

Everyone's Doing It. Or Are They?
Understanding Student Affairs Assessment Practices at Small Private Colleges

A Dissertation
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Jonita Denise Ashley-Pauley
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Dedication

This dissertation is dedicated to my husband David and our daughter Helen for their ongoing patience and tolerance. Helen, for having never known her parents not to be working on dissertations to the extent she felt it necessary to tell her teacher she could not graduate preschool until she finished her own dissertation. And to David for being my best friend, partner, motivator, and tag teaming as a parent while we both pursued impossible schedules.

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Abstract

Reports from national organizations and student affairs organizations have strongly suggested student affairs professionals engage in ongoing, comprehensive assessment of how their programs affect student learning (ACPA, 1996; ACPA & NASPA, 1997; Keeling, 2004). In terms of assessment and how it should be conducted, scholars have provided clear guidelines for the conduct of such assessment. However, to date, only one study has looked at assessment practices in student affairs programs; and that study was of three large public institutions whose student affairs programs were determined to have exemplary practices (Green, Jones, & Aloï, 2008). To date, no studies have focused on small private colleges, which make up a large segment of collegiate institutions. The purpose of this study was to examine how student affairs professionals at small private colleges assess and evaluate their programs in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997), and to identify the challenges they face for creating and sustaining assessment efforts.

Data were collected from 168 small private college chief student affairs officers using a researcher developed survey instrument. The data were analyzed using chi-square analysis, Cramer's V, and descriptive statistics.

Findings indicated respondents were most likely to assess resource use to achieve institutional goals and missions, but least likely to measure active engagement or student learning. Respondents used assessment data frequently for accreditation, strategic planning, and mission achievement, yet infrequently for external accountability, personnel evaluation or resource acquisition. Respondents had a high degree of familiarity with the *Principles of Good Practice for Student Affairs* (ACPA & NASPA,

1997), yet a low level of expertise in assessment, with 6 in 10 rating their expertise as moderate to very poor. Respondents faced challenges that limited their ability to engage assessment, most notably, a lack of knowledge, skills, or training to perform assessment consonant with the recommendations in the literature.

The findings of this study raise questions about the prioritization of assessment by small private institutions and the need for instruction and preparation in order for student affairs professionals to perform assessment.

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CHAPTER I: INTRODUCTION OF THE STUDY

Following an onsite visit by regional accreditors, six student affairs staff members, comprising the entire department, gathered in a makeshift conference room. The Dean of Students debriefed the group about the recent onsite visit, which was part of a two-year-long reaccreditation process for this small, private, four-year institution with fewer than 1,000 students. The accreditation visit yielded an unexpected result. In its preliminary report, the onsite team cited a lack of appropriate measures for determining program effectiveness; in other words, a lack of program assessment of student learning. The result came as a surprise to the staff because the student affairs report given to the team contained copious amounts of assessment data regarding services, events, and attendees; information that had been appropriate for the last accreditation cycle. However, it was clear that the accreditation expectations for student affairs assessment had changed since the previous accreditation cycle 10 years ago. Expectations were now focused on student learning outcomes (Suskie, 2009; Upcraft & Schuh, 1996). This was punctuated as one of the visiting accreditors questioned: “It looks like you probably have a good program in place, but how do you know if anything you did was effective?”

What institutions are now experiencing, and the current literature describes, is that expectations for student affairs assessment have changed over the past several years from numbers-based results to student learning outcomes/effectiveness results (ACPA, 1996; Breciani, Zelna, & Anderson, 2004; Doyle, 2004; Green, Jones, & Aloï, 2008;

Keeling, 2004). Higher education is being asked to explain, in the words of Peggy Maki (2004), “How well do we achieve our educational intentions? How do we know?” (p. 2).

The change in emphasis to outcomes assessment originated from the demands from stakeholders (parents, students, and legislators) for greater accountability from institutions of higher education (ACPA & NASPA, 1997; Upcraft & Schuh, 1996). These calls for accountability have amplified over the past two decades as state and federal support for higher education has decreased, tuition costs have increased, and questions about the quality of a college education have surfaced (American Association for Higher Education [AAHE], 1992; Schuh, Upcraft, & Associates, 2001; Spellings, 2006; Upcraft & Schuh, 1996). Because of the increased demand for accountability and changing fiscal support, administrators and faculty have found themselves in the position of having to produce evidence of higher education’s effectiveness (Upcraft & Schuh, 1996). Assessment of outcomes serves as the primary method by which colleges and universities can prove their effectiveness to external constituents (Upcraft & Schuh, 1996).

Though there are intrinsic values of assessment for purposes of program evaluation and improvement and competition for external and internal funding, assessment of outcomes also serves as the primary means of satisfying questions from accrediting agencies about program efficacy. In turn, accreditation helps efficiently answer questions of accountability from stakeholders by showing whether an institution has accomplished what it set out to accomplish by measuring learning outcomes through an in-depth, review of students, employees, documents, data, and processes. The six major regional accrediting agencies in the United States accredit nearly all degree-

granting colleges and universities, (CHEA, 2011). Until the 1980s, this assessment took the form of such straightforward quantitative questions as “how many books are in the library?” or in the instance of student affairs, “how many students attend events or use your services?” However, during the 1980s, in response to guidance from the federal government, accrediting agencies started requiring proof of student learning outcomes, rather than just inputs, from the classroom environment (Suskie, 2009). Today, every major accrediting agency requires some type of student learning outcomes assessment, and as a result, such outcomes assessment has become an expectation throughout higher education (Banta, Lund, Black, & Oblander, 1996; Blimling, Whitt, & Associates, 1999; Bresciani, Zelna, & Anderson, 2004; Upcraft & Schuh, 1996).

Student learning outcomes entered the student affairs arena as two key actions coincided in the 1990s. First, as financial resources were dwindling and fiscal accountability concerns were growing, student affairs struggled to define the content and quality of their programs’ contributions to higher education (Bresciani, Gardner, & Hickmott, 2009; Upcraft & Schuh, 1996). Second, student affairs professional organizations began publishing reports and literature calling upon student affairs programs to provide a “seamless” experience of student learning outside the classroom to continue the learning occurring in the classroom environment. These reports called for increased accountability and ownership in the overall education of students by student affairs programs to be reflected through the assessment of student learning outcomes (ACPA, 1996; Doyle, 2004; NASPA & ACPA, 1997; Keeling, 2004).

In order to define what should be taking place to provide a seamless learning environment, a 1997 report, *Principles of Good Practice for Student Affairs*, was

produced in a collaborative effort between the two primary organizations for student affairs professionals, the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA). Because NASPA and ACPA often worked independently, the joint venture was indicative of strong national support (Doyle, 2004). *Principles of Good Practice for Student Affairs* was intended to provide clear, concise guidelines for creating an environment conducive to student learning ensuring the student experience would be seamless. The authors of *Principles of Good Practice for Student Affairs* suggested seven components of good practice to ensure student affairs programs supported the central mission of their institution, rather than “retreat to the margins in the hope that we will avoid the inconvenience of change” (ACPA & NASPA, 1997, p. 1). These seven principles included engaging students in active learning; helping students develop coherent values and ethical standards; setting and communicating high expectations for student learning; using systematic inquiry to improve student and institutional performance; using resources effectively to achieve institutional missions and goals; forging education partnerships that advance student learning; and building supportive and inclusive communities.

In spite of the guidelines for good practice that emphasize systematic inquiry for improved student and institutional performance, and an abundance of how-to guides for effectively conducting the assessment of outcomes that emerged after the national reports were published, we know little about whether or to what extent such practices are being or have been implemented in student affairs programs. Only one study has looked directly at assessment in student affairs. Green, Jones, and Aloï (2008) examined

the assessment practices of three student affairs programs at major research institutions committed to best practices in assessment. In addition to that one study, profiles of four exemplary student affairs assessment programs at public universities have been presented by Banta, Jones, and Black (2009) in their book on assessment. However, the information that can be gleaned about implementation from these resources is limited. The findings of the Green et al. study revealed that even student affairs programs at large research institutions identified by experts as having exemplary practices tended to display some differences in assessment practice than what is suggested by the literature. For example, though the assessment programs were well funded, decentralized, and received support at all levels of administration, staff within these student affairs programs found it difficult to find time for assessment activities, and they tended to depend heavily on faculty or outside consultants in designing and implementing assessment. The profiles of student affairs areas by Banta et al. outlined one exemplary component of their programs, but did not provide an in-depth or comprehensive view of the assessment practices of student affairs programs at these four institutions. Though the Green et al. study and profiles are helpful in providing some information about student affairs assessment practices, they provide limited information in helping to understand what is taking place at most institutions of higher education. More needs to be known about student affairs assessment practices at all types of institutions, large or small, public or private, to understand whether student affairs practitioners are following the best practices recommendations from the literature.

Because small private institutions make up more than one-quarter (27%) of all regionally accredited institutions of higher education in the United States, they provide a

good place to begin to examine what is happening with respect to assessment practices by student affairs programs. Given that smaller institutions tend to operate with fewer resources than larger institutions, learning whether student affairs programs at small private institutions are practicing effective assessment would begin to explain how best practices called for by the field are being implemented and might well provide beneficial information for student affairs programs at all institutions. While smaller institutions tend to look to what larger institutions are doing for guidance, implementation and replication of programs from large institutions can present a struggle to small institutions because they differ significantly in resources. Student affairs programs at small institutions tend to function with fewer personnel and to have fewer financial resources on which to draw than large institutions. Though these factors can be viewed as detractors, they may also lead to creative solutions, solutions that might be of benefit to other kinds of institutions. Thus, understanding how small private institutions address assessment and evaluation could allow for greater applicability of their methods to other types of institutions, large or small, public or private. At the very least, we can learn whether or not and how small private institutions are dealing with assessment, the extent to which they are following best practices, and how they are using the data they collect, thus beginning to fill a gap in the literature.

