

A

- "A" positions, 23–24
- AAUP (American Association of University Professors), 11–12, 121, 167
- AAUP's administration censure, 138
- ABET Engineering Accreditation Commission, 10
- Academe* (AAUP), 12
- Academic departments: as assessment user group, 2–3; critical success factors for, 114e; customer and stakeholder satisfaction with, 187e–188e; customers, 102e; effectiveness examples in, 134–137e; efficiency examples in, 193e; external/internal stakeholders in, 105e; financial durability in, 199e; guiding principles of, 54e–55e; inputs examples of, 62e; key work processes examples of, 67e–68e, 160e; mission and vision statements of, 54e; organizational structure of, 55e; outcomes examples of, 79e, 136e–137e; outputs examples of, 73e; productivity examples in, 143e; quality in, 148e, 160e; strategic goals of, 55e; upstream systems for, 94e, 95e, 97e, 148e
- Academic organizations: key work processes of, 65–66; outcomes of, 74, 76–78; outputs of, 71; quality of key work processes in, 157–158; quality of outputs in, 159, 161–162; quality of upstream system in, 146–147, 148e. *See also* Organizations
- Academic progress rate (APR), 16
- Accountability issues, 20
- Accreditation organizations, 9–11
- Administrative organizations: effectiveness of, 138–139; key work processes of, 66; outcomes of, 78; outputs of, 71–72; quality of outputs in, 162; quality of upstream system in, 147–148. *See also* Organizations
- Administrators: improving programs, services, and processes, 28–29; as internal assessment user group, 26–27; monitoring and controlling operations, 27; supporting personnel decisions, 29
- Albrecht, K., 185
- American Association of University Professors (AAUP), 11–12, 121, 138, 167
- Anthropology department user group, 2–3
- Application support: key work processes examples of, 69e; outcomes examples of, 80e; outputs examples of, 74e; productivity examples of, 144e; quality examples of, 161e, 164e
- Appraisal costs, 192
- Aronson, D., 36
- Assessing Critical Success Factors worksheet, 216
- Assessing Customer Satisfaction worksheet, 211
- Assessing Effectiveness worksheet, 202
- Assessing Efficiency worksheet, 213
- Assessing Financial Durability worksheet, 215
- Assessing Innovation worksheet, 214
- Assessing Productivity worksheet, 203
- Assessing Q₁: Quality of Upstream Systems worksheet, 204
- Assessing Q₂: Quality of Inputs worksheet, 205
- Assessing Q₃: Quality of Key Work Processes worksheets, 206
- Assessing Q₃: Quality of Leadership Systems: Direction and Support worksheet, 209
- Assessing Q₄: Quality of Outputs worksheets, 207
- Assessing Q₅: Quality of Leadership Systems: Follower Satisfaction and External Relations worksheet, 208
- Assessing Q₆: Quality of Worklife worksheet, 210

- Assessing Stakeholder Satisfaction worksheets, 212
- Assessment coordinator, 223–224
- Assessment program building: avoiding information overload, 227, 229; clarifying purpose/specifying assessment user groups, 219; examples of different elements of, 226e–227e; identifying and reaching consensus on, 225; managing risk, 229; ongoing two-way communication plan, 229–230; organizational culture supportive of, 220–223; strong leadership structure of, 223–225
- Assessment programs: assessing, 233–236e; assessment coordinator of, 223–224; assessment steering committee, 224; critical success factors for, 234e; decision making procedures of, 224–225; deployment of, 230–233; direct/indirect costs of, 225, 227fig; history of higher education, 1; internal and external elements of, 228e; performance indicators for measuring, 235e–236e
- Assessment programs deployment: adopting experimental approach to, 231–232; being systematic, 231; encouraging broad involvement, 230; monitoring strategic partnerships, 232–233
- Assessment steering committee, 224
- Assessment strategies: clarifying, operationalizing, and aligning, 22; framing, 21–22; monitoring, 23–24; performance indicators and reference points for, 23e
- Assessment terminology: data collection, 117–119; data collection methods, 119–124; dissemination/reporting findings, 124–125, 128; evaluation, 115–117; measurement, 111–115
- Assessment User Group Analysis worksheet, 34
- Assessment user groups: academic departments, 2–3; external, 3–4; external academic peers, 17–18; governing boards as, 4–7; governmental agencies, 7–8; internal, 18–29; Organizational Performance Areas Important to Assessment Users worksheet, 217; organizational performance preferred areas by, 200, 217; organizations that affirm as, 9–17; potential students, donors, employees, contractors, 8–9
- B**
- Banta, T., 30, 31, 76, 122, 135
- Beatty, R., 23, 59
- Becker, B., 23, 59
- Beliefs: academic department example of, 54e; definition of, 46; information services example of, 56e.
