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ABSTRACT

A self-study survey for state postsecondary education planning and coordinating boards are presented. The first section (topic 1) allows respondents to rate 13 general postsecondary education goals on a 4-point scale (i.e., high, medium, low, or no importance/priority for the board). Under topic 2, respondents can rate the role of the state government in 17 aspects of educational decisionmaking. Additional topics of assessment include: board relationships with state administration and legislature, board relationships with educational institutions, board relationship with the executive officer, board roles and functions, board organization and staffing, board member roles, statewide educational planning policies and processes, board review of institutional budget proposals, board review of proposed new educational programs, and board review of existing educational programs. (SW)

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self-study survey

**for state postsecondary education
planning and coordinating boards**

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Suggestion to Users: If there are items which you cannot respond to for any reason, please leave them blank and elaborate any difficulty briefly in the "comment" section for each topic.

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Topic 1

General Goals for Postsecondary Education

1. The following is a list of some general goals for postsecondary education. Please indicate the relative importance—i.e., the priority for the board's attention—you would assign to each goal

3= High importance and the board should give it top priority

2= Medium importance and priority

1= Low importance and priority

0= No importance and the board should give it no priority

As a matter of public policy, postsecondary education in this state should:

- | | Rating |
|--|--------------------------|
| a. Provide specific intellectual and vocational skills which students can use to get a job. | <input type="checkbox"/> |
| b. Do more to improve access to higher education for every qualified student regardless of race, sex or economic status. | <input type="checkbox"/> |
| c. Try to meet as many of the social, economic and cultural needs of the community as possible. | <input type="checkbox"/> |
| d. Provide postsecondary education students with a general liberal education. | <input type="checkbox"/> |
| e. Provide education as means for the economic and social advancement of the poor, minorities and women. | <input type="checkbox"/> |
| f. Be a leader in social change and actively seek solutions to society's urgent problems. | <input type="checkbox"/> |
| g. Produce confident, well-adjusted adults. | <input type="checkbox"/> |
| h. Expand the horizons of students and encourage them to explore a variety of subjects, careers, ideas and interests. | <input type="checkbox"/> |
| i. Increasingly emphasize lifelong learning, including adult continuing education programs. | <input type="checkbox"/> |
| j. Be responsive to the manpower needs of the employment market. | <input type="checkbox"/> |
| k. Provide more courses which allow people to enjoy their leisure time. | <input type="checkbox"/> |
| l. Continue to emphasize university research in order to expand society's body of systematic knowledge. | <input type="checkbox"/> |
| m. (Other goals) | <input type="checkbox"/> |

2. Comments on this topic.

Topic 2

The Role of State Government in Educational Decisionmaking

1. The following is a list of areas of educational policymaking in which various state governmental agencies, in addition to the educational institutions, have come to play roles of varying importance. Please indicate *how strong* a role you feel the institutions themselves and each agency of state government should play in each area.

- 3 Very strong role
- 2 Medium but concerned role
- 1 Small role, minimum involvement
- 0 No role whatsoever

	Educational institutions	This board	Governor's office	Legislature
a. Facilities planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Capital outlays (facilities budgets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Total allocations for operating budgets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Composition of operating budgets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Maintaining quality in educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Accreditation of educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Licensure and authorization of institutions to operate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The system of tenure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Academic collective bargaining.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Personnel policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Curriculum planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Differentiation of each institution's functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Innovations in instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Content of instructional courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Administration of research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Approval of new degree programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Comments on this topic:

Topic 3

Board Relationships with State Administration and Legislature

1. The following are various aspects of the working relationships between the board and the agencies and officers of the state government. Please indicate your opinion on each of the practices. Respond only to those you feel are appropriate.