Statement of the Problem

Student affairs programs are facing mounting pressure to provide proof of effectiveness on student learning in response to demands for accountability and to provide evidence of outcomes assessment for accreditation cycles (Upcraft & Schuh, 1996). What little is known about how student affairs professionals assess their

programs comes from a Green, et al. (2008) study of three large research-oriented institutions and profiles of a handful of others (Banta, Lund, Black, & Oblander, 1996), but they neither tell us what is going on in the majority of institutions, nor allow for assessing what is going on comparatively. Further, the Green, et al. study found that even large, well-funded, public institutions recognized for their exemplary practice and the literature differ from one another in several ways, raising the question as to what other types of institutions with less funding and unknown assessment practices are doing in comparison to what the literature suggests. To date there is no research that examines how or what the majority of student affairs programs at institutions—large or small, public or private—are doing to assess and evaluate their program’s good practices. Because small private institutions constitute one-quarter of the United States regionally accredited college and universities and function with fewer resources, research in this area serves as a good place to begin bridging the gap in the literature.

Purpose of the Study and Research Questions

The purpose of this study was to examine how student affairs professionals at small private colleges assess and evaluate their programs in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) and to identify the challenges they face for creating and sustaining assessment efforts. The research questions guiding the study are:

1. How do student affairs professionals at small private colleges assess their programs?
2. How do student affairs professionals at small private colleges use assessment data for evaluation?

3. How do student affairs professionals at small private colleges rate their familiarity with the *Principles of Good Practice in Student Affairs* (ACPA & NASPA, 1997) and expertise at performing assessment?
4. What challenges do student affairs professionals at small private colleges face to performing assessment?

This study used two conceptual frameworks, the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) and *Hallmarks of Effective Outcomes Assessment* (Banta, 2004). The first, *Principles of Good Practice for Student Affairs*, identifies the tenets of good practice in student affairs; the second, *Hallmarks of Effective Outcomes Assessment*, operationalizes the tenets for good practice in performing program assessment.

The *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) influenced the framing of this study and the research questions. It also provided a lens to analyze the data gathered from the survey by acting as criteria with which to determine if what is reported by institutions is consonant with the literature. The *Principles of Good Practice for Student Affairs* includes the following seven principles/criteria:

1. Engages students in active learning;
2. Helps students develop coherent and ethical standards;
3. Sets up and communicates high expectations for student learning;
4. Uses systematic inquiry to improve student and institutional performance;
5. Uses resources effectively to achieve institutional missions and goals;

6. Forges educational partnerships that advance student learning; and
7. Builds supportive and inclusive environments (ACPA & NASPA, 1997, p. 1).

The second framework, *Hallmarks of Effective Outcomes Assessment* (Banta, 2004) states that assessment should include the following:

1. Produce credible evidence of learning and organizational effectiveness;
2. Take place in an environment supportive and conducive to assessment;
3. That communications be continuous regarding assessment findings and activities;
4. That data used to improve programs and services as well as be a vehicle to demonstrate accountability; and
5. That it be ongoing, not episodic.

These tenets helped frame the study and guide the development of the research questions. The framework also provided a lens to analyze the data from the survey to determine if what institutions reported about how they used the data was consistent with these hallmarks of effective assessment.

Figure 1 shows the relationship between tenets of good practice in student affairs (left), tenets of good assessment practices (right), and evaluation (center): the result of the intersection of practice and assessment.

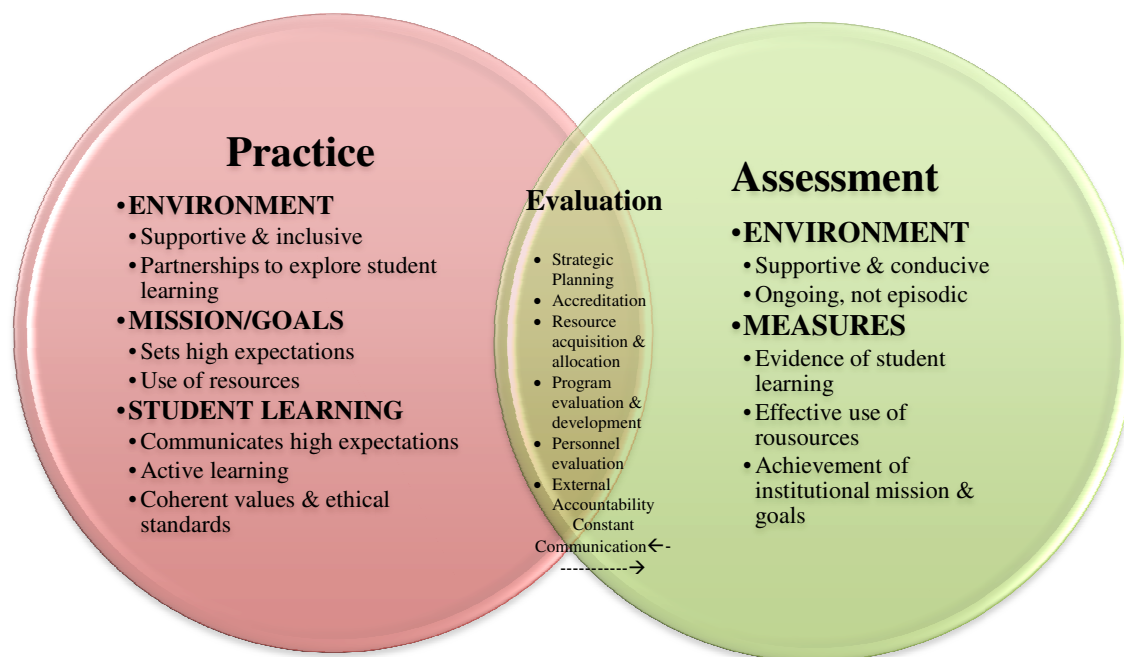


Figure 1: Relationship of practices, assessments, and evaluation

Although this framework does not constitute a formal, prescriptive theory of student affairs practices and assessment, it does present conceptual insights into what is known about the factors that comprise best practices in both student affairs and assessment. Using these themes, this study explored the practices of assessment and evaluation associated with student affairs programs at small private institutions of higher education as related to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997).

Significance of the Study

This study extends the limited literature that exists about how student affairs professionals assess their programs in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997). In addition, this research provides insight for student affairs practitioners at all institutions in understanding what fellow institutions

are doing in the way of assessing practices and the evaluation thereof. This component is important because, as expectations for student affairs continue to evolve, understanding what other student affairs programs do in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) and how they assess and evaluate their practices can inform and guide assessment efforts at other institutions of higher education.

This study benefits both student affairs researchers and practitioners, and by extension, students who engage student affairs programs at their respective institutions. By understanding how suggestions from the literature and actual practices of student affairs programs align, or do not align, both researchers and practitioners can learn how to best affect literature and practice to be more congruent, and by extension, more effective.

Definitions

For the purposes of this study, assessment is defined as “any effort to gather, analyze, and interpret evidence which describes institutional, divisional or agency effectiveness” (Schuh, Upcraft, & Associates, 2001, pp. 4-5). Evaluation is defined as “any effort to use assessment evidence to improve institutional, departmental, divisional, or institutional effectiveness” (Upcraft, 2003, p. 556). “Measurement” is defined simply as “the methods used to gather information for the purposes of assessment” (Upcraft, 2003, p. 556).

The terms “assessment” and “research” are not used interchangeably in this study. Assessment guides practice, often within just one institution or department, whereas

research guides concepts and theories. Further, the application of research is broadly applicable; and assessment studies do not meet the rigorous standards of research (Upcraft, 2003).

The term “student affairs program” is used in this study to reflect the whole of a student affairs program at any institution, whether they are termed a “department,” “division,” or another variation. Throughout the literature the terms “student affairs program,” “student affairs department,” and “student affairs division” are used in various ways. For the purposes of this study “student affairs program” is used because it is terminology less associated with individual institutional structures and more reflective of the programmatic structure.

The term “institutional characteristics” is used in this study to reflect demographic variables of respondents including accreditation agency, two-year or four-year status, institution type (liberal arts versus community/technical), enrollment size, student affairs program size, and student affairs staff size.

When regional accrediting agencies are referenced, they include the Middle States Association of Schools and Colleges, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Schools, Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges.

Organization of the Study

This study is organized into five chapters. The opening chapter provides the background and context for the study, as well as establishes the need for research in this

area. The second chapter contains a critical review of the literature relevant to this study, including national reports, literature, and research related to student affairs assessment. The third chapter documents the methods and procedures used in the conduct of this study. The fourth chapter presents the findings of the study, while the fifth and final chapter provides a summary, discussion of the findings, implications for practice, and recommendations for future research.

CHAPTER II: REVIEW OF THE LITERATURE

The purpose of this study was to examine how student affairs professionals at small private colleges assess and evaluate their programs in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) and to identify the challenges they face for creating and sustaining assessment efforts. Three main sections comprise this chapter, which provides a critical review of the research and literature relevant to the study. First, a review of national reports that have influenced assessment in student affairs is provided. Second, this chapter reviews the instructional literature that emerged after national reports were published instructing student affairs professionals how to perform assessment in student affairs. Subcategories within the section include the necessity of assessment, types of assessment, performance of effective assessment (institutional and student affairs assessment), examples of effective assessment, use of assessment data, and barriers to assessment. Last, a review of research related to what is known about assessment in student affairs is considered. A summary is included at the conclusion of this chapter.

National Reports

Student learning and, by extension, the assessment of student learning, has been the subject of a number of national reports in the past two decades (ACPA, 1996; NASPA & ACPA, 1997; Keeling, 2004; Pascarella, Whitt, Edison, Hagedorn, & Terenzini, 1996; Wingspread Group on Higher Education, 1993). These reports by national philanthropic organizations and student affairs professional organizations called for a realignment of priorities within higher education, and subsequently, student affairs

programs, to include a focus on student learning. The reports also called for more comprehensive assessment practices to ensure that learning was taking place. Written amidst calls for accountability, changing fiscal climates, and evolving accreditation requirements these reports indicated that what student affairs had been doing was no longer sufficient to meet demands.

The report that served as a catalyst for other reports, *An American Imperative: Higher Expectations for Higher Education* (Wingspread Group on Higher Education), was published in 1993 and sponsored by charitable and community-oriented organizations including The Johnson Foundation, the William & Flora Hewlett Foundation, the Lilly Endowment, and the Pew Charitable Trusts. Thirty-two individuals from diverse backgrounds, including public servants, corporate CEOs, and college and university presidents, were asked: “What does society need from higher education?” From these interviews, an open letter to higher education was produced synthesizing the responses. The primary argument in the was that higher education was failing to meet the needs of the American people, and it cited instances of students graduating without basic reading and writing skills as evidence of this. The letter, which was the report of the interviews, suggested that colleges and universities move away from “weeding out” students to “cultivating” students by rigorously assessing what a student knew and was able to do during college to improve the student’s performance and the institution’s delivery of material. This was significant in that very few institutions measured student skills in this way at the time of its publication.