See also Values
- Benjamin, R., 31, 222
- Borden, V., 1, 112
- Bottrill, K., 1, 112
- Bradford, L., 185
- C**
- Carnegie Classifications of Institutions of Higher Education, 14
- Carnegie Foundation, 12
- Carnegie Foundation for the Advancement of Teaching, 12
- Censuring organizations, 11–12
- Channels (dissemination), 124–125
- Chemistry department external system, 89–90
- Chronicle of Higher Education*, 12
- Chun, M., 134
- Classifying organizations, 12–13
- Closed systems, 37
- Communication: Communication Planning worksheet, 238; language issues of assessment, 222–223; two-way, 229–230
- Complaint management, 185
- Confidentiality issues, 126
- Constraining systems: described, 94–95e; quality of, 148e, 149e, 164e
- Consulting: key work processes examples of, 69e; outcomes examples of, 80e; outputs for, 74e; quality examples of, 161e
- Contractor assessment user group, 8–9
- Controlling operations, 27
- Costs and benefits: direct and indirect assessment, 225, 227fig; of leadership system quality, 179e; of quality management, 191–192
- Council for Higher Education Accreditation (CHEA), 9
- Critical success factors: Assessing Critical Success Factors worksheet, 216; Critical Success Factor Analysis worksheet, 127; described, 114; examples of, 114e–115e; for institutional assessment program, 234e. *See also* Organizational performance
- Customer listening posts, 185
- Customer satisfaction: Assessing Customer Satisfaction worksheet, 211; assessment program, 235e; getting feedback on, 185–186; illustration of system, 183fig; organizational performance role of, 181–182, 184; performance indicators of, 187e–188e
- Customers: academic department examples of, 102e; Customers Analysis worksheet, 108; definition of, 97–98; external, 98, 100, 102e; illustration of system, 99fig; information services examples of, 102e; internal, 100–102e; satisfaction of, 181–186, 187e–188e, 211; students as, 100
- Cycle of service, 185–186
- D**
- Daniels, K. E., 117, 118, 123
- Data collection: data credibility issues, 117–119; financial durability, 196, 198; methods used for, 119–124
- Data collection methods: direct, 120; indirect, 120–122; quantitative and qualitative, 122–123; sources used, 119; technology used in, 123–124; types of assessment data, 119
- Data credibility: described, 117; reliability, 117; selection of participants (sampling), 118–119; validity, 118
- Database querying, 120–121
- Davis, M., 50, 51

- Decision making: assessment program, 224–225; leaders supporting resource allocation, 24–25; supporting of personnel, 29. *See also* Problem solving
- Deming, W. E., 36, 43, 221, 231
- Design: academic department example of, 55*e*; described, 52; information services example of, 57*e*; quality of, 174–176*e*
- Desktop/laptop computer support: key work processes examples of, 69*e*, 161*e*; outcomes examples of, 80*e*; outputs examples of, 74*e*; productivity examples of, 144*e*; quality examples of, 161*e*, 164*e*
- Direct data collection, 120
- “Discipline of innovation,” 194
- Dissemination: Assessment Report Schedule worksheet, 128; confidentiality issues of, 126; format and channels for, 124–125; timeliness of assessment reports, 125–126
- Donor assessment user group, 8–9
- Drucker, P., 25, 194
- E**
- E-learning initiative (liberal arts college), 44
- Eaton, J., 9, 10
- Effectiveness: academic organizations examples of, 134–138; administrative organizations examples of, 138–140*e*; Assessing Effectiveness worksheet, 202; assessment program, 235*e*; Communication Department example of, 131, 134; illustration of system, 133*fig*; quality improvement through, 137*e*, 140*e*
