variables for the research lacked clear definition as effectiveness measures. The research relied on perceptions of individuals responsible for the activity to provide unbiased and objective information.

Objective 8.

To Detect and Report Trends, Similarities, and Conflicts Existing in the Literature.

The effectiveness literature for community, junior, and technical colleges is weighted heavily toward the examination of management and organization structure issues. The research relied on the perceptions of administrators to determine the effectiveness of institutions and programs they are responsible to manage. Opinion items offer a plethora of fix-it proposals for management problems perceived by the authors.

Few items indicated the institution is being or should be "evaluated" for effectiveness. Rather the words indicators, factors, and determinants are used.

Effectiveness is not clearly defined by any author in terms which will allow evaluation by objective measure.

The writers often confused accountability with effectiveness. No author defined what knowledge, skills, and attitudes a person attending or completing a program of study at a community, junior, or technical college should possess.

The trend for measures of effectiveness were accountability and management effectiveness measures that are easily quantifiable such as number of students enrolled, number of square feet utilized, number of faculty, and number of graduated. Another trend is for the institution to attribute students success to the attendance at the college without substantive documentation that the success was directly attributable to the experience of attending the college.

The trend for research is to ask administrators, faculty, staff, and students for their perceptions of the effectiveness of the institutions and programs offered.

CHAPTER SIX

FINDINGS SUMMARIZED

Description of the Literature

Five-hundred-thirty-one separate literature items were identified for the period. Journal articles, ERIC documents, and a book were reviewed and separated into three discrete literature categories. The categories were higher education literature, four-year college/university literature, and community, junior, and technical college literature. A taxonomy was developed with distinct classifications and dimensions. The classifications and dimensions were determined from the subjects occurring in the literature. Each literature item was given an identification number and assigned to a specific taxonomy classification and dimension by major subject content and by dimension.

The individual literature items were also identified as to literature form. Each literature item was designated as either a research item, narrative item, or opinion item.

Publication Year

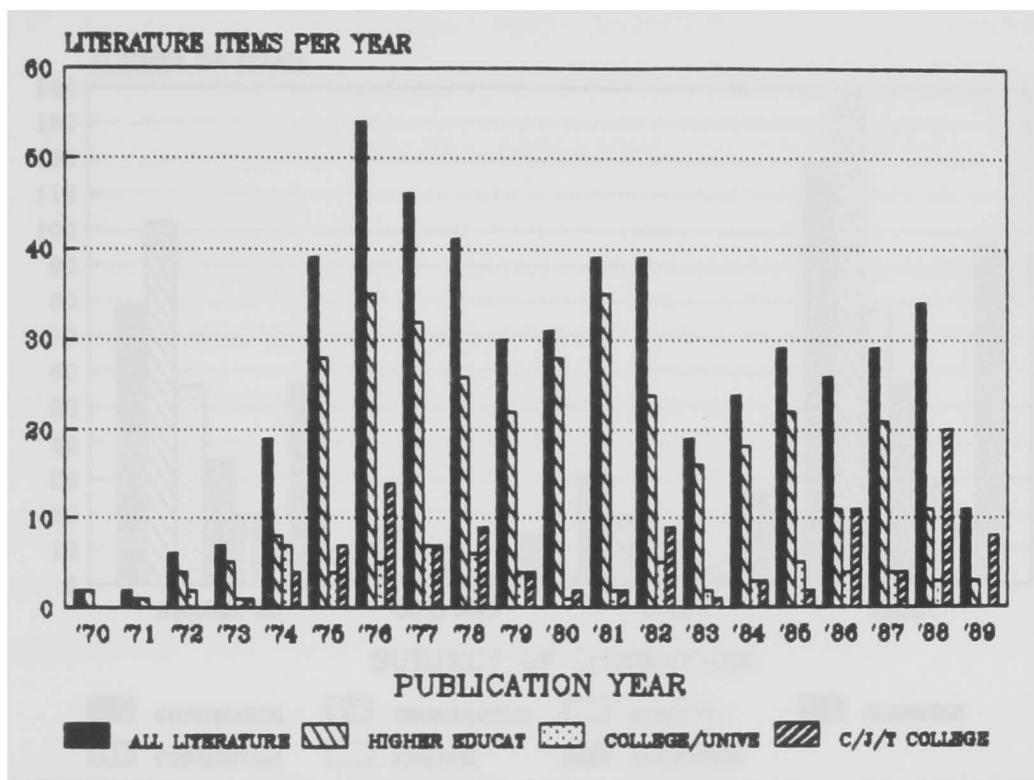
Over ninety-two percent of the literature for the study was written and published between 1975 and 1990.

The trend line for the number of literature items produced on effectiveness per year indicated fewer literature items were produced on average each year since 1976. The highest number of literature items produced in any year was fifty-four in 1976. Although the number of literature items produced on effectiveness increased each year between 1984 and 1988, a sharp decline was evident for 1989 and only two literature items were published on effectiveness by mid-1990. Figure 39 displays the number of items by category and publication year. The literature is comprised of journal articles, ERIC documents, and a single book on effectiveness.

Literature Subjects

The literature on effectiveness by subject is displayed in Figure 40. This figure indicates the concentration of items within subject areas. The higher education category contained more literature on "governance" and "organization" than other subjects. The "staffing" and "evaluation" classifications contained an equal number of literature items. The "curriculum" and "finance" classifications contained the least number of literature items in the higher education category.

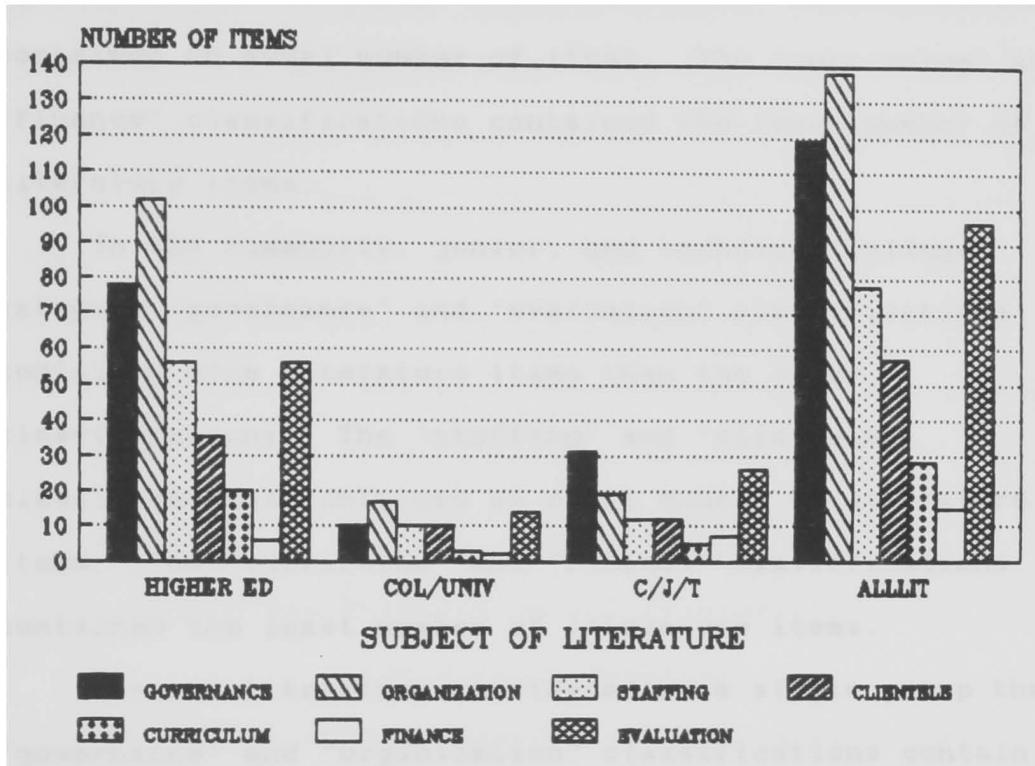
In the four-year college/university category the



n=531

Figure 39. Institutional effectiveness literature by publication year.

Note: Two literature items produced in 1990 not shown on graph.



n=353

n=66

n=112

n=531

Figure 40. Institutional effectiveness literature by subject of literature by category.

"organization" classification contained more literature items than any other classification. The "governance," "staffing," and "clientele" classifications contained an equal number of items. The "curriculum" and "finance" classifications contained the least number of literature items.

In the community, junior, and technical college category "governance" and "evaluation" classifications contained more literature items than the other classifications. The "staffing" and "clientele" classifications contained an equal number on literature items. The "curriculum" and "finance" classifications contained the least number of literature items.

For all literature considered as a single group the "governance" and "organization" classifications contain more literature items than other classifications. The clientele, curriculum, and finance classifications contained the least number of literature items.

Literature Form

Of the 531 items for the study one-hundred-forty-three items (26.9%) were research items, ninety-nine items (18.6%) were identified as narratives, and two-hundred-eighty-nine (54.5%) were opinion items (see

Figure 41). The higher education, general category contained primarily opinion items. There were three opinion items for every research item and four opinion items for each narrative item. The four-year college/university category contained more research than narrative items, and more narrative items than opinion items. The community, junior, and technical college category had the same order of frequency as the higher education general category. Considered as a single group the literature on effectiveness contained more opinion items compared to research items and narrative items.

The Research on Effectiveness

Subjects of Research

The effectiveness research subjects across the three categories were combined for comparison and are displayed in Figure 42. The higher education category research more often concerned departments, management, staffing, and institutional productivity than other subjects. Departments dominate the research for the four-year college/university category. More research was reported for libraries, extension services, and health

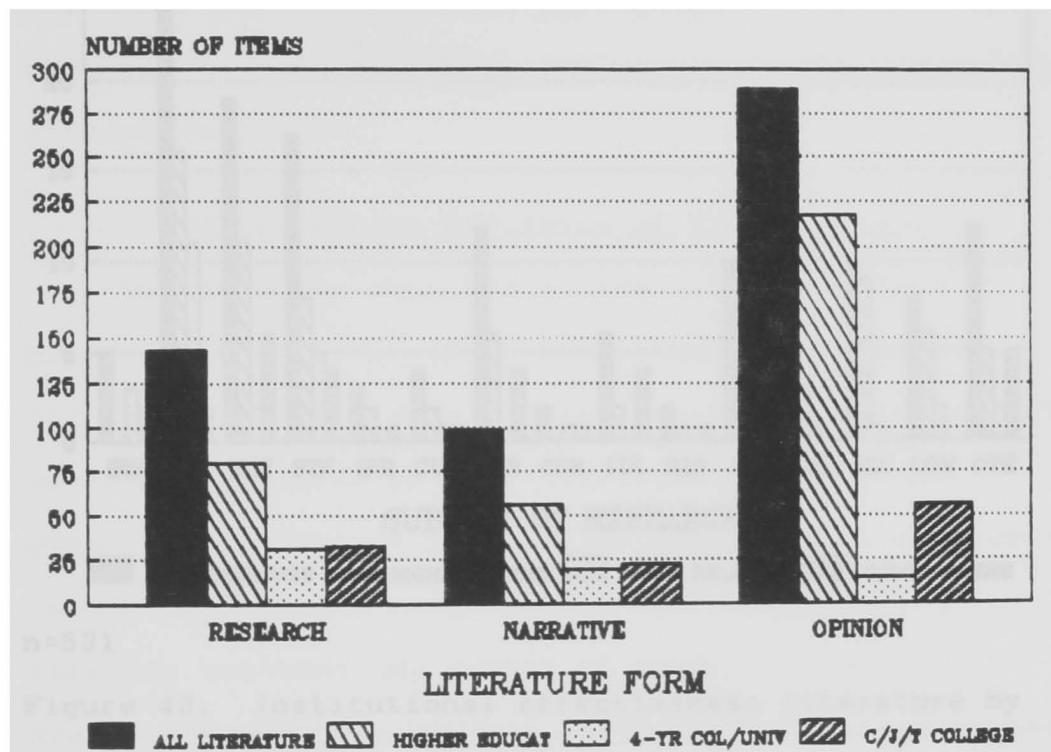
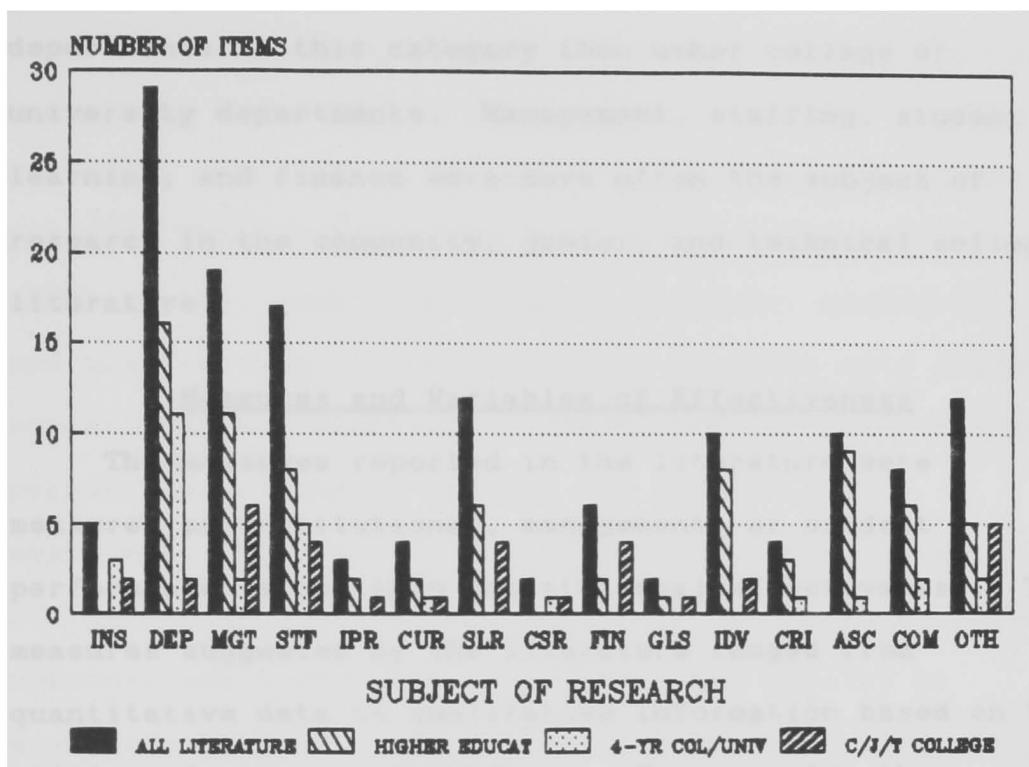