The response to *An American Imperative: Higher Expectations for Higher Education* (Wingspread Group on Higher Education, 1993) was significant. Student affairs professional organizations published four reports that represented a fundamental

shift in the literature regarding what student affairs should be doing to achieve and assess good practice. In 1996, the American College Personnel Association (ACPA), one of the two leading organizations of student affairs professionals, published *The Student Learning Imperative: Implications for Student Affairs* (ACPA, 1996). The report acknowledged that higher education was undergoing a transformation due to eroding public confidence, accountability demands, and demographic shifts; as a result, it argued that higher education must find a way to re-emphasize student learning and personal development. This report was key in changing the perceived role of student affairs from one charged with providing basic housing and auxiliary services, to one steeped with a responsibility for student learning and personal development (ACPA, 1996; Blimling, Whitt, & Associates, 1999; Bresciani, Gardner, & Hickmott, 2009; Schuh, Upcraft, & Associates, 2001; Upcraft & Schuh, 1996). Of the several suggestions the report provided, one recommended assessment as necessary in a student affairs program. *The Student Learning Imperative: Implications for Student Affairs* (ACPA, 1996) was important in directing student affairs programs both to directly engage student learning and personal development, and to perform assessment.

Principles of Good Practice for Student Affairs (ACPA & NASPA, 1997)

followed the *Student Learning Imperative* (1996) and picked up where the earlier report had ended. Where *The Student Learning Imperative: Implications for Student Affairs* (ACPA, 1996) recommended student affairs professionals focus on student learning and personal development, the *Principles of Good Practice for Student Affairs* took the recommendations and prepared a statement of principles integral to good practice in student affairs. This was significant in that it came from the two leading student affairs professional organizations, the ACPA and the NASPA, and their agreement about

guiding principles for student affairs practice. In specifying principles for best practice, the authors advised that these principles should “provide a guide for assessing the contribution of student affairs to student learning outcomes...” (NASPA & ACPA, 1997, p. 2). As with the prior student affairs report, this one noted it was in response to accountability demands and financial concerns, and stated that the seven principles were in keeping with the decades long mission of student affairs.

Another joint report from ACPA and NASPA, *Learning Reconsidered: A Campus-Wide Focus on Student Experience*, followed in 2004. This report built on the two previous student affairs reports by recommending student affairs programs carry forth their mission of student learning by partnering directly with academic affairs. *Learning Reconsidered: A Campus-Wide Focus on Student Experience* (Keeling, 2004) provided a list of 15 recommendations for student affairs to better affect student learning in partnership with academic affairs. Four of these recommendations focused specifically on assessment of student learning. Indeed, the report suggested that assessment should become so integral to student learning that it become embedded in the fabric of a student affairs program.

This report was important because it reinforced the emerging body of how-to assessment literature and the message of both *The Student Learning Imperative* (ACPA, 1996) and *Principles of Good Practice for Student Affairs* (NASPA & ACPA, 1997). It emphasized the idea that to achieve the goal of student learning as the earlier reports recommended, a student affairs program must assess its progress, comprehensively, on an ongoing basis, using multiple methods.

Learning Reconsidered 2 (Keeling, 2006) was a follow-up report to *Learning Reconsidered* (Keeling, 2004), and provided a blueprint for student affairs professionals to follow to implement recommendations from the original *Learning Reconsidered*. This report was a collaborative effort among a number of professional organizations related to student affairs beyond just ACPA and NASPA, and highlighted ways to link student affairs practice to active learning.

These five reports, specifically the latter four related to student affairs, substantially changed the way the literature in the field viewed the role of student affairs programs. Historically, student affairs had been an organization providing auxiliary or support services to students and the rest of the organization with some student development; these reports transformed the perceived role of student affairs to one that was involved actively and directly in student learning, at least within the literature. These reports collectively promulgated the notion that to successfully adopt principles and practices related to student learning, a student affairs program must also be rigorously involved in assessing student-learning outcomes. These reports are significant in that they originated from professional organizations composed of student affairs professionals and were intended to be responses from the profession to the challenges facing higher education, and subsequently student affairs.

Literature on Assessment

There is a rich and descriptive body of literature regarding assessment practices in student affairs. Much of this “how-to” literature regarding assessment focuses on the necessity of assessment, types of assessment, recommendations for effective assessment, examples of institutions assessment practice, uses of assessment, and the strengths and

pitfalls of assessment (Bresciani, 2006; Bresciani, 2007; Schuh, Upcraft, & Associates, 2001; Schuh & Associates, 2009; Strayhorn, 2006; Upcraft & Schuh, 1996; Upcraft, 2003).

Necessity of Assessment

The literature provides a rationale for why assessment is necessary for student affairs, which is similar, if not identical, to why assessment is necessary for higher education programs (AAHE, 1992; ACPA, 1996; Blimling, Whitt, & Associates, 1999; CAS, 2011; Keeling, 2004; Schuh, Upcraft, & Associates, 2001; Upcraft & Schuh, 1996).

Upcraft (2003) provided a list of seven reasons why student affairs needed to engage in assessment:

Survival. Student affairs needed proof validated through assessment that demonstrated it had an effect on the out-of-the-classroom experience and on student learning.

Quality. Student affairs divisions had a responsibility to present high-quality programs to students. Assessment could help define quality and whether or not it exists within a program by linking goals to outcomes, thereby providing a measuring stick for a program to determine its level of goal achievement.

Cost-effectiveness. Student affairs divisions had a responsibility to be effective financial stewards. Assessment could help institutions evaluate where to cut, combine, or expand programs or make other similar fiscal decisions.

Evaluation. Student affairs divisions needed data to inform decisions. Evaluation is the decision-making portion of assessment. Similar to cost-effectiveness, analysis of

collected data leads to program adjustments, cutbacks, and/or improvements made based on collected information.

Strategic planning. Student affairs divisions had a responsibility to use data in strategic planning to guide policy, practice, and decision-making at institutions.

Informing policy development and decision-making practices. Student affairs divisions had a duty to use assessment data to affect and improve practices (apart from their role in strategic planning).

Politics. Student affairs divisions required data to support their existence, budgeting, and position internally and externally. Sometimes performing assessment was a means to a political end, perhaps done at the request of a governing board, faculty body, or president. Upcraft emphasized that “all assessment is political” because all findings from assessment had the potential for political consequences.

Accreditation. Student affairs divisions proof of effectiveness through assessment or institutional effectiveness data for an institution to be reaccredited; this requirement ensures assessment is not just a frill, but also a necessity for every accredited institution (Upcraft, 2003).

A lack of data from assessment to guide and inform any of these processes could result in student affairs having less of a voice at the table when decisions were made if lacking these supporting data.

Types of Assessment

There are of variety of assessments in use or available for use by student affairs departments (Bresciani, Gardner, & Hickmott, 2009; Schuh, Upcraft, & Associates, 2001; Upcraft & Schuh, 1996). Outcomes assessment receives a great deal of attention

in national reports and the literature, and is central to this study, but other types of assessment also provide data helpful in measuring program effectiveness.

In moving towards outcomes assessment, Banta (2004) suggested that student affairs professionals move away from taking basic attendance and satisfaction data about their events as the sole means of data collection, and collect more meaningful data using sophisticated methods to measure learning outcomes. The authors noted that it was important not to completely discount basic data collection such as satisfaction surveys and attendance tracking, as it was important for practitioners to understand the demographics of who was using the services and their satisfaction with these services. However, it was insufficient and unhelpful in assessing learning outcomes.

Demographic and satisfaction data are only two of eight different types of assessment recommended by Upcraft (2003) for student affairs programs. These types of assessment include: who uses student services, programs, and facilities; student and other clientele needs; student and other clientele satisfaction; campus environments and student cultures; outcomes; benchmarking against other institutions using nationally accepted standards; and cost-effectiveness.

Upcraft and Schuh (1996) provided details on each of these types of assessment. The authors advised that tracking individuals using the programs and services should include demographic information such as “gender, race, ethnicity, age, class standing, residence, and any other important variables” (p. 113). They argued that tracking attendees to understand who is using the services brings a better understanding of whether the program is reaching its target audience. By understanding the population who participates, a student affairs program can better allocate resources to support successful programs, and revise programs not reaching targeted student populations.

This is central to establishing benchmarks for services and programs to understand who is, and is not, engaging programmatic opportunities for student learning (Upcraft & Schuh, 1996).

The second type of assessment identified was needs assessment. By assessing the needs of the student population, the authors contend, student affairs administrators can make informed decisions regarding policies, practices, and resource allocation, as well as secure data that would allow for internal program evaluation and external justification for programs.

The third type of assessment detailed was student satisfaction. The measure of whether or not a student is satisfied with a program is not, in and of itself, useful data for program evaluation; however, according to Upcraft and Schuh, “high-quality experiences make for satisfied students...thus a high level of student satisfaction should result when students have high-quality experiences on campus” (p. 149). The authors recommended that student satisfaction assessment should begin with reviewing the mission statement of the institution because satisfaction coupled with mission fulfillment provides a clearer understanding of how student affairs programs and services reach students.

The fourth type of assessment was assessing campus environments. The authors argued that understanding the unique environment of each campus was important for practitioners to be able to determine how variables and conditions on the campus intersect to affect student experiences. They included several technical models for assessing campus environments, but the authors concluded with the following advice: “...the simplest [step] of all, and perhaps the most effective, [is] to talk to individual students and listen to what they have to say” (Upcraft & Schuh, 1996, p. 188).

Outcomes assessment was the fifth type of assessment Upcraft and Schuh recommended. Outcomes assessment is the act of measuring student learning outcomes in comparison with institutional mission and departmental goals and objectives. While noting that this was the most important form of assessment, they also cautioned that it was the most difficult to perform correctly. The authors suggested the use of variations of Astin's input-environment-outcome (I-E-O) model (1991) for assessing outcomes. Astin's I-E-O model is a rigorous, "quasi-experimental methodology" to measure value added that accounts for the student's knowledge upon entering the environment, and then tests the student's knowledge gained after interacting with the environment (Bresciani, Gardner, & Hickmott, 2009, p. 22). The authors argued that outcomes assessment was the most valid way of demonstrating program effectiveness and meeting accreditation requirements.

