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PREFACE

This bibliography has been compiled as a reference source to assist members of the Association for Institutional Research in carrying out their diverse professional responsibilities. Its purpose is to provide a list of useful references, annotated where possible, for areas of concern to institutional researchers and planners. Since the field of institutional research has grown substantially in the past several years as has the literature related to it, staying abreast of developments can be challenging and time consuming. This bibliography is intended as a tool for meeting the challenges of obtaining useful, current information within given time constraints.

The editors have organized this reference tool into seventeen major topics, some with subtopics, representing areas of concern to institutional researchers and planners. In order to identify the best and most relevant references for inclusion, topic editors were recruited to carry out the task. The topic editors were selected for their knowledge, expertise, and contributions to the literature. Thus, the role of the topic editors was to review, select, and annotate the best and most relevant references that might be of interest and use to our professional colleagues. We thank all the topic editors for their invaluable efforts. Without them this bibliography would not have been possible.

The last compilation of this bibliography, Bibliography of Reference Sources, was carried out in similar fashion by members of the Association for Institutional Research in 1984. Thus, the references contained herein, for the most part, date from that time. Occasionally, however, references not included in the 1984 bibliography but were published earlier have been judged relevant to the scope of this update and included. In the selection of the references, the topic editors were encouraged to consider materials based on their exemplification, thoroughness of presentation, and public accessibility.

We hope that this publication serves its purpose well, and will be updated in a few years. Your comments and suggestions are welcome.

The editors wish to express their appreciation to Ms. Barbara J. Reid for her conscientious reading of the rough drafts. We thank her for her patience, perserverance, and ability to “spot” the not-so-obvious.

William R. Fendley, Jr., and Linda T. Seeloff
Charlottesville, Virginia
June, 1993
IN MEMORIAM

Bernard D. Yancey, Ph.D.

Over the last several years, the Association has been truly fortunate to have Bernard (Bernie) D. Yancey as one of its most active members. Bernie passed away this year and in the short time he had, he left a wonderful legacy. Bernie was a methodologist's methodologist. He sought ways to solve problems; he applied what he knew; he challenged the rest of us to develop better analytical approaches; and he shared knowledge with others through numerous papers, articles, and monographs. You will find some of his contributions listed in this bibliography, as well as others about institutional research. Understand, however, these are but part of the wit and wisdom he gave us. He helped shaped the methodology of the profession and showed us how to apply it with vigor and enthusiasm. He was a friend.
ACCREDITATION

Editors: Jeffrey A. Seybert and Leslie De Reus Bielen


This chapter discusses the role of the self-study in the accreditation process. A strong institutional self-study will focus on five questions: (1) Is the institution meeting its declared purpose? (2) Is the study objective? (3) Does it show an intent to improve the institution? (4) Does it help enhance the institution’s distinctiveness while maintaining programmatic balance? and (5) Does it see self-renewal as ongoing in the school’s life?


Three lists are presented involving accreditation research: 1) the last or current status of twenty dissertations in progress; 2) forty completed dissertations not in the Bibliography on Postsecondary Accreditation; and 3) eight-one general research reports and articles related to accreditation.


This report provides data received from postsecondary education/professional accrediting bodies regarding the extent to which outcomes and institutional or program effectiveness are reflected in each of the following: 1) accreditation standards; 2) accreditation guidelines; 3) policy statements; 4) accrediting practices (self-study, visiting teams, etc.); and 5) other relevant publications, research, etc.


The philosophy, structure, and operation of a Dutch system for institutional self-evaluation in higher education (AMOS) are described. The system is centrally designed to assist in national resource allocation for higher education, but the feedback is intended primarily for institutions and faculties to use in increasing efficiency and effectiveness.

This paper discusses ways that East Texas State University (ETSU) established systematic and continuous program evaluations to conform to the SACS' accreditation standards for institutional effectiveness. The historical background of educational evaluation in America is traced, and archetypes for assessment of educational outcomes are considered. Section III of the SACS' Criteria for Accreditation is examined, with attention to evaluating institutional effectiveness, specifying expected educational results and how achievement of the results is determined, ten procedures to evaluate instructional programs, and institutional research.


Higher education assessment, evaluation, and accreditation in Georgia are addressed in these proceedings of a 1986 conference sponsored by the University of Georgia and the Southern Association of Colleges and Schools (SACS). Panel papers cover: assessing student performance and outcomes, academic standards and needs assessments for specific fields, and SACS' new accreditation criteria and implications of the criteria for institutional research and various other areas.


