



DOCUMENT RESUME

ED 138 217

HE 008 889

AUTHOR Poppenhagen, Brent William
 TITLE Institutional Accreditation and the Private Liberal Arts College.
 PUB DATE 77
 NOTE 47p.

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
 DESCRIPTORS *Accreditation (Institutions); *Administrator Attitudes; *College Administration; *Educational Administration; Educational Finance; Educational Innovation; *Liberal Arts; National Surveys; *Presidents; *Private Colleges; Questionnaires; Regional Programs; *Standards; Tables (Data)
 IDENTIFIERS *Small Colleges.

ABSTRACT
 A study was undertaken to discover and examine the attitudes of private liberal arts college presidents toward accreditation. The motivating factor was evidence of concern among these presidents that institutional accreditation is not meeting the needs of their colleges, and may actually challenge the viability of a college at a critical time in its development. The research concerned itself with the work of the six regional accreditation associations, and addressed four questions: (1) What are the attitudes of the presidents toward the application of regional standards, procedures, and policies as they affect institutional management?; (2) What are the implications of these attitudes for the small colleges' academic development?; (3) What are the implications of these attitudes for the financial maintenance and viability of the small college as an institution?; and (4) What are the implications of these attitudes for the colleges' ability to innovate? A questionnaire was developed and sent to the presidents of the 147 member institutions of the Council for the Advancement of Small Colleges. The survey results are presented and analyzed, and the questionnaire is included. (Author/MSE)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

ED138217

INSTITUTIONAL ACCREDITATION AND THE PRIVATE LIBERAL ARTS COLLEGE

by

BRENT WILLIAM POPPENHAGEN, Ph.D.

Coordinator

Graduate Program in Higher Education

Cleveland State University

1977

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

HE 008889

CONTENTS

	Page
LIST OF TABLES.....	iii
BACKGROUND OF THE STUDY.....	1
DESIGN OF THE STUDY.....	3
PRESENTATION AND ANALYSIS OF THE DATA.....	5
CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS.....	19
BIBLIOGRAPHY.....	30
APPENDIX	
Instrument: Accreditation and the Private Liberal Arts College.....	37

LIST OF TABLES

Table	Page
I. Attitudes of Responding CASC Presidents Regarding the Effects of Accreditation on Academic Development...	7
II. Attitudes of Responding CASC Presidents Regarding the Effects of Accreditation on Financial Maintenance and Viability.....	10
III. CASC Presidents' Responses Concerning the Effects of Regional Accreditation on the Management of Academic Development and Financial Maintenance.....	13
IV. Presidential Attitudes Regarding Ability to Provide Leadership in Innovation Relative to Regional Accreditation.....	14
V. Overall Effect of Accreditation on Responding CASC Institutions.....	18

Background of the Study

Since the turn of the last century, college accreditation has become an increasingly important element in the relation of institutions of higher education to the society in which they exist. Regional accreditation was first established to guarantee standards between secondary schools and institutions of higher education for purposes of regulating the acceptance and matriculation of students from the secondary level to higher levels. Today the power to set standards is exercised by six regional associations. The importance of regional accreditation has also taken on new meaning because United States federal agencies now rely upon regional accreditation to qualify institutions for eligibility in the granting of federal monies. This change has brought increased attention to the role of accrediting associations. During the past decade, an increasing public concern has been voiced with regard to the process, objectives, and outcomes of regional accreditation.

Institutional accreditation, which is conducted on a regional basis, has been criticized for discouraging innovation, employing arbitrary standards, being secretive, excluding proprietary and vocational institutions, and being unresponsive to the public.¹ Orlans² has criticized accrediting agencies by charging that they are insufficiently responsive to consumers (secretive) and that they represent a monopoly in regional accreditation that has systematically barred proprietary and other schools from access to federal funds.

Today presidents of private liberal arts colleges seem especially vulnerable to the impact of accreditation. Two reasons are important in this regard. First, federal monies for higher education generally

are granted only to accredited institutions.³ Second, students are more likely to enroll at accredited colleges and universities.⁴

College administrators have always played a central role in the development and operation of the regional associations. Yet, there is growing evidence of concern among college presidents that institutional accreditation does not meet the needs of institutions and may in fact challenge the viability of a college at a critical time in its development.

To the extent that regional accreditation associations encourage or limit the small college's ability to remain viable academically and financially, they exert a prominent influence on the existence of these colleges.

These problems suggested a need to discover and examine the attitudes of private liberal arts college presidents relative to institutional accreditation. Consideration of the findings of this study will provide college presidents with information to utilize more effectively the accrediting process. These data will also serve as a resource to regional accreditation officials whose responsibility it is to communicate effectively information regarding the standards, benefits and potential uses of accreditation. Therefore, the study examined how college presidents perceived the effect of institutional accreditation standards and procedures with regard to institutional management.

The research concerned itself with the work of the six regional associations whose responsibility it is to accredit institutions. The six regional accrediting commissions are coordinated by the Council on Post Secondary Accreditation (COPA).⁵ These six associations are:

- (1) Middle States Association of Colleges and Secondary Schools (MSA);
- (2) New England Association of Colleges and Secondary Schools (NEA);

- (3) North Central Association of Colleges and Secondary Schools (NGA);
- (4) Northwest Association of Secondary and Higher Schools (NWA);
- (5) Southern Association of Colleges and Secondary and higher Schools (SAC);
- (6) Western College Association (WCA).⁶

Design of the Study

The specific purpose of this research was to explore the following questions.

What are the attitudes of private liberal arts college presidents with regard to the application of regional accreditation standards, procedures and policies as they affect institutional management?

In addition, the following specific questions were asked:

1. What are the implications of presidential attitudes regarding accreditation for the academic development of the small college?
2. What are the implications of presidential attitudes regarding accreditation for the financial maintenance and viability of the small college as institution?
3. What are the implications of presidential attitudes regarding accreditation as they effect the college's ability to innovate?

The central question of this study was developed to include topics of relevance to both the chief college administrator in his role as leader and manager and to the regional associations whose role it is to administer the standards, policies and procedures under which colleges must operate in order to obtain or retain membership.

Three constructs, academic development, financial maintenance and ability to innovate, were selected as central to the management and operational functions of the college president. A questionnaire was designed which focused upon these three constructs while allowing for two additional sections, one concerning institutional data and a second providing space for subjective written response.

Five private college presidents whose institutions were not members of The Council for the Advancement of Small Colleges were asked to respond to a questionnaire and to a series of six questions concerning the instrument's format, content, and appropriateness. Their responses and the subsequent redrafting of the questionnaire formed the validity portion of the study. The questionnaire was then administered to a group of 20 private college presidents from Minnesota and Wisconsin. Their responses were tabulated using the Crosstab 2 program of the Statjob series developed at the University of Wisconsin.⁷ The responses and tabulated results indicated that the questionnaire was soliciting responses as anticipated and thus formed the reliability portion of the study.

Along with appropriate cover materials, the questionnaire was forwarded to the presidents of the 147 member institutions of CASC.

The presidents of CASC colleges were asked to respond to the questionnaire comprised of items which described the academic, financial and innovative activities of their colleges. The CASC organization was chosen for this study because its member institutions represent a group of American colleges who maintain relatively similar enrollment patterns, liberal arts academic missions, similar size, like financial conditions, and who are in a position, by virtue of these similarities in size, academic mission, and financial condition, to be strongly aware of the impact of accreditation. The instrument, constructed to supply data relative to the questions established in this study, consisted of five parts, including institutional data, academic data, financial data, data concerning innovative activity, and a section for subjective written responses (Appendix). The CASC presidents' responses, presented in frequency and percentage counts for each item, as well as cross-tabulation between

5

institutional and attitudinal items, represent the basic data of the study. The data were organized so as to present the findings for those variables which were perceived by college presidents as being affected positively by accreditation, those which were affected negatively, and those which were not affected by accreditation. Identification of those variables which have a Positive Effect, Negative Effect, or No Effect allowed the researcher to identify the implications of presidential attitudes for each of the three specific questions of the study. The major question of this study is answerable in light of the data concerning specific questions 1, 2, and 3, each of which deals with one major aspect of the college management and operation and the data relative to presidential leadership and decision making in both its objective and subjective presentations. The data were not solicited and have not been presented so as to establish causal relationships between variables.