The sixth type of assessment was benchmarking. Benchmarking is using data to measure the results against other departments' or institutions' comparable data. Upcraft and Schuh explained that benchmarking comes in three types: internal benchmarking, competitive benchmarking, and functional/generic benchmarking. Internal benchmarking is the process of comparing practices and policies within the organization for improvement. Competitive benchmarking is the process of comparing the goods, services, and practices of one's own institution with those of competitor institutions. Functional, or generic, benchmarking is the process of comparing products, goods, and services with that of a similar organization, but not a competitor (Upcraft & Schuh, 1996). Benchmarking results can be used to aid the institution in decision-making, policy formulation, and in justifying the existence of student affairs (Upcraft & Schuh, 1996, p. 251).

The final type of assessment recommended came in the chapter by Miller (1996), which was the practice of measuring a program's effectiveness against professionally developed standards. Miller noted that accreditation was the primary assessment process by which an institution measured effectiveness against professionally accepted standards. However, accreditation standards were not the only standards one might use for comparison purposes. Miller cited the Council for the Advancement of Standards in Higher Education (CAS) in particular as also helpful in measuring program effectiveness. The CAS standards outline the major functional areas found in divisions or departments of student affairs and include established standards and guidelines that student affairs areas may use as a ready-made framework against which to measure their programs. Miller recommended the use of the CAS standards as an excellent tool by which student affairs programs could evaluate their effectiveness.

Performing Effective Assessment

Institutional

The literature offers various explanations regarding how an institution, program, or practitioner should perform assessment activities to be most effective. Banta's book *Hallmarks of Effective Outcomes Assessment* (2004) provides instructional advice to institutions, but the recommendations can be applied to student affairs programs as well. Banta (2004) suggested that a successful assessment program be guided by knowledgeable, effective leadership and recognize that assessment is essential to learning and therefore is a shared responsibility. Faculty and staff should be involved in the development and implementation of assessment and use of the findings. Responsibility for assessment should be delegated to the individual unit level: to those

who work hands-on with their particular program on a daily basis. Those involved should recognize learning is multidimensional and developmental and thus use multiple measures to assess their program, therefore maximizing reliability and validity.

Processes themselves should be assessed as well as outcomes.

Banta (2004) recommended seven steps for ensuring that effective assessment practices lead to improved and sustained student learning and program effectiveness. First, the assessment should produce credible evidence of learning and organizational effectiveness. Second, assessment should take place in an environment that is supportive and conducive to assessment. Third, communications should be continuous regarding activities and findings. Fourth, the data should be used to improve programs and services. Fifth, assessment should be the vehicle to “demonstrate accountability.” Sixth, assessment should be ongoing, not episodic; and finally, the assessment process itself should undergo ongoing evaluation and assessment (Banta, 2004).

Student Affairs

There is a rich and descriptive body of instructional literature designed to help student affairs practitioners conduct program assessments. Much of this literature is designed for practitioners with limited familiarity in performing assessments, and therefore includes detailed instructions. Upcraft (2003) listed 11 steps for a student affairs practitioner to follow to conduct an assessment. These included the following: “(1) define the problem; (2) determine the purpose of the study; (3) determine where to get the information needed; (4) determine the best assessment method(s)—quantitative, qualitative, or mixed—depending on the purpose of the study; (5) determine whom to study; (6) determine how data will be collected, keeping in mind what data may already exist on the topic; (7) determine what instruments will be used; (8) determine who

should collect the data; (9) determine how the data will be analyzed; (10) determine the implications of the study for policy and practice, thus bridging the gap between assessment and evaluation by tying the results into the program; and (11), report the results effectively and for diverse audiences, to ensure the assessment study is used” (pp. 562-567).

In *Assessment in Student Affairs: A Guide for Practitioners*, Upcraft and Schuh (1996) presented a set of assessment values student affairs professionals should follow in conducting effective assessment. First, assessment begins with educational values. Second, it reflects an understanding of organizational outcomes as multidimensional, integrated, and revealed in performance over time. Third, it works best when it has clear, explicitly stated goals, and requires attention to outcomes but, and just as important, to the processes that lead to them. Finally, Banta (2004) also state that assessment works best when it is ongoing, not episodic, and is most effective when representatives from across student affairs and the institution are involved. They suggested assessment makes a difference when it illuminates questions people really care about knowing and should be part of a larger set of conditions to promote change.

Schuh, Upcraft, and Associates published a companion work to the *Assessment in Student Affairs: A Guide for Practitioners* (1996) titled *Assessment Practice in Student Affairs: An Applications Manual* (Schuh, Upcraft, & Associates, 2001). It was designed to be a how-to manual for the student affairs practitioner ready to begin assessment, but unsure of how to go about it. The book offered descriptions, frameworks, and explanations about how to assess specific student affairs programs, including programs such as academic success, first-year programs, campus recreation, financial aid, admissions, residence life, college unions, health services, career services, counseling

services, Greek life, and student conduct. This how-to manual was followed by other, similar works designed to be instructional manuals, such as the *Council for Advancement Standards* (CAS, 2011), written with 35 ready-made assessments for specific program areas, or the *Frameworks for Assessing Learning and Development Outcomes* (Strayhorn, 2006) designed as ready-made assessments for learning domains rather than specific programs.

Examples of Effective Assessment

Banta, Jones, and Black (2009) profiled four student affairs programs and their respective assessment practices. Although the focus of the book was on classroom assessment, the authors also described assessment in student affairs programs at four selected public institutions with student enrollments from 6,000 to 43,000 students, with long-established and well-respected assessment practices. They included California State University–Sacramento (Sac State), The Pennsylvania State University (Penn State), University of Hawaii at Manoa, and Truman State University in Missouri.

The student affairs division of Sacramento State, which had a student population of 28,000, moved in the mid-2000s from a focus on student satisfaction to one centered on student learning. The division began using an assessment framework based on “Specific, Measureable, Aggressive yet attainable, Results-oriented, and Timely objectives [S.M.A.R.T.]” (Banta, Jones, & Black, 2009, p. 202). This framework’s focus was on developing quantifiable objectives rather than vague goals that could not be measured. For example, there is a clear difference between an objective that says, “[i]n the upcoming year our program will experience improvement in all areas” and one

which specifies “[b]y June 30, 2012, 75% of student attending alcohol education oriented programs will show improved learning using a pre- and post-test.” Using S.M.A.R.T. objectives, the division began using evidence-based decision-making and outcomes-based assessment. The university hired a part-time assessment coordinator and external consultants to help them realize this new framework. The results of these efforts revealed that most programs met their goals, a few did not, and some instruments proved ineffective. “Closing the loop” entailed using the findings and feeding them back into the program for improvement (Wehlburg, 2008, p. 4).

Penn State, student population 43,000, began using the Penn State Pulse in 1995. The Pulse program was in a full-time assessment office located within the student affairs division. The Pulse program administered phone-based and web-based surveys to students to measure input on various topics such as health, wellness, co-curricular activities, community services, and first-year experiences using self-reported learning outcomes, opinions, preferences, satisfaction, needs, and expectations of surveyed students to measure the student affairs program’s effectiveness (Banta, Jones, & Black, 2009). The results of the surveys were then widely distributed across campus for use in decision-making. The inclusion of an assessment office within student affairs meant no assessment was “wholly dependent on the efforts of frontline practitioners” (p. 209). The findings were used to

- create or refine programs and services; guide policy formation and
- funding initiatives, including grants; assess the value-added
- components of programs, services, and interventions; develop
- marketing campaigns; describe the experiences of students; assess

needed student advocacy; and educate students on policies and services at Penn State (Banta, Jones, & Black, 2009, p. 208).

The University of Hawaii at Manoa, student population 19,000, used a satisfaction survey along with a nationally developed instrument, the College Student Experiences Questionnaire (CSEQ), to evaluate students' perception of programs. Where a lack of satisfaction was found, the data were used to review and improve programs. Where satisfaction was found, the results were used to understand factors contributing to the satisfaction.

Truman State University, student population 6,000, used an in-house system of sanctioning first-time, underage alcohol offenders by having them write a reflection paper regarding their disciplinary incident to be reviewed by a judicial board of students. A student intern managed data collection and review, and a six-student conduct board reviewed 60 to 70 violation reflection papers annually to evaluate whether students were exhibiting positive learning following alcohol violations and subsequent sanctions. The results of the student conduct board's assessment of the reflection papers measured the effectiveness of alcohol sanctions as evidenced in the sanctioned students' reflection writing. Review of student reflection writing following a disciplinary incident was identified as an effective method to evaluate student learning.

The size, resources, and approach of these four institutions are relevant in understanding the varied scope of efforts that student affairs programs undertook to assess their programs. Assessments ranged from comprehensive, division-wide plans, to centers devoted entirely to surveying students, to smaller, but still effective efforts assessing portions of a program using significantly fewer resources than their larger counterparts. The methods of assessment also illustrated the difference in approaches to

assessment from major undertakings to small, student-led efforts. The profiles of the four institutions provided a glimpse into what constitutes best practices at a small number of institutions, but the glimpses do not provide a broad-based understanding as to student affairs programs in general are doing about assessment.

Use of Assessment Data

Using assessment data effectively is as important as performing assessment. Pascarella and Whitt (1999) argued that data from assessment was critical to planning, policy-making, problem-solving, and resource allocation. At the same time, the authors noted that data regarding the effectiveness of a program were of “little purpose unless the information it provides is put to good use” (Pascarella & Whitt, 1999, p. 97).

Upcraft & Schuh (1996) advised that assessment was more than just collecting data; it was also political in the context of how it was collected and presented. They recommended selecting qualified individuals to conduct the assessment studies, since the qualifications of the person would affect the audience’s perception of the credibility of the findings. They also noted that it was important to avoid doing studies no one was interested in, and that important constituents should be identified and involved before the study was conducted. They suggested that support from leadership on campus should be built as well as among staff, so that all parties understood and supported the project. Once support was in place, they said that it was important to conduct a sound study. Finally, they recommended that the practitioner write a well-organized, persuasive report to reach the intended audience.