Figure 41. Institutional effectiveness literature by literature form.



n=531

Figure 42. Institutional effectiveness literature by subject of research.

INS INSTITUTION
 DEP DEPARTMENT
 MGT MANAGEMENT
 STF STAFFING
 IPR INSTITUTIONAL PRODUCTIVITY
 CUR CURRICULUM
 SLR STUDENT LEARNING
 CSR COMMUNITY SERVICE
 FIN FINANCE
 GLS GOALS
 IDV INSTITUTIONAL DEVELOPMENT
 CRI CRITERIA
 ASC ASSOCIATIONS
 COM COMMITTEES
 OTH OTHER

departments in this category than other college or university departments. Management, staffing, student learning, and finance were more often the subject of research in the community, junior, and technical college literature.

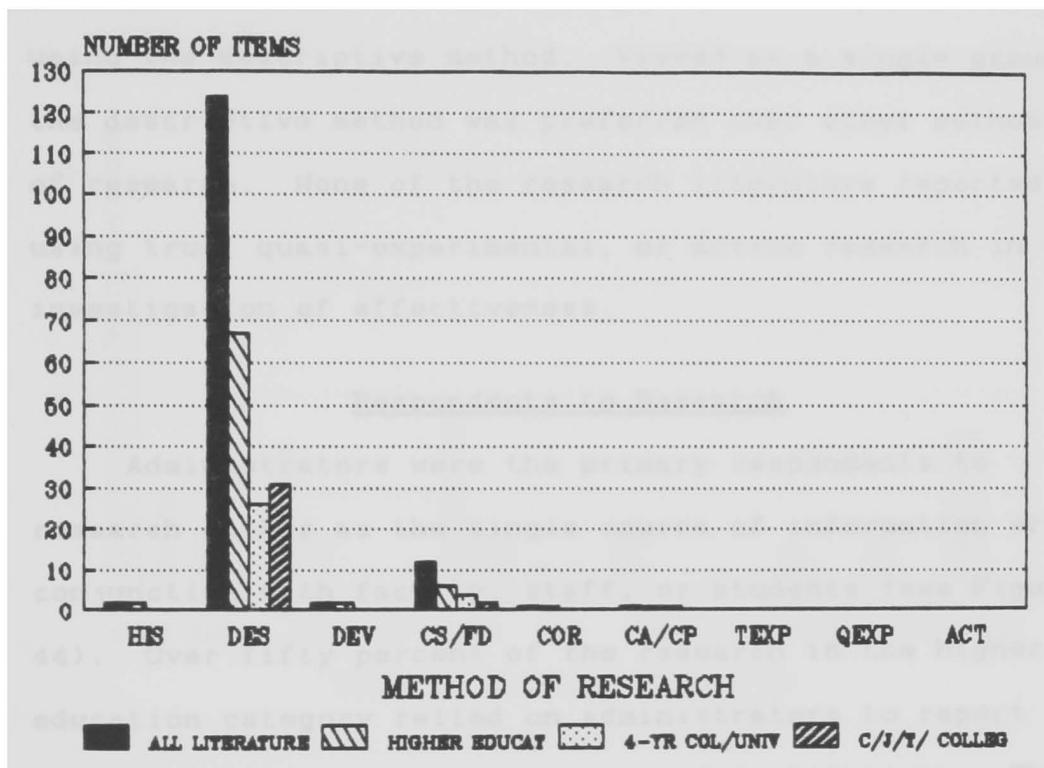
Measures and Variables of Effectiveness

The measures reported in the literature were measures of institutional, management, or student performance rather than institutional effectiveness. The measures suggested by the literature ranged from quantitative data to qualitative information based on the opinion of various respondents. For example, the measures included the number of students enrolled, graduating, or transferring, institutional purposes and goals, physical and financial resources, faculty attributes and performance, governance, and administrative performance. Other measures suggested were institutional climate and culture, student achievement on tests, and student satisfaction. Additional literature suggested the measures include comparison of performance to various models of effectiveness. Examples of the models suggested were the systems model, goal model, process model, system resource

model, internal process model, strategic constituencies model or a model of ineffectiveness. Examples of the variables reported in research included the Scholastic Aptitude Test (SAT) and Graduate Record Examination (GRE) scores, number of students enrolled, graduating, and transferring. Other variables reported were student educational satisfaction, student academic, career, and personal development, faculty and administrator employment satisfaction and professional development. Additional variables were quality of the faculty, system openness and community interaction, and ability to acquire resources. The reader is directed to Objectives 2 and 4 in Chapters 3, 4, and 5. These objectives contain complete listings and descriptions of the measures reported in the individual categories.

Method of Research

The method of research was similar among the categories with descriptive research being the dominant method (see Figure 43). The higher education research literature reported using the descriptive method in eighty-four percent of the research. The four-year college/university research also reported using



n=143

Figure 43. Institutional effectiveness literature by method of research.

HIS	HISTORICAL
DES	DESCRIPTIVE
DEV	DEVELOPMENTAL
CS/FD	CASE OR FIELD
COR	CORRELATIONAL
CA/CP	CAUSAL/COMPARATIVE
TEXP	TRUE EXPERIMENT
QEXP	QUASI-EXPERIMENTAL
ACT	ACTION

descriptive methods in eighty-four percent of the research. Ninety-four percent of the the community, junior, technical college research literature reported using the descriptive method. Viewed as a single group the descriptive method was preferred over other methods of research. None of the research literature reported using true, quasi-experimental, or action research in the investigation of effectiveness.

Respondents to Research

Administrators were the primary respondents to research either as the single source of information or in conjunction with faculty, staff, or students (see Figure 44). Over fifty percent of the research in the higher education category relied on administrators to report on the effectiveness of programs and institutions. The faculty were the primary respondents in 25 percent of the research literature in the four-year college/university category. Administrators were reported as respondents in 12.5 percent of the research and staff were respondents in 12.5 percent of the research for this category. The community, junior, and technical college research literature reported administrators were respondents in over seventy percent of the research. Forty-two percent

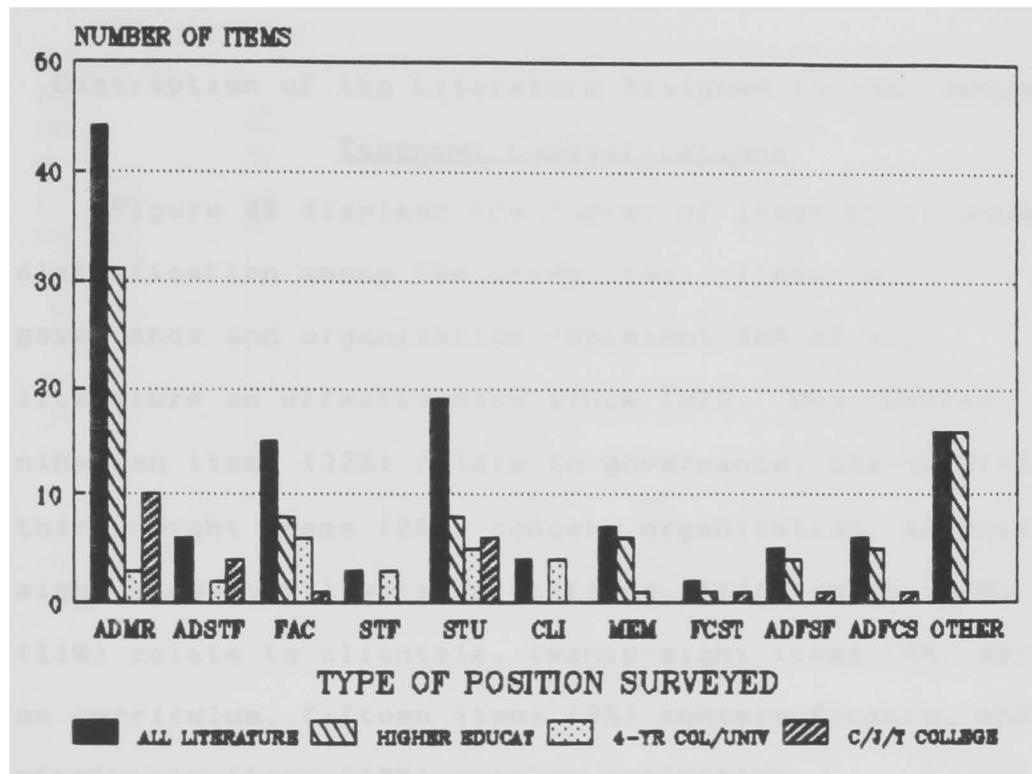


Figure 44. Institutional effectiveness literature by respondents to research.

ADMR	ADMINISTRATOR
ADSTF	ADMINISTRATOR/STAFF
FAC	FACULTY
STF	STAFF
STU	STUDENTS
CLI	CLIENTELE
MEM	MEMBER OF COMMITTEE
FCST	FACULTY/STUDENTS
ADFSF	ADMINISTRATOR/FACULTY/STAFF
ADFCS	ADMINISTRATOR/FACULTY/STUDENTS
OTHER	MISCELLANEOUS RESPONDENTS

of the research items in this category reported using administrators as the single source of information on effectiveness.