Presentation and Analysis of the Data

One hundred and seven presidents from member institutions of the Council for the Advancement of Small Colleges returned completed questionnaires. These returns represented seventy-three percent of the population surveyed.

Of the responding colleges, 71.03 percent were co-educational liberal arts colleges. The remaining colleges represented religious and technical identities. The majority of colleges, 83.17 percent, maintained an enrollment of under 1000 students. Fifty-one percent were affiliated with the North Central Accreditation Association, while twenty-two percent were affiliated with the Southern Association. The remaining colleges were divided among the Middle States, New England,

North West and Southern Associations. Fifty-eight percent of the colleges offer twenty or fewer major degree programs while twenty-nine percent offer twenty-one or more major programs.

The majority of presidents responding to this survey have held that office for more than three years, but fewer than ten years. Seventy-five percent of the presidents had held administrative positions at either their current institution or another institution prior to assuming the presidency. Sixty-seven percent of the respondents had been presidents of their current institutions during the last accreditation evaluations; however, seventy-five percent of the presidents had never served as visiting team members at other institutions. A large majority of the respondents, 90.28 percent, indicated satisfaction with the composition and preparation of their institution's last regional association visiting team.

Over fifty percent of the survey respondents indicated that accreditation had a Positive Effect on the academic development of their institution for seven of the twenty-nine variables listed under this category. (Table I) For nineteen variables in the academic development section, over fifty percent of the presidents indicated that accreditation has No Effect. The remaining ten variables in this section were divided equally between Positive Effect and No Effect responses. Less than three percent of the responses indicated Negative Effect for any variable in this section.

TABLE I

ATTITUDES OF RESPONDING CASC PRESIDENTS REGARDING THE EFFECTS OF ACCREDITATION ON ACADEMIC DEVELOPMENT

VARIABLE	POSITIVE EFFECT	NEGATIVE EFFECT	NO EFFECT	DON'T KNOW	TOTAL RESPONSES	
1. Number of Majors Offered	47 44.34	2 1.89	55 51.89	2 1.89	106	N %
2. Faculty Student Ratio	41 39.89	2 1.94	56 54.37	4 3.68	103	N %
3. Percent of Ph.D.'s Among Faculty	82 78.10	0 0	22 20.95	1 .95	105	N %
4. Number of Professional Majors Offered	34 32.38	0 0	61 58.10	10 9.52	105	N %
5. Number of Library Volumes	85 80.19	1 .94	19 17.02	1 .94	106	N %
6. Rate of Library Acquisition	77 72.64	2 1.89	24 22.64	3 2.83	106	N %
7. Academic Computer Availability	16 15.24	0 0	75 71.43	14 13.33	105	N %
8. Number of Your Graduates Entering Post Graduate Institutions	51 48.11	1 .94	45 42.45	9 8.49	106	N %
9. Faculty Tenure Policy	42 39.62	3 2.83	55 51.89	6 5.66	106	N %
10. Admission Requirements	49 46.23	1 .94	53 50.00	3 2.83	106	N %
11. Graduation Requirements	55 51.89	0 0	49 46.23	2 1.89	106	N %
12. Institutional Future Planning	85 80.95	0 0	18 17.14	2 1.90	105	N %



TABLE I (Continued)

ATTITUDES OF RESPONDING CASC PRESIDENTS REGARDING THE EFFECTS
OF ACCREDITATION ON ACADEMIC DEVELOPMENT

VARIABLE	POSITIVE EFFECT	NEGATIVE EFFECT	NO EFFECT	DON'T KNOW	TOTAL RESPONSES	
13. Faculty Evaluation By Students	50 47.17	1 .94	47 44.34	8 7.55	106 100.00	N %
14. Faculty Evaluation By Administration	42 40.38	0 0	53 50.96	9 8.65	104 100.00	N %
15. Faculty Evaluation By Their Peers	43 40.57	0 0	53 50.00	10 9.43	106 100.00	N %
16. Distribution of Library Holdings Across Disciplinary Lines	61 57.55	0 0	36 33.96	9 8.49	106 100.00	N %
17. General Education Requirements	57 54.29	0 0	45 42.86	3 2.86	105 100.00	N %
18. Faculty Teaching Load	60 56.00	4 3.77	39 36.79	3 2.83	106 100.00	N %
19. Academic Advising Program	45 42.45	0 0	59 55.66	2 1.89	106 100.00	N %
20. Faculty Research	22 20.75	1 .94	77 72.64	6 5.66	106 100.00	N %
21. Equal Employment Opportunity	11 10.38	0 0	81 76.42	14 13.21	106 100.00	N %
22. Affirmative Action	13 12.26	1 .94	78 73.50	14 13.21	106 100.00	N %
23. Length of Class Period	24 22.64	1 .94	78 73.58	3 2.83	106 100.00	N %

TABLE I (Continued)

ATTITUDES OF RESPONDING CASC PRESIDENTS REGARDING THE EFFECTS
OF ACCREDITATION ON ACADEMIC DEVELOPMENT

VARIABLE	POSITIVE EFFECT	NEGATIVE EFFECT	NO- EFFECT	DON'T KNOW	TOTAL RESPONSES	
24. Faculty Contact Hours Per Credit	39 37.14	3 2.86	61 58.10	2 1.90	105 100.00	N %
25. Institutional Grading Policy	34 32.69	0 0	67 64.42	3 2.98	104 100.00	N %
26. Student Record Keeping Policy	50 47.62	1 .95	53 50.48	1 .95	105 100.00	N %
27. Length of Term	32 30.48	1 .95	69 65.71	3 2.86	105 100.00	N %
28. Formality of Faculty Student Relationships	15 14.29	2 1.90	80 76.19	8 7.62	105 100.00	N %
29. Academic Residency Requirements	20 19.87	2 1.89	73 68.87	11 10.38	106 100.00	N %

Eight variables in the financial maintenance section of the questionnaire received more than fifty percent Positive Effect responses. (Table II) Twelve of the twenty-six variables received over fifty percent No Effect responses while the six remaining variables were evenly divided between Positive Effect and No Effect responses. Less than three percent of the responses indicated Negative Effect for any of the variables in the financial maintenance section.

