### INDEX

Page references followed by fig indicate illustrated figures; followed by c indicate exhibits, followed by t indicate tables.

**A**
- Academic disciplines: Budget Support Notebooks budget support data on specific, 116–124, 128; cost variations across institutions within given, 144–145; Delaware Study data applied by science department, 137–141; faculty activity in English instruction, 151–152; faculty activity in English scholarship, 153; faculty activity in English services, 153–154; per student credit hour taught (2001) by, 142; student learning measures specific to, 198. See also Institutions “Academic ratchet,” 2–3
- Accrediting agencies. See Regional accrediting agencies
- Achieving Accountability in Higher Education (Burke and Associates), 205
- ACT, 16, 180
- ACT Evaluation Survey Services, 59, 77–78
- ACT Student Opinion Survey, 36, 41–43, 75–76, 84, 170
- Administrative effectiveness assessment: additional strategies for, 170–172; challenges of, 157–159; “ratchet and lattice” role and, 2–3; role of institutional finances in, 164–169; ten key indicators used in, 159–164. See also Institutional effectiveness assessment
- Administrative effectiveness indicators: estimated maintenance backlog percentage of replacement value of plant, 163; excess (deficit) of current fund revenues over current fund expenditures, 160; expenditure structure, 159–160; percent of FTE employees who are faculty, 162; percent of living alumni financial support, 163; percentage of applicants accepted and who enroll, 161; ratio of FTE students to FTE faculty, 161; revenue structure, 159; tenure status of FTE faculty, 162; tuition discounting, 161–162
- Admitted Student Questionnaire. See ASQ
- Alumni research: on percentage of financial support by alumni, 163; survey instruments used for, 86; value of conducting, 86–87
- American Association for Higher Education, 74
- American Association of State Colleges and Universities (AASCU), 16, 99, 104
- American Association of University Professors, 35
- American University, 103
- “America’s Best Colleges” U.S. (News and World Report): College of New Jersey ranking in, 30; on declining institutional effectiveness, 5–6
- Annuity Association-College Retirement Equities Fund (TIAA-CREF), 133
- ASQ (Admitted Student Questionnaire): advantages of using, 193; ASQ Plus version of, 33, 55; average high school grades of respondents, 58; comparative financial aid packages from, 57–58; description and measurements of, 52–53; on importance and rating of institution characteristics, 53–56; impressions of university among respondents of, 56
- Assessing Conditions to Enhance Institutional Effectiveness (Kuh, Kinzie, Schuh, and Whitt), 196
- Assessing Student Learning: A Common Sense Guide (Sinkie), 96
- Assessing Student Learning in General Education: Good Practice Case Studies (Brasciani), 200
- Assessment: additional informational resources on, 200–202; Boyer Commission report’s, 4–5; history of educational, 1–2; information production as primary objective of, 174–175; need for multiple measurements used in, 20–21; by regional accrediting agencies, 10–15, 11–15, 91–96; reporting data tools used for, 16–19. See also Communicating assessment results; Institutional effectiveness
- Assessment and planning: creating campus culture for, 31–38; faculty and staff salary gains due to, 39–41; increasing financial aid, 41–42; increasing student-centeredness through, 41–43; tangible results of, 39–44
- Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education (Walvoord), 200–201
- Assessment Essentials: Planning, Implementing, Improving (Palomba, Banta, and Associates), 96
- Assessment strategic planning: four questions related to effective, 23–25; institutional mission role in, 25–31; linking assessing and planning for, 31–44
- Association of American Colleges and Universities (AACU), 99, 100
- Association of American Universities Data Exchange (AAUDE), 156
- Association of Physical Plant Administrators (APPA), 170
- Astin, A., 62, 193