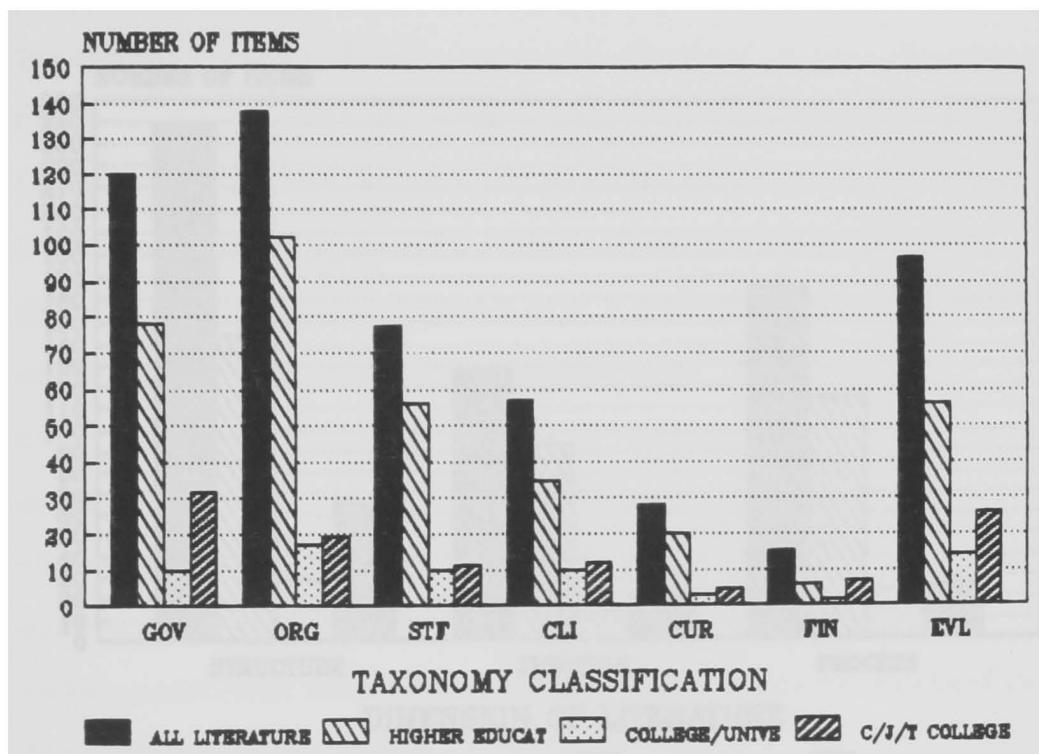
Description of the Literature Assigned to the Taxonomy

Taxonomy Classifications

Figure 45 displays the number of items by taxonomy classification among the categories. Items on governance and organization represent 48% of all literature on effectiveness since 1970. One-hundred-nineteen items (22%) relate to governance, one-hundred-thirty-eight items (26%) concern organization, seventy-eight items (15%) were on staffing, fifty-seven items (11%) relate to clientele, twenty-eight items (5%) were on curriculum, fifteen items (3%) concern finance, and ninety-six items (18%) were on evaluation.

Literature Dimensions

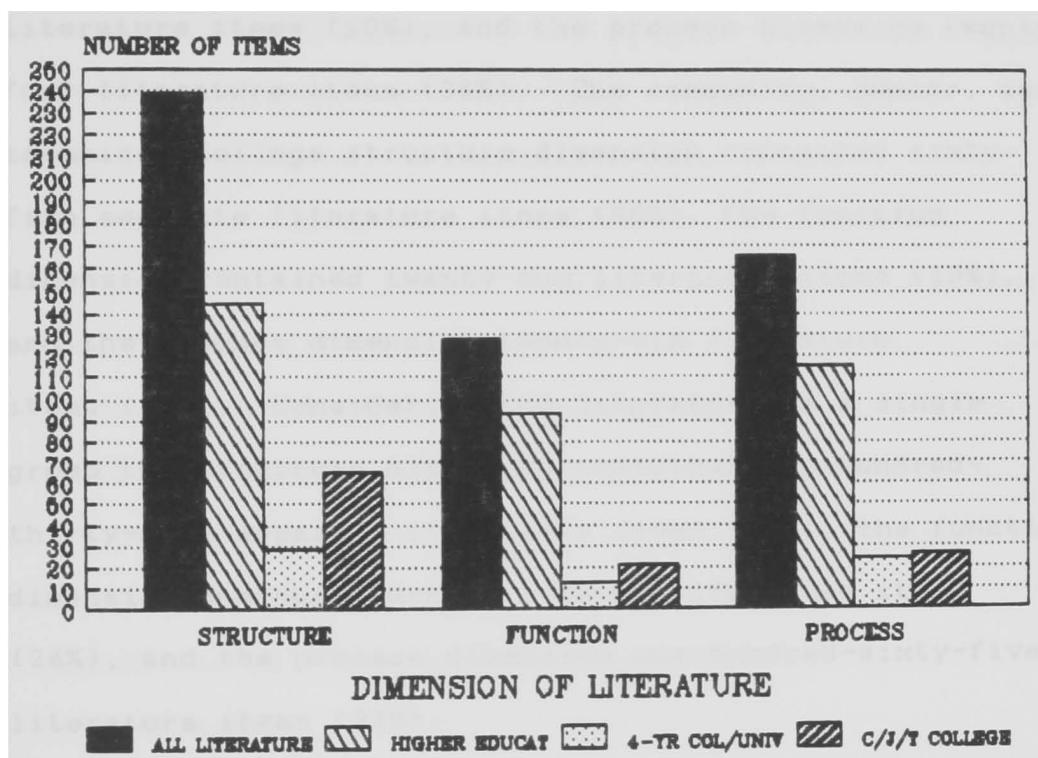
Figure 46 displays the number of items for this study by dimension. The higher education literature structure dimension contained one-hundred-forty-five separate literature items (41%), the function dimension one-hundred-twenty-seven literature items (26%), and the process dimension one-hundred-sixty-five literature



n=531

Figure 45. Institutional effectiveness literature by taxonomy classification.

GOV GOVERNANCE
 ORG ORGANIZATION
 STF STAFFING
 CLI CLIENTELE
 CUR CURRICULUM
 FIN FINANCE
 EVL EVALUATION



n=531

Figure 46. Institutional effectiveness literature by dimension.

items (33%). The four-year college/university structure dimension contained twenty-nine separate literature items (44%), the function dimension contained thirteen literature items (20%), and the process dimension twenty-four literature items (36%). The community, junior, and technical college structure dimension contained sixty-five separate literature items (58%), the function dimension contained twenty-one literature items (19%), and the process dimension twenty-six literature items (23%). Considering the literature as a single group the structure dimension contained two-hundred-thirty-nine separate literature items (45%), the function dimension one-hundred-twenty-seven literature items (24%), and the process dimension one-hundred-sixty-five literature items (31%).

Models and Definitions of Effectiveness

The models and definitions in the literature were models and definitions of management practice. The models in the higher education category defined effectiveness in terms of goal accomplishment, satisfying constituencies, performing an legitimate function, acquiring resources, having an absence of faults, or performing well against other high performing

institutions. The definitions in the higher education category also described effectiveness in terms of management practice. Effectiveness was defined as the possession of characteristics of excellence, including student educational satisfaction, student academic, career, and personal development, faculty and administrator employment satisfaction, professional development and quality of faculty, system openness and community interaction, ability to acquire resources and organizational health. Other definitions included goal achievement, knowing what it is you want to accomplish, the congruence between outputs, goals, and efficiency. Additional definitions included the extent an organization is free from characteristics of ineffectiveness.

The four-year college/university literature defined effectiveness as the perception by a strategic constituency of the successful implementation of an activity considered important to the mission of the university. Other definitions for effectiveness in this category referred to job satisfactions and employee performance and using resources efficiently to accomplish goals.

The community, junior, and technical college literature defined effectiveness in terms of the presence of paradox, the extent external priorities coincide with the priorities of the external groups, performing a legitimate function, or goal accomplishment.

Comparison of Literature Assigned to the Taxonomy by Classification, Dimension, and Literature Form

Tables 11, page 309, and Table 12, page 310, displayed the number of literature items by taxonomy classification, dimension and literature form. This table provided for comparison of the number of literature items on effectiveness within and among the classifications and dimensions as to frequency of literature form. The table also revealed the concentration of literature by form within each classification and dimension.

The governance classification "structure" dimension contained no research items for four-year colleges and universities. The governance "function" dimension contained empty cells for research and narrative items in the community, junior, and technical college category. There were no opinion items in the governance "function"

and "process" dimensions for four-year colleges and universities.

The organization classification contained at least one literature item in all dimensions and literature forms except two. The "structure" dimension contained no opinion items for four-year colleges and universities. The organization "function" dimension contained no narrative items for community, junior, and technical colleges.

The staffing classification "structure" dimension contained no research items for higher education and no narrative items for community, junior, and technical colleges. The staffing "function" dimension contained no research items for community, junior, and technical colleges. The staffing "process" dimension contained no narrative items for four-year colleges and universities and community, junior, and technical colleges. The staffing "process" dimension did not contain any opinion items for four-year colleges and universities.

The clientele classification "structure" dimension contained no opinion items for four-year colleges and universities. The clientele "function" dimension contained no narrative items for higher education or

community, junior, and technical colleges. There were no opinion items in the "function" dimension for four-year colleges and universities. The clientele "process" dimension contained no opinion items for four-year colleges and universities and community, junior, and technical colleges.

The curriculum classification "structure" dimension contained no research or narrative items for four-year colleges and universities. There were no opinion items for community, junior, and technical colleges in the "structure" dimension. The curriculum "function" dimension contained no narrative items for higher education. The "function" dimension contained no research, narrative, or opinion items on curriculum and effectiveness for four-year colleges and universities. The curriculum "process" dimension contained no research or narrative items for four-year colleges and universities or community, junior, and technical colleges.

The finance classification "structure" dimension contained no research items for higher education. This dimension did not contain any narrative items for four-year colleges and universities or community, junior,

and technical colleges. There were no opinion items in the "structure" dimension concerning finance and effectiveness for four-year colleges and universities. The finance "function" dimension contained no narrative or opinion items for higher education. There were no research, narrative, or opinion items for four-year colleges and universities in this dimension. The "function" dimension contained no research or narrative items for community, junior, and technical colleges. The finance "process" dimension contained no research items for four-year colleges and universities or community, junior, and technical colleges.

The evaluation classification "structure" dimension contained literature items in all categories and forms. The "function" dimension contained no research items for higher education, four-year colleges and universities, and community, junior, and technical colleges. The evaluation "function" dimension contained no narrative items for four-year colleges and universities and community, junior, and technical colleges. The evaluation "process" dimension contained no research items for community, junior, and technical colleges. The "process" dimension contained no narrative items for

higher education and community, junior, and technical colleges. There were no opinion items in this dimension for four-year colleges and universities. The reader is directed to examine Tables 11 and 12.

Table 11

Number of Literature Items by Taxonomy Classification,
Dimension, and Literature Form

Tax Class	Dimension												
	Structure				Function				Process				
	HED	C/U	CJT	STL	HED	C/U	CJT	STL	HED	C/U	CJT	STL	GRD TOT
GOVERNANCE													
RESEARCH	3	0	4	7	3	1	0	4	3	3	1	7	17
NARRATIVE	5	2	3	10	5	0	0	5	3	2	3	8	23
OPINION	26	2	10	38	12	0	5	17	18	0	5	23	79
SUB-TOTAL	34	4	17	55	20	1	5	26	24	5	9	38	119
ORGANIZATION													
RESEARCH	3	3	2	8	13	1	1	15	10	4	3	17	40
NARRATIVE	5	2	2	9	7	1	0	8	9	3	2	14	31
OPINION	24	0	4	28	14	2	3	19	16	1	2	19	66
SUB-TOTAL	33	5	8	46	34	4	4	42	35	8	7	50	138
STAFFING													
RESEARCH	0	2	2	4	4	2	0	6	7	2	2	11	21
NARRATIVE	2	1	0	3	1	1	1	3	3	0	0	3	9
OPINION	10	1	1	12	15	1	4	20	14	0	2	16	48
SUB-TOTAL	12	4	3	19	20	4	5	29	24	2	4	30	78
CLIENTELE													
RESEARCH	1	3	2	6	2	2	1	5	5	2	1	8	19
NARRATIVE	3	1	2	6	0	1	0	1	3	1	1	5	12
OPINION	9	0	4	13	8	0	1	9	4	0	0	4	26
SUB-TOTAL	13	4	8	25	10	3	2	15	12	3	2	17	57
CURRICULUM													
RESEARCH	1	0	2	3	1	0	0	1	2	0	0	2	6
NARRATIVE	4	0	1	5	0	0	0	0	2	0	0	2	7
OPINION	5	2	0	7	4	0	1	5	1	1	1	3	15
SUB-TOTAL	10	2	3	15	5	0	1	6	5	1	1	7	28
FINANCE													
RESEARCH	0	1	3	4	1	0	0	1	1	0	0	1	6
NARRATIVE	2	0	0	2	0	0	0	0	0	0	0	0	2
OPINION	1	0	2	3	0	0	1	1	1	1	1	3	7
SUB-TOTAL	3	1	5	9	1	0	1	2	2	1	1	4	15
EVALUATION													
RESEARCH	13	4	9	26	0	0	0	0	6	1	0	7	33
NARRATIVE	3	2	7	12	1	0	0	1	0	3	0	3	16
OPINION	24	3	5	32	2	1	3	6	7	0	2	9	47
SUB-TOTAL	40	9	21	70	3	1	3	7	13	4	2	19	96
TOTAL	145	29	65	239	93	13	21	127	115	24	26	165	531

TAX CLASS TAXONOMY CLASSIFICATION CJT COMMUNITY, JUNIOR, TECHNICAL COLLEGE
 HED HIGHER EDUCATION C/U COLLEGE/UNIVERSITY STL SUB-TOTAL GRD TOT GRAND TOTAL

Table 12

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
1.00 GOVERNANCE				
1.10 GOVERNANCE THROUGH LEGISLATIVE ACTION				
1.11 GOVERNANCE THROUGH FEDERAL LEGISLATION		98	272	2
1.11.1 FEDERAL AGENCY		176	174	2
1.11.2 FEDERAL ADVISORY COMMITTEES				
1.12 GOVERNANCE THROUGH STATE LEGISLATION				
1.20 GOVERNANCE THROUGH BOARDS		215		1
1.21 GOVERNANCE THROUGH STATE BOARDS	329	022-026	032-038-067 133-164-169	9
1.22 GOVERNANCE THROUGH LOCAL BOARDS	298	506	078-179 526	5

Note: Numbers in matrix refer to literature listed in Appendices B, C, and D.