Barriers to Assessment

A lack of commitment from leadership; lack of time, money, and expertise; and fear of results have been identified as barriers that can inhibit assessment within student affairs (Beeler & Hunter, 1991; Upcraft, 2003). It has been argued that student affairs professionals must overcome these barriers as “signs point to the fact that programs, services, and activities that fail to implement effective assessment processes or fail to demonstrate specific contributions to the educational mission of the institution are in peril” (Blimling, Whitt, & Associates, 1999, p. 100). The literature also noted that without research and assessment, student affairs have only “logic, intuition, moral imperatives, good will, or serendipity in justifying its existence” (Pascarella & Whitt, 1999; Upcraft & Schuh, 1996, p. 12).

Research on Assessment

The research regarding assessment of programs and services in student affairs in higher education is limited. Called “one of the least well-practiced actions of student affairs divisions” (Doyle, 2004, p. 389), assessment practices within student affairs programs remain largely a mystery due to the lack of research. The research that does exist examines very few programs or mentions assessment in student affairs as a secondary or even a tertiary focus to the primary topic.

While the current body of research related to student affairs assessment is limited, research related to institutional assessment is helpful to informing this study. It provides some understanding of what is taking place within the academy of which student affairs

is a part, and insight into whether or not best practices similar to those recommended for student affairs, are being implemented in the assessment of academic programs.

Research on Assessment in Higher Education

Peterson and Einarson (2001) provided a “comprehensive portrait of institutions’ approaches to student assessment, specific dimensions of organizational and administrative support for student assessment, assessment management policies and practices, and institutional uses and impacts stemming from assessment” (2001, p. 636). To accomplish this, they developed a survey titled “Institutional Support for Student Assessment.”

Chief academic officers at every postsecondary institution offering undergraduate programs at the associate or baccalaureate level (2,524 institutions) were sent a copy of the survey via mail. The study had a 55% return rate. Data from the 1995 Integrated Postsecondary Education Data System (IPEDS) supplemented the data collected from this survey.

Peterson and Einarson found that despite research that recommended capstone projects and portfolios be used to assess academic progress, these were either not used or were used in only some departments. Rather, institutions reported substantial use of comprehensive tests or instruments as the means of collecting student-learning data (2001). They also found that institutions tended to collect more post-college data on graduates than data on current students’ cognitive performance and affective development. Further, the findings indicated that mission emphasis was only a moderate motivator for student assessment, but preparing for accreditation self-study was the most important reason for engaging in student assessment, followed by meeting state

requirements. The findings indicated that institutions rarely used student assessment results to reward departments with budget allocations. Most important, the results showed that following a decade of assessment research, most institutions had adopted relatively limited student assessment approaches, there was considerable variance among institutions, and that most postsecondary institutions produced “little documented evidence of whether and to what degree their assessment efforts have influenced decision making or produced discernible impacts on students, faculty, or external constituencies” (p. 658).

The study by Peterson and Einarson (2001) does not directly address assessment practices within student affairs; however, it is one of the few empirical studies to examine assessment practices at institutions of higher education. The findings of this study suggest that accreditation processes drive the assessment efforts of institutions more than self-improvement– or student-improvement–oriented goals. The study provides the perspective that even in the area of academics, which has a longer history of performing student-learning assessments, recommendations for assessment from the existing literature have not become as prevalent in practice as the literature suggests they are or should be.

Bresciani’s 2006 *Outcomes-Based Academic and Co-Curricular Program Review: A Compilation of Institutional Good Practices* reported on the findings of a survey administered to 43 institutions determined to have “effective, efficient, and enduring practices” (p. 5). The institutions were nominated by 23 of the most highly published assessment scholars in the United States in accordance with criteria used to determine good practice constructed from three sources: *Nine Principles of Good Practice for Assessing Student Learning* (AAHE, 1994), *On Change V—Riding the Waves of*

Change: Insights from Transforming Institutions (Eckel, Green, & Hill, 2001), and *Levels of Implementation* (Lopez, 2002). The intent of the study was “to illustrate good practice in self-reflection that contributes to improved quality in student learning and development, teaching, research, and service” (Bresciani, 2006, p. 6).

The study results indicated that all but one institution required programs to produce student-learning outcomes, both in and out of the classroom, that reflected cognitive ability and affective dimensions. Also found was that 80% of institutions required a description of the methods used to evaluate outcomes, and 80% required each program evaluation outcome to have accompanying decisions and recommendations based on the results. However, only 67% required the program to provide a plan to deliver and implement the initiatives recommended.

Based on her findings, Bresciani (2006) suggested that outcomes assessment needed to evolve as a method for institutions to use to continually improve their program delivery and measure student learning. However, she warned that as pressure from external constituents mounted, the timeline for colleges and universities to be able to internally solve the issues of accountability and show evidence of quality was dwindling. Though the book did not speak directly to student affairs program assessment efforts, the research is helpful in showing that even in institutions celebrated for their best practices in assessment, there is a disconnect between recommendations from the literature and institutional practices.

Research in Student Affairs Assessment

A qualitative study by Hartley (2001) consisted of interviews with 16 senior student affairs officers at institutions throughout New England, half public, half private. These institutions ranged in size from fewer than 1,000 students to more than 10,000 students. The purpose of this study was to understand how the senior student affairs officers articulated their priorities and conceptualized the role of student affairs. Semi-structured interviews explored three points: how the senior student affairs officers defined the institutional role of student affairs, how they identified and established goals for their area and what these goals were, and what challenges they saw for their student affairs area now and in the future.

Findings from the study indicated that the senior student affairs officers saw their role as creating powerful learning environments, promoting student development, and supporting academic achievement. All but three of the participants cited student learning as playing a central role in student affairs. One of the individuals interviewed believed the central role of student affairs to be student development, but six others noted it was important, but not central to the mission. The study also noted that the senior student affairs officers did not draw sharp distinctions between the terms “student development,” “student services,” and “student learning,” in consonance with the literature in the field. The findings of this study would seem to indicate that the national reports had had some effect on student affairs professionals’ perceptions of their role in student learning.

Doyle (2004) conducted a study to compare the recommendations in the literature with the actual practices of student affairs divisions. The purpose of the study was “to determine the extent to which college and university student affairs divisions included student learning into programs, as defined and expressed *Principles of Good Practice*

for Student Affairs” (Doyle, 2004, p. 377). The quantitative study consisted of responses to a 42-item survey sent to 216 chief student affairs officers at randomly selected institutions ranging in student population from 500 to 3,000 students. The survey had a 58% response rate, which comprised 12% of all institutions fitting the size classification. The seven principles laid out in the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) were the basis of the survey, and respondents rated their own division’s incorporation of these principles into practices.

The findings indicated that student affairs personnel rated highest their incorporation of principles that involved direct interaction with students to engage student learning. These specific items included building supportive and inclusive communities, helping students develop coherent values, forging educational partnerships that advance student learning, and engaging in active learning. Conversely, the findings revealed that student affairs personnel rated the principles from *Principles of Good Practice for Student Affairs* related to managing a program lowest. These included setting and communicating high expectations for learning, using resources effectively to achieve institutional missions and goals, and using systematic inquiry to improve student and institutional performance. The findings confirmed that systematic inquiry is, as the literature suggests, one of the most poorly practiced actions in a student affairs division according to the self-report of chief student affairs officers participating in the study. The study concluded with a strong warning for student affairs programs: if they wished to succeed, or even continue, they must “expand beyond traditional student affairs skills revolving around student relationships and develop skills that will allow student affairs professionals to manage their division effectively” (Doyle, 2004, p. 391).

Doyle's research is relevant to this study. First, it is one of the few studies to probe the commitment of student affairs to the principles of best practice, and while it was limited in the number and kind of institutions probed and in inquiring about the ways in which their commitments were realized in practice, it provided information about their attitudes to these practices and toward assessment. The finding that student affairs professionals rate themselves low on their assessment practices provides suggestive evidence that there may be a disconnect between recommendations in the literature and actual practice.

Of the limited number of studies on student assessment, only one directly addresses the actual assessment practices of student affairs programs (Green, Jones, & Aloï, 2008). Green, Jones, and Aloï (2008) sought to "examine the assessment practices of student affairs divisions at three institutions of higher education" (p. 138). To do this, they developed a model of best assessment practices based on recommendations from student affairs assessment scholars and synthesized these recommendations into a conceptual framework. The conceptualization was framed with the understanding that the assessment process was not a linear one, nor prescriptive, but rather "iterative and continuously improving" (p. 136). The cyclical assessment process as conceptualized by the authors is shown in Figure 2.

The student affairs divisions participating in this study were selected because they exhibited a commitment to assessment according to the student affairs learning outcomes assessment scholars from NASPA's *Assessment Knowledge Community*. Institutions nominated by the assessment scholars were then further vetted by the researchers through review of assessment material found on the institutional Web pages and documents" (Green, Jones, & Aloï, 2008). The study consisted of interviews with 25

student affairs professionals involved in assessment at the three large public institutions chosen.