**B**
- Banta, T. W., 96
- BearingPoint, Inc., 203
Communicating assessment results: basic guidelines for, 175–179; dashboard used for, 179–190; institutional data reporting template for, 104–106; of student learning findings, 102–107; student retention and attrition findings, 81–86; VSA data template used for, 16–17, 104–106. See also Assessment; Information
Community College Survey of Student Engagement (CCSEE), 68, 73, 74
Compensation. See Faculty salaries
Council of Independent Colleges (CIC), 156
Curriculum Mayor (Universidad Mayor), 103–104

D
Dashboard of Key Operational Indicators (University of Delaware): first-time freshman applications (2001-2006), 184fg; five categorical headings of, 180–181, 182fg–183fg; freshman-to-sophomore retention rates, 181, 185s–186s; representative charts associated with, 184fg; six-year graduation rates, 187fg–188fg; template for the, 190fg; total operating revenue, expenses, and transfers, 184fg
Data collection form (Delaware Study), 134–137, 147, 148–150
DEEP (Documenting Effective Educational Practice) Project: description of, 195–196; Inventory for Student Engagement and Success (ISES) of, 196–197; twenty institutions involved in the, 196
Delaware Faculty Activity Study, 151
Delaware Study of Instructional Costs and Productivity: benchmarking out-of-classroom faculty activity by, 151–154; conclusions and implications of benchmarking data from, 155–156; data collection form for the, 134–137, 147, 148–150c; description of, 37, 132, 134, 202–203; example of data usage in science department, 137–141; faculty productivity data from, 145–151; fiscal resources data from the, 141–145; origins of the, 133; three data collection cycles examined from the, 111, 141–142. See also Kansas Study of Instructional Costs and Productivity; University of Delaware
Delaware Technical and Community College: comparing University of Delaware and, 27–28; open access policy of, 48–49
Designing and Assessing Courses and Curricula: A Practice Guide (Diamond), 201
Diamond, R., 201
Dickerson, R., 203–204
Discipline. See Academic discipline
Dissemination. See Communicating assessment results
Dressel, P., 90

E
Eastern Seaboard State University weekly admissions monitoring report, 51t
Educational Testing Service (ETS), 98
Enrollment Planning Service (College Board), 49

F
Facilities: estimated maintenance backlog percentage of replacement value of, 163; Facilities Performance Indicators Survey on, 176; planning and assessment gains for renewal of, 43–44; student learning facilitated by design of, 94, 95; University of Delaware’s priority on, 35
Faculty: "academic ratchet" description of, 2–3; comparative gains in compensation of, 58–40; general education skills as defined by, 198–199; percent of FTE employees who are, 162; ratio of FTE student to FTE, 161; tenure status of FTE, 162; University of Delaware's strategic priority on retaining, 33–36. See also Staff


Faculty productivity: additional references on assessing, 203–204; Delaware Study data on, 145–151; graph reporting trend in, 176–178; national study of instructional costs and, 177–178

Faculty salaries: Oklahoma Salary Study on average entry-level, 143–144; planning and assessment approach to, 39–41

Final projects: description of, 97; student learning assessed using, 100–101

Financial Accounting Standards Board (FASB), 164, 169

Financial aid: ASQ information on institution package for, 55–57, 57t; federal government’s emerging role in, 7–15; history of growing need for, 2–6; Pell Grants, 9, 15; planning and assessment to increase, 40–41t; University of Delaware’s strategic priority on, 35

Fiscal resources: additional references for assessing, 203–204; administrative effectiveness assessment and role of, 164–169; administrative effectiveness indicators related to, 159–164; Budget Support Notebooks (University of Delaware) on, 116–131, 133; Delaware Study data on, 141–145; developing appropriate analytical metrics for, 112–131; extending budget support metrics of, 131–132; GASB and FASB requirements on, 164–169; per student credit hour taught (2001), 142; Focused Vision (University of Delaware), 33–34

Freshman Year Experience (FYE), 200

Fund for the Improvement of Postsecondary Education (FIPSE), 98–120, 133, 146

G

General education skills: faculty defined, 198–199; Middle States Commission on competencies of, 199–200