- Efficiency: Assessing Efficiency worksheet, 213; assessment program, 236*e*; costs and benefits of quality management, 191–192; described, 189; illustration of system, 190*fig*; resource utilization, 189, 191
- Eligibility organizations, 15–16
- Employees: as assessment user group, 8–9; quality of worklife, 130, 179–181, 182*e*, 210; supporting personnel decisions on, 29. *See also* Faculty; Staff
- Energy resources: academic department example of, 62*e*; described, 60; information services example of, 63*e*; quality of, 154
- Equipment and supplies: academic department example of, 62*e*; information services example of, 63*e*, 152*e*; quality of, 152*e*, 153; as system inputs, 60
- Erwin, D., 76, 122
- Evaluation: gap analysis, 116–117; reference points used in, 115–116*e*
- Ewell, P., 30, 31
- Executive guides, 125
- External academic peers assessment group, 17–18
- External assessment user group, 3–4
- External customers, 98–100, 99*fig*, 101*fig*–102*e*
- External relations: Assessing Q₅: Quality of Leadership Systems: Follower Satisfaction and External Relations worksheet, 208; quality of, 166*e*, 167–168
- External system elements: chemistry department example of, 89–90; customers, 97–102*e*, 108, 181–188, 211; described, 90, 92; illustration of, 91*fig*; stakeholders, 103–106*e*, 109, 165–167, 186–188, 208, 235; upstream, 92–97*e*, 107, 144–149, 204
- F**
- Faculty: as assessment user group, 29–32; quality of, 151*e*. *See also* Employees
- Failure costs, 191
- Feedback: customer satisfaction, 185–186; 360-degree, 29, 167
- Financial durability: Assessing Financial Durability worksheet, 215; assessment program, 236*e*; illustration of system, 197*fig*; organizational performance role of, 196, 198; performance indicators of, 199*e*
- Financial resources: academic department example of, 62*e*, 151*e*; described, 60; information services example of, 63*e*, 151*e*; quality of, 150–151, 153
- Follower quality perceptions, 165–167
- Formats (dissemination), 124–125
- Forrester, J., 36
- Framing strategy, 21–22
- “Fuzzy unit of analysis” problem, 141
- G**
- Gap analysis: cycle time for posting grades, 118*t*; described, 116–117
- Gentemann, K., 232
- Governance: academic department example of, 55*e*; information services example of, 57*e*; organization, 52–53; quality of, 176*e*–177
- Governing boards: assessment answers sought by, 6–7; as assessment user group, 4–7; local, 4–5; statewide, 5–6
- Governmental agency assessment user groups, 7–8
- Graduation success rate (GSR), 16
- Gray, P., 76
- Guiding principles: academic department example of, 54*e*–55*e*; described, 46–49; example of assessment program, 226*e*; information services example of, 56*e*; internal direction/support of, 170–173*e*
- Guiding Principles Analysis worksheet, 83
- H**
- Hersh, R., 31, 222
- Human resources: academic department example of, 62*e*; described, 59; information services example of, 63*e*; quality of, 149–150
- Huselid, M., 23, 24, 59
- I**
- Indirect data collection: analyzing internal and external documents, 121–122; querying databases, 120–121; surveying others, 122
- “Ineffability debate,” 30
- Information: academic department example of, 62*e*; avoiding overload of, 227, 229; information services example of, 63*e*; quality of, 155; as system input, 60–61
- Information overload, 227, 229

- Information services: critical success factors for, 115e; customer and stakeholder satisfaction with, 188e; customers, 102e; efficiency examples in, 193e; external/internal stakeholders of, 106e; financial durability in, 199e; guiding principles of, 56e; inputs examples of, 63e; key work process examples for, 69e; mission, vision of, 56e; organizational structures of, 57e; outcomes examples of, 80e; outputs examples of, 74e; performance indicators for productivity in, 144e; quality in, 149e, 161e; strategic goals of, 56e–57e; upstream systems for, 94e, 95e, 97e, 149e. *See also* Services