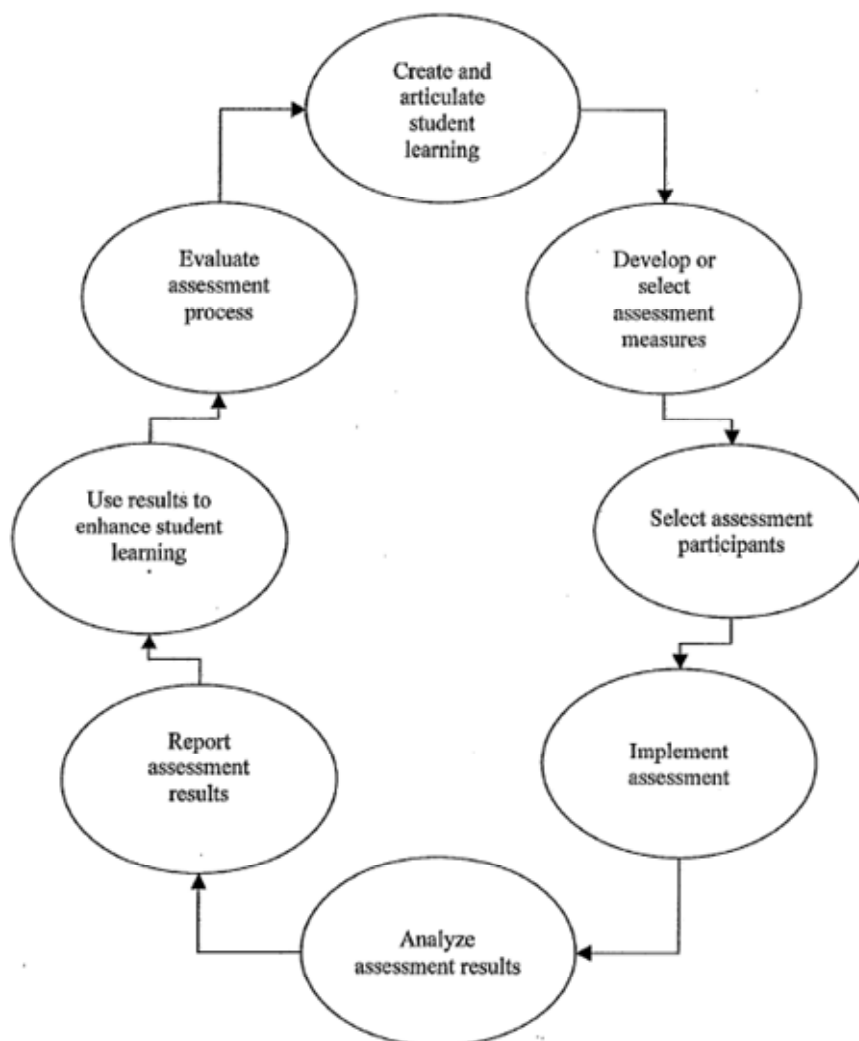


Figure 2: Synthesis of assessment process (Green, Jones, & Aloï, 2008)

The study found that the practices in which the institutions engaged that were consistent with the literature included support at all levels of administration, ample financial support, and decentralized responsibility for assessment. Further, all three institutions had established a collaborative relationship with faculty in regards to assessing

outcomes, but not on a broad basis. Only specific instances of collaboration were cited despite recommendations from the literature for broad-based collaboration (Schuh & Associates, 2009). However, the study found many practices to be inconsistent with recommendation from the literature. These included heavy dependence on faculty or outside consultants in designing and implementing assessment, and, in spite of being well-funded, that student affairs staff found it difficult to make time for assessment activities as the literature recommends (Schuh & Associates, 2009). In addition, the study found that in practice, the institutions tended to use a survey instrument rather than multiple measures as recommended by the literature, and to only assess a portion of the learning dimensions recommended by the literature (Banta, 2004).

Although the Green et al. (2008) study looks directly at assessment practices in student affairs programs and provides helpful information about what they are doing, it also suggests that even in what are considered exemplars of assessment in student affairs, there is a discrepancy between actual practice and suggested best practice. It is also limited in the information it provides about what is going on in assessment in the field of students affairs, since the study was limited to the three institutions studied, all of which were the same type. It leaves us without information about what is taking place in institutions of a different size or setting, or within institutions that are not considered “exemplary” in practice.

Summary

Broad evidence of implementation of recommendations from the research and literature of student affairs assessment is scarce. (NASPA & ACPA, 1997). How-to literature is plentiful, but there is a lack of research showing what student affairs

professionals are actually doing in the name of assessment. The few studies that exist concern either large, research-oriented institutions and/or programs identified as having exemplary assessment programs (Banta, Lund, Black, & Oblander, 1996; Banta, Jones, & Black, 2009; Green, Jones, & Aloï, 2008). However, these institutions were selected specifically because they were purported to have successful assessment programs and not because they were representative of institutions of their type or a valid basis of comparison for other types of institutions. There have been no studies of assessment practices in student affairs programs beyond these institutions, and there is little to suggest that these case studies, how-to instructions, and research on academic assessments are adequate or valid for describing what is going on in the name of assessment practices in student affairs programs generally or by type of institution. To begin to gather information relative to this area, this study will look at assessment and evaluation practices at small private institutions of higher education in the United States, and assess their practices in relation to the *Principles of Good Practices for Student Affairs* (NASPA & ACPA, 1997).

CHAPTER III: METHODS AND PROCEDURES

The purpose of this study was to examine how student affairs professionals at small private colleges assess and evaluate their programs in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) and to identify the challenges they face for creating and sustaining assessment efforts. The four research questions and their associated null and research hypotheses guiding this study were:

Research Question 1: How do student affairs professionals at small private colleges assess their programs?

H₀1: Institutional characteristics are not related to how respondents rated their assessment of the seven principles from the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997).

H_a1: Institutional characteristics are related to how respondents rated their assessment of the seven principles from the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997).

Research Question 2: How do student affairs professionals at small private colleges use assessment data for evaluation?

H₀2: Institutional characteristics are not related to how respondents rated their uses of assessment data.

H_a2: Institutional characteristics are related to how respondents rated their uses of assessment data.

Research Question 3: How do student affairs professionals at small private colleges rate their familiarity with the *Principles of Good Practice in Student Affairs* (ACPA & NASPA, 1997) and expertise at performing assessment?

H_o3: Institutional characteristics are not related to familiarity and expertise.

H_a3: Institutional characteristics are related to familiarity and expertise.

Research Question 4: What challenges do student affairs professionals at small private colleges face to performing assessment?

H_o4: Institutional characteristics are not related to assessment challenges.

H_a4: Institutional characteristics are related to assessment challenges.

This chapter details the methods and procedures used in the conduct of the study. It addresses the research design, site and population, instrumentation, validity and reliability, procedures, and data analyses used in the study.

Research Design

This study used a quantitative research design, specifically a researcher-designed cross-sectional survey to gather data from one point in time. Survey design is beneficial, according to Creswell (2003), to describe the “trends, attitudes, or opinions of a population by studying a sample” (p. 153) and to “generalize from a sample to a population so that inference can be made about some characteristics, attitudes, or behaviors for this population” (p. 154). Survey design was most appropriate for this study because it allowed for learning about the assessment practices of student affairs

professionals at small private colleges and for reaching a large number of potential respondents expeditiously.

Site and Population

The population for this study consisted of the 869 small private colleges in the United States; the chief student affairs officer (CSAO) served as the representative on behalf of those institutions. The institutions represented all of the two- and four-year private colleges and universities accredited by one of the six major regional accrediting agencies in the United States with fewer than 3,000 undergraduate students enrolled, as listed in the Carnegie Foundation for the Advancement of Teaching database (Carnegie Foundation for the Advancement of Teaching, 2010).

Instrumentation

The survey instrument used in the conduct of the study, the Small Colleges Student Affairs Assessment Survey, was developed by the researcher and consisted of 18 items designed to elicit information regarding the assessment practices in student affairs programs at each of the institutions, in addition to demographic questions designed to allow for description of the population and to provide controlling variables to use in analyzing the data. A copy of the instrument appears in Appendix A.

In the survey, Likert-type scale frequency responses were used. The five-item frequency response choices included “1-none of the time,” “2-hardly ever,” “3-some of the time,” “4-most of the time,” and “5-all of the time.” The choices were designed to provide options without inhibiting the respondents’ ability to discriminate meaningfully between options (DeVellis, 1991).

The Small Colleges Student Affairs Assessment Survey was developed based on recommendations from the literature for good assessment and the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997). The instrument contained three sections. The first section sought information about how student affairs personnel assessed their program's use of the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997). Respondents were asked to rate their program's assessment of the practice of each of the seven principles. In addition to the seven questions related to principles, one question asked respondents to rate their familiarity with the *Principles of Good Practice for Student Affairs*.

The second section of the survey consisted of nine questions and asked respondents to rate how they used the results from assessment to evaluate their programs. Respondents were asked to rate how often they used assessment data for the nine purposes recommended in the literature: strategic planning, accreditation, resource acquisition, resource allocation, personnel and program evaluations, external accountability, and program development (Upcraft & Schuh, 1996). The third section consisted of a single, open-ended question that asked respondents to identify any challenges their institution faced in performing assessment.

Demographic information requested in the survey included the following: regional accrediting agency of the institution, size of student population, two- or four-year institution, not-for-profit or for-profit, type of institution (liberal arts, community college, or technical), programs included within student affairs departments, and number of staff members within student affairs. Each question provided an area for the respondent to select the most appropriate answer. These institutional characteristics were

requested in the survey based on the existing literature that identified these characteristics as related to assessment within student affairs. A final question asked respondents to rate the expertise and training of their student affairs staff in assessing student-learning outcomes.

Validity and Reliability of Small Colleges Student Affairs Assessment Survey

The definition of validity is “a judgment of the appropriateness of a measure for specific inferences, decisions, consequences, and use of the result from the scores that are generated” (McMillian & Schumacher, 2006, p. 130). To develop the construct validity of the Small Colleges Student Affairs Assessment Survey, the initial instrument was pilot-tested with CSAOs at small private colleges accredited by the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC). The 33 CSAOs who pilot-tested the instrument were asked to complete the survey and provide feedback as to whether the instrument measured the intended constructs and to provide suggestions for modifications and changes. Changes were made to the survey on the basis of their feedback. A clarification was made in the wording of one of the items, changing “assesses education partnerships to advance student learning” to “educational partnerships that advance student learning.” In addition, pilot group participants suggested putting the question concerning familiarity with the principles in a separate section with separate directions. Further, they suggested expanding the selection of programs under the overall student affairs department. Additions made to this section included admissions, athletics, community/volunteer services, academic advising, and parent programs.

Reliability is the ability of a measurement to produce stable, consistent measurements (Gravetter & Wallnau, 2005). To measure reliability, a test/retest strategy was used with the same pilot group that was used to establish construct validity, i.e., the same survey was re-administered to the same group of respondents with 33 responding in the first test and 27 in the retest. Three weeks passed between the initial and second administration of the instrument to ensure that adequate time had passed so that respondents would not clearly recall the survey, but not so much time that the respondents' situations would have changed, affecting the answers.

A correlation using Cronbach's alpha was used to measure reliability. A reliability coefficient score of .7 or higher indicates a high degree of reliability. An internal consistency of .878 resulted from the test/retest, indicative of a high level of reliability.

Procedures

Prior to the initiation of data collection, approval was obtained for the conduct of the study from The University of Tennessee, Knoxville (UTK) Institutional Review Board (IRB). Once approval was granted, the instrument was pilot tested. A final version of the survey was then created (Appendix B).