Golden Fleece Award, 110

Governmental Accounting Standards Board (GASB), 164, 169

Graduate education: Budget Support Notebooks for physical sciences, 120–124; student learning assessment in, 101–102

Graduation rates, 197–198t, 188

Graham, R., 111, 141

Graphs. See Charts and graphs

H

Harker, P. T., 63

Hayek, J. C., 193

Higher education: “America’s Best Colleges” issue on state of, 5–6; Boyer Commission report on, 4–5; calls for greater transparency in, 16–21; changes following World War II in, 3–4; history of federal government role in, 7–15; metrics for assessing cost containment of, 9–10; “ratchet and lattice” within U.S., 2–3; VSA (Voluntary System of Accountability) reporting on, 16, 17–19. See also Institutional effectiveness

Higher Education Act (1998), 7

Higher Education Research Institute (HERI), 110–111

Hollowell, D., 23, 31

How College Affects Students (Pascarella and Terenzini), 62

Human resources. See Faculty; Staff

Indiana University: Center for Postsecondary Research at, 67, 73, 74, 195; College Student Expectations Questionnaire (CSXQ) of, 60–61, 74, 195; NSSE Institute at, 74

Indiana University-Purdue University at Indianapolis, 86

Information: dashboard used to organize/present, 179–190; as primary assessment objective, 174–175; shaping policy and making decisions through, 175. See also communicating assessment results

Institution type: direct expense per student credit hour taught (2001), 143–145t; per student credit hour taught (2001) by, 142–143

Institutional accreditation: commonality of regional standards for, 11t–14t; decentralized system of regional, 10–15. See also Regional accrediting agencies

Institutional branding: The College of New Jersey’s experience with, 29–30; University of Delaware’s approach to, 28–29; University of Phoenix’s experience with, 30

Institutional effectiveness: “America’s Best Colleges” (1996 issue) on declining, 5–6; assessing, 47–87; Boyer Commission on changes in, 3–5; calls for greater transparency to improve, 16–21; commonality of regional standards for assessing, 11t–14t; federal government efforts to improve, 7–15; planning and assessment linked to increase, 31–44; “ratchet and lattice” phenomenon affecting, 2–3; summary of critique on higher education, 6. See also Assessment; Higher education

Institutional effectiveness assessment: alumni research included in, 86–87; issues related to entering students, 47–62; student engagement measures of, 62–74; student learning measure of, 5, 62–74, 89–107; student retention and attrition findings of, 81–86; student satisfaction measures of, 75–81. See also Administrative effectiveness assessment

Institutional finances: additional references for assessing, 203–204; administrative effectiveness assessment role of, 164–169; administrative effectiveness indicators related to, 159–164; Budget Support Notebooks (University of Delaware) on, 116–131, 133; Delaware Study data on, 141–145; developing appropriate analytical metrics for, 112–131; extending budget support metrics of, 131–132;
Institutional finances: (Continued)  
GASB and FASB requirements on, 164, 169; national study on faculty productivity and, 177–178; per student credit hour taught (2001) cost of, 142/fg; University of Delaware revenues/ expenses, 165–169; University of Delaware total operating costs, 184/fg

Institutional mission: on admissions philosophy, 48; assessing effectiveness of strategies in context of, 30; student learning outcomes and, 92; University of Delaware’s planning in context of, 33–34; University of Delaware’s statement of, 25–26, 179–180

Institutions: ASQ on financial package of specific, 55–56, 57t; ASQ respondents on their impressions of, 56t; Carnegie Institutional Taxonomy of, 70, 137; characteristics related to student enrollment, 53–55; DEEP Project, 195–197; Golden Fleece Award to, 110t; information on policy/decision making by, 175; Inventory for Student Engagement and Success (ISES) for, 196–197; maximizing human and fiscal resources of, 109–132; student enrollment competition by, 49–50. See also Academic disciplines

Integrated Postsecondary Education Data System (IPEDS), 119, 169, 181

Integrating Higher Education Planning and Assessment: A Practical Guide (Hollowell, Middaugh, and Sibol,ski), 23, 31