	Present prac- tice adequate	Strengthen or initiate	Reduce or abandon
a. Consultation with appropriate state officials in the preparation of studies and position papers that involve state public policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Consultation with appropriate state officials on major board decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Comment from state officials at meetings of the board and its committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Informal contacts with state officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other current consultation practices or practices which should be changed:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The following are perceptions of the kind and quality of the current relationships which may exist between the board and the officers and agencies of the state government. Please indicate the phrase which best characterizes the relationships of each group with the board.

	Genuine trust and cooperation	Cooperation based on mutual interest	Only that cooper- ation which is legally required	Adversarial relationships or hostility	No contact
a. Members of the legislature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Legislative staffs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Legislature's fiscal committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Legislature's education committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Governor's office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Governor's fiscal agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other state officials or agencies:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Comments on this topic:

Topic 4

Board Relationships with Educational Institutions

1. The following are various aspects of the working relationships between the board and the educational institutions. Please indicate your opinion on each of the practices. Respond only to those you feel are appropriate.

	Present practice adequate	Strengthen or initiate	Reduce or abandon
a. Consultation with administrators and faculty in the preparation of studies and position papers which involve their interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Participation by institutional representatives at board and board committee meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Appointment of panels or task forces of faculty or students for major issues under consideration which directly affect their interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A standing advisory committee of administrators (may include faculty and students) to advise the board on appropriate matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Informal contacts with educators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The following are perceptions of the kind and quality of the current relationships which exist between the board and the state's educational institutions. Please indicate the phrase which you feel best characterizes the relationships of each group with the board.

	Genuine trust and cooperation	Cooperation based on mutual interest	Only that cooperation which is legally required	Adversarial relationships or hostility	No contact
a. Governing boards of public higher educational institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Governing boards of private higher educational institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Administrators of public institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Administrators of private institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Proprietary schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Faculty members or their organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Students or student organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. State agency for elementary and secondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other groups or institutions:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Comments on this topic:

Topic 5

Board Relationship with the Executive Officer

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Is the role and authority of the board's chief executive officer clearly established and understood by all persons with whom he/she works—particularly the educational institutions, state officials and members of the board? | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Is it in written form? | <input type="checkbox"/> | <input type="checkbox"/> |
| b. At the time the present executive was appointed, was there such a statement of responsibilities and expectations? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Has the board adopted written procedures or guidelines for the process of selecting its principal executive officer(s)? | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Does the selection process provide for meaningful participation by all board members, as well as by constituent groups—such as the educational institutions, the governor's office, the legislature? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Has a procedure and schedule been established for executive evaluation? | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Is it known and understood by all concerned? | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Has the executive had a voice in the formulation of this procedure? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the executive officer have the support and backing of the board, when he/she has to act independently—as in an appearance before a legislative committee or when dealing with a crisis situation? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you feel that there is an overall climate of mutual trust and support in the board's relationship with its chief executive? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Comments on this topic: | | |

Topic 6

Board Roles and Functions

1. Of the three following statements, which one comes closest to representing your viewpoint regarding the appropriate role of the board?

- a. Primarily, this board should be an arm of the state government, representing the interests and following the educational policies set forth by the governor and the legislature.
- b. This board's primary responsibility is to represent the interests of all postsecondary institutions in their relationships with the state government.
- c. This board should be an independent mediator between state government and the postsecondary institutions, making recommendations to each and providing a communications and interpretative link between them.

2. Indicate the relative importance you would give to various functions which are—or perhaps should be—responsibilities of the board.