The CSAOs at all of the institutions included in the study were invited to participate in the study via an e-mail letter with a survey link (See Appendix C). E-mail addresses for the CSAOs at the 884 accredited institutions were obtained through a subscription to the Higher Education Directory online resource known as the HED-Connect. The HED-Connect lists all institutions accredited by agencies recognized by the Secretary of Education and the Council on Higher Education Accreditation (Higher

Education Publications, 2011). A search of the 884 institutions found that 15 of the institutions had either closed, been bought out by another institution, or had multiple campuses with only one student affairs office servicing all campuses. As a result, the survey was sent to CSAOs at 869 institutions.

The e-mail inviting participants to take the survey began with an introduction of the researcher and an explanation of the purpose and nature of the study. The recipient then was invited to participate in the survey or to pass the survey on to the member of his or her student affairs staff member most directly involved in assessment practices within the department. The e-mail explained that the survey, for which a link was provided, was designed to take 8 to 10 minutes to complete. A paragraph followed explaining that participation was strictly voluntary, that participants could withdraw at any point without penalty, and that no names were requested on the survey. Further, it explained that the researcher would not know the identity of those responding to the survey or the institutions at which they worked, and that all data would be aggregated for reporting purposes to ensure that neither individuals nor institutions would be identifiable. It also explained that the demographic data requested would be used for statistical controls and descriptive purposes only, and that return of the survey would constitute informed consent. In the survey itself, participants were told to skip any question that made them uncomfortable and to move on to the next survey item.

The survey was distributed via an online survey service, Survey Monkey, by providing links to the individuals agreeing to participate in the study. Distributing surveys via the Internet allowed the researcher to reach a large audience quickly, efficiently, and inexpensively. Three initial e-mails were sent to the population. The first

was to the 869 chief student affairs officers listed; however, a significant number of emails were returned as “undeliverable.” After consulting with the Information Technology department at Tusculum College, the researcher had a list of terms to avoid that would result in most college and university’s spam filters rejecting the invitation, as happened in the first attempt. The primary term to avoid using in the heading was “survey.” Based on this advice, the word “survey” was eliminated and the e-mail was re-sent. Following the attempt, approximately 50 addresses were returned with a message that those particular addresses had changed or were non-functioning, indicating staff in those roles had changed since the last publication of the Higher Education Directory. New addresses were found by a subsequent search of the updated Higher Education Directory online and searches of institutions’ websites. A subsequent invitation was sent to those who did not receive the initial invitation. These initial mailings resulted in 66 responses between May 8 and May 21, 2012.

Two weeks following the preliminary e-mail, a follow-up e-mail repeating the original invitation letter along with the link to the survey instrument was sent to the CSAOs requesting that they complete and return the survey, if they had not done so, or send it on to the individual responsible for oversight of the student affairs assessment process (see Appendix D). Following this, 22 additional responses were received.

To improve the number of responses received, the researcher sought and received permission from the administrators of the Student Affairs Assessment (SAA) and ASSESS listservs to distribute the invitation via this method. Additionally, the researcher contacted CSAOs at small private institutions across the country whom she knew and asked them to distribute the survey to their own network of CSAOs. Further,

the president of Tusculum College distributed the survey to CSAOs in the Tennessee Independent Colleges and University Association (TICUA), of which she was president at the time. These efforts resulted in an additional 45 responses to the survey.

Finally, two brief reminder e-mails, a copy of which may be found in Appendix E, were sent to all participants 10 and 14 days after the follow-up letter, with a link to the survey. Following these invitations, an additional 82 responses were received. In addition, during this time the researcher and an assistant began calling for-profit institutions encouraging them to complete the survey, as they were the group most disproportionately underrepresented in the responses to the survey. Overwhelmingly, the researcher and assistant were told by those they contacted that as for-profit institutions, they “did not share this information” or “did not have time.” As a result, only one for-profit institution contacted by phone subsequently responded to the survey. One month following the initial invitation letter, a thank-you e-mail was sent to all institutions. The result of all of the efforts to secure responses to the survey led to the return of 216 surveys, for a return rate of 24.9%.

Respondent to Non-Respondent Comparison to Improve Applicability

The 24.9% was a lower response than had been sought (100%). Low response rates have long been held to compromise survey results due to non-response bias, the possibility that non-respondents might answer differently from respondents. However, recent research has suggested that lower response rates do not necessarily mean the results are less valid than those from a higher response rate (Curtin, Presser, & Singer, 2000; Keeter, Miller, Kohut, Groves, & Presser, 2000). This is particularly true when a

sample of non-respondents can be contacted and surveyed and their responses compared to those of the respondents (Curtin, Presser, & Singer, 2000).

In an attempt to improve the applicability of the study, an invitation was sent to 13 institutions that had not responded to previous survey invitations. These institutions were identified by examining e-mail addresses that had consistently bounced back as “undeliverable,” even when newer addresses had been located. Again, new e-mails were located through the Internet, phone calls were made, and a new invitation was sent to these institutions requesting they take an abbreviated version of the survey to compare their responses with those of the initial respondents to determine if there were statistically significant differences between the two groups. A copy of this abbreviated version appears in Appendix G. The shortened survey contained four questions from the survey and basic demographic questions. Nine responses were received from this invitation.

After collecting the data from non-respondents, the results contained both normally distributed and non-normally distributed responses. For those with a non-normal distribution of responses, a non-parametric counterpart to the independent *t*-test, the Mann-Whitney U test (U test), was used to determine if there were significance differences between the response and non-response groups. Where normal distributions were present, independent *t*-tests were used to test the difference in the population respondents and sample non-respondents. Assigning a significance level of $p > .05$, no significant differences were found between respondent and the non-respondent groups based on the demographics of two- or four-year status, institution type (community college, liberal arts, or technical college), or for-profit or non-profit status.

Only one survey item resulted in a significant difference between respondents and non-respondents, familiarity with the *Principles of Good Practice for Student Affairs* (1997). As may be seen in Table 1, a p value of $< .000$ indicated a significant difference in the responses of the two groups, with the non-respondents rating their familiarity with the principles lower than the survey respondents.

Table 1: Relationship between Respondents and Non-Respondents Familiarity with Principles of Good Practice for Student Affairs (ACPA & NASPA, 1997).

	Mean	Std. Deviation	Mann-Whitney U	Asymp. Sig. (2-tailed)
Respondents	1.0323	.47563	138.000	.000
Non-Respondents	.9492	.22031		

On the categorical questions of the survey, there were no significant differences between the answers provided by the respondent and non-respondent populations in terms of the assessment of principles or use of assessments. This similarity in answers from respondents and non-respondents indicated that there was no reason to expect that a larger response population would have differed in their responses from the results received from the smaller response population.

Data Analysis

Preparation of the data began by downloading survey results from Survey Monkey into SPSS. A review of the data revealed that of the 216 responses received, 48, or 22%, answered only the first question of the survey and left the remainder of the survey blank. These responses were eliminated from the analysis of the data leaving 168 respondent surveys or 19.5% of the total population sought ($n = 869$).

The first step in the analysis involved determining the number of respondents and demographic data about those who responded. Data were screened and re-sorted within SPSS to improve readability. One independent variable was eliminated from the analysis based on the low response rate from for-profit institutions ($n = 7$), and the high rate of “no response” when respondents were asked to identify themselves as for or non-profit ($n = 56$). Another independent variable, institutional type, had a low response rate in the category of “technical college” ($n = 3$). Because of the type’s similarity to community colleges, these two were collapsed into the same category and compared to liberal arts colleges. Categories asking respondents to identify institution, staff, and program size were collapsed in SPSS into numeric ranges. Following the screening of the data, frequency counts and descriptive statistics were used to create a snapshot of these respondents.

Chi-square analysis followed by Cramer’s V for significant results was used to examine the four research questions. The use of Cramer’s V allowed for assessing the strength of relationships between the independent variables and the dependent variables. In this study, the independent variables were institutional characteristics including accrediting agency, institution size, institution type, for- or non-profit status, two-year or four-year status, program size, and staff size. Dependent variables were items related to the assessment of *The Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) and the uses of assessment. An alpha or p -value of less than .05 was used throughout the study to determine the level of significance. Understanding whether or not student affairs departments exhibit differences in assessment practices related to their institutional characteristics allowed for determining how well recommendations

from the literature were implemented at different types of institutions within the population.

Initially, a final qualitative question was included; however, responses were one-word answers or short phrases such as “no time” or “no money.” The descriptive answers were coded and responses grouped into similar categories for analysis. Data were then treated the same as all other responses.

CHAPTER IV: FINDINGS

The purpose of this study was to examine how student affairs professionals at small private colleges assess and evaluate their programs in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) and to identify the challenges they face for creating and sustaining assessment efforts. The research questions guiding the study were:

Research Question 1: How do student affairs professionals at small private colleges assess their programs?

H₀1: Institutional characteristics are not related to how respondents rated their assessment of the seven principles from the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997).

H_a1: Institutional characteristics are related to how respondents rated their assessment of the seven principles from the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997).

Research Question 2: How do student affairs professionals at small private colleges use assessment data for evaluation?

H₀2: Institutional characteristics are not related to how respondents rated their uses of assessment data.

H_a2: Institutional characteristics are related to how respondents rated their uses of assessment data.

Research Question 3: How do student affairs professionals at small private colleges rate their familiarity with the *Principles of Good Practice in Student Affairs* (ACPA & NASPA, 1997) and expertise at performing assessment?

H_o3: Institutional characteristics are not related to familiarity and expertise.

H_a3: Institutional characteristics are related to familiarity and expertise.

Research Question 4: What challenges do student affairs professionals at small private colleges face to performing assessment?

H_o4: Institutional characteristics are not related to assessment challenges.

H_a4: Institutional characteristics are related to assessment challenges.

In this chapter the results of data analysis are presented and answers to research questions provided. This chapter is organized into three parts. First is an overview of the demographic information about the respondents is provided. Next, the questions included in the survey to inform the research questions are examined. Finally, the answers to the research questions are provided.

Institutional Characteristics

Institutional characteristics in this study included the accrediting agency of each institution; two-year or four-year status; for-profit or non-profit status; institution type such as liberal arts, technical, or community college; undergraduate enrollment size; student affairs staff size; and number of subsidiary programs included in the overall student affairs program.

Table 2 provides the information about accrediting agency related to the

respondents. More than a third of respondents, 31.5%, indicated their institution was accredited by the North Central Association of Colleges and Schools ($n = 53$), the largest regional accreditor; the fewest responses were received for the Northwest Association of Colleges and Schools (3.6%, $n = 28$), the smallest of the six regional accreditors.