Inventory for Student Engagement and Success (ISES), 196–197

IPEDS Peer Analysis tool, 169

J

Johnson County Community College (Kansas), 49–50, 74

K

Kansas Study of Instructional Costs and Productivity, 134, 155, 203. See also Delaware Study of Instructional Costs and Productivity

Kinzie, J., 193, 195, 197

Kuh, G. D., 67, 193, 195, 197

L

Learning. See Student learning

Locally produced tests: description of, 97; student learning assessed using, 99

London Metropolitan University (LMU), 103

M

Marywood University, 190

Massy, W. F., 2–3, 158, 159, 161, 164, 203

Measure of Academic Proficiency and Progress (MAPP), 19, 98

Michigan State University, 90

Middaugh, M. F., 23, 110, 111, 141, 144

Middle States Commission on Higher Education: accreditation statistics provided by, 15; commonality of standards with other accrediting agencies, 11t; on facilities renewal, 43–44; on general education competencies, 199–200; institutional self-study and development observed by, 173–174; London Metropolitan University (LMU) accredited by, 103; Standard 14 on student learning assessment, 91, 93, 94–95, 96; student learning report (2006) by, 91; Universidade Mayor as candidate for accreditation by, 104. See also Regional accrediting agencies

Mission. See Institutional mission

N

National Association of College and University Business Officers (NACUBO), 170, 203

National Association of Collegiate and University Business Officers, 203

National Association of State Universities and Land Grant Colleges (NASULGC), 16, 98, 104

National Center for Education Statistics CIP Taxonomy, 136

National Center for Education Statistics (NCES), 9, 47–48, 119, 169

National Commission on Educating Undergraduates, 4

National Commission on the Cost of Higher Education, 7–9, 109

National Community College Benchmark Project, 74

National Council Licensure Exam (NCLEX), 98

National Faculty Salary Survey for Four Year Institutions, 144

National Study of Postsecondary Faculty (NSOPF), 110–111

National Survey of Student Engagement (NSSE), 9, 109

New England Association of Colleges and Schools Commission on Institutions of Higher Education, 11t–12t

New York Stock Exchange, 30

Noel-Levitz Student Satisfaction Inventory, 75–76, 79

North Central Association of Colleges and Schools Higher Learning Commission, 12t