3 - Highly important and an appropriate responsibility for the board

2 - A responsibility of somewhat lesser importance

1 - A matter of minimum importance

0 - Of no importance or for which this board should have no responsibility

- a. Review of proposed new educational programs.
- b. Review of existing educational programs.
- c. Planning educational programs to meet known manpower needs.
- d. Encouragement of innovative educational projects.
- e. Development and coordination of adult and continuing education programs.
- f. State administration of federal programs.
- g. Review of operating budgets.
- h. Review of capital outlay proposals (land, buildings, equipment).
- i. Development of effective formulas for budget requests and review.
- j. Development or improvement of management information systems.
- k. Planning—both long-term and intermediate term.
- l. Institutional licensing and degree-granting approval.
- m. Improving student access to educational opportunities.
- n. Reviewing affirmative action practices of institutions.
- o. Monitoring desegregation practices.
- p. Communicating the needs of postsecondary education to the governor, the legislature and the public.
- q. Encouraging interinstitutional cooperation.
- r. Other functions:

3. Comments on this topic:

Topic 7

Board Organization and Staffing

	Yes	No
1. Within the past two or three years has the board formally reviewed its procedures, committee practices and procedural bylaws?	<input type="checkbox"/>	<input type="checkbox"/>
a. Will such a review occur soon?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do the board's agendas and supporting documents present the issues precisely and clearly?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the agenda reach you sufficiently in advance of each meeting?	<input type="checkbox"/>	<input type="checkbox"/>
4. Indicate your opinions regarding the board's committee structure, checking all the appropriate statements.		
a. The board has no formal or standing committees—and needs none.	<input type="checkbox"/>	<input type="checkbox"/>
b. The board has no formal or standing committees—but should have.	<input type="checkbox"/>	<input type="checkbox"/>
c. On the whole, the present committees efficiently handle the details of the board's work.	<input type="checkbox"/>	<input type="checkbox"/>
d. The board has too many committees.	<input type="checkbox"/>	<input type="checkbox"/>
e. The committee designations and jurisdictions should be reviewed to divide the work more equitably.	<input type="checkbox"/>	<input type="checkbox"/>
f. The committees do a good job of analyzing problems and issues, and sending reports and recommendations to the full board for its decision.	<input type="checkbox"/>	<input type="checkbox"/>
g. Too many important committee recommendations are accepted without adequate participation by the full board.	<input type="checkbox"/>	<input type="checkbox"/>
h. Other comments:		
5. Do the board meetings allow enough time for thorough discussion of all key issues?	<input type="checkbox"/>	<input type="checkbox"/>
a. The meetings should be longer.	<input type="checkbox"/>	<input type="checkbox"/>
b. The meetings are now too lengthy.	<input type="checkbox"/>	<input type="checkbox"/>
c. There should be more frequent meetings.	<input type="checkbox"/>	<input type="checkbox"/>
6. Do policies or bylaws related to selection of board and committee officers provide for reasonable rotation of leadership?	<input type="checkbox"/>	<input type="checkbox"/>

Topic 7 *continued*

Yes **No**

7. Indicate your opinions regarding the work of the board's chief executive and the staff, checking all the appropriate statements.

- | | | |
|--|--------------------------|--------------------------|
| a. On the whole, the quality and the amount of work performed by the staff and the chief executive are satisfactory. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A larger staff is necessary to accomplish the work expected of it. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The staff is too large. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. The staff presents too much undigested material to the board. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. The staff seems to believe that the board should give "rubber stamp" approval to staff recommendations. | <input type="checkbox"/> | <input type="checkbox"/> |
| f. The staff has shown creative and innovative leadership in exploring new ideas and directions. | <input type="checkbox"/> | <input type="checkbox"/> |
| g. The board is too involved in routine (staff) affairs and organizational details. | <input type="checkbox"/> | <input type="checkbox"/> |
| h. The board is not involved enough in routine affairs and organizational details. | <input type="checkbox"/> | <input type="checkbox"/> |
| i. The staff deals with political issues which they should stay out of and refer to the board. | <input type="checkbox"/> | <input type="checkbox"/> |
| j. The board should institute a new procedure for review and evaluation of its chief executive and staff. | <input type="checkbox"/> | <input type="checkbox"/> |
| k. The state personnel rules keep the board from obtaining the kind of staff people it needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Other comments: | | |