- Information technology (IT): improving quality of teaching/learning using, 137; key work processes examples of, 69e; outcomes examples of, 80e; outputs examples of, 74e
- Innovation: Assessing Innovation worksheet, 214; assessment program, 236e; creative changes supporting, 196e; discipline of, 194; illustration of system, 195fig; organizational performance role of, 192–194, 196; quality measurements of, 196
- Inputs: Assessing Q₂: Quality of Inputs worksheet, 205; described, 57; disaster recovery of small college example of, 57, 59; energy, 60; equipment and supplies, 60; financial resources, 60; human resources, 59; illustration of systems, 58fig; information, 60–61; physical space, 60; Q₂ measure of, 130, 147–155; students as, 100
- Inputs Analysis worksheet, 87
- Institute of Education Sciences, 8
- Institution of Medicine, 14
- “Institutional effectiveness” standard, 11
- Institutional researchers, 232–233
- Institutions: accreditation of, 9–11; classification of, 12–13; determining eligibility of, 15–16; organizations that bargain with, 16–17; ranking, 13–15. *See also* Organizations
- “Intangibility of outputs” problem, 141
- Integrated Postsecondary Education Data System (IPEDS), 8, 121
- Internal assessment user groups: accountability of, 20; administrators and managers, 26–29; faculty and staff, 29–32; managing organizational culture, 25–26; managing strategy, 21–24; senior leaders as, 18–26; supporting resource allocation decisions, 24–25
- Internal customers, 100, 101fig, 102e
- Internal direction/support: Assessing Q₃: Quality of Leadership Systems: Direction and Support worksheet, 209; of guiding principles quality, 170–173e; of mission quality, 168–169e; of organizational structure, 174–177; of resource acquisition and allocation, 177–179; of strategic goals quality, 173–174, 175e; of vision quality, 169–170, 171e. *See also* Leadership systems
- Internal system elements: described, 38; inputs, 57–61, 62e–63e; key work processes, 61, 64fig–66, 67e–68e, 69e; leadership, 38–57e; outcomes, 72–73, 74–78, 79e–80e; outputs, 66, 68–72, 73e–74e; stakeholders, 103–106e
- IPES (Integrated Postsecondary Education Data System), 8, 121
- ## K
- Kaplan, R., 22, 23, 113, 201, 220
- Karash, R., 25
- Key work processes: academic department examples of, 67e–68e; academic organization, 65–66; Assessing Q₃: Quality of Key Work Processes worksheets, 206; described, 61, 65; illustration of system, 64fig; information services, 69e; Q₃ measure of, 130, 135, 155–159, 160e–161e
- Key Work Processes, Outputs, and Outcomes Analysis worksheet, 88
- Knight, J., 12
- Kofman, F., 25
- Kuh, C. V., 15
- ## L
- Leadership systems: Assessing Q₃: Quality of Leadership Systems: Direction and Support worksheet, 209; definition of, 38; external responsibilities of, 42; guiding principles of, 46–49, 54e–56e, 170–173e, 226e; illustrations of, 39fig–41fig; internal responsibilities of, 42–57e; organizational structure responsibilities of, 50–53, 57e; Q₅ measure of, 130, 138, 163, 165–179e; strategic goals of, 49–50, 55e–57e, 137e, 138, 140e, 173–174, 175fig, 226e. *See also* Internal direction/support; Senior leaders
- ## M
- McNamara, C., 21, 36, 37, 49, 52