Northwest Commission on Colleges and Universities, 12t–13t

NSSE Institute, 74

O

Office of Institutional Research and Planning, 35, 38

Oklahoma Salary Study, 143–144

P

Pace, C. R., 63, 67

Palomba, C. A., 96

Pascarella, E. T., 62, 64, 75, 90, 193

The Path to Prominence (Harker), 63


Pell Grants, 9, 15

Penn State University, 28

Pew Charitable Trust, The, 67

PGI (predicted grade index), 158

Philadelphia University, 76

“Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations” (Kuh, Kinzie, Buckley, Bridges, and Hayek), 193–194
Planning and assessment: creating campus culture for, 31–38; faculty and staff salary gains due to, 39–41; increasing financial aid, 41; increasing student-centeredness through, 41–43; tangible results of, 39–44
Planning. See Assessment strategic planning
Portfolios: description of, 97; student learning assessed using, 99–102
Prager, Sealy & Co., 203
Praxis tests series, 98
Princeton University, 30
Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance (Dickerson), 203–204
Problem-based learning, 94
Project DEEP (Developing Effective Education Practices), 74
Project Vision (University of Delaware), 32–33
Proxmire, W., 110
R
“Rachet and lattice” phenomenon, 2–3
Regional accrediting agencies: New England Commission, 11–12; North Central Commission, 12; Northwest Commission, 12–13; Southern Commission, 13; student learning measures looked for by, 91–96; student learning/institutional effectiveness focus of, 10, 15; Western Commission, 14; See also Assessment; Institutional accreditation; Middle States Commission on Higher Education
Reinventing Undergraduate Education (Boyer Commission), 4–5
Report of the Secretary’s Commission on the Future of Higher Education, 9
Rockefeller University, 47
Roselle, D., 33, 133
S
Salaries. See Faculty salaries
SAT, 16, 180
Schuh, J. H., 195, 197
Schuh, J., 97
Shahid, A., 111, 141
Sibolzi, E., 23
Society for College and University Planning, 23, 45
Southern Association of Colleges and Schools Commission on Colleges, 13
Southern Universities Group (SUG), 156
Spallings, M., 8
Spallings report (2006), 8–9, 109
Staff: planning and assessment approach to salary gains, 39–41; University of Delaware’s strategic priority on retaining, 33, 35. See also Faculty
Standard 14 (Middle States Commission), 91, 93, 94–95, 96
Standardized tests: ACT and SAT, 16, 180; CLA, CAAP, and MAPP, 104; description and types of, 97; learning assessed through, 98–99
State University of New York, 52
Statistical significance, 179
Straight Talk About College Costs and Prices (Prager, Sealy & Co., KPMG LLP, and BearingPoint, Inc.), 203
Strategic Indicators for Higher Education (Taylor and Massy), 203
Student attrition: findings on, 81–86; identifying areas of discontent and, 85–86; for seven cohorts of first-time freshmen, 82–83
Student engagement: alumni research on, 86–87; CSEQ measuring, 60, 64–70; developing usable measures of, 62; Inventory for Student Engagement and Success (ISES) on, 196–197; measuring, 63–74; relationship between success and, 193–197; student retention/attrition findings from, 81–86
Student enrollment: first-time freshman applications (2001-2006) and, 184; as indicator of institutional functioning, 160–161; institution competition for, 49–50; mission statement on admissions philosophy, 48; NCES records on, 47–48; open access policies on, 48–49; quantitative tools for measuring, 49–61; selected institutional characteristics related to, 53–55
Student enrollment measures: ACT Evaluation Survey Services for, 59; ASQ (Admitted Student Questionnaire) for, 52–58; College Student Expectations Questionnaire (CSEQ) for, 60–61; College Student Experiences Questionnaire (CSEQ) for, 60; College Student Needs Assessment Survey for, 59–60; College Student Selection Survey for, 35, 52; National Survey of Student Engagement (N SSE) for, 60; weekly admissions monitoring report for, 50–52
Student learning: assessing graduate education, 101–102; Boyer Commission report on, 5; classroom building design to facilitate, 94, 95; communicating assessment findings on, 102–107; as consonant with institutional mission, 92; criteria for assessing, 91–96; criticism of institutional measures of, 89–90; effectiveness of problem-based, 94; general education skills component of, 198–200; importance of multiple, 90–91; mastery of general education, 198–199; measuring, 197–202; measuring student engagement in, 63–74; Standard 14 on assessing, 91, 93, 94–95, 96; strategies for measuring, 96–101
Student retention: Dashboard of Key Operational Indicators on rates of, 181, 185–186; findings on, 81–86; identifying areas of discontent and, 85; for seven cohorts of first-time freshmen, 82–83
Student satisfaction: alumni research on, 86–87; developing usable measures of, 62; measuring, 75–81; relationship between success and, 193–197; student retention/attrition findings from, 81–86
Student success: alumni research on, 86–87; forces impacting, 194; Inventory for Student Engagement and Success (ISES) on, 196–197; relationship between engagement, satisfaction, and, 193–197; student behaviors contributing to, 193
Student Success in College: Creating Conditions That Matter (Kuh, Kinzie, Schuh, Whitt, and Associates), 195
Student-centered campus: planning and assessment gains for, 41–43; University of Delaware’s strategic priority on, 35
INDEX

Students: planning and assessment to increase financial aid to, 41; ratio of FTE faculty to FTE, 162; retention and attribution findings on, 81–86, 185–186; “three strikes” policy for underage alcohol consumption, 81