8. Comments on this topic:

Topic 8

Board Member Roles

1. How do you perceive your personal role on the board? Please check all the appropriate statements.

- a. To be a representative of the population group from which you were presumably selected.
- b. To be a representative of a particular geographical area.
- c. To be an advocate of the interests of a particular segment of postsecondary education—e.g., students, faculty, particular institution(s).
- d. To be an advocate of the interests of the governor's office or the state legislature.
- e. To be a representative of the interests of the state in providing the public with an adequate and effective postsecondary educational system(s).
- f. To be a "watchdog" of the public treasury in an era of rising costs of government services and increased budget requests.
- g. To make certain that the board bases its decisions on sound educational policy and not on politics.
- h. To represent your own convictions and views rather than the interests of any group.
- i. To be a spokesperson for your own views, directly to the governor, the legislature or to individual legislators.
- j. Other:

2. Comments on this topic:

Topic 9

Statewide Educational Planning—Policies and Processes

1. Indicate your opinions regarding the board's past and present performance in statewide planning by responding "yes" or "no" to the following questions, and *if appropriate*, whether you feel that the practice needs refinement and updating, or whether a new practice should be initiated.

	Yes	No	Needs refinement	Should initiate
a. Has the board adopted specific policies and long-range objectives to guide the development of postsecondary education services in the state?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Are the methods for achieving each objective clearly stated in a "master plan" or other public document?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Does the plan define the unique role and scope of services offered by each institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you feel that the board has sufficient authority or influence to see that the plan is implemented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do you feel that the objectives and plans are based on valid and realistic projections regarding the foreseeable future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Is there provision for periodic review and updating of the plan to meet new needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Do you feel that the planning process adequately involves all sectors, including the private and proprietary institutions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Does the plan provide an effective means to eliminate unnecessary duplications of programs and services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Are the objectives set forth in the plan and the methods of attaining them consistent with available or realistically projected fiscal resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Are there established procedures by which the board receives reports and evaluates actions taken to implement the plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Do you feel that the long-range (five years plus) and the intermediate or short-range (one to three years) objectives of the plan have the <i>understanding</i> of:				
(1) The public higher education institutions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) The private higher education institutions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) The proprietary institutions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) The present membership of the board?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Most state fiscal and administrative officers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) The general public?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Do you feel that these groups are supporting these plans? *Please circle the numbers under question k which indicate those who are supporting the plans.*

3. Comments on this topic:

Topic 10

Board Review of Institutional Budget Proposals

1. Please indicate the extent of your agreement or disagreement with the following statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. The board has established credibility in its funding recommendations with state authorities, the legislature and the public by reasonably comparing educational program needs with the availability of public funds to support them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The board's budget review process is carried out with detailed reference to the state plan for postsecondary education, i.e., the board's budget recommendations are used to implement and monitor institutional compliance with the state plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. At the time the board makes its decisions on budget recommendations, it is given concise, accurate and understandable supporting information, as well as "yardstick information" so that it can make meaningful comparisons with institutions in other states.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The board, in its review of budgets, is perceived by others as follows (check only the appropriate spaces):

	By the educa- tional institutions	By the govern- nor's office	By the legislature
a. As a fair, impartial and objective review agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. As an advocate of the interests of the educational institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. As an advocate of the policies of the governor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. As an advocate of predominant opinions in the legislature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. As just another layer of bureaucracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. As a well-meaning but powerless agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Topic 10 *continued*

3. The major problems in the board's review of budgets are as follows (please check all appropriate statements):

- a. There is not enough time to consider budget requests adequately.
- b. We have too small a staff to analyze budget requests adequately.
- c. The board lacks sufficient authority in the budget process.
- d. The board receives too little reliable supporting, justification or baseline data to evaluate requests properly.
- e. The board lacks consensus, on budget recommendations particularly, because of the segmental representation of its members.
- f. There are so many other layers of budget review, hence the work of this board becomes almost meaningless.
- g. Other

Yes **No**

- 4.** After the board has prepared its budget recommendations should it actively defend them and seek their enactment?
- a. Does the board, and particularly its executive officer, actually do this?
 - b. Should this activity be increased or strengthened?