TABLE II

ATTITUDES OF RESPONDING CASC PRESIDENTS REGARDING THE EFFECTS OF
ACCREDITATION ON FINANCIAL MAINTENANCE AND VIABILITY

VARIABLE	POSITIVE EFFECT	NEGATIVE EFFECT	NO EFFECT	DON'T KNOW	TOTAL RESPONSES	
32. Faculty Salary Level	57 54.29	2 1.90	46 43.81		105 100.00	N %
33. Support for Library Acquisitions	77 73.33	3 2.86	24 22.86	1 .95	105 100.00	N %
34. Balanced Budget	61 58.10	1 .95	40 33.10	3 2.86	105 100.00	N %
35. Endowment Administration	28 26.92	1 .96	72 69.23	3 2.98	104 100.00	N %
36. Extent of Indebtedness	32 30.48	2 1.90	67 63.81	4 3.81	105 100.00	N %
37. Tuition Rate	21 20.00	0 0	81 77.14	3 2.86	105 100.00	N %
38. Faculty Travel Expense	33 31.43	3 2.86	66 62.86	3 2.86	105 100.00	N %
39. Credit Rating	34 32.38	0 0	61 58.10	10 9.52	105 100.00	N %
40. Alumni Support (Financial)	47 45.19	0 0	50 48.08	7 6.73	104 100.00	N %
41. Instructional Materials Budget	55 52.88	1 .96	47 45.19	1 .96	104 100.00	N %
42. Support for Faculty Research	27 25.96	1 .96	73 70.19	3 2.88	104 100.00	N %
43. Support for Scholarships and Fellowships	44 41.90	1 .95	57 54.29	3 2.86	105 100.00	N %

TABLE II (Continued)

ATTITUDES OF RESPONDING CASC PRESIDENTS REGARDING THE EFFECTS OF
ACCREDITATION ON FINANCIAL MAINTENANCE AND VIABILITY

VARIABLE	POSITIVE EFFECT	NEGATIVE EFFECT	NO EFFECT	DON'T KNOW	TOTAL RESPONSES	
44. Acquisition of Laboratory Equipment	63 60.00	1 .95	38 36.19	3 2.86	105 100.00	N %
45. Support for New Programs (from institutional budget)	39 37.14	1 .95	58 55.24	7 6.67	105 100.00	N %
46. Support for New Programs (from outside the institution)	49	1	46	9	105	N
47. Adequacy of Available Resources	48 45.71	2 1.90	46 43.81	9 8.57	105 100.00	N %
48. Budgeted Income Distribution (by department or division)	42 40.00	2 1.90	56 53.33	5 4.76	105 100.00	N %
49. Faculty Salary Negotiation	18 17.31	1 .96	78 75.00	7 6.73	104 100.00	N %
50. Faculty Collective Bargaining	4 3.85	0 0	88 84.62	12 11.54	104 100.00	N %
51. Staff Collective Bargaining	3 2.88	0 0	90 86.54	11 10.58	104 100.00	N %
52. Eligibility for Federal Funds	78 74.29	0 0	24 22.86	3 2.86	105 100.00	N %
53. Level of Federal Support Obtained	50 48.08	0 0	42 40.38	12 11.54	104 100.00	N %

TABLE II (Continued)

ATTITUDES OF RESPONDING CASC PRESIDENTS REGARDING THE EFFECTS OF
ACCREDITATION ON FINANCIAL MAINTENANCE AND VIABILITY

VARIABLE	POSITIVE EFFECT	NEGATIVE EFFECT	NO EFFECT	DON'T KNOW	TOTAL RESPONSES	
54. Eligibility for State Funds	66 63.46	0 0	35 33.65	3 2.88	104 100.00	N %
55. Level of State Support Obtained	44 41.90	0 0	52 49.52	9 8.57	105 100.00	N %
56. Eligibility for Private Funds	84 80.00	0 0	19 18.10	2 1.90	105 100.00	N %
57. Level of Private Funding Obtained	60 57.69	0 0	36 34.62	8 7.69	104 100.00	N %

Eight variables in the ability to innovate section of the questionnaire received fifty percent or higher Positive Effect responses. (Table III) Four variables received fifty percent or higher No Effect responses and two variables were divided evenly between Positive Effect and No Effect. Two variables received greater than ten percent Negative Effect responses in this section.

TABLE III

PRESIDENTIAL ATTITUDES REGARDING ABILITY TO PROVIDE LEADERSHIP
IN INNOVATION RELATIVE TO REGIONAL ACCREDITATION

VARIABLE	POSITIVE EFFECT	NEGATIVE EFFECT	NO EFFECT	DON'T KNOW	TOTAL RESPONSES	
60. Development of New Degree Programs	58 56.33	9 8.74	30 29.13	6 5.83	103 100.00	N %
61. Institutional Commitment to New Course Preparation	55 52.88	2 1.92	39 37.50	8 7.69	104 100.00	N %
62. Student Participation in the Planning of Curriculum	52 50.00	1 .96	45 43.27	6 5.77	104 100.00	N %
63. Institutional Philosophy	58 56.31	0 0	43 41.75	2 1.94	103 100.00	N %
64. Consistency Between Institutional Goals and Institutional Philosophy	67 65.00	0 0	33 32.04	3 2.91	103 100.00	N %
65. Changes in Degree Requirements	37 35.58	1 .96	59 56.73	7 6.73	104 100.00	N %
66. Open Admissions Policy	10 9.52	2 1.90	78 74.29	15 14.92	105 100.00	N %
67. Academic Residency Requirements	26 24.76	0 0	69 65.71	10 9.52	105 100.00	N %
68. Transfer of Credit	71 68.27	2 1.92	29 27.88	2 1.92	104 100.00	N %
69. Contractual Arrangements with Non-accredited Institutions	27 26.21	12 11.65	46 44.66	18 17.48	103 100.00	N %
70. Comprehensiveness of New Program Evaluations	55 52.38	1 .95	41 39.05	8 7.62	105 100.00	N %

TABLE III (Continued)

PRESIDENTIAL ATTITUDES REGARDING ABILITY TO PROVIDE LEADERSHIP
IN INNOVATION RELATIVE TO REGIONAL ACCREDITATION

VARIABLE	POSITIVE EFFECT	NEGATIVE EFFECT	NO EFFECT	DON'T KNOW	TOTAL RESPONSES	
71. Abandonment of Traditional Criteria for Assuring Quality	26 25.00	5 10.58	49 47.12	18 17.31	104 100.00	N %
72. Uniqueness of Academic Programs	41 39.42	5 4.81	52 50.00	6 5.77	104 100.00	N %
73. Ability to Innovate	55 52.38	7 6.67	40 38.10	3 2.86	105 100.00	N %

A majority of presidents feel that accreditation had a Positive Effect on their ability to provide leadership and make decisions relative to academic development and financial maintenance. (Table IV)

TABLE IV

CASC PRESIDENTS RESPONSES CONCERNING THE EFFECTS OF REGIONAL
ACCREDITATION ON THE MANAGEMENT OF ACADEMIC DEVELOPMENT
AND FINANCIAL MAINTENANCE

VARIABLE	POSITIVE EFFECT	NEGATIVE EFFECT	NO EFFECT	DON'T KNOW	TOTAL RESPONSES	
30. Your Leadership Relative to Academic Policy Changes	60 57.17	1 .95	41 39.05	3 2.86	105 100.00	N %

TABLE IV (Continued)

CASC PRESIDENTS RESPONSES CONCERNING THE EFFECTS OF REGIONAL
ACCREDITATION ON THE MANAGEMENT OF ACADEMIC DEVELOPMENT
AND FINANCIAL MAINTENANCE

VARIABLE	POSITIVE EFFECT	NEGATIVE EFFECT	NO EFFECT	DON'T KNOW	TOTAL RESPONSES	
31. Your Decisions Relative to Academic Policy	63 60.58	3 2.88	33 31.73	5 4.81	104	N %
58. Your Leadership Relative to Financial Policy Changes	49 46.67	3 2.86	47 44.76	6 5.71	105	N %
59. Your Decisions Relative to Financial Policy	55 52.38	3 2.86	43 40.95	4 3.81	105	N %

Written responses to questions concerning the effects of accreditation strongly support the positive attitudes expressed in response to those variables concerning leadership, decision making and the overall effect of accreditation. Over ninety percent of the total population indicated that accreditation has had an overall Positive Effect on their institution.

Data obtained from the cross-tabulation of institutional data with attitudinal data, and presidential data with attitudinal data is consistent with the attitudes expressed in single variable tabulations. Only one significant difference could be found between the responses of presidents from the various categories of institutional size and

type. A chi-square test for significance applied to the data concerning academic decision making yielded a value of 4.60. This value marked a significant difference at the .05 level between the response of coeducational liberal arts college presidents and non-coeducational or liberal arts college presidents. In all other cross-tabulations, the institutions remained positive in their responses regarding the effects of accreditation on academic leadership and decision making and financial leadership and decision making.