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
1.30 GOVERNANCE THROUGH ADMINISTRATION	116			1
1.31 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT (INSTITUTION)	009-016-023 044-047-051 054-093-105 107-173-206 233-237-259 267-268-336 409-423-426 430-431-437 441-443-501 503-505-520	041-066-177 214-255-278 042-#50-124 502-516	425-445-458 504	
1.32 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT (DEPARTMENT)	276	117	331-353-365 404-509	6
1.33 GOVERNANCE THROUGH ADMINISTRATIVE PLANNING	019-048-062 087-203-229 470-483-527	087-199-299 376	075-076-100 185-280-288 312-482-484	22
1.34 GOVERNANCE THROUGH ADMINISTRATIVE POLICY	143-149-421			3
1.35 GOVERNANCE THROUGH COMMITTEES				
1.36 GOVERNANCE THROUGH ADMINISTRATIVE INSTITUTIONAL RESEARCH	158-326-403 495	058-120-146 153-448-471		10
1.37 GOVERNANCE THROUGH ADMINISTRATIVE SELF-STUDY	011-129-382 386-463	111-314	282-377-398 410-529	12
TOTAL ITEMS IN DIMENSION	55	26	38	
PERCENT ITEMS IN DIMENSION	46	22	32	
TOTAL ITEMS IN CLASSIFICATION				119
PERCENT ITEMS IN CLASSIFICATION				22

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
2.00 ORGANIZATION				
2.10 ORGANIZATION OF FEDERAL AGENCIES				
2.11 ORGANIZATION OF FEDERAL DEPARTMENT/DIVISION	210-339	081-085-234	74	6
2.12 ORGANIZATION OF FEDERAL ADVISORY COMMITTEES		031-077	7	3
2.20 ORGANIZATION OF STATE AGENCIES				
2.21 ORGANIZATION OF STATE DEPARTMENT/DIVISION				
2.22 ORGANIZATION OF STATE ADVISORY COMMITTEES				
2.30 ORGANIZATION OF INSTITUTION	014-039-059 071-217-254 308-357-408 433-438-468 530	040-209-303 507 500	260-286-418	
2.31 ORGANIZATION OF DEPARTMENT	172-187-197 208-228-273 274-335-352 361-372	036-379-394	053-110-113 154-200-359 364-369-406 419-450-467 510	27

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
2.32 ORGANIZATION OF COMMITTEES	424-464	378		3
2.32.2 LOCAL ADVISORY COMMITTEES	091-092	191-295		4
2.33 ORGANIZATION CULTURE/ CLIMATE	97	121-134-136 189-328	324	7
2.34 ORGANIZATION MISSION		253-415-454 465		4
2.35 ORGANIZATION GOALS	3	515	449	3
2.36 ORGANIZATION PRODUCTIVITY	108-317-428 429		496	5
2.37 ORGANIZATION DEVELOPMENT	002-060-064 090-238-307 347-370	165-194-243 261-270 084-188-325 393-412-453	025-034-037 045-046-079	25
2.38 ORGANIZATION ASSOCIATIONS	102-287	015-018-055 070-082-140 231-236-239 257-283-297	035-080-138 170-180-181 182-183-193 204-230-249 290-296-340 341	31
TOTAL ITEMS IN DIMENSION	46	42	50	
PERCENT ITEMS IN DIMENSION	33	31	36	
TOTAL ITEMS IN CLASSIFICATION				138
PERCENT ITEMS IN CLASSIFICATION				26

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
3.00 STAFFING				
3.10 ADMINISTRATIVE PERSONNEL	311-318	069-271-342	086-151-258 302-306-330	11
3.11 LINE MANAGERS	4-151-436	013-063-130 211-252-279 333-422-461	017-101-119 493-498-508 487	18
3.12 STAFF MANAGERS	242-246	175-212-411 512	162-244-247 300	10
3.20 FACULTY PERSONNEL	196	033-171	096-160	5
3.21 TEACHING FACULTY	216-363-452	362-491	356	7
3.22 RESEARCH FACULTY	383	367	21	3
3.30 SUPPORT PERSONNEL	355		207	2
3.40 STAFFING ASSOCIATIONS		024-109-115 135-222-385	012-184-313 338-360-499	12

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
3.50 PROFESSIONAL DEVELOPMENT	103-118-128 256-407	220	219	7
3.51 ADMINISTRATIVE PERSONNEL				
3.52 FACULTY PERSONNEL			289	1
3.53 SUPPORT PERSONNEL				
3.60 STAFFING SALARIES				
3.61 ADMINISTRATIVE PERSONNEL				
3.62 FACULTY PERSONNEL			166	1
3.63 SUPPORT PERSONNEL				
TOTAL ITEMS IN DIMENSION	19	29	30	
PERCENT ITEMS IN DIMENSION	25	37	38	
TOTAL ITEMS IN CLASSIFICATION				78
PERCENT ITEMS IN CLASSIFICATION				15

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
4.00 CLIENTELE				
4.10 STUDENT LEARNING	043-157-384 399-494-524	068-192-323 345-390	1001-201 416-478	15
4.20 ALUMNI			006-028	2
4.30 ADMISSIONS	485-519		195-481	4
4.31 RECRUITMENT			163	1
4.32 RETENTION	95-141			2
4.33 MARKETING	265			1
4.40 STUDENT ACTIVITIES	263-447	213	226	4
4.50 STUDENT SERVICES/AFFAIRS/ DEVELOPMENT	008-072-190 205-223-245 462-476	161-262-513	088-281 321	14
4.60 COMMUNITY SERVICES	131-358-368 434	147-371-396 477	099-374-381	11
4.70 STUDENT ASSOCIATIONS		49-114	20	3
TOTAL ITEMS IN DIMENSION	25	15	17	
PERCENT ITEMS IN DIMENSION	44	26	30	
TOTAL ITEMS IN CLASSIFICATION				57
PERCENT ITEMS IN CLASSIFICATION				11

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
5.00 CURRICULUM				
5.10 CURRICULUM PROGRAM	337-241	266		3
5.10.1 CURRICULUM PROGRAM DEVELOPMENT			094-391	2
5.11 CURRICULUM INSTRUCTION	202			1
5.12 CURRICULUM INSTRUCTIONAL DEVELOPMENT	057-089-294	052-218	027-497	7
5.13 CURRICULUM COURSE(S)	065-332-413			3
5.14 CURRICULUM SCHEDULE	427			1
5.15 CURRICULUM COMMITTEES	451	511		2
5.16 CURRICULUM EQUIPMENT		235		1
5.17 CURRICULUM SUPPLIES				
5.18 CURRICULUM FACILITIES	264		232-277	3
5.18.1 CURRICULUM FACILITIES DEVELOPMENT				

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
5.19 CURRICULUM FACULTY				
5.20 GENERAL EDUCATION CURRICULUM				
5.30 VOCATIONAL EDUCATION CURRICULUM	139-380-432	83	150	5
TOTAL ITEMS IN DIMENSION	15	6	7	
PERCENT ITEMS IN DIMENSION	54	21	25	
TOTAL ITEMS IN CLASSIFICATION				28
PERCENT ITEMS IN CLASSIFICATION				5
6.00 FINANCIAL MANAGEMENT				
6.10 REVENUE SOURCES	439-442-457	112	315-517	6
6.20 BUDGETING	010-198-444		224	4
6.30 COSTS	344-366		401	3
6.40 FOUNDATION(S)	466	490		2
TOTAL ITEMS IN DIMENSION	9	2	4	
PERCENT ITEMS IN DIMENSION	60	13	27	
TOTAL ITEMS IN CLASSIFICATION				15
PERCENT ITEMS IN CLASSIFICATION				3

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.00 EVALUATION				
7.10 EVALUATION OF GOVERNANCE				
7.11 EVALUATION OF FEDERAL LEGISLATION				
7.11.1 EVALUATION OF FEDERAL AGENCIES			30	1
7.11.2 EVALUATION OF FEDERAL ADVISORY COMMITTEES				
7.12 EVALUATION OF STATE LEGISLATION				
7.12.1 EVALUATION OF STATE AGENCIES			167	1
7.12.2 EVALUATION OF HIGHER EDUCATION SYSTEMS	142-168			2
7.13 EVALUATION OF BOARDS				
7.13.1 EVALUATION OF STATE BOARDS				
7.13.2 EVALUATION OF LOCAL BOARDS				

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Items

by Taxonomy Classification and Dimension:

Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.14 EVALUATION OF ADMINISTRATION				
7.14.1 EVALUATION OF ADMINISTRATION (INSTITUTION)	005-123-125 126-145-148 156-178-293 309-310-316 320-334-327 349-392-395 420-472-480 489-492-522 528-531	417-486	397-514-518 144-240	
7.14.2 EVALUATION OF ADMINISTRATION (DEPARTMENT)	073-155-192 248-250-275 284-304-319 350-361-388 402-446-469	56	132-152-269 291-322-354 400	2
7.14.3 EVALUATION OF ADMINISTRATIVE PLANNING				
7.14.4 EVALUATION OF ADMINISTRATIVE COMMITTEES		29		106
7.14.5 EVALUATION OF ADMINISTRATIVE INSTITUTIONAL RESEARCH				
7.14.6 EVALUATION OF ADMINISTRATIVE SELF-STUDY				

(table continues)

Table 12 (continued)**Institutional Effectiveness Literature Items****by Taxonomy Classification and Dimension:****Frequency and Percent Shown by Classification**

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.20 EVALUATION OF ORGANIZATION				
7.21 EVALUATION OF ORGANIZATION OF FEDERAL AGENCIES				
7.21.1 EVALUATION OF ORGANIZATION OF FEDERAL DEPARTMENT/ DIVISION				
7.21.2 EVALUATION OF ORGANIZATION OF FEDERAL ADVISORY COMMITTEES				
7.22 EVALUATION OF ORGANIZATION OF STATE AGENCIES				
7.22.1 EVALUATION OF ORGANIZATION OF STATE DEPARTMENT/DIVISION				
7.22.2 EVALUATION OF ORGANIZATION OF STATE ADVISORY COMMITTEES				
7.23 EVALUATION OF ORGANIZATION OF INSTITUTION				
7.23.1 EVALUATION OF ORGANIZATION OF DEPARTMENT				

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.23.2 EVALUATION OF ORGANIZATION OF COMMITTEES				
7.23.2.1 EVALUATION OF ORGANIZATION OF LOCAL ADVISORY COMMITTEES				
7.23.3 EVALUATION OF ORGANIZATION CULTURE/CLIMATE				
7.24 EVALUATION OF ORGANIZATION MISSION				
7.25 EVALUATION OF ORGANIZATION GOALS	159-225			2
7.26 EVALUATION OF ORGANIZATION PRODUCTIVITY				
7.27 EVALUATION OF ORGANIZATION DEVELOPMENT				
7.28 EVALUATION OF ORGANIZATION ASSOCIATIONS			61	1

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.30 EVALUATION OF STAFFING				
7.31 EVALUATION OF ADMINISTRATIVE PERSONNEL	343	221	346	3
7.31.1 EVALUATION OF LINE MANAGERS				
7.31.2 EVALUATION OF STAFF MANAGERS				
7.32 EVALUATION OF FACULTY PERSONNEL				
7.32.1 EVALUATION OF TEACHING FACULTY				
7.32.2 EVALUATION OF RESEARCH FACULTY				
7.33 EVALUATION OF SUPPORT PERSONNEL				
7.34 EVALUATION OF STAFFING ASSOCIATIONS				
7.35 EVALUATION OF STAFFING PROFESSIONAL DEVELOPMENT				
7.35.1 EVALUATION OF PROFESSIONAL DEVELOPMENT ADMINISTRATIVE PERSONNEL				