- Management: academic department examples of, 68e, 73e, 160e; academic organizations, 71, 78; of assessment program risk, 229; of assessment strategy, 21–24; complaint, 185; costs and benefits of quality, 191–192; effectiveness of, 137e, 138, 140e; information services examples of, 69e; as key work process, 65–66; of organizational culture, 25–26; as outcomes, 78, 79e, 80e; as outputs, 73e, 74e; productivity of, 143e, 144e; quality of, 158–159, 160e, 161e, 162, 163e, 164e; TQM (Total Quality Management), 222
- Managers: improving programs, services, and processes, 28–29; as internal assessment user group, 26–27; monitoring and controlling operations, 27; supporting personnel decisions, 29. *See also* Senior leaders
- Measurement: critical success factors, 114e–115e, 127; definition of, 111; perceived as threatening, 220–221; performance indicators, 112–114; single-indicator focus of, 221; subjective, 221; time frame, 112; unit of analysis, 26, 112
- Meslin, E., 77, 158
- Mission: example of assessment program, 226e; internal direction/support of, 168–169; as internal system element, 43–44; Mission Analysis worksheet, 81

- Mission statements: academic department example of, 54e; described, 43–44; information services example of, 56e
- Monitoring operations, 27
- N**
- National Academies, 14–15
- National Academy of Engineering, 14
- National Academy of Sciences, 14
- National Center for Educational Statistics (NCEA), 8
- National Collegiate Athletic Association (NCAA), 15–16, 121, 122, 167, 225
- National Education Association, 17
- National Research Council (NRC), 14, 15
- Network services: key work processes examples of, 69e, 161e; outcomes examples of, 80e; outputs examples of, 74e; productivity examples of, 144e; quality examples of, 161e, 164e
- Newton, R., 47
- Norms: academic department example of, 55e; definition of, 46; information services example of, 56e
- Norton, D., 22, 23, 113, 201, 220
- O**
- Oakland, J., 191, 192
- Open systems, 36–37
- Operations monitoring/controlling, 27
- Organizational culture: assessment program supported by, 220–223; managing, 25–26
- Organizational Design Analysis worksheet, 85
- Organizational Governance Analysis worksheet, 86
- Organizational performance: areas of, 130–131; assessment users' preferred areas of, 200, 217; customer and stakeholder satisfaction, 181–188e; effectiveness of, 131, 133fig–140e, 202, 235e; efficiency of, 189–192, 193e, 213, 236e; financial durability as measure of, 196–198, 199e; illustration of system, 132fig; importance of assessing, 129–130; innovation as measure of, 192–196e, 214, 236e; interrelationships in, 200–201; productivity, 141–143; standards ceiling of, 221–222. *See also* Critical success factors; Performance indicators; Quality
- Organizational Performance Areas Important to Assessment Users worksheet, 217
- Organizational performance worksheets: Assessing Critical Success Factors, 216; Assessing Customer Satisfaction, 211; Assessing Effectiveness, 202; Assessing Efficiency, 213; Assessing Financial Durability, 215; Assessing Innovation, 214; Assessing Productivity, 203; Assessing Q₁: Quality of Upstream Systems, 204; Assessing Q₂: Quality of Inputs, 205; Assessing Q₃: Quality of Key Work Processes, 200; Assessing Q₃: Quality of Leadership Systems: Direction and Support, 209; Assessing Q₄: Quality of Outputs, 207; Assessing Q₅: Quality of Leadership Systems: Follower Satisfaction and External Relations, 208; Assessing Q₆: Quality of Worklife, 210; Assessing Stakeholder Satisfaction, 212; Organizational Performance Areas Important to Assessment Users, 217
- Organizational structure: academic department example of, 55e; described, 50; design component of, 50–52; example of assessment program, 226e–227e; governance component of, 52–53; information services example of, 57e; quality of, 174–176e