Cross-tabulation of leadership and decision making variables with regional association affiliation yielded less unanimous indication of Positive Effect. A chi-square test for significance yielded no significant difference at the .05 level between institutions from the six regions. Regarding academic leadership and academic decision making, colleges affiliated with the Middle States and North West regions indicated No Effect while all others indicated Positive Effect for accreditation. The variables financial leadership and decision making yielded No Effect responses from a majority of presidents in the Middle States and New England regions. The Western Association colleges were evenly divided between Positive Effect and No Effect, while presidents from the three remaining regional associations were positive regarding the effects of accreditation on their financial leadership and decision making.

Cross-tabulations of data from institutions maintaining twenty or fewer major degree programs and institutions maintaining twenty-one or more major degree programs again yielded results which indicate that accreditation has either a Positive Effect or No Effect on the variables tabulated. Presidents from institutions with fewer than twenty major

programs and those with more than twenty-one major programs indicated that accreditation has had a Positive Effect on institutional future planning. For two variables, effect on number of majors offered and effect on number of professional majors offered, the majority response from both groups was No Effect. Both groups of responding institutions indicated a positive response regarding the effect of accreditation on the development of new degree programs. Institutions with twenty-one or more major programs were positive regarding the effects of accreditation on their institutions' commitment to new course preparation. However, institutions with fewer than twenty-one major programs slightly favored the attitude that accreditation had No Effect on new course preparation. A chi-square test for significance administered to these data yielded a significant difference at the .05 level between institutions with twenty or fewer majors and those with twenty-one or more majors for the variable institutional commitment to new course preparation.

Presidents who had served in that capacity for two years or less and presidents who had served for three years or more felt that accreditation had had a Positive Effect on their academic leadership and decision making, and their financial decision making. However, both groups were equally divided between a response of Positive Effect and No Effect regarding the variable financial leadership.

Respondents who had served in positions as faculty of the same or another institution, or as an administrator of the same or another institution, overwhelmingly affirmed that accreditation had a Positive Effect on their current institutions. Presidents who held that position during their institutions' previous regional evaluation, as well as those

who had not held the position at the time of most recent evaluation, responded that accreditation had an overall Positive Effect on their institutions. A similar positive response was obtained from both presidents who had previously served as site-visit team members at other institutions and those who had not.

While the group of presidents surveyed in this research were divided concerning the effects of variables listed as characteristics of academic development, financial maintenance and ability to innovate, they indicated that the effects of accreditation were either positive, or that accreditation had No Effect on a specific variable. Not a single variable received a significant response of Negative Effect. The presidents overwhelmingly affirmed that regional accreditation has had an overall Positive Effect on their institutions. (Table V)

TABLE V

OVERALL EFFECT OF ACCREDITATION ON RESPONDING CASC INSTITUTIONS

VARIABLE	POSITIVE EFFECT	NEGATIVE EFFECT	NO EFFECT	DON'T KNOW	TOTAL RESPONSES	
In Your Opinion, What Has Been the Overall Effect of Regional Accredi- tation on Your Institution?	97 93.27	1 .96	4 3.85	2 1.92	104 100.00	N %

Conclusions, Implications and Recommendations

Conclusions:

1. CASC presidents maintain an attitude that is overwhelmingly positive regarding the overall effects of accreditation on their institutions.
2. Presidential leadership and decision making are affected positively by the standards, procedures and policies of regional accreditation.
3. Many standards identified as variables in this research, and traditionally associated with regional accreditation policies, are perceived by presidents as having No Effect on their institutions or their leadership and decision making.
4. None of the accreditation standards, policies and procedures assessed in this research were perceived by significant numbers of presidents as having a Negative Effect on their institutions or their leadership and decision making.
5. Accreditation is perceived as having a Positive Effect on the acquisition of private, state and federal funding.
6. Accreditation is perceived as having a generally Positive Effect on academic development, specifically with regard to academic planning.
7. CASC presidents do not view accreditation as a threat to innovation or their leadership and decision making relative to innovation.

Conclusion number three should be understood as pertaining to the seventy-four additudinal variables which made up the objective portion of the questionnaire and which were drawn from several sources, particularly

the program and standard guides of the six regional associations. These questionnaire items were developed to reflect specific regional standards where identifiable. While the data suggest that a large number of these standards retain their significance relative to institutional accreditation, an almost equal number of standards were perceived by presidents as having No Effect on their institutions.

Implications:

In addition to the central question of this study, three specific questions were asked. Each of these questions dealt with one topic of central importance to the management of private colleges, including academic development, financial viability and the effects of accreditation on innovation. The questions were stated so as to identify the implications of presidential attitudes regarding accreditation for each of the topics in question.

Specific Question 1. What are the implications of presidential attitudes regarding accreditation for the academic development of the small college?

A. The use of planning and development strategies has been an historically important part of the accreditation process. This emphasis on planning will continue to be of significant importance, particularly as colleges modify their courses of study by developing innovative programs.

B. The literature reviewed for this study provides evidence that regional accreditation has been less than consistent, and less than thorough in its representation of accredited institutions to the public. With the proliferation of post secondary education institutions, it becomes increasingly important that colleges clearly and responsibly

represent themselves to the public. Regional associations can play a critical role in this process by facilitating the thorough self-evaluation required in the accreditation process.

C. Regional accreditation will continue for the foreseeable future to represent academic quality among member institutions. Regional accreditation must continue to be dealt with by the administrators of private liberal arts colleges if they hope to maintain their institutions' viability and competitiveness during the coming decade. It is unlikely that an entirely new standard or universal accreditation agency will emerge in the foreseeable future, although the formation of The Council on Post Secondary Accreditation (COPA) may be seen as a step in that direction. The six regional associations will continue to perform their roles as regional evaluators and accreditors.

D. Site-visit teams will continue to play an important role in the evaluation and ultimate accreditation of institutions. The literature on accreditation provides some evidence that the regional associations are paying greater attention to the preparation and selection of site-visit team members. This is, however, no guarantee that members selected by the regional association will understand the role, objectives and inherent problems of the small college. (See Recommendations, page 23)

Specific Question 2. What are the implications of presidential attitudes regarding accreditation for the financial maintenance and viability of the small college as an institution?

A. The role of accreditation as a qualifier for federal, state and some private funding will be strengthened in the future. There are indications that the federal government's insistence upon regional

accreditation for access to federal monies has been workable and will continue to be used as a qualifying condition.

B. Financial planning and development can be enhanced and strengthened by the accreditation process. This is especially true during the initial accreditation self study, during which colleges are called upon to identify their financial condition and planning not only for the given moment but for the future as well. All six regional associations continue to require financial solvency, appropriate budgetary policies and a realistic plan for the financial future of the college.

C. Regional association expectations relative to the current solvency and future financial plans of an institution can aid the president in calling for sound financial planning and expenditure from his institution.

Specific Question 3. What are the implications of presidential attitudes regarding accreditation as they affect the college's ability to innovate?

A. Each of the six regional associations has provided evidence that it is willing to consider the accreditation of innovative and alternative programs and institutions. The literature on accreditation identifies the perception that accreditation stifles innovation. The implication, drawn from the conclusions of this study, would indicate that college presidents increasingly share a positive attitude regarding innovation and the effects that accreditation has on innovation within their institutions. The development of innovative and alternative programs would, therefore, appear to be consistent with the future development of colleges and their involvement in the accreditation process.

[Faint, illegible handwritten text, possibly bleed-through from the reverse side of the page]

B. The regional associations view planning as a critical process in the development of colleges. Just as planning has been identified as being important to the financial viability of an institution, so too is planning important to the development and implementation of innovative programs.

