

WHAT MAKES A SUCCESSFUL COLLEGE OR UNIVERSITY PROGRAMMING BOARD?:  
STANDARDS OF PRACTICE FOR PROGRAMMING BOARDS

by

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ABSTRACT

The purpose of this study was to seek an understanding of the characteristics of successful college and university programming boards (CUPBs). Specifically, I explored the organization and management; human, financial, and facility resource; campus and community relationship; program; mission; assessment and self-evaluation; and leadership characteristics of CUPBs. For purposes of this study, successful programming boards were defined and identified by professionals who work in this area of student affairs administration.

To obtain the sample for this study, student affairs professionals who work with college and university programming boards and are members of the National Association of Campus Activities (NACA) were contacted. Members were asked to identify successful programming boards in their NACA region. Based on the programming boards identified through this process, the most successful programming boards for each of the seven NACA regions were identified. There were 22 total programming boards included in the study's sample.

An Institutional Profile (IP) form was created with items that related to the research questions posed in this study. Document analysis was conducted on texts and reports obtained from advisors of the sample's programming boards. Additional information was obtained through interviews with these advisors. Responses that were qualitative in nature were analyzed and assigned to response categories. The data that were quantitative in nature were analyzed by calculating frequency and/or range and mean scores.

The data revealed significant results for each of the seven characteristics explored in the study. The findings suggest ways to structure and staff CUPBs, how to select and train student leaders, how to manage human and financial resources, how to manage facilities, and the types and numbers of programs successful CUPBs sponsor. Recommendations about the mission of successful CUPBs were identified, as were ways to assess outcomes and advise the programming

board. Collectively, the results describe the elements of successful CUPBs. These elements can be used to establish standards of practice for such boards and the staff who manage them.

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## TABLE OF CONTENTS

Abstract .....	ii
Acknowledgements .....	iv
Table of Contents .....	vi
List of Tables .....	ix
List of Appendices .....	x
Chapter 1: Introduction .....	1
Purpose of Study .....	7
Research Questions .....	8
Significance of Study .....	8
Delimitations of the Study .....	9
Organization of Study .....	10
Chapter 2: Literature Review .....	11
Research on Assessment in Student Affairs .....	11
Usefulness of Assessment in Student Affairs .....	11
Types of Assessment in Student Affairs .....	14
Research on Standards of Practice .....	16
Use of Standards of Practice in Student Affairs .....	16
CAS Standards .....	17
Development of CAS Standards .....	18
Existing CAS Standards .....	20
Research on College and University Programming Boards .....	21
Planning and Implementing Programs .....	21
Programming Board Supervision .....	23
Funding Campus Programming .....	25
Conclusion .....	26
Chapter 3: Methodology .....	28
Sample Selection .....	29
Instrumentation .....	30
Data Collection Procedures .....	33
Authenticity and Trustworthiness .....	34

Data Analysis Procedures . . . . .	35
Conclusion . . . . .	37
Chapter 4: Results . . . . .	38
Changes in Data Collection Procedures . . . . .	38
Characteristics of Sample . . . . .	39
Organization and Management Characteristics . . . . .	39
Human, Financial, and Facility Resource Characteristics . . . . .	42
Human Resource Characteristics . . . . .	42
Financial Resource Characteristics . . . . .	42
Facility Resource Characteristics . . . . .	45
Campus and Community Relationship Characteristics . . . . .	46
Program Characteristics . . . . .	46
Mission Characteristics . . . . .	51
Assessment and Self-evaluation Characteristics . . . . .	51
Leadership Characteristics . . . . .	54
Conclusion . . . . .	56
Chapter 5: Discussion . . . . .	58
The Findings as They Relate to the Research Questions . . . . .	58
Organization and Management Characteristics . . . . .	58
Human, Financial, and Facility Resource Characteristics . . . . .	59
Human Resource Characteristics . . . . .	59
Financial Resource Characteristics . . . . .	59
Facility Resource Characteristics . . . . .	60
Campus and Community Relationship Characteristics . . . . .	60
Program Characteristics . . . . .	61
Mission Characteristics . . . . .	61
Assessment and Self-evaluation Characteristics . . . . .	61
Leadership Characteristics . . . . .	62
Implications for Future Practice, Research, and Policy . . . . .	63
Implications for Practice . . . . .	63
Implications for Research . . . . .	65

Implications for Policy .....	66
Limitations of the Study .....	67
Conclusion .....	68
References .....	70
Appendices .....	75
Vita .....	118



## LIST OF TABLES

Table 1	Characteristics of Sample . . . . .	40
Table 2	Structural Characteristics of Successful College and University Programming Boards . . . . .	43
Table 3	Human, Financial, and Facility Characteristics of Successful College and University Programming Boards . . . . .	47
Table 4	Campus and Community Relationship Characteristics of Successful College and University Programming Boards . . . . .	50
Table 5	Program Characteristics of Successful College and University Programming Boards . . . . .	52
Table 6	Mission Characteristics of Successful College and University Programming Boards . . . . .	53
Table 7	Assessment and Self-evaluation Characteristics of Successful College and University Programming Boards . . . . .	55
Table 8	Leadership Characteristics of Successful College and University Programming Boards . . . . .	57

## LIST OF APPENDICIES

Appendix A	E-mail to NACA Members Asking for Nominations . . . . .	75
Appendix B	E-mail Reminder to NACA Members Asking for Nominations . . . . .	77
Appendix C	E-mail to Programming Board Advisors to Solicit Participation . . . . .	79
Appendix D	Institutional Profile Form . . . . .	81
Appendix E	E-mail to Programming Board Advisors to Request Documents . . . . .	91
Appendix F	E-mail Reminder to Programming Board Advisors to Request Documents . . . . .	93
Appendix G	E-mail to Thank Programming Board Advisors for Sending Documents . . . . .	95
Appendix H	E-mail to Programming Board Advisors to Request Interview . . . . .	97
Appendix I	E-mail to Programming Board Advisors to Confirm Interview . . . . .	99
Appendix J	Nomination Response Rate Results . . . . .	101
Appendix K	Nomination Results . . . . .	104
Appendix L	Nomination Criteria . . . . .	111
Appendix M	Participation Request Protocol . . . . .	113
Appendix N	Participation Request Follow-up E-mail . . . . .	115