- Organizations: “A” positions in, 23–24; accreditation, 9–11; the bargain with institutions, 16–17; censuring, 11–12; classifying, 12–13; determining eligibility, 15–16; ranking, 13–15. *See also* Academic organizations; Administrative organizations; Institutions
- Ostriker, J. P., 15
- Outcomes: academic department examples of, 79e, 163e; academic organizations, 74, 76–78; administrative organizations, 78; described, 72–73; effectiveness and, 136e–137e; illustration of system, 75fig; information services examples of, 80e, 164e
- Outputs: academic department examples of, 73e; academic organizations, 71; administrative organizations, 71–72; Assessing Q₄: Quality of Outputs worksheet, 207; described, 66, 68, 71; illustration of system, 70fig; information services examples of, 74e; “intangibility of outputs” problem, 141; Q₄ measure of, 130, 159, 161–163e
- P**
- Palomba, C., 30, 31, 76, 122, 135
- Parent assessment user group, 8–9
- Participant selection, 118–119
- Patton, M. Q., 76, 123
- PDSA (Plan, Do, Study, Act) cycle, 231–232
- Performance indicators: assessment strategies, 23e; customer and stakeholder satisfaction, 187e–188e; effectiveness, 136e–137e, 139e–140e; efficiency, 193e; financial durability, 199e; guiding principles quality, 173e; inputs quality, 151e, 152e; key work processes quality, 160e–161e; leadership system quality costs and benefits, 179e; for measuring assessment programs, 235e–236e; mission quality, 169e; outputs quality, 163e–164e; overview of, 112–114; productivity, 143e–144e; upstream system quality, 148e, 149e; vision quality, 171e. *See also* Organizational performance
- Performance standards, 221–222
- Personnel decisions, 29
- Physical space: academic department example of, 62e; described, 60; information services example of, 63e; quality of, 153–154
- Pike, G. R., 122
- Prevention costs, 192
- Princeton Review*, 15
- Problem solving: key work processes examples of, 69e; outcomes examples of, 80e; outputs examples of, 74e; productivity examples of, 144e; quality examples of, 161e. *See also* Decision making

- Productivity: Assessing Productivity worksheet, 203; assessment program, 235*e*; as controversial term, 223; illustration of system, 142*fig*; overview of, 141, 143
- Program improvement, 28–29
- Q**
- Qualitative data collection, 122–123
- Quality: assessment program, 235*e*; costs and benefits of, 179*e*, 191–192; effectiveness to improve, 137*e*, 140*e*; illustration of system, 145*fig*; interrelationships in organizational performance, 200–201; measuring innovation, 196; performance indicators for productivity, 143*e*–144*e*; Q₁ measure of upstream systems, 130, 144, 146–147, 148*e*, 149*e*; Q₂ measure of inputs, 130, 147–155; Q₃ measure of key work processes, 130, 135, 155–159, 160*e*–161*e*; Q₄ measure of outputs, 130, 159, 161–163*e*; Q₅ measure of leadership systems, 130, 138, 163, 165–179; Q₆ measure of worklife, 130, 179–181, 182*e*, 184. *See also* Organizational performance
- Quality worksheets: Assessing Q₁: Quality of Upstream Systems worksheet, 204; Assessing Q₂: Quality of Inputs, 205; Assessing Q₃: Quality of Key Work Processes, 206; Assessing Q₃: Quality of Leadership Systems: Direction and Support, 209; Assessing Q₄: Quality of Outputs, 207; Assessing Q₅: Quality of Leadership Systems: Follower Satisfaction and External Relations, 208; Assessing Q₆: Quality of Worklife, 210
- Quantitative data collection, 122–123
- R**
- Ranking organizations, 13–15
- Reference points: for assessment strategies, 23*e*; examples of evaluation, 115–116*e*
- Reliability, 117
- Report cards, 125