C. While the six regional associations have indicated a willingness to consider the accreditation of innovative and alternative programs, they have also specified the need for the careful evaluation of such programs. An additional concern may be identified as the need to integrate new programs into existing modes and facilities for study. Colleges which neglect these considerations may find less success than hoped for in the operation of new programs.

Recommendations:

The following recommendations are directed to the six regional accreditation associations, the Council for the Advancement of Small Colleges and those persons who currently are, or will someday be, administrators of private liberal arts colleges. The recommendations were developed from the research data presented in this study, from a study of the literature relative to regional accreditation (Bibliography), from the subjective responses of CASC presidents participating in the research and from the researcher's own observations.

Recommendations for Regional Associations

1. The literature reviewed for this study suggests that smaller private colleges do have special needs derived from unique goals and objectives, specialized programs, availability of financial resources, declining enrollments and policies of sponsoring institutions. These

special needs should be recognized by regional associations through the conscientious selecting and preparing of site-visit teams who are cognizant of and sympathetic to the unique role which private colleges play in American higher education.

2. It is recommended that the regional associations continue to define their individual policies regarding innovation. It would be an additional service to the public were these policies to be coordinated from region to region. Steps have been taken in this direction through the use of the Federation of Regional Accrediting Commissions of Higher Education (FRACHE) policy on the accreditation of alternative programs. It is yet unknown whether the COPA organization which has now merged FRACHE and the National Commission on Accreditation (NCA) will adopt a similar policy.

3. It is certain that many administrators, but many more faculty personnel, continue to equate accreditation with the rigid application of clearly defined standards, i.e., percentage of Ph.D.'s among the faculty. The regional associations must work to dispel the myth of the invincible standard, as well as to promote the idea of quality based upon the achievement of the institutions' own clearly defined goals and objectives.

4. At present, only one regional association maintains a research staff. Each association must pay closer attention to research, especially those functions concerned directly with the problems and status of private colleges. This researcher can attest to the paucity of formal research concerning accreditation. Surely this enterprise, so important and costly to private institutions, deserves the benefit of information gained through organized scientific study.

5. It is recommended that the regional associations work to foster an atmosphere of support while working to disestablish the idea of accreditation as an inquisition. While the presidents responding to this study were nearly unanimous in identifying the positive overall effect of accreditation on their institutions, many indicated subjectively that the process of accreditation itself had little or no effect, and in some cases a negative effect, on their institutions.

6. It is recommended that the regional associations develop a higher visibility in representing their member institutions before the public. It is hoped that greater identification of accreditation's role by the general public might facilitate more uniform application of standards from region to region, as well as a more uniform dispersal of the benefits of accreditation.

Recommendations for the Council for the Advancement
of Small Colleges

1. It is recommended that CASC continue to promote and sponsor research relative to the needs of small private colleges, especially at the interface of institutional accreditation and institutional problems such as finance, admissions and new programs.

2. It is recommended that CASC continue its policy of strong support for the gaining and maintaining of full institutional accreditation among its member colleges. Accreditation will continue to be of critical importance in attracting students and public and private monies in the coming decade. Only through full accreditation can small private colleges share fully in the development of higher education.

3. It is recommended that CASC, through its publications, visitations and workshops, help to identify for the regional associations and member institutions those factors which have played a significant role in accreditation historically, but which offer less significance today owing to the changing needs and economic conditions of the society.

4. It is recommended that CASC work to increase its members' awareness of the benefits of accreditation in areas other than finance. The areas needing greater identification include: planning, coordination of programs within and between institutions, and evaluation of programs and policies.

Recommendations to Administrators

1. It is recommended that private college administrators work to increase the awareness of faculty members concerning the benefits of accreditation so as to better utilize the accreditation process in the development of the institution.

2. It is recommended that private college administrators speak directly to their regional associations regarding those facets of accreditation which have no effect upon the institution and which may represent misuse of time and talent in preparing for accreditation.

3. It is recommended that the administrators of private colleges increase their participation in the work of the associations, especially with regard to visiting team membership and policy making.

4. It is recommended that private college administrators use the self study format, provided by the regional associations, to enhance academic development at their institutions by involving greater numbers of faculty in institutional study and assessment. Little may be gained



by the use of administrator prepared institutional self studies as leverage in forcing change to occur.

5. It is recommended that private college administrators recognize the critical nature of institutional accreditation relative to obtaining funding support, and that they fully utilize the access provided by full accreditation.

The findings of this study identify regional accreditation as an accepted force in the development of higher education. Specifically, it can be said that accreditation will continue to provide qualification status for colleges seeking federal, state and some private funding. In this sense, accreditation is a distinct and readily identifiable force. Less identifiable is accreditation's role as a public service; yet few administrators failed to indicate that accreditation had a Positive Effect on planning and development within their institutions.

The regional associations have a continuing role to play in the development of higher education in the U.S., but that role is subject to change and it appears that change is very much needed. Confusion exists concerning the application of standards and the appropriateness of many standards. While planning for both academic and financial development remain important aspects of the accreditation process, many historically significant standards such as the number of library volumes and percent of Ph.D.'s among the faculty may be waning as criteria for accreditation. Institutions continue to be leary of innovation and the development of alternative programs in light of accreditation standards. The regional associations have responded during the past five years to the need for new standards and new attitudes regarding innovation. Yet,

this response is less than universally understood and will require additional work in the development of self study criteria and the dissemination of attending attitudes that encourage change and innovation.

Smaller colleges face an extremely difficult period during the next ten to fifteen years as enrollments decline, costs increase and the economy continues its slump. Accreditation will help in facilitating the survival of the majority of these institutions. The influence and impact of the accreditation process on current private college administrators attests to this likelihood. Private college presidents are not enamored of the entire accreditation process. But they see in it a force of considerable positive impact. Regional accreditation will play an influential role in the future of private higher education, providing a continuing effort is made to adjust standards and criteria, develop alternative evaluation techniques, unify and coordinate regional activities, better train and equip site-visit personnel, and attend, through research, to the growing number of questions surrounding private higher education and accreditation.

FOOTNOTES

¹Phillip W. Semas, "Accrediting Groups are Accused of Stifling Innovation by Colleges". THE CHRONICLE OF HIGHER EDUCATION (January 15, 1973), 1-2.

²Harold Orlans, PRIVATE ACCREDITATION AND PUBLIC ELIGIBILITY (Lexington, Mass., Lexington Books, D. C. Heath Co., 1975).

³Frank G. Dickey and Jerry W. Miller, "Growing Federal Involvement in Nongovernmental Accreditation: Where Should the Line be Drawn?" (Prepared for discussion purposes for a meeting of accrediting agencies recognized by the National Commission on Accrediting, January 3, 1972), p. 1.

⁴William K. Selden, "Accrediting--What is It?" AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS, National Commission on Accrediting, p. 630.

⁵National Association of State Universities and Land Grant Colleges, Circular Letter No. 13 (Sept. 3, 1974).

⁶Selden, op. cit., p. 631.

⁷Crostab 2, The University of Wisconsin-Madison Academic Computing Center User Manual for the 1108, First Revision (Madison, 1971).