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.35.2 EVALUATION OF PROFESSIONAL DEVELOPMENT FACULTY PERSONNEL				
7.35.3 EVALUATION OF PROFESSIONAL DEVELOPMENT SUPPORT PERSONNEL				
7.36 EVALUATION OF STAFFING SALARIES				
7.36.1 EVALUATION OF STAFFING SALARIES ADMINISTRATIVE PERSONNEL				
7.36.2 EVALUATION OF STAFFING SALARIES FACULTY PERSONNEL				
7.36.3 EVALUATION OF STAFFING SALARIES SUPPORT PERSONNEL				

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.40 EVALUATION OF CLIENTELE				
7.41 EVALUATION OF STUDENT LEARNING	137-459-473 474-475-523			
		525	521	8
7.42 EVALUATION OF ALUMNI				
7.43 EVALUATION OF ADMISSIONS				
7.43.1 EVALUATION OF RECRUITMENT				
7.43.2 EVALUATION OF RETENTION				
7.43.3 EVALUATION OF MARKETING				
7.44 EVALUATION OF STUDENT ACTIVITIES				
7.45 EVALUATION OF STUDENT SERVICES/AFFAIRS/ DEVELOPMENT				
7.46 EVALUATION OF COMMUNITY SERVICES				
7.47 EVALUATION OF STUDENT ASSOCIATIONS				

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.50 EVALUATION OF CURRICULUM				
7.51 EVALUATION OF CURRICULUM PROGRAM				
7.51.1 EVALUATION OF CURRICULUM PROGRAM DEVELOPMENT				
7.51.2 EVALUATION OF CURRICULUM INSTRUCTION				
7.51.3 EVALUATION OF CURRICULUM INSTRUCTION DEVELOPMENT				
7.51.4 EVALUATION OF CURRICULUM COURSE(S)				
7.52 EVALUATION OF CURRICULUM SCHEDULE				
7.53 EVALUATION OF CURRICULUM COMMITTEES				
7.54 EVALUATION OF CURRICULUM EQUIPMENT				
7.54.1 EVALUATION OF CURRICULUM SUPPLIES				

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.55 EVALUATION OF CURRICULUM FACILITIES				
7.55.1 EVALUATION OF CURRICULUM FACILITIES DEVELOPMENT				
7.56 EVALUATION OF CURRICULUM FACULTY				
7.57 EVALUATION OF GENERAL EDUCATION CURRICULUM				
7.58 EVALUATION OF VOCATIONAL EDUCATION CURRICULUM				
7.60 EVALUATION OF FINANCIAL MANAGEMENT	440			1
7.61 EVALUATION OF REVENUE SOURCES				
7.62 EVALUATION OF BUDGETING				
7.63 EVALUATION OF COSTS				
7.64 EVALUATION OF FOUNDATION(S)				

(table continues)

Table 12 (continued)

Institutional Effectiveness Literature Itemsby Taxonomy Classification and Dimension:Frequency and Percent Shown by Classification

CLASSIFICATION	STRUCTURE	FUNCTION	PROCESS	TOTAL
7.70 EVALUATION OF EVALUATION				
7.71 EVALUATION OF GOVERNANCE				
7.72 EVALUATION OF ORGANIZATION				
7.73 EVALUATION OF STAFFING				
7.74 EVALUATION OF CLIENTELE				
7.75 EVALUATION OF CURRICULUM				
7.76 EVALUATION OF FINANCIAL MANAGEMENT				
7.77 EVALUATION OF EVALUATION ACTIVITIES	460	348	122	3
7.78 EVALUATION CRITERIA	104-127-227 301-305-373 387-389-414 455-479-488	456	375	12
7.79 EVALUATION OF QUALITY	285-351			2
TOTAL ITEMS IN DIMENSION	70	7	19	
PERCENT ITEMS IN DIMENSION	73	7	20	
TOTAL ITEMS IN CLASSIFICATION				96
PERCENT ITEMS IN CLASSIFICATION				18

CHAPTER SEVEN

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

The purpose of this study was to produce a taxonomy of institutional effectiveness literature for public colleges and universities. The study was an atheoretical and comprehensive analysis of the extant literature on institutional effectiveness from 1970 to the present. Conceptually, the study was an exploratory examination of the literature. It provides a framework for refining future institutional effectiveness research investigations, educational evaluation studies, or other assessment activities for colleges and universities.

The study contained no a priori hypothesis or research questions in the traditional sense. The following objectives guided the study:

1. To determine characteristics of institutional effectiveness research.
2. To determine institutional effectiveness measures applied as criteria for evaluation.
3. To determine if the measures reported as similar in the literature were the same upon assignment to the taxonomy.

4. To determine the variables identified in research on institutional effectiveness.
5. To identify the various definitions of institutional effectiveness terms presented in the literature.
6. To determine the extent various literature addresses similar issues.
7. To determine if elements of effectiveness characteristics have been omitted or overlooked in the literature.
8. To detect and report trends, similarities, and conflicts existing in the literature.

The literature for the study was identified through queries into printed or computerized indexes. Published literature not indexed was also identified to the extent possible and was included in the study. Literature written on institutional effectiveness issues makes up the study population.

Five-hundred-thirty-one separate literature items were identified for the period. Journal articles and ERIC documents were reviewed, separated into distinct categories and a taxonomy developed. Each literature item was assigned to a specific taxonomy classification

by major subject content and by dimension.

The literature items were also identified as to literature form. The literature was designated as either a research item, narrative item, or opinion item.

A computer data base was also created containing the literature items. The data base was separated into three distinct files, one file for higher education literature, one file for four-year college/university literature, and one file for community, junior, and technical college literature.

Within the data files each item was numbered and coded by its taxonomy classification number and dimension. The items in each data file also contained a document identification number, author, title, publication date, and abstract.

SUMMARY

Since the 1970s attention has increasingly focused on the effectiveness of educational institutions. For over 60 years researchers, theorists, and others have examined various aspects of educational institutions in efforts to determine their effectiveness. The major issue in higher education

today is effectiveness. Cameron (1978) said it is rarely possible to compare studies on effectiveness since few have common criteria for indicating effectiveness. The search for an answer to define and measure effectiveness comes from a concern for the level of quality in higher education. There is also concern that higher education institutions deliver their products and services efficiently to various clients.

Compounding the difficulty of understanding the issue was the lack of a clearly delineated arrangement of educational literature on effectiveness issues. This study brings together the literature on effectiveness to form an educationally sound, logically developed, and coherent arrangement of effectiveness literature by subject, dimension, and form.

CONCLUSIONS

Study Purpose

Conclusions derived from the study are related directly to the literature on effectiveness, the research purpose, and objectives. The purpose and literature are addressed first. The research purpose represented the central issue investigated in the study. The purpose was to produce a taxonomy of institutional

effectiveness literature for public higher education, colleges, and universities. The study purpose was fulfilled.

The Literature on Effectiveness

The literature on effectiveness was divisible into categories and into taxonomy classifications. The categories and classifications were based on the distinctions made in the literature on effectiveness issues by theorists, researchers, and practitioners. Some additional interpretation was made by this researcher to establish certain subclasses within the taxonomy.

Theories and models of effectiveness were more important to writers in the higher education literature than to writers in the four-year college/university and community, junior, and technical college literature. This was especially true in the "structure" dimension. The higher education literature discussed or referred to theories and models more often throughout the taxonomy classes than the literature in other categories. The four-year college/university literature more often referred to management practices. The community, junior, and technical college literature

more often concerned the use of goals and the practices associated with achieving them.

The models presented in the literature were models of management effectiveness not institutional effectiveness. Drucker (1973) stated the models were "transposed from management science." The models are management performance models that indicate management is "doing things right." As such they are efficiency models and cannot be considered effectiveness models for higher education and higher education institutions. They are better suited, in this researcher's opinion, to be models of educational management practice and management effectiveness rather than institutional effectiveness. Researchers and theorists have placed the models squarely in the context of management, and, as evidenced in the literature, practitioners have tried to apply them as effectiveness models.

The literature on effectiveness showed a bias toward particular subjects. Management and organization subjects dominant the literature for higher education and community, junior, and technical college literature. That these subjects were considered the most important elements of effectiveness becomes more apparent when

examining all literature as a single group. This was probably due to the transposition of the various effectiveness models from management science. The literature clearly demonstrates the models were transposed from business management models.

Most effectiveness literature was based on opinion. Opinion items were more evident in the literature than narrative items or research items. Of the 531 separate literature items reviewed by this researcher, 54.5 percent were opinion expressed by the author or authors. Although these items may have referred to various research on effectiveness, they offer no substantial insight other than that proposed by the author. The large number of opinion items occurring in the literature may be the result of publication bias or a tendency of writers to produce more literature based on opinion rather than research.

Narrative items represented 19 percent of the literature and research items represented 27 percent. This means that for every narrative item on effectiveness, there were three opinion items. For every research item there were two opinion items. When the number of opinion items were combined with the number of

research items based on opinion, over 80 percent of the literature is opinion.

The Research on Effectiveness

Research objective one was "To determine characteristics of institutional effectiveness research." The answer was easily discerned and the pattern clearly established. Researchers showed a preference for investigating particular subject areas. Figure 42 showed more research was focused on governance and organization structure, function, and process than for other subject areas. This may be due to promotion of the definitions and models of effectiveness based on management by other theorists and researchers.

Researchers showed a preference for using one method of research. Figures 8, 20, 32, and 43 displayed the results of analysis of this data, with regard to the proportion of methodology for research. The overwhelming proportion of research, 94 percent, used descriptive research employing questionnaires and interviews for data collection and analysis. The research and the results were based on opinions gathered through the questionnaires and interviews. The results of the research were skewed in a positive direction. Not one

research item reported negative results for any institution or program. This may be a result of the measures reported for the research and the type position surveyed. The results reported without objective measures and without standards for measurement seems to call into question the objectivity of the respondents and therefore, the research findings.

Researchers preferred soliciting information on effectiveness from the managers of institutions and programs. Review of Figures 9, 21, 33, and 44 showed that administrators were the single source of effectiveness information in over 50 percent of the research. Administrators were also included as respondents for other research in which faculty, staff, and students were surveyed.

Research objectives two and four may be addressed in the same context. The measures reported in the literature on effectiveness appear to this researcher to measure institutional performance not institutional effectiveness. A distinction is made here between performance and effectiveness. Performance is an action, a deed, or thing done or the exhibition of skill or capacity. Effectiveness is the result or consequence of

the action, deed, or thing done. Most variables reported in research also appear to measure institutional performance rather than effectiveness. Many of the measures and variables may be considered measures of educational practice. More precisely they are measures and variables of educational management practice.

The Definitions of Effectiveness

Objective five was "To identify the various definitions of institutional effectiveness terms presented in the literature." Twenty-four separate definitions were identified for "institutional effectiveness." The definitions strongly resemble the definitions for business organizations and management practice. Effectiveness was not defined in the literature, in this researchers opinion, in terms meaningful to public higher education or higher education institutions. The definitions speak of goal accomplishment, a management performance measure, satisfying multiple constituencies, a management performance measure, and performing a legitimate function, also a management performance measure. Other definitions upon close analysis constitute institutional or management performance definitions

rather than definitions of effectiveness.

The definitions offered for terms, other than effectiveness or institutional effectiveness, appear to this researcher to be terms more closely defining effectiveness. For example, assessment was defined as "any systematic process by which student abilities, interests, and achievements are determined." Outcomes and outcomes assessment was defined in one literature item as "...more than the effects of postsecondary education on students and the further impacts of those on others, including society in general..." educational outcomes refer to any results or consequences of an educational institution and its program.

The Taxonomy Classifications

The taxonomy as developed is such that any literature on effectiveness may be identified and placed within a specific category and classification. The seven major classifications are broad enough to capture any literature written on effectiveness subjects. The taxonomy sub-classifications are such that any literature item may be identified by literature form and placed in a specific classification and dimension.

Many taxonomy classifications showed a strong bias

toward management and organization. The primary subject content of the items, however, demanded they be classified as staffing, clientele, curriculum or finance subjects. Many literature items contained references to management and organization as secondary content.

Imbalances in the Literature

Considered as a single group, Table 12, the literature reflects a concern more for the form of various educational activities than with their function or processes. Two-hundred-thirty-nine separate literature items, representing 45 percent of the literature, were identified as "structure" related items. The concern for structure was also evident within the three separate categories of literature. Sixty-eight percent of the higher education literature, 44 percent of the four-year college/university literature, and 58 percent of the community, junior, and technical college literature was written on the structure of institutions or institutional components and activities. This was true for the taxonomy classes as well. A comparison of the taxonomy classes for the number of literature items within each class showed the organization classification contained 138 separate

literature items. This classification represents 26 percent of the literature, the largest percentage for any class in the taxonomy.