- Research activities: academic department examples of, 67*e*, 73*e*, 79*e*, 143*e*, 160*e*; academic organizations, 71, 76–77; effectiveness of, 135, 136*e*, 137; as key work process, 65, 160*e*; as outcomes, 77, 79*e*; as outputs, 73*e*; productivity of, 143*e*; quality of, 157–158, 160*e*, 162, 163*e*
- Research university payroll department, 35–36
- Resource allocation: leadership system responsibility for, 53–54; quality of, 178*e*; senior leader supporting decisions on, 24–25
- Resources: efficient utilization of, 189, 191; energy, 60, 62*e*, 63*e*, 154; financial, 60, 62*e*, 63*e*, 150–151*e*, 153; human, 59, 62*e*, 63*e*, 149–150; quality of, 151*e*, 152*e*, 177–179
- Rogers, B., 232
- S**
- Sackmann, S., 171
- Sampling, 118–119
- Schein, E., 25, 47
- Selection of participants, 118–119
- Senge, P., 25, 43, 45, 194
- Senior leaders: assessment accountability of, 20; as assessment strategic partners, 233; financial durability data use by, 196, 198; as internal assessment user group, 18–20; managing assessment strategies, 21–24; managing organizational culture, 25–26; resource allocation decisions support by, 24–25. *See also* Leadership systems; Managers
- Server administration: key work processes examples of, 69*e*; outcomes examples of, 80*e*; outputs examples of, 74*e*; productivity examples of, 144*e*; quality examples of, 161*e*, 164*e*
- Service partners: described, 96–97*e*; quality of, 149*e*
- Services: academic department examples of, 67*e*–68*e*, 73*e*, 143*e*, 160*e*; academic organizations, 71, 77; effectiveness of, 136*e*–138; improving, 28–29; as key work process, 65, 160*e*; as outcomes, 77, 79*e*; as outputs, 73*e*; productivity of, 143*e*; quality of, 158, 160*e*, 162, 163*e*. *See also* Information services
- Seymour, D., 8
- Shermis, M. D., 117, 118, 123
- Sink, D. S., 141, 144, 155, 159, 179, 189, 192, 196, 200, 220, 221
- Six Sigma, 28
- Southern Association of Colleges and Schools Commission on Colleges (SACSCC), 10
- Staff: as assessment user group, 29–32; quality of, 151*e*, 152*e*. *See also* Employees
- Stakeholders: academic department examples of, 105*e*; Assessing Q₅: Quality of Leadership Systems: Follower Satisfaction and External Relations worksheet, 208; description of, 103, 105; illustration of system, 104*fig*; information services examples of, 106*e*; satisfaction of, 186–188*e*, 235*e*; service quality perceptions by, 165–167; Stakeholders Analysis worksheet, 109; students as, 102
- Standards, 221–222
- State Council of Higher Education for Virginia (SCHEV), 5
- Statewide governing boards, 5–6
- Strategic goals: academic department example of, 55*e*, 137*e*; described, 49–50; effectiveness and, 137*e*, 138, 140*e*; example of assessment program, 226*e*; information services example of, 56*e*–57*e*, 140*e*; internal direction and support of quality, 173–174, 175*fig*
- Strategic Goals Analysis worksheet, 84
- Strategic planners, 232
- Students: as assessment user group, 8–9; as customers, 100; effectiveness of teaching and outcomes for, 136*e*; as inputs, 100; quality of, 151*e*; as stakeholders, 102
- Suppliers (upstream systems): described, 92, 94*e*, 148*e*; quality of, 148*e*, 149*e*
- Surveys, 122
- SWOT analysis, 21
- Systems (external elements): chemistry department example of, 89–90; customers, 97–102*e*, 108, 181–188,

- 211; described, 90, 92; illustration of, 91*fig*; stakeholders, 103–106*e*, 109, 165–167, 186–188, 208, 235; upstream, 92–97*e*, 107, 144–149, 204
- Systems (internal elements): described, 38; inputs, 57–61, 62*e*–63*e*, 100, 130, 147–155, 205; key work processes, 15–161, 61, 64*fig*–66, 67*e*–68*e*, 69*e*, 88, 130, 135; leadership, 38–57*e*, 130, 138, 163, 165–179, 209; outcomes, 72–73, 74–78, 79*e*–80*e*, 136–137, 163, 164; outputs, 66, 68–72, 73*e*–74*e*, 130, 141, 159, 161–163*e*, 207; stakeholders, 103–106*e*, 109, 165–167, 186–188, 208, 235