BIBLIOGRAPHY

Books

- Astin, Alexander W., and Calvin B. T. Lee. THE INVISIBLE COLLEGES. New York: McGraw Hill Book Company, 1972.
- Burns, Norman. "Accreditation." ENCYCLOPEDIA OF EDUCATIONAL RESEARCH, New York: Macmillan, 1960.
- Hill, Alfred T. "Transition from Non-Accredited to Accredited." SELF-EVALUATION AND ACCREDITATION IN HIGHER EDUCATION, ed. Roy J. Deferrari. Catholic University of America Press, 1959.
- Keeton, Morris T., and Conrad Hilberry. STRUGGLE AND PROMISE: A FUTURE FOR COLLEGES. New York: McGraw Hill Book Company, 1962.
- Keeton, Morris T. MODELS AND MAVERICKS. New York: McGraw Hill Book Company, 1971.
- Kerlinger, Fred N. FOUNDATIONS OF BEHAVIORAL RESEARCH: EDUCATIONAL AND PSYCHOLOGICAL INQUIRY. New York: Holt, Rinehart and Winston, Inc., 1966.
- Martin, Warren Bryan. CONFORMITY: STANDARDS AND CHANGE IN HIGHER EDUCATION. San Francisco: Jossey-Bass, 1969.
- Nunnally, Jum C. PSYCHOMETRIC THEORY. New York: McGraw Hill Book Company, 1967.
- Sax, Gilbert. EMPIRICAL FOUNDATIONS OF EDUCATIONAL RESEARCH. Englewood-Cliffs, New Jersey: Prentice-Hall, Inc., 1968.
- Seiden, William K. ACCREDITATION: THE STRUGGLE OVER STANDARDS IN HIGHER EDUCATION. New York: Harper & Brothers, 1960.

Periodicals

- "Accreditation, Licensure, Certification and Public Accountability." COMPACT 6:31, August, 1972.
- Adams, Bernard S. "The Essential Reconciliation: Academic Tradition and Societal Service." NORTH CENTRAL ASSOCIATION QUARTERLY 46:, Spring 1972, pp. 385-389.
- Allen, Sydney. "Academic Standards: Appearance and Reality." IMPROVING COLLEGE AND UNIVERSITY TEACHING 18: Spring 1970, pp. 98-99.

Periodicals (continued)

- "American Association of Colleges, Commission on Institutional Affairs Annual Report, 1972." LIBERAL EDUCATION 59:1, March 1973, pp. 27-30.
- Armstrong, Robert. "Do NCA Accreditation Standards Inhibit Innovation?" NORTH CENTRAL ASSOCIATION QUARTERLY 47: February, 1972, pp. 255-258.
- Arnstein, George. "Washington: The Accreditation Debate." CHANGE 5:, Winter 1973, pp. 54-55.
- Axt, Richard G. "The Accrediting Agencies and the Regional Education Compacts." JOURNAL OF HIGHER EDUCATION, 31 June, 1960, pp. 306-311.
- Boyd, Robert G. "The Development of Accreditation and Its Influence Upon Curriculum Development in Higher Education." JOURNAL OF THOUGHT 8:3, July, 1973.
- Chambers, John. "An Institutional Perspective on Accreditation in Higher Education." LEARNING TODAY 5: Summer 1972, pp. 50-57.
- Cohen, Lee. "Assessing Outcomes for Accreditation." NORTH CENTRAL ASSOCIATION QUARTERLY 48: Winter 1974, pp. 314-319.
- Davis, James R. "A New Identity for the Small College." NORTH CENTRAL ASSOCIATION QUARTERLY, Fall 1972, pp. 243-245.
- Dickey, Frank et al. "Basic Policies for Accreditation." EDUCATIONAL RECORD: Spring 1972, pp. 149-156.
- Dressel, Paul L. "Accreditation and Institutional Self-Study." NORTH CENTRAL ASSOCIATION QUARTERLY 46: Fall 1971, pp. 277-287.
- Finkin, Matthew W. "Federal Reliance on Voluntary Accreditation: The Power to Recognize as the Power to Regulate." JOURNAL OF LAW AND EDUCATION 2:3, July 1973.
- Haywood, C. Robert. "The Mythus of Accreditation." EDUCATIONAL FORUM 38:2, January 1974.
- Kaplin, William A. "Judicial Review of Accreditation: The Persons College Case." JOURNAL OF HIGHER EDUCATION 40: , pp. 543-554.
- Kaplin, William A. "The Marjorie Webster Decisions on Accreditation". EDUCATIONAL RECORD 12, Summer 1971, pp. 219-224.
- Kells, Herbert R. "Institutional Accreditation: New Forms of Self-Study." EDUCATIONAL RECORD 53, Spring 1972, pp. 143-148.

Periodicals (continued)

- Kirkwood, Robert. "Accreditation, Accountability, and All That." Responses to the Newman Proposals 11, CHANGE, December 1972, pp. 52-54.
- Kirkwood, Robert. "The Myths of Accreditation." EDUCATIONAL RECORD, 54:4, Summer 1973, pp. 211-215.
- Koerner, James D. "Preserving the Status Quo: Academia's Hidden Cartel." CHANGE 3:, March/April 1971, pp. 50-54.
- Koerner, James D. "Can Accreditation Prevent Educational Malpractice?" THE CHRONICLE OF HIGHER EDUCATION, April 14, 1975.
- Mills, Henry C. "The Effects of Accreditation Procedures." JOURNAL OF HIGHER EDUCATION, 31 June 1960, pp. 312-316.
- Newman, Frank. "A Preview of the Second Newman Report." CHANGE REPORTS. NBW Tower, New Rochelle, New York.
- Pattillo, Manning M. "Accreditation as a Protection Against Pressures." JOURNAL OF HIGHER EDUCATION, June 1960, pp. 301-305.
- Pattillo, Manning M. "Accrediting in the Public Interest." EDUCATIONAL RECORD, April 1955, pp. 120-128.
- Reiner, John R., and Robinson, Donald W. "An Approach to Goal Stated Evaluation." NORTH CENTRAL ASSOCIATION QUARTERLY, Fall 1961, pp. 241-245.
- Romine, Stephen A. "Accreditation and the New Accountability in Higher Education." NORTH CENTRAL ASSOCIATION QUARTERLY 46: Fall 1971, pp. 257-263.
- Selden, William K. "Accrediting-What Is It?" AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS, National Commission on Accrediting.
- Selden, William K. "Nationwide Standards and Accreditation," and AAUP BULLETIN, December 1964, pp. 311-316.
- Selden, William K. "The Accrediting Game: Who Calls the Plays?" LIBERAL EDUCATION, May 1972, pp. 241-246.
- Selden, William K. "Why Accreditation?" JOURNAL OF HIGHER EDUCATION, 31 June 1960, pp. 296-300.
- Semas, Phillip W. "Accrediting Groups are Accused of Stifling Innovation by Colleges." THE CHRONICLE OF HIGHER EDUCATION, January 15, 1973, pp. 1-6.

Periodicals (continued)

- "Statement on Government of Colleges and Universities:"
BULLETIN OF AAUP, Winter 1966, pp. 375-384.
- Stuit, Dewey B. "Improving Methods of Accrediting." THE JOURNAL OF
HIGHER EDUCATION, XXXI, June 1960, pp. 317-322.
- Wiley, M. G. and Zald, N. "The Growth and Transformation of Educational
Accrediting Agencies: An Exploratory Study in Social Control
of Institutions." SOCIOLOGY EDUCATOR 41, 1968.

Government Documents

- Blauch, L. E., ed. ACCREDITATION IN HIGHER EDUCATION. Washington:
Government Printing Office, 1959.
- Education Directory, 1972-73; INSTITUTIONS OF HIGHER EDUCATION.
National Center of Educational Statistics, Office of Education,
U.S. Department of Health, Education and Welfare. Washington:
Government Printing Office, 1972.
- U. S. Office of Education, Department of Health, Education and Welfare.
REPORT ON HIGHER EDUCATION. Washington: Government Printing
Office, 1971.