5. Comments on this topic.

Topic 11

Board Review of Proposed New Educational Programs

1. Indicate your opinion regarding policies and practices which should guide the board's review of new educational programs:

	Present policies practices adequate	Stronger policies practices needed
a. Definition of which new programs (e.g., degree programs, departmental majors, minors or all courses) will require board review.	<input type="checkbox"/>	<input type="checkbox"/>
b. Development of student enrollment projections.	<input type="checkbox"/>	<input type="checkbox"/>
c. Evidence of the employment "market" for persons trained in this field.	<input type="checkbox"/>	<input type="checkbox"/>
d. Use of qualitative criteria related to programs.	<input type="checkbox"/>	<input type="checkbox"/>
e. Standards for evaluating innovative programs or delivery systems.	<input type="checkbox"/>	<input type="checkbox"/>
f. Evidence of educational and societal need for the new program.	<input type="checkbox"/>	<input type="checkbox"/>
g. Criteria for selecting the best institutional location for limited or specialized programs.	<input type="checkbox"/>	<input type="checkbox"/>
h. Analyses of projected costs of programs.	<input type="checkbox"/>	<input type="checkbox"/>
i. Analyses of similar or identical programs offered at other public and private institutions.	<input type="checkbox"/>	<input type="checkbox"/>
j. Recommendations of other interested boards, committees or commissions.	<input type="checkbox"/>	<input type="checkbox"/>
k. Other	<input type="checkbox"/>	<input type="checkbox"/>

2. In its relations with the educational institutions, the board's review of new programs has been (check one):

- a. A constant source of friction.
- b. An occasional source of friction.
- c. An infrequent source of friction.
- d. Free of any friction.
- e. Other

Topic 11 *continued*

3. Indicate your opinions about the general effectiveness of the board's activity on program review (check as many as appropriate).

- a. It has largely prevented unnecessary duplication of programs.
- b. It has saved the state money, or diverted money to more worthwhile programs.
- c. Its policies have been too restrictive – prevented too many worthwhile programs from getting started.
- d. Its policies have been too liberal—allowed too many marginal programs to get started.
- e. Its policies have, on the whole, resulted in a good diversity of programs available throughout the state.
- f. Its procedures for program review have been too cumbersome and/or too time-consuming.
- g. Other

4. The long-run state policy for the board on new program review should be (indicate the most appropriate statement):

- a. To give the board stronger authority for final decisions to allow or disallow establishment of new programs.
- b. To limit the board's authority to review and comment, leaving final decisions at the institutional level.
- c. To limit the board's review to new programs of extraordinary cost or limited demand or need.
- d. To continue present policies.
- e. Other

5. Comments on this topic:

Topic 12

Board Review of Existing Educational Programs

1. The board should select existing educational programs to be reviewed in the following ways (check as many as appropriate):

- a. By identifying programs with declining enrollments.
- b. By identifying areas of apparent program duplication.
- c. By review of *all* programs on a predetermined cycle.
- d. By identifying programs of poor quality (however the board may choose to make this definition).
- e. By suggestions from state fiscal agencies, the legislature or the governor.
- f. By peer group judgment (e.g., by an appointed panel of academic deans).
- g. Other

2. Which of the following statements should govern the long-run policy of the board on review of existing programs:

- a. The board's authority should be limited to review and comment, leaving final decisions at the institutional level.
- b. If this function is to have real meaning, the board must have clear authority to discontinue programs it decides cannot or should not be supported.
- c. The board should have no obligation to review existing programs.
- d. The board should put more emphasis on review of existing programs and should review them more rigorously.
- e. The board's activity should be limited to making sure that the institutions are reviewing their own programs adequately and frequently.
- f. The board should continue its present policies.
- g. Other

3. Comments on this topic:

Notes