Voids in the Literature

Objective seven was "To determine if important elements of effectiveness characteristics have been omitted or overlooked in the literature." Researchers and writers have overlooked elements important to effectiveness of higher education. There were empty cells throughout the various classifications and dimensions. Table 11, page 309, revealed significant numbers of empty cells in the curriculum, finance, and evaluation classifications. The "curriculum" classification contained no research or narrative items for four-year college and universities across the three dimensions. There were no research or narrative items on curriculum issues for four-year colleges and universities and community, junior, and technical colleges. The "finance" classification contained no research or narrative items for four-year colleges and universities and community, junior, and technical colleges. The higher education category contained no narrative items on finance. The evaluation classification "function"

dimension contained no research items for any category of literature. There were no narrative items in the "function" dimension for four-year colleges and universities and community, junior, and technical colleges. The "process" dimension for the evaluation classification contained no narrative items for higher education and community, junior, and technical colleges.

Effectiveness for higher education institutions was not defined such that the results and consequences of applying a particular curriculum to the conditions and needs of society may be demonstrated. The reader may find it useful to review Table 12, page 310, and the definitions of effectiveness contained in each chapter.

Only 5 percent of all literature on effectiveness concerns curriculum. Over 50 percent of the literature on curriculum addressed the structure for various curriculum issues. One literature item in the function dimension discussed the role of the curriculum in society. Only two definitions for effectiveness in the literature contained a reference which might be considered curriculum based. Those definitions only addressed individual needs.

Objective eight was to "To detect and report trends,

similarities, and conflicts existing in the literature." The similarities in the literature were apparently the result of using management science models to define effectiveness. Paradoxically, the use of these same models also created conflict in the literature. Each model developed from the theorist or researcher's particular view of management practice promoted conflicting interpretation by practitioners.

The fundamental conclusion for this research can be summarized and set forth clearly. The definitions, models, measures, and variables currently used for institutional effectiveness are more clearly definitions and measures of institutional management practice and performance.

DISCUSSION

The Literature on Effectiveness

The search for effectiveness has taken many turns from 1970 to the present. The literature provides a rich perspective on effectiveness issues for public higher education institutions over the twenty year period. Emphasis on goals in the early literature on effectiveness has given way to the recent movement toward student outcomes assessment. The movement towards

outcomes assessment is perhaps the first step to the development of a comprehensive and meaningful definition of effectiveness for higher education institutions. The literature for the period contains numerous articles on management, organization, and evaluation of effectiveness issues.

Reports in the literature call for more accountability and others compare the difference between effectiveness and efficiency in relation to educational activities. "Effectiveness is the foundation of success--efficiency the minimum condition for survival after success has been achieved. Efficiency is concerned with doing things right. Effectiveness is doing the right things," (Drucker, 1973, p. 45). The literature often confuses measures of efficiency with measures of effectiveness. For example, the number of students in programs, number of students graduating, cost per student per session, and square feet of buildings utilized, are efficiency measures. These are some of the quantitative measures often cited as measures of effectiveness. They are "accountability" statistics to report how well the resources expended on educational activities are

utilized but are not measures of effectiveness. Boyer, (in Petersen, 1988) gives, in this researcher's view, the best definition of accountability for use by any educational institution. Boyer said accountability is the use of assessment results to assure authorities at the state level and the general public that tax dollars invested in education are being well spent. Changing this definition slightly may provide for more universal use. Accountability is the use of assessment results to assure authorities "at any level" and the general public that tax dollars and other funds invested in education are being well spent.

It is the view of this researcher that effectiveness must be redefined in relation to the curriculum and its contributions to society. Further, evaluation against established standards is the essential ingredient for ultimately determining effectiveness of any educational activity.

The Research on Effectiveness

Effectiveness should be researched in terms of higher education's contributions to the total society, in terms of leading and shaping current and future events, and in terms of contributions to intellectual, cultural,

and scientific development. Effectiveness is rooted in the curriculum of institutions and it should be examined in the context of the society it serves. Educators should think of effectiveness in terms of the social, political, economic, and individual purposes of the curriculum.

Any model of effectiveness for public higher educational institutions should include the social, political, economic, and individual ends the curriculum seeks to fulfill at a particular time, place, and circumstance. Hence, the curriculum is of paramount importance to any interpretation of the effectiveness of institutions. It is the curriculum that molds the minds of the coming generation, gives life to the institution, and shares in shaping the future of the nation and even world society.

The Definitions of Effectiveness

The definition for terms within the categories were somewhat consistent and did provide for a clearer understanding of how the terms were used in each literature category. For example, the term "assessment" was defined as any process of gathering concrete evidence about the impact and functioning of undergraduate

education in the higher education literature. Assessment was defined in the community, junior, and technical college literature as a systematic process by which student abilities, interests, and achievements are determined. The use and definition of certain terms in the literature offers some particular insight into their use beyond that of the author. The higher education literature defined "outcomes" in terms of the benefit for society, for the individual, and in terms of faculty activities and student activities. For community, junior, and technical college literature the term outcomes was used to mean student learning. These terms may provide the basic ingredients for the development of a definition for institutional effectiveness. The definition of these terms more precisely describe effectiveness and the results and consequences of applying a particular curriculum.

Imbalances in the Literature

The literature on effectiveness was heavily concentrated on management and organizational structure. Any model of effectiveness for public higher educational institutions should include the social, political, economic, and individual ends the curriculum seeks to

fulfill at a particular time, place, and circumstance. Hence, the curriculum is of paramount importance to any interpretation of the effectiveness of institutions. It is the curriculum that molds the minds of the coming generation, gives life to the institution, and shares in shaping the future of the nation and even world society.

Educators have allowed the definitions and models of effectiveness, based on business and management practice, to dominate and shape educational policy, programs, and institutional action. The effectiveness of higher education institutions should be defined in the context of the curriculum designed and delivered to satisfy the conditions and needs of society. Institutional effectiveness, defined in terms of the curriculum, will clearly demonstrate the results and consequences of its application to the conditions and needs of society.

Voids in the Literature

A number of key areas which should concern educators contain none or few literature items (see Appendix G). Many other areas contain only a single entry while other areas show a concentration of literature in the three dimensions of structure, function, and process. Although interest in effectiveness issues seems to be increasing

each year, the number of literature items produced on effectiveness has steadily decreased since the mid-seventies.

The question might be raised as to why there is no research or literature items on governance through state legislation. Legislative decisions certainly have positive and negative impacts on a higher education institution's operations and ability to deliver services. Why are there no items on governance by committee with the recent movement towards using committees as part of a participatory management system?

In the organization classification there were no items on the organization of state agencies. With education theoretically, at least, the province of the individual states one would think these are also important considerations for effectiveness.

The empty cells in the taxonomy staffing classification concern professional development and salaries for administrative, faculty, and support personnel. Are these not considered by researchers and others important to effectiveness? What is the impact on effectiveness of ignoring professional development and salaries?

The curriculum classification contains empty cells throughout the sub-classifications. Curriculum facilities development, curriculum faculty, and general education curriculum have no entries. These curriculum areas along with other curriculum sub-classifications should be of major importance to those concerned with effectiveness and the more recent movement to student outcomes assessment. This is supposed to be "where it happens" yet curriculum areas are one of the least researched and written about classifications in the taxonomy.

Finance and budget allocations seem always to be high on the list in any discussion on effectiveness. The empty cells in the financial management classification indicate that concern for finance and effectiveness is not evident in the literature. Two-thirds of the cells in this classification contain no entries.

The least researched and least written about subject in the taxonomy is evaluation in relation to effectiveness. The significance of the need for higher education institutions to reappraise on-going evaluation is clearly demonstrated by the taxonomy.

Effectiveness is always determined "ex post facto." Institutions and programs must be carefully and meticulously planned to be effective. Whether the institution or program is effective must be determined by examining them after activities are complete or at least in progress. Evaluation should be a continuous cycle within the process of determining the effectiveness of institutions and programs.

RECOMMENDATIONS

The Literature on Effectiveness

Unquestionably management and organization are important to the effectiveness equation within the dimensions of structure, function, and process. The literature on effectiveness for public colleges and universities bears ample evidence that these are important issues to researchers and other writers. Higher education cannot, however, be managed and organized into effectiveness by ignoring other essential activities of institutions. Management and organization are functions of an institution to be manipulated for use of the institution's resources toward accomplishment of its mission and purpose for society. They are not an end but the means to an end. There is after all far too

little research and other literature concerning the impact and contribution to effectiveness of staffing, clientele, curriculum, finance, and evaluation. Perhaps the empty cells in the taxonomy tell us more about why the definitions and models are inadequate to describe and predict when a program or institution will or will not be effective.

Combining all of the various models on effectiveness into a composite "management performance model" seems to this researcher to be a reasonable solution for the confusion apparent in the literature. Second, establishing standards of performance and results would provide the basis for further research. Is it not conceivable that institutions should have:

Goals that are clear, time-bound, communicable, and measurable.

A clear connection between inputs and outputs.

A clear connection between organizational processes and tasks.

A satisfaction of constituencies.

Values which compete with and compliment one another.

Legitimate functions which contribute to society.

An absence or minimizing of defects and faults.

Good performance in reference to other similar institutions.

By making a distinction between a management performance model and developing a model of effectiveness based on the curriculum will provide the basis for research which will confirm the effectiveness of higher education institutions.

The Research on Effectiveness

There should be more rigorous research on effectiveness for public colleges and universities based on standards established in the curriculum and from clear and precise mission and purpose statements. Over twenty years of literature including one-hundred-forty-three studies failed to produce any evidence of consensus on a definition or standards for measurement of effectiveness.

There must be more definitive research on effectiveness in terms of the products and services provided to clients. If the end state for a person exiting the institution is an "educated person," then standards must be developed along with measures that

clearly demonstrate the level of education received.

The scope of what constitutes effectiveness must be broadened to include curriculum, staffing, clientele, and finance on an equal basis with the research on governance and organization.

Objective measures should be developed to examine the structure, function, and processes of higher education institutions and their programs. The research on effectiveness to date has relied too heavily on the subjective perceptions of those responsible for managing the institutions. The research is inherently biased to provide only positive results and is concentrated on the structure, function, and process dimensions for governance and organization.

The Definitions of Effectiveness

The definitions, measures and standards for effectiveness should begin with the product or service. Colleges and universities are knowledge generating and disseminating organizations and as such have products and services. The curriculum of the institution in all its manifestations is of paramount importance to any measurement of effectiveness. The contributions of the curriculum to the development of individuals and society

should be of prime importance to research on institutional effectiveness.

The definitions of effectiveness in the literature speak of intentions, satisfactions, of performing a legitimate function at some level of acceptable quality. Other definitions state that paradox must also exist in the institution or say that effectiveness is the extent internal priorities match those of external strategic constituencies. Still other definitions assess effectiveness in terms of employee job satisfactions and student satisfactions. The current definitions of effectiveness deny the opportunity to demonstrate the true effectiveness of higher education because they are grounded in management science.

These definitions promote the idea that governance and organization are the foremost considerations for measuring institutional effectiveness. The models of effectiveness for educational institutions for the most part are transposed from the models for business organizations.

Colleges and universities should rethink their products and their services in terms of today's society. Early institutions of higher educations built a tradition

of quality product and service. One only need examine the history of the development of the American university in the late nineteen and early twentieth century to understand the significance of defining the institution in terms of the needs of current society. It was no accident priority was given to mission and purpose by these institutions. Many colleges and universities still do not define their mission and purpose in terms of today's society and therefore cannot hope to define and measure their effectiveness.

Institutional and management performance measures should allow for the incorporation of accountability, efficiency, quality of the product or service, and development of standards for performance and results. Institutional and management performance measures are necessary to demonstrate to authorities that institutions are wisely using the public funds entrusted to them.

Public colleges and universities should define effectiveness in terms that clearly demonstrate they are delivering a curriculum to satisfy the conditions and needs of the society served. Effectiveness for public colleges and universities should be redefined in terms of the curriculum. The definition should include standards

for performance and results.

The historical record shows that education is always a function of time, place, and circumstance. In its basic philosophy, is social objective, and its program of instruction, it inevitably reflects in varying proportion the experiences, the condition, and the hopes, fears, and aspirations of a particular people or cultural group at a particular point in history. In actuality, it is never organized and conducted with sole reference to absolute and universal terms.