Organizational Documents

- Accrediting Commission for Senior Colleges and Universities, Western
Association of Schools and Colleges. Handbook of Accreditation.
Oakland, California: Western Association, August 1974.
- American Association of State Colleges & Universities. Issues and
Alternatives in the Future of State Colleges and Universities.
A Report of the National Commission of the Future of State
Colleges and Universities. American Association of State
Colleges and Universities, ERIC Clearinghouse for Higher
Education Series, Washington, D.C., November 1971.
- "An Assessment of Regional Accreditation in 1973." Proceedings of the
annual convention of Middle States Association, December 1972.
- Commission of Higher Education, Middle States Association of Colleges
and Secondary Schools. Policies and Procedures Handbook.
Newark, New Jersey: Middle States Association, June 1971.
- Commission on Higher Schools, Northwest Association of Secondary and
Higher Schools. Accreditation Procedural Guide-Manual of
Standards and Guide for Self-Study-Policy Statements. Seattle,
Washington: Northwest Association, 1973.

Organizational Documents (continued)

Commission on Institution of Higher Education, New England Association of Schools and Colleges, Inc. Standards for Membership - Institutions of Higher Education. Burlington, Massachusetts: New England Association, July 1974.

Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools. Guide for the Evaluation of Institutions of Higher Education. Chicago, Illinois: North Central Association, 1970.

Dickey, Frank, and Miller, Jerry W. A Current Perspective on Accreditation. Report Number 7. Publication Department, American Association for Higher Education, Washington, D.C., November 1972.

Federation of Regional Accrediting Commissions of Higher Education. A Report on Institutional Accreditation in Higher Education. Chicago, Illinois: Federation of Regional Accrediting Commissions of Higher Education, November 1970.

Furniss, W. Todd. External Degrees: An Initial Report. American Council on Education, Washington, D.C. February 26, 1971.

Harclerod, Fred. Educational Auditing and Voluntary Institutional Accreditation. American Association for Higher Education, ERIC Clearinghouse for Higher Education Series, Washington, D.C., 1975.

Miller, Jerry. A Current Perspective on Accreditation. American Association for Higher Education. ERIC Clearinghouse for Higher Education Series, Washington, D.C., 1974.

North Central Association of Colleges and Secondary Schools. "Program for Institutions Seeking Membership in the North Central Association." North Central Association, Chicago, 1970.

Report of a Task Force of the National Council of Independent Colleges and Universities. A National Policy for Private Higher Education. Association of American Colleges, Washington, D.C., 1974.

The College Delegate Assembly, The Southern Association of Colleges and Schools. Standards of the College Delegate Assembly. Atlanta, Georgia: The Southern Association, December 1973.

Unpublished Works

- Dickey, Frank G., and Jerry W. Miller. "Growing Federal Involvement in Nongovernmental Accreditation: Where Should the Line Be Drawn?" Prepared for discussion purposes for a meeting of accrediting agencies recognized by the National Commission on Accrediting. January 3, 1972.
- Elliott, Lloyd H. "Accreditation or Accountability: Must We Choose?" Paper delivered at the meeting of the Middle States Association of Collegiate Registrars and Officers of Admission, December 1, 1970.
- Ellis, R. B. "An Analysis of the Institutional Self-Study and Periodic Visitation Reports Submitted to the Southern Association of Colleges and Schools for Selected State-Controlled Institutions of Higher Education." Unpublished doctoral dissertation at Florida State University, 1966.
- Furniss, Todd. "Current Issues in Accreditation." Staff memorandum prepared in response to board's request for statement on current issues in accreditation, American Council on Education, April 1971, Washington, D.C.
- Gangel, Kenneth Otto. "A Study of the Evolution of College Accreditation Criteria in the North Central Association and its Effect on Bible Colleges." Unpublished doctor's dissertation, University of Missouri, 1969.
- Koerner, James D. "Who Benefits from Accreditation: Special Interests of the Public? A paper presented at the Seminar on Accreditation and the Public Interest, November 1970.
- Naechasek, Joseph Edmund. "An Interorganizational Pattern in Higher Education: The Institutional Accreditation of Colleges and Universities." Unpublished doctor's dissertation, University of New York at Buffalo, 1969.
- National Association of State Universities and Land Grant Colleges. Circular Letter No. 13, September 3, 1974.
- Orlan, Harold. "Adventures in Wonderland, or The Blind Man and The Elephant, or The Government and Accrediting." Remarks prepared for delivery at the American Association for Higher Education meeting in Chicago, March 12, 1973.
- Orlan, Harold, et al. "Private Education and Public Eligibility." Preliminary draft of a Report for the U.S. Office of Education, February, 1974, Washington, D.C.

Unpublished Works (continued)

Puffer, Claude E., et al. "Regional Accreditation of Institutions of Higher Education." A Study Prepared for the Federation of Regional Accrediting Commission of Higher Education, Chicago, Illinois, July, 1970.

Rice, Leonard W. "The Role of Regional Accrediting Associations in Institutional Accountability." A speech given before Northwest Association of Secondary and Higher Schools Annual Conference, December 7, 1971, Reno, Nevada.

"Twenty-Four, Nine and One." Annual Report of the Executive Director, Federation of Regional Accrediting Commissions in Higher Education, 1973, Washington, D.C.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100
101
102
103
104
105
106
107
108
109
110
111
112
113
114
115
116
117
118
119
120
121
122
123
124
125
126
127
128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152
153
154
155
156
157
158
159
160
161
162
163
164
165
166
167
168
169
170
171
172
173
174
175
176
177
178
179
180
181
182
183
184
185
186
187
188
189
190
191
192
193
194
195
196
197
198
199
200
201
202
203
204
205
206
207
208
209
210
211
212
213
214
215
216
217
218
219
220
221
222
223
224
225
226
227
228
229
230
231
232
233
234
235
236
237
238
239
240
241
242
243
244
245
246
247
248
249
250
251
252
253
254
255
256
257
258
259
260
261
262
263
264
265
266
267
268
269
270
271
272
273
274
275
276
277
278
279
280
281
282
283
284
285
286
287
288
289
290
291
292
293
294
295
296
297
298
299
300
301
302
303
304
305
306
307
308
309
310
311
312
313
314
315
316
317
318
319
320
321
322
323
324
325
326
327
328
329
330
331
332
333
334
335
336
337
338
339
340
341
342
343
344
345
346
347
348
349
350
351
352
353
354
355
356
357
358
359
360
361
362
363
364
365
366
367
368
369
370
371
372
373
374
375
376
377
378
379
380
381
382
383
384
385
386
387
388
389
390
391
392
393
394
395
396
397
398
399
400
401
402
403
404
405
406
407
408
409
410
411
412
413
414
415
416
417
418
419
420
421
422
423
424
425
426
427
428
429
430
431
432
433
434
435
436
437
438
439
440
441
442
443
444
445
446
447
448
449
450
451
452
453
454
455
456
457
458
459
460
461
462
463
464
465
466
467
468
469
470
471
472
473
474
475
476
477
478
479
480
481
482
483
484
485
486
487
488
489
490
491
492
493
494
495
496
497
498
499
500
501
502
503
504
505
506
507
508
509
510
511
512
513
514
515
516
517
518
519
520
521
522
523
524
525
526
527
528
529
530
531
532
533
534
535
536
537
538
539
540
541
542
543
544
545
546
547
548
549
550
551
552
553
554
555
556
557
558
559
560
561
562
563
564
565
566
567
568
569
570
571
572
573
574
575
576
577
578
579
580
581
582
583
584
585
586
587
588
589
590
591
592
593
594
595
596
597
598
599
600
601
602
603
604
605
606
607
608
609
610
611
612
613
614
615
616
617
618
619
620
621
622
623
624
625
626
627
628
629
630
631
632
633
634
635
636
637
638
639
640
641
642
643
644
645
646
647
648
649
650
651
652
653
654
655
656
657
658
659
660
661
662
663
664
665
666
667
668
669
670
671
672
673
674
675
676
677
678
679
680
681
682
683
684
685
686
687
688
689
690
691
692
693
694
695
696
697
698
699
700
701
702
703
704
705
706
707
708
709
710
711
712
713
714
715
716
717
718
719
720
721
722
723
724
725
726
727
728
729
730
731
732
733
734
735
736
737
738
739
740
741
742
743
744
745
746
747
748
749
750
751
752
753
754
755
756
757
758
759
760
761
762
763
764
765
766
767
768
769
770
771
772
773
774
775
776
777
778
779
780
781
782
783
784
785
786
787
788
789
790
791
792
793
794
795
796
797
798
799
800
801
802
803
804
805
806
807
808
809
810
811
812
813
814
815
816
817
818
819
820
821
822
823
824
825
826
827
828
829
830
831
832
833
834
835
836
837
838
839
840
841
842
843
844
845
846
847
848
849
850
851
852
853
854
855
856
857
858
859
860
861
862
863
864
865
866
867
868
869
870
871
872
873
874
875
876
877
878
879
880
881
882
883
884
885
886
887
888
889
890
891
892
893
894
895
896
897
898
899
900
901
902
903
904
905
906
907
908
909
910
911
912
913
914
915
916
917
918
919
920
921
922
923
924
925
926
927
928
929
930
931
932
933
934
935
936
937
938
939
940
941
942
943
944
945
946
947
948
949
950
951
952
953
954
955
956
957
958
959
960
961
962
963
964
965
966
967
968
969
970
971
972
973
974
975
976
977
978
979
980
981
982
983
984
985
986
987
988
989
990
991
992
993
994
995
996
997
998
999
1000