Table 2: Respondents by Accrediting Agency

Accrediting Agency	Respondent %	n
Middle States Association of Schools & Colleges	18.5	31
New England Association of Schools & Colleges	8.3	14
North Central Association of Colleges & Schools	31.5	53
Northwest Commission on Colleges & Schools	3.6	6
Southern Association of Colleges & Schools	20.8	35
Western Association of Schools & Colleges	8.3	14

Respondents to the survey were overwhelmingly from four-year institutions (82.1%, $n = 138$) rather than two-year institutions (4.8%, $n = 8$); 13.1% of respondents did not provide an answer to whether they were two or four-year institutions. Two-year institutions made up only 10.7% of the sample.

Respondents identifying their institutions as non-profit constituted 56.5% ($n = 95$), while for-profits were represented by only seven institutions (4.2%). The remaining 30.3% did not disclose their status on the survey. Notably, for-profit institutions constituted 16% of the total study population. Due to the limited response rate from for-profit institutions and the high response rate of those who did not disclose their status as either, the for- or non-profit category was eliminated as an independent variable in the analysis.

Institutions identified as liberal arts institutions made up 65.6% ($n = 110$) of the respondents; 32.7% were community colleges ($n = 55$), and 1.7% identified their

institutions as technical colleges ($n = 3$). Due to the small response rate of institutions identified as technical institutions, and the similarity of community and technical colleges, these two categories were merged for data analysis.

Table 3 shows the staff size of student affairs departments as identified by the respondents. Student affairs professional staff sizes were, on average, between 10 and 15 professionals (29.4%, $n = 48$), although staff sizes between 16 and 20 professionals followed closely (28.6%, $n = 49$), and those with 0 to 9 employees comprised 25% ($n = 42$). The most uncommon staff size was 30 or more professionals, comprising only 13.7% ($n = 27$) of those who responded, although 3.3% of respondents did not identify the size of their student affairs staff.

Table 3: Respondents by Staff Size

Staff Size	Respondent %	<i>n</i>
0-9 employees	25	42
10-15 employees	29.4	47
16-29 employees	28.6	48
30+ employees	13.7	23

The average number of subsidiary programs, such as student activities, health services, residence life, and recreational sports, included in respondents overall student affairs department, was 16 to 20 (44.6%, $n = 75$), followed by 11 to 15 programs (32.1%, $n = 54$). Fewest student affairs departments included 21 or more programs, with only nine (5.4%) classifying themselves in this final category. Table 4 shows the division of program sizes as identified by respondents.

Table 4: Respondents by Program Size

Programs included in Student Affairs	Respondent %	<i>n</i>
0-10 programs	13.1	22
11-15 programs	32.1	54

16-20 programs	44.6	75
21-25 programs	5.4	9

Table 5 shows the institutional enrollments identified by respondents. One quarter of respondents were from institutions with 1,000 to 1,499 undergraduate students ($n = 42$), followed by 20.8% from institutions with 1,500 to 2,000 undergraduates ($n = 35$). The smallest group was 14 institutions with 0 to 499 undergraduates (8.3%). One percent of respondents did not indicate an answer to this question.

Table 5: Respondents by Institution Enrollment

Undergraduates Enrolled	Respondent %	n
0-499 undergraduates	8.3	14
500-999 undergraduates	16.7	28
1,000-1,499 undergraduates	25	42
1,500-1,999 undergraduates	20.8	35
2,000-2,499 undergraduates	11.9	20
2,500+ undergraduates	12.5	21

Research Question 1

Research Question 1 investigated how student affairs professional assessed their program in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997). In this section, descriptive statistics, mode and range, for the survey responses to each of the seven principles are listed in Table 6. A chi-square analysis was then performed, and any significant results were followed up by the use of Cramer's V . Cramer's V measures the strength of a relationship between two variables between 0 and 1; as the V result approaches 0, it becomes less likely there is a relationship.

Respondents were asked to rate the extent to which they assessed each of the principles on a scale of 1 to 5: 3 represented "some of the time" on the survey, while 4

meant “most of the time.” Overall, respondents indicated “none of the time” (24%, $n = 361$) and “hardly ever” (14%, $n = 204$) as the frequency with which they assessed principles, followed by “some of the time” (26%, $n = 394$), “most of time” (27%, $n = 408$), and “all of the time” (9%, $n = 127$). Respondents most frequently assessed “use of resources to achieve institutional mission and goals” with 60% regularly assessing this, and another 60% frequently assessing “supportiveness and inclusiveness of campus environments.” They least frequently assessed “educational partnerships that advance student learning” and “measuring impact on active learning and student engagement.”

Table 6: Assessing Principles of Good Practice in Student Affairs

Principle	<i>N</i>	<i>Mode</i>	<i>Range</i>
Impact of active learning on student engagement.	168	3	1-5
Students’ development of coherent values and ethical standards.	168	3	1-5
Establishment and communication of high expectations for student learning.	168	4	1-5
Use of systematic inquiry to improve student and institutional performance.	168	3	1-5
Use of resources to achieve institutional mission and goals.	168	4	1-5
Educational partnerships advancement of student learning.	168	3	1-5
Supportiveness and inclusiveness of campus environments.	168	4	1-5

Chi-Square Analysis

The research hypothesis posited institutional characteristics would be related to respondents assessment of the seven principles of the *Principles of Good Practice for*

Student Affairs (ACPA & NASPA, 1997); however, the null hypothesis stated there would be no relation. The relationship between the institutional characteristics and their assessment of the seven principles was evaluated using a chi-square analysis followed by a Cramer's *V* for any significant results. Table 7 shows the results of the analysis. Those that lacked significance are denoted with "NS." None of the categories revealed statistically significant results. Thus, the null hypothesis was accepted due to the lack of significant relationships; the research hypothesis was rejected since no items exhibited significance within the results. Frequency tables of all the comparisons between variables can be found in Appendix H.

Table 7: Student Affairs Programs Ratings of Assessment of Principles

	Impact of active learning on student engagement	Student development of coherent values	Establish & communicate high expectation	Performs systematic inquiry	Use of resources to achieve mission & goals	Educational partnerships to advance student learning	Creates supportive & inclusive environment
Accrediting Agency	NS	NS	NS	NS	NS	NS	NS
4yr/2yr Status	NS	NS	NS	NS	NS	NS	NS
Institution Type	NS	NS	NS	NS	NS	NS	NS
Institution Size	NS	NS	NS	NS	NS	NS	NS
Size of program	NS	NS	NS	NS	NS	NS	NS
Size of Staff	NS	NS	NS	NS	NS	NS	NS

Research Question 2

Research Question 2 investigated how student affairs programs used assessment in their programs' operations. When asked to rank uses of assessment data on a scale of 1

to 5, student affairs programs were most likely to use assessment data for accreditation purposes. Three represented “some of the time” on the survey, while 4 was synonymous with “most of the time.” In all categories except accreditation, respondents rated their use of assessment data between “some” and “most” of the time. Accreditation and strategic planning were assessed very often, if not all the time, 80% and 70% of the time, respectively. Table 8 presents the descriptive statistics from the respondents on uses of assessment.

Table 8: Uses of Assessment Data

Uses	<i>N</i>	<i>Mode</i>	<i>Range</i>
Strategic planning	168	4	2-5
Accreditation	168	5	2-5
Achievement of mission	168	4	1-5
Resource acquisition for division	168	3	1-5
Resource acquisition within division	168	3	1-5
Personnel evaluation	168	4	1-5
Program evaluations	168	4	1-5
External accountability (state purposes, governing boards, etc.)	168	3	1-5
Program development	168	4	1-5

Chi-Square Analysis

The research hypothesis predicted institutional characteristics would be related to respondents’ use of assessment data; however, the null hypothesis stated institutional characteristics would not be related to use. To test these hypotheses, the relationship between institutional characteristics and uses of assessment data were evaluated using a chi-square analysis, followed by a Cramer’s *V*. Table 9 shows the results of the analysis. Three items revealed statistically significant results. These items included moderate relationships between program size and use of data for strategic planning purposes ($p = .023$, $V = .201$) and use of data for personnel evaluation ($p = .036$, $V = .215$), and between accrediting agency membership and use of assessment data for external

accountability ($p = .006$, $V = .253$).

The null hypothesis was rejected due to the significant and positive relationship between program size and use of data for strategic planning and personnel evaluation, and between accrediting agency and use of data for external accountability; the research hypothesis was accepted since there were items exhibiting significance within the results. Frequency tables of all the comparisons between variables can be found in Appendix I.

Table 9: Student Affairs Programs Uses of Assessment

	Strategic Planning	Accreditation purposes	Achievement of mission and goals	Resource acquisition for division	Resource acquisition within division	Personnel evaluation	Program evaluation	External Accountability	Program Development
Accrediting Agency	NS	NS	NS	NS	NS	NS	NS	$p = .006$ $V = .253$	NS
4yr/2yr Status	NS	NS	NS	NS	NS	NS	NS	NS	NS
Institution Type	NS	NS	NS	NS	NS	NS	NS	NS	NS
Institution Size	NS	NS	NS	NS	NS	NS	NS	NS	NS
Size of program	$p = .023$ $V = .201$	NS	NS	NS	NS	$p = .036$ $V = .215$	NS	NS	NS
Size of Staff	NS	NS	NS	NS	NS	NS	NS	NS	NS

Research Question 3

Research question 3 was derived from two questions included in the survey.

Respondents were asked to rate their familiarity with the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) and then to rate their expertise in assessing student learning outcomes.

Familiarity

When rating their familiarity with the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997), overall, 58.1% respondents indicated they were “not at all” or “moderately” familiar with them. A total of 38.1% of respondents indicated they were “moderately familiar” ($n = 64$); 33% were “very familiar” ($n = 56$); and 13.7% were “slightly familiar” ($n = 23$). The two responses that appeared least frequently were “not at all familiar” (6.5%; $n = 11$) and “extremely familiar” (8.3 %; $n = 14$). Overall, 20.2% were only slightly or not at all familiar with the Principles. Frequency tables of the responses can be found in Appendix J.

Chi-Square Analysis

In measuring the difference between institutional characteristics and respondent familiarity with the seven principles using a chi