- Systems thinking, 35–38
- T**
- Teaching: academic department examples of, 67*e*, 73*e*, 79*e*, 143*e*, 160*e*; academic organizations, 71, 74, 76; effectiveness of, 134–135, 136*e*; as key work process, 65, 160*e*; as outcomes, 74, 76, 79*e*; as outputs, 73*e*; productivity of, 143*e*; quality of, 157, 160*e*, 161, 163*e*
- Technology: data collection, 123–124; improving quality of teaching/learning through, 137
- Thor, C. G., 113, 221
- 360-degree feedback, 29, 167
- Time frame, 112
- Time issues: Assessment Report Schedule worksheet, 128; of data collection, 119; of dissemination, 125–126
- TQM (Total Quality Management), 222
- Training: key work processes examples of, 69*e*; outcomes examples of, 80*e*; outputs examples of, 74*e*; productivity examples of, 144*e*; quality examples of, 161*e*, 164*e*
- Tritelli, D., 30
- Tuttle, T. C., 141, 144, 155, 159, 179, 189, 192, 196, 200, 220, 221
- U**
- Union organizations, 16–17
- Unit of analysis: described, 26, 112; “fuzzy unit of analysis” problem, 141
- Upstream systems: academic department examples of, 94*e*, 95*e*, 97*e*, 148*e*; Assessing Q₁: Quality of Upstream Systems worksheet, 204; constraining, 94–95*e*, 148*e*; described, 92; illustration of, 93*fig*; information services examples of, 94*e*, 95*e*, 97*e*, 149*e*; Q₁ measure of, 130, 144, 146–147, 148*e*, 149*e*; service partners, 96–97*e*; suppliers, 92, 94*e*, 148*e*; Upstream Systems Analysis worksheet, 107
- U.S. Department of Education (2005), 14
- U.S. Department of Education (2006), 8
- U.S. News and World Report, 14
- V**
- Validity, 118
- “Value-added debate,” 30–31
- Values: academic department example of, 54*e*–55*e*; definition of, 46; information services example of, 56*e*. *See also* Beliefs
- Vision: example of assessment program, 226*e*; internal direction/support of, 169–170, 171*e*; as internal systems element, 44–46
- Vision Analysis worksheet, 82
- Vision statements: academic department example of, 54*e*; described, 46; information services example of, 56*e*
- W**
- Walvoord, B., 31–32, 135
- Weckler, D., 50, 51
- Wheatley, M., 32, 47, 222
- Wise, S., 76, 122
- Worklife quality: Assessing Q₆: Quality of Worklife worksheet, 210; customer satisfaction as measure of, 184; performance indicators of, 182*e*; Q₆ measure of, 130, 179–181
- Worksheets: Assessing Critical Success Factors, 216; Assessing Customer Satisfaction, 211; Assessing Effectiveness, 202; Assessing Efficiency, 213; Assessing Financial Durability, 215; Assessing Innovation worksheet, 214; Assessing Productivity, 203; Assessing Q₁: Quality of Upstream Systems, 204; Assessing Q₂: Quality of Inputs, 205; Assessing Q₃: Quality of Key Work Processes, 206; Assessing Q₃: Quality of Leadership Systems: Direction and Support, 209; Assessing Q₄: Quality of Outputs, 207; Assessing Q₅: Quality of Leadership Systems: Follower Satisfaction and External Relations, 208; Assessing Q₆: Quality of Worklife, 210; Assessing Stakeholder Satisfaction, 212; Assessment Report Schedule, 128; Assessment User Group Analysis, 34; Communication Planning, 238; Critical Success Factor Analysis, 127; Customers Analysis, 108; Guiding Principles Analysis, 83; Inputs Analysis, 87; Key Work Processes, Outputs, and Outcomes Analysis, 88; Mission Analysis, 81; Organizational Design Analysis, 85; Organizational Governance Analysis, 86; Organizational Performance Areas Important to Assessment Users, 217; Stakeholders Analysis, 109; Strategic Goals Analysis, 84; Upstream Systems Analysis, 107; Vision Analysis, 82