APPENDIX

ACCREDITATION AND THE PRIVATE LIBERAL ARTS COLLEGE

This questionnaire will be held in strict confidence with respect to the responses of individual presidents and specific institutional data. Please respond to each question as indicated.

INSTITUTIONAL DATA

1. Type of institution of which you are president? (please check)
 - a. Liberal Arts, or Other (Specify): _____
 - b. Coeducational, or Male Only Female Only
2. Full time enrollment _____# Part time enrollment _____#
3. In what region is your institution located? (please check one)

<input type="checkbox"/> Middle States Association	<input type="checkbox"/> Northwest Association
<input type="checkbox"/> New England Association	<input type="checkbox"/> Southern Association
<input type="checkbox"/> North Central Association	<input type="checkbox"/> Western College Association
4. Please give exact status if not fully accredited. (please check or specify)

<input type="checkbox"/> Fully accredited:	Year accredited _____	Year of last revisit _____
<input type="checkbox"/> Correspondence	<input type="checkbox"/> Candidate	<input type="checkbox"/> Other (Specify): _____
5. Number of majors or fields of concentration _____#
Has this number increased __, or decreased __ since accreditation.
6. Number of years you have served as president of this institution? _____#
7. Previous position? (please check or specify)

<input type="checkbox"/> Faculty of same institution	<input type="checkbox"/> Administration of same institution
<input type="checkbox"/> Faculty of other institution	<input type="checkbox"/> Administration of other institution
<input type="checkbox"/> Other (Specify): _____	
8. Were you president at your institution's last accreditation evaluation or re-evaluation?

____ YES

____ NO

8. (continued)

If YES, did you find the visiting team to be adequately comprised and appropriately prepared for the visitation?

 YES NO

9. Have you participated in regional accrediting evaluations as a visiting team member?

 YES NO

10. In what field is your highest earned degree? _____

Have you ever had graduate course work in the field of Higher Education or Educational Administration?

 YES NO

ACADEMIC DEVELOPMENT AND REGIONAL ACCREDITATION

Please respond to each question by marking an "X" in the box which most closely represents your opinion. The term "Regional Accreditation", as used in the following questions, refers to the policies, procedures and practices of the six regional accreditation agencies.

QUESTION

With respect to your ability to manage the academic development of your institution, what effect does regional accreditation have on:

	Positive Effect	Negative Effect	No Effect	Don't Know
1. Number of majors offered?	/_/_/	/_/_/	/_/_/	/_/_/
2. Faculty student ratio?	/_/_/	/_/_/	/_/_/	/_/_/
3. Percent of Ph.D.'s among faculty?	/_/_/	/_/_/	/_/_/	/_/_/
4. Number of professional majors offered?	/_/_/	/_/_/	/_/_/	/_/_/
5. Number of library volumes?	/_/_/	/_/_/	/_/_/	/_/_/
6. Rate of library acquisition?	/_/_/	/_/_/	/_/_/	/_/_/
7. Academic computer availability?	/_/_/	/_/_/	/_/_/	/_/_/
8. Number of your graduates entering post graduate institutions?	/_/_/	/_/_/	/_/_/	/_/_/

	Positive Effect	Negative Effect	No Effect	Don't Know
9. Faculty tenure policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Admission requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Graduation requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Institutional future planning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Faculty evaluation by students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Faculty evaluation by administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Faculty evaluation by their peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Distribution of library holdings across disciplinary lines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. General education requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Faculty teaching load?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Academic advising program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Faculty research?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Equal Employment Opportunity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Affirmative Action?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Length of class period?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Faculty contact hours per credit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Institutional grading policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Student record keeping policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Length of term?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Formality of faculty student relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Academic residency requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Your leadership relative to academic policy changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Your decisions relative to academic policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent has the regional accreditation process limited or facilitated your ability to make decisions appropriate to the academic well being of your institution? (Please respond with a written statement.)

FINANCIAL VIABILITY AND ACCREDITATION.

QUESTION

With respect to your responsibility for the financial viability of your institution, what effect does regional accreditation have on:

	Positive Effect	Negative Effect	No Effect	Don't Know
32. Faculty salary level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Support for library acquisitions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Balanced Budget?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Endowment administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Extent of indebtedness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
37. Tuition rate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Faculty travel expense?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Credit rating?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Alumni support? (Financial)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Instructional materials budget?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Support for faculty research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Support for scholarships and fellowships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Acquisition of laboratory equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Positive Effect	Negative Effect *	No Effect	Don't Know
45. Support for new programs? (From institutional budget)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Support for new programs? (From outside the institution)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Adequacy of available resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Budgeted income distribution? (By department or division)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Faculty salary negotiation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Faculty collective bargaining?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Staff collective bargaining?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Eligibility for federal funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Level of federal support obtained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Eligibility for state funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Level of state support obtained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Eligibility for private funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Level of private funding obtained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Your leadership relative to financial policy changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Your decisions relative to financial policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent has the regional accreditation process limited or facilitated your ability to make decisions appropriate to the financial maintenance of your institution? (Please respond with a written statement.)

INNOVATION AND ACCREDITATION

QUESTION

With respect to your ability to provide leadership relative to innovation within your institution, what effect does regional accreditation have on:

	Positive Effect	Negative Effect	No Effect	Don't Know
60. Development of new degree programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Institutional commitment to new course preparation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Student participation in planning of curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Institutional philosophy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Consistency between institutional goals and institutional philosophy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Changes in degree requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Open admissions policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Academic residency requirement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Transfer of credit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Contractual arrangements with non-accredited institutions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Comprehensiveness of new program evaluations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Abandonment of traditional criteria for assuring quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Uniqueness of academic programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Ability to innovate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. In your opinion, what has been the overall effect of regional accreditation on your institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please respond to the two remaining questions with a written statement. Documents or data supporting your response would be greatly appreciated and may be forwarded with the questionnaire.

A. To what extent has the regional accreditation process limited or facilitated your institution's ability to be unique, viable, competitive?

B. To what extent do you feel personally constrained or aided by regional accreditation policies when calling for greater innovative activity at your own institution?