It is clear that any group, charged with the task of determining the effectiveness of educational institutions and programs, should begin with an examination of the society served. They should examine the society's conditions, its major trends and tensions, its controlling ideals, values, and interests.

In the United States periodic return to fundamental study and analysis of educational structure, function, and process is especially necessary because of the highly dynamic character of American life and institutions. Drucker (1973, p. 197) stated "The American university has outgrown the structure its founders built a century

ago. It needs now new thinking about its mission and function, its objective and governance, its priorities and the criteria by which it should measure its accomplishments and results." Almost twenty years of literature reflects little change.

In a static society an educational program, once adjusted to definite and acknowledged conceptions of social need, may remain unchanged for generations and even centuries, and yet perform its functions effectively. As long as the balance of ideas and interests, which such a program reflects, remains essentially undisturbed, it is likely at least to be deemed satisfactory and adequate. American society has been and is changing rapidly in its basic institutions and relationships. No inquiry into the effectiveness of public higher education can remove the responsibility for embodying in its theories and models some interpretation of the contributions made through the curriculum to society.

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APPENDIX A
Journal References

AAUP Bulletin
AGB Reports
Academy of Management Journal
Action in Teacher Education
Administrative Science Quarterly
American Journal of Pharmaceutical Education
American Psychologist
American School And University
American Vocational Journal
Audiovisual Instruction
Business Education Forum
CASE Currents
CAUSE/EFFECT
Change
Chronicle of Higher Education
College Press Review
College and Research Libraries
College and University
Comment
Community, Technical, and Junior College Journal
Community College Review
Community Services Catalyst
Community and Junior College Journal
Community/Junior College Quarterly of Research and Practice
Community/Junior College Research Quarterly
Contemporary Education
Continuing Higher Education Review
Distance Education
Drexel Library Quarterly
Education Libraries
Education and Urban Society
Education
Educational Administration Quarterly
Education Administration
Educational Communication and Technology
Educational Gerontology
Educational Record
Educational Research Quarterly
Educational Researcher
Educational Studies
Engineering Education
European Journal of Engineering Education

Journal References (Cont'd)

Foreign Language Annals
Graduate Woman
Group and Organizational Studies
Health Education
Human Relations
Human Systems Management
Innovative Higher Education
Interchange
**International Journal of Institutional Management in
Higher Education**
Journal of Academic Librarianship
The Journal of Higher Education

APPENDIX B
HIGHER EDUCATION, GENERAL LITERATURE

Suffix to numbered literature items.

R RESEARCH ITEM Note: The reader is referred to the
N NARRATIVE ITEM computer diskette for
O OPINION ITEM complete reference to items.

NO. AUTHOR, TITLE, PUBLICATION YEAR

- 001 R Rock, Donald A. and Others. The identification and evaluation of college effects on student achievement. 1969.
- 002 N Hodgkinson, Harold L. Change in higher education --A national profile. 1970.
- 003 O Peterson, Richard E. College goals and the challenge of effectiveness. 1971. pg 20.
- 004 N Bieber, Fred, Comp.; Peterson, Raymond E., Comp. The identification and development of administrative competencies. Proceedings of a seminar. (Tempe, Arizona, January 16-18, 1973.) 1973.
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- 006 R Schein, Edgar H. Career anchors and career paths: A panel study of management school graduates. 1974.
- 007 N Auton, Sylvia. The life of a federal advisory council in education. 1975.
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APPENDIX C
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APPENDIX D

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APPENDIX E

Isaac and Micheal's*

Nine Basic Methods of Research

Method: Historical

Purpose: To reconstruct the past objectively and accurately, often in relation to the tenability of an hypothesis.

Example: A study reconstructing the practices in the teaching of spelling in the United States during the past fifty years; tracing the history of civil rights in the United States education since the civil war; testing the hypothesis that Francis Bacon is the real author of the "works of William Shakespeare."

Method: Descriptive

Purpose: To describe systematically a situation or area of interest factually and accurately.

Example: Population census studies, public opinion surveys, fact-finding surveys, status studies, task analysis studies, questionnaire and interview studies, observation studies, job descriptions, surveys of the literature, documentary analysis, anecdotal records, critical incident reports, test score analysis, and normative data.

Method: Developmental

Purpose: To investigate patterns and sequences of growth and/or change as a function of time.

Example: A longitudinal growth study following an initial sample of 200 hundred children from six months of age to adulthood; a cross-sectional growth study investigating changing patterns of intelligence by sampling groups of children at ten different age levels; a trend study projecting the future growth and educational needs of a community from past trends and recent building estimates.

Method: Case and Field

Purpose: To study intensively the background, current status, and environmental interactions of a given social unit: an individual, group, institution, or community.

Example: The case history of a child with an above average IQ but with severe learning disabilities; an intensive study of a group of teenage youngsters on probation for drug abuse; an intensive study of a typical suburban community in the Midwest in terms of its socio-economic characteristics.

Method: Correlational

Purpose: To investigate the extent to which variations in one factor correspond with variations in one or more other factors based on correlation coefficients.

Example: To investigate relationships between reading achievement scores and one or more other variables of interest; a factor-analytic study of several intelligence tests; a study to predict success in college based on intercorrelation patterns between college grades and selected high school variables.

Method: Causal-Comparative or "Ex Post Facto"

Purpose: To investigate possible cause-and-effect relationships by observing some existing consequence and searching back through the data for plausible factors.

Example: To identify factors related to the "drop-out" problem in a particular high school using data from records over the past ten years; to investigate similarities and differences between such groups as smokers and nonsmokers, readers and nonreaders, or delinquents and nondelinquents, using data on file.

Method: True Experimental

Purpose: To investigate possible cause-and-effect relationships by exposing one or more experimental groups to one or more treatment conditions and comparing the results to one or more control groups not receiving the treatment (random assignment being essential).

Example: To investigate the effectiveness of three methods of teaching reading to first grade children using random assignments of children and teachers to groups and methods; to investigate the effects of a specific tranquilizing drug on the learning behavior of boys identified as "hyperactive" using random assignment to groups receiving three different levels of the drug and two control groups with and without a placebo, respectively.

Method: Quasi-Experimental

Purpose: To approximate the conditions of the true experiment in a setting which does not allow the control and/or manipulation of all relevant variables. The researcher must clearly understand what compromises exist in the internal and external validity of his design and proceed within these limitations.

Example: Most so-called field experiments, operational research which attempt to get at causal factors in real life settings where only partial control is possible; e.g., an investigation of the effectiveness of any method or treatment condition where random assignment of subjects to methods or conditions is not possible.

Method: Action

Purpose: To develop new skills or new approaches and to solve problems with direct application to the classroom or other applied setting.

Example: An inservice training program to help teachers develop new skills in facilitating class discussions; to experiment with new approaches to teaching reading to bilingual children; to develop more effective counseling techniques for underachievers.

*Isaac, Stephen and Micheal, William B. 1989. Handbook in Research and Evaluation. San Diego, CA: EdITs publishers.

APPENDIX F
askSam Data Base Management System

To use the askSam system to retrieve, view, or print documents and records:

Insert the 3 1/2" diskette into the computer. Change the system drive to the 3 1/2" drive.

At the system prompt with the diskette in the drive for 3 1/2" diskettes type:

ASDEMO

and press ENTER.

The askSam Startup Menu will appear:

```
-----  
askSam  
  
Access Stored Knowledge via Symbolic Assess Method  
-----  
Version 4.2c  
Serial No. 500326  
Copyright (C) 1985-89 askSam Systems, Inc. All rights  
reserved  
-----  
-----
```

F -- File select
C -- Create new file
D -- Delete a file Main buffer: 37,274
L -- List all files Aux buffer: 347,296
N -- Name change
V -- Vary directory
X -- eXit

<F1> help To select, move light bar to and <Enter>

To exit from askSam, return to the Main Menu by pressing ESC one or more times from anywhere within the program.

Select Option X - Exit the program. It is very important that you exit askSam in this manner. When you select Option X, askSam saves the active file on disk and synchronizes the DOS directory.

At the askSam Startup Menu select Option F, for the file you wish to examine. The following will appear:

```
askSam file name
```

```
*      .ASK  
d:filename
```

At the query enter the complete drive and file prefix:

```
B:HE
```

(for B drive and the Higher Education, general, data file). The .ASK extension is part of the askSam permanent file request and does not have to be typed as part of the your request.

The file will be loaded and ready for queries. The cursor automatically is located on the query request line of the Main Menu.

The askSam Main Menu will appear:

```
-----  
----- askSam  
----- by -----  
----- askSam Systems -----  
----- Main Menu -----  
F -- File change           active file: B:CJT.ASK  
                               no. records: 224  
                               file size: 202,095  
x -- eXit  
  
-----Miscellaneous-----Active file operations-----  
  
C-Create new file A-Add document B-Backup file  
D-Delete a file   Q-Query       G-General for file  
L-List all files  U-Update      K-Key template edit  
N-Name change    T-Update tag.. I-Import into this file  
V-Vary directory E-Execute pro. M-Modify modes  
                  H-Hypertext  
  
-----  
<F1> help To select, move light bar to letter and ENTER  
To make a query press ENTER
```

A blank screen will appear with the cursor at the top

left:

```
file: CJT    QUERY REQUEST (DOCUMENT) Enter a request, or
<ESC> done <enter> to recall last request <F1> help
-----
(cursor blinking here)
-----
```

Type your query for any author, title, date, or partial data you might need. askSam uses implicit fields so your query does not have to be in any special format.

To request any document with the identifier number from the higher education, general, appendix:

Make sure the HE.ASK file is the active file.
type: 127 <ENTER>

askSam will search and retrieve the record designated "127." For example, this record is:

```
AN[ ED271071
AU[ Cameron,-Kim-S.
TI[ Assessing and Improving Institutional Effectiveness.
PY[ 1983
PG[ 70
AB[ Information to promote....
```

The request for this record could contain any information shown above in any sequence or in combination.

At the query request:

Cameron, or

Cameron (with) Assessing, or

Cameron (and) assessing, or

Cameron (or) assessing, or ED271071, or

Assessing and Improving Institutional Effectiveness

or

Information to promote, or

(any information contained in the abstract).

The request will produce ALL records containing the query.

To print records press "P" when the record is on the screen.

To print the second and subsequent pages of a record after the first page is printed, press the space bar to move to the second page and press "P" again. Continue this sequence for additional pages.

To SORT the records in the files, use:

(SORT NO[]) (Will sort to screen by the number assigned within the taxonomy)

(SORT AUI) (Will sort to screen by author name)

(SORT CL[]) (Will Sort to screen by taxonomy classification)

To PRINT a complete list of all entries in a file:

ESC to Main Menu

<TYPE> "E" (EXECUTE A PRESET PRINT PROGRAM)

<ENTER>

TYPE: :PRT

<ENTER>

askSam will sort the entries. At the request line:

<ENTER>

List will contain taxonomy number, author, title, journal, publication year, and number of pages.

To sort by taxonomy classification:

At query request:

Type classification number and suffix.

Example: 7.14.1S

<ENTER>

askSam will sort to screen all entries for a given classification.