This chapter will be of greatest benefit to institutions beginning the self-study process. The authors provide a general outline of the self-study process and discuss, in general terms, what the office of institutional research should do to establish itself as the source of data/information for the self-study committee. A variety of data sources are discussed and a list of useful references provided.


A study was conducted to examine the application of quality standards developed by the International Standards Organization (ISO) to colleges in England and Wales. The British Standards Institution (BSI) has applied these standards to service industries, thus
providing a framework for case studies in colleges. Six colleges in England and Wales analyzed their curriculum, management and marketing and then prepared three-year development plans consistent with the international standards. The following conclusions were reached about the application of quality standards to colleges: (1) quality standards are most appropriate to those learning situations where "fitness for purpose" is the goal, including vocational and professional study; and (2) it is critical to measure the process in terms of the purpose of the instruction, for which a computer system using competency-based objectives is required.


This article reviews trends over the past twenty-five years calling for accreditation, program evaluation, and outcomes assessment for higher education institutions. A cooperative market model of institutional research and self-study is outlined, which involves cooperation among institutions, accrediting bodies, state departments of education, and state legislatures.


The development of Napier College of Commerce and Technology in Scotland (a degree-granting institution, originally under the auspices of the Council for National Academic Awards, or CNAA) is traced. Through delegated authority and the attainment of fully accredited status the college was given full responsibility for the validation and review of its CNAA-taught courses and a change of name to Napier Polytechnic of Edinburgh.


This volume was compiled to serve as a resource book for a series of workshops entitled "Assessing Student Academic Achievement in the Context of the Criteria for Accreditation" which were presented during spring, 1991. Included in the volume are sections dealing with assessment in the context of accreditation criteria, developing an assessment program, assessing student academic achievement, and others.

This is an entire issue of the NCA Quarterly which focuses on the relationship of assessment to accreditation in most of the regional accrediting commissions. Executive directors of the regional accrediting commissions were invited to submit a description of their commission's approach to assessment. Reports were received from the Middle States, New England, North Central, Southern, and Western commissions and are included in this volume.


This paper first provides detailed definitions of assessment, accreditation, and institutional effectiveness. The discussion then moves to the emergence of assessment as an issue, the assumptions which underlie assessment, the history of institutional research as it is related to assessment and accreditation, and recommendations for institutional researchers regarding assessment and accreditation.


Assessment of institutional effectiveness is required by many accrediting agencies and mandated by some state legislatures. This article reports the results of a survey of institutions facing reaccreditation by the Southern Association of Colleges and Schools between 1987 and 1992. The results are seen as raising questions about the role of institutional research in the accreditation process and in evaluation of institutional effectiveness.

Smith, G., and Prather, J.E. 1986 (October). SACS' effectiveness criterion: A self-analysis based upon the "must" statements. Paper presented at the annual conference of the Southern Association for Institutional Research, Pipestem, WV.

This paper considers the possible impact of the Southern Association of Colleges and Schools' (SACS) criterion, Section III, Institutional Effectiveness. The way that one state university approached the SACS' expectation on institutional effectiveness is examined. Attention is directed to: an effectiveness process model developed by a self-study committee; a matrix of effectiveness-related "must" statements underlying the criteria; and the involvement of an office of institutional research. Included is a matrix that provides an internal scorecard for self-analysis of the entire institution.

The accreditation criteria manual produced by the Southern Association of Colleges and Schools (SACS) contains a wealth of information relating institutional research to accreditation. It details the "Must" statements which institutions are required to meet, the "Should" statements which are recommended but not required, and the expectations of the visiting accrediting team. It points out in clear terms what the expectations are for reaccreditation. (A complement to the Criteria manual for the institutional researcher is the Resource Manual. This manual provides one approach to dealing with the process of evaluating the effectiveness of an institution.


This article reports the results of two surveys of regional institutional accrediting agencies on the approach of accrediting commissions to the evaluation of educational outcomes. The results of a 1984 survey indicated that all of the regional accrediting commissions made some reference to the concept of evaluating educational outcomes. By 1986 most of the references of the institutional accrediting agencies to outcomes were much more explicit and emphasized the importance of educational outcomes as well as their appropriate relationship to the other aspects of institutional evaluation. The author discusses the results of the surveys and provides a series of conclusions.

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