A Study of Higher Education Instructional Expenditures: The Delaware Study of Instructional Costs and Productivity, 141

Suskie, L. A., 96

T

Taylor, B. E., 158, 159, 161, 164, 203

Templates: University of Delaware strategic dashboard, 189/26; VSA data, 16–18, 104–106

Tennessee Higher Education Commission (THEC), 113, 133; PGI (predicted grade index) used at, 103; Ofﬁces of Student Engagement (NSSE), 67; Noel-Levitz Student Satisfaction Survey, 75; NSSE Institute, 74; Society for College and University Planning, 45; Universidad Mayor (Chile), 103; University of Delaware Study of Instructional Costs and Productivity

University of California at Los Angeles, 110

University of Delaware: ACT Student Opinion Survey administered by, 36, 41–43, 75, 84, 170; budget support data (2004–2007) at, 116–124; Budget Support Notebooks developed at, 113–131, 133; Campus Pulse Surveys used by, 85, 170–171; College Student Selection Survey used by, 35, 52; comparing community college to, 26–28; connecting planning to mission, 34; Dashboard of Key Operational Indicators, 180–189; Facilities Inventory of, 36; Faculty Senate General Education Resolution at, 199; ﬁnancial aid priority of, 34, 35; Focused Vision planning document of, 33–34; general education skills deﬁned by faculty, 198–199; human and faculty resource metrics developed at, 112–131, identifying areas of student discontent at, 85; institutional branding by, 28–29; linking planning and assessment at, 31–44; mission statement of, 25–26, 179–180; NSSE data used by, 70–71; Ofﬁce of Educational Assessment website, 103; Ofﬁce of Institutional Research and Planning at, 113, 133; PCI (predicted grade index) used at, 158; priority on retaining faculty and staff, 33–35; problem-based learning study conducted by, 94; Project Vision planning document of, 32–33; Research University—Very High Activity classiﬁcation of, 131; revenues and expenses (2007) of, 165–169; student engagement initiative at, 64; student satisfaction at, 79–80g: “three strikes” policy for underage alcohol, 81; total operating revenue, expenses, and transfers, 184/26; University Advisement Center developed by, 171. See also Delaware Study of Instructional Costs and Productivity

University of Maryland, 29

University of Michigan, 156

University of North Carolina System, 156

University of Pennsylvania, 2

University of Phoenix, 30

University of Virginia, 41

U.S. Department of Education, 99, 181

U.S. News and World Report, 5–6, 30

V

Voluntary System of Accountability (VSA), 16, 17–19, 104–106

W

Walvoord, B., 200–201, 202

Websites: ACT Evaluation Survey Services, 59; American Association of State Colleges and Universities (AASCU), 99; American University, 103; ASQ (Admitted Student Questionnaire), 52; Association of American Colleges and Universities (AACU), 99; Brookdale Community College, 103; College and University Professional Association for Human Resources (CUPA–HR), 170; College Navigator, 9; The College Proﬁle, 17; College Student Experiences Questionnaire (CSEQ), 64; Delaware Faculty Activity Study, 151; Faculty Senate General Education Resolution, 199; Higher Education Research Institute (HERI), 110; Integrated Postsecondary Education Data System (IPEDS), 169, 181; London Metropolitan University (LMU), 103; National Association of College and University Business Ofﬁcers (NACUBO), 170, 203; National Association of State Universities and Land Grant Colleges (NASULCG), 98; National Center for Education Statistics, 47–48; National Community College Benchmark Project, 74; National Study of Postsecondary Faculty (NSOPP); National Survey of Student Engagement (NSSE), 67; Noel-Levitz Student Satisfaction Inventory, 75; NSSE Institute, 74; Society for College and University Planning, 45; Universidad Mayor (Chile), 103; University of Delaware’s Ofﬁce of Educational Assessment, 103

Weekly admissions monitoring report, 50–52

Western Association of Colleges and Schools

Z

Zemsky, R., 2–3