For more detailed information see an askSam manual

askSam Systems
P. O. Box 1428
Perry, FL 32347
800/3ASKSAM

APPENDIX G
COMPARATIVE TAXONOMY MATRIX
OF
INSTITUTIONAL EFFECTIVENESS LITERATURE

COMPARATIVE TAXONOMY MATRIX
OF
INSTITUTIONAL EFFECTIVENESS LITERATURE

INST. TYPE	HE	C/U	C/J/T	ALL LIT								
CLASSIFICATION	S	F	P	S	F	P	S	F	P	S	F	P
1.00 GOVERNANCE												
1.10 GOVERNANCE THROUGH LEGISLATIVE ACTION												
1.11 GOVERNANCE THROUGH FEDERAL LEGISLATION		X	X							X	X	
1.11.1 FEDERAL AGENCY		X	X							X	X	
1.11.2 FEDERAL ADVISORY COMMITTEES												
1.12 GOVERNANCE THROUGH STATE LEGISLATION												
1.20 GOVERNANCE THROUGH BOARDS		X								X		
1.21 GOVERNANCE THROUGH STATE BOARDS		X	X	X						X	X	X
1.22 GOVERNANCE THROUGH LOCAL BOARDS		X	X				X	X	X	X	X	

S STRUCTURE	HE	HIGHER EDUCATION
F FUNCTION	C/U	FOUR-YEAR COLLEGE/UNIVERSITY
P PROCESS	C/J/T	COMMUNITY, JUNIOR, TECHNICAL COLLEGE

COMPARATIVE TAXONOMY MATRIX
OF
INSTITUTIONAL EFFECTIVENESS LITERATURE

INST. TYPE	HE			C/U			C/J/T			ALL LIT		
CLASSIFICATION	S	F	P	S	F	P	S	F	P	S	F	P
1.30 GOVERNANCE THROUGH ADMINISTRATION			X								X	
1.31 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT (INSTITUTION)	X	X	X	X				X	X	X	X	X
1.32 GOVERNANCE THROUGH ADMINISTRATIVE MANAGEMENT (DEPARTMENT)	X	X	X			X			X	X	X	X
1.33 GOVERNANCE THROUGH ADMINISTRATIVE PLANNING	X	X	X		X		X		X	X	X	X
1.34 GOVERNANCE THROUGH ADMINISTRATIVE POLICY	X						X			X		
1.35 GOVERNANCE THROUGH COMMITTEES								X			X	
1.36 GOVERNANCE THROUGH ADMINISTRATIVE INSTITUTIONAL RESEARCH	X	X		X			X	X		X	X	
1.37 GOVERNANCE THROUGH ADMINISTRATIVE SELF-STUDY	X	X	X	X		X	X		X	X	X	X

COMPARATIVE TAXONOMY MATRIX

OF

INSTITUTIONAL EFFECTIVENESS LITERATURE

INST. TYPE	HE	C/U	C/J/T	ALL LIT								
CLASSIFICATION	S	F	P	S	F	P	S	F	P	S	F	P
<hr/>												
2.00 ORGANIZATION												
2.10 ORGANIZATION OF FEDERAL AGENCIES												
2.11 ORGANIZATION OF FEDERAL DEPARTMENT/DIVISION	X	X	X							X	X	X
2.12 ORGANIZATION OF FEDERAL ADVISORY COMMITTEES				X						X		
2.20 ORGANIZATION OF STATE AGENCIES												
2.21 ORGANIZATION OF STATE DEPARTMENT/DIVISION												
2.22 ORGANIZATION OF STATE ADVISORY COMMITTEES												
2.30 ORGANIZATION OF INSTITUTION	X	X	X	X			X	X	X	X	X	X
2.31 ORGANIZATION OF DEPARTMENT	X	X	X	X	X	X				X	X	X
2.32 ORGANIZATION OF COMMITTEES							X		X		X	X
2.32.2 LOCAL ADVISORY COMMITTEES			X	X						X	X	
2.33 ORGANIZATION CULTURE/CLIMATE		X	X	X						X	X	X

COMPARATIVE TAXONOMY MATRIX

OF

INSTITUTIONAL EFFECTIVENESS LITERATURE

INST. TYPE	HE			C/U			C/J/T			ALL LIT		
CLASSIFICATION	S	F	P	S	F	P	S	F	P	S	F	P
2.34 ORGANIZATION MISSION		X			X			X			X	
2.35 ORGANIZATION GOALS			X					X	X	X	X	X
2.36 ORGANIZATION PRODUCTIVITY	X							X		X	X	X
2.37 ORGANIZATION DEVELOPMENT	X	X	X	X		X			X	X	X	X
2.38 ORGANIZATION ASSOCIATIONS	X	X	X						X	X	X	

COMPARATIVE TAXONOMY MATRIX
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INSTITUTIONAL EFFECTIVENESS LITERATURE

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INST. TYPE	HE	C/U	C/J/T	ALL LIT								
CLASSIFICATION	S	F	P	S	F	P	S	F	P	S	F	P
5.00 CURRICULUM	—	—	—	—	—	—	—	—	—	—	—	—
5.10 CURRICULUM PROGRAM	X	X								X	X	
5.10.1 CURRICULUM PROGRAM DEVELOPMENT			X			X					X	
5.11 CURRICULUM INSTRUCTION	X									X		
5.12 CURRICULUM INSTRUCTIONAL DEVELOPMENT	X	X	X							X	X	X
5.13 CURRICULUM COURSE(S)	X			X						X		
5.14 CURRICULUM SCHEDULE						X				X		
5.15 CURRICULUM COMMITTEES							X	X		X	X	
5.16 CURRICULUM EQUIPMENT			X								X	
5.17 CURRICULUM SUPPLIES												
5.18 CURRICULUM FACILITIES	X		X							X		X
5.18.1 CURRICULUM FACILITIES DEVELOPMENT												
5.19 CURRICULUM FACULTY												
5.20 GENERAL EDUCATION CURRICULUM												
5.30 VOCATIONAL EDUCATION CURRICULUM	X	X	X	X			X			X	X	X

COMPARATIVE TAXONOMY MATRIX

OF

INSTITUTIONAL EFFECTIVENESS LITERATURE

INST. TYPE	HE			C/U			C/J/T			ALL LIT		
CLASSIFICATION	S	F	P	S	F	P	S	F	P	S	F	P
6.00 FINANCIAL MANAGEMENT	---	---	---	---	---	---	---	---	---	---	---	---
6.10 REVENUE SOURCES	X	X					X			X	X	X
6.20 BUDGETING	X		X				X			X		X
6.30 COSTS		X		X		X				X		X
6.40 FOUNDATION(S)							X	X		X	X	

**COMPARATIVE TAXONOMY MATRIX
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COMPARATIVE TAXONOMY MATRIX
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INSTITUTIONAL EFFECTIVENESS LITERATURE

INST. TYPE	HE	C/U	C/J/T	ALL LIT
CLASSIFICATION	S	F	P	S F P S F P S F P
7.20 EVALUATION OF ORGANIZATION				
7.21 EVALUATION OF ORGANIZATION OF FEDERAL AGENCIES				
7.21.1 EVALUATION OF ORGANIZATION OF FEDERAL DEPARTMENT/ DIVISION				
7.21.2 EVALUATION OF ORGANIZATION OF FEDERAL ADVISORY COMMITTEES				
7.22 EVALUATION OF ORGANIZATION OF STATE AGENCIES				
7.22.1 EVALUATION OF ORGANIZATION OF STATE DEPARTMENT/DIVISION				
7.22.2 EVALUATION OF ORGANIZATION OF STATE ADVISORY COMMITTEES				
7.23 EVALUATION OF ORGANIZATION OF INSTITUTION				
7.23.1 EVALUATION OF ORGANIZATION OF DEPARTMENT				

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OF
INSTITUTIONAL EFFECTIVENESS LITERATURE

INST. TYPE	HE	C/U	C/J/T	ALL LIT
CLASSIFICATION	S	F	P	S F P S F P S F P
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7.23.2 EVALUATION OF ORGANIZATION OF COMMITTEES				
7.23.2.1 EVALUATION OF ORGANIZATION OF LOCAL ADVISORY COMMITTEES				
7.23.3 EVALUATION OF ORGANIZATION CULTURE/CLIMATE				
7.24 EVALUATION OF ORGANIZATION MISSION				
7.25 EVALUATION OF ORGANIZATION GOALS	X			X
7.26 EVALUATION OF ORGANIZATION PRODUCTIVITY				
7.27 EVALUATION OF ORGANIZATION DEVELOPMENT				
7.28 EVALUATION OF ORGANIZATION ASSOCIATIONS	X			X

COMPARATIVE TAXONOMY MATRIX

OF

INSTITUTIONAL EFFECTIVENESS LITERATURE

INST. TYPE CLASSIFICATION	HE	C/U	C/J/T	ALL LIT
	S	F	P	S F P S F P S F P
7.30 EVALUATION OF STAFFING				
7.31 EVALUATION OF ADMINISTRATIVE PERSONNEL	X	X	X	X X X
7.31.1 EVALUATION OF LINE MANAGERS				
7.31.2 EVALUATION OF STAFF MANAGERS				
7.32 EVALUATION OF FACULTY PERSONNEL				
7.32.1 EVALUATION OF TEACHING FACULTY				
7.32.2 EVALUATION OF RESEARCH FACULTY				
7.33 EVALUATION OF SUPPORT PERSONNEL				
7.34 EVALUATION OF STAFFING ASSOCIATIONS				
7.35 EVALUATION OF STAFFING PROFESSIONAL DEVELOPMENT				
7.35.1 EVALUATION OF PROFESSIONAL DEVELOPMENT ADMINISTRATIVE PERSONNEL				

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INST. TYPE	HE	C/U	C/J/T	ALL LIT
CLASSIFICATION	S	F	P	S F P S F P S F P
7.50 EVALUATION OF CURRICULUM	---	---	---	---
7.51 EVALUATION OF CURRICULUM PROGRAM	---	---	---	---
7.51.1 EVALUATION OF CURRICULUM PROGRAM DEVELOPMENT	---	---	---	---
7.51.2 EVALUATION OF CURRICULUM INSTRUCTION	---	---	---	---
7.51.3 EVALUATION OF CURRICULUM INSTRUCTION DEVELOPMENT	---	---	---	---
7.51.4 EVALUATION OF CURRICULUM COURSE(S)	---	---	---	---
7.52 EVALUATION OF CURRICULUM SCHEDULE	---	---	---	---
7.53 EVALUATION OF CURRICULUM COMMITTEES	---	---	---	---
7.54 EVALUATION OF CURRICULUM EQUIPMENT	---	---	---	---
7.54.1 EVALUATION OF CURRICULUM SUPPLIES	---	---	---	---

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INST. TYPE	HE	C/U	C/J/T	ALL LIT								
CLASSIFICATION	S	F	P	S	F	P	S	F	P	S	F	P
7.70 EVALUATION OF EVALUATION												
7.71 EVALUATION OF GOVERNANCE												
7.72 EVALUATION OF ORGANIZATION												
7.73 EVALUATION OF STAFFING												
7.74 EVALUATION OF CLIENTELE												
7.75 EVALUATION OF CURRICULUM												
7.76 EVALUATION OF FINANCIAL MANAGEMENT												
7.77 EVALUATION OF EVALUATION ACTIVITIES	X	X					X			X	X	X
7.78 EVALUATION CRITERIA	X		X		X	X	X			X	X	X
7.79 EVALUATION OF QUALITY	X									X		

APPENDIX H



August 28, 1990

Dr William F Welker
2845 Roanoke St.
Christiansburg, Va 24073

Dear Dr Welker:

Congratulations on completing your dissertation and receiving your doctorate at Virginia Tech. I am pleased that you were able to use askSam effectively in your research.

I am sending you a copy of our Demo version of askSam to put on the disk of information you are attaching to your dissertation. I understand that you will be placing your dissertation and the associated disk in the Virginia Tech library.

You may use this letter as confirmation that you have our permission to use our demo version in this manner, since you will be using it for a non commercial, educational project. There will be no restriction in copying this program and your database together. All we ask is that you acknowledge that we have given you permission and that our address and phone number appears at the beginning of your data file.

I would appreciate your sending me a copy of the disk you are placing with your dissertation. Thanks for using askSam in your work. If we can be of any other help, please let us know.

Sincerely,


Michael J. McKinney

2845 Roanoke Street
Christiansburg, VA 24073
August 16, 1990

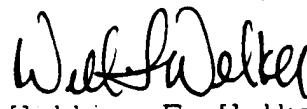
Dr. Jackson Newell, Editor
The Review of Higher Education
339 Milton Bennison Hall
University of Utah
Salt Lake City, UT 84112

Dear Dr. Newell:

I am writing for permission to use Figure 1, page 105, The Review of Higher Education, Volume 9, No. 1, 1985, in my dissertation. The Figure is contained in the conclusions by Cameron and Bilimoria.

This letter is a follow-up to our telephone conversation on August 14, 1990.

Most Cordially,


William F. Welker

*Permision
J. Jackson Newell
8/17/90*

VITA

William F. Welker was born at Gallipolis, Ohio on December 13, 1941. He graduated from Stonewall Jackson High School in Charleston, West Virginia. He served in the United States Air Force as a non-commissioned and commissioned officer. In May, 1973 he completed an AAS degree in management at Cooke County Junior College, Gainesville, Texas. He was an instructor and course supervisor for the USAF Civil Engineering Training Center at Sheppard Air Force Base, Texas. In August, 1973 He enrolled at Culver-Stockton College, Canton, Missouri where he graduated Cum Laude with a dual major in Business Administration and Economics in June, 1974.

In August, 1980 he enrolled at Ashland College and received a Master of Business Administration in August, 1985. After leaving the Air Force Mr. Welker worked in private business. He was president of an energy products company and served as a consultant to a major manufacturer of energy products.

From 1985-1989 he was employed as the Administrator for Southside Virginia Community College's "Campus Without Walls," Emporia, Virginia.

Mr. Welker is married to Judith A. Welker and has one child at home.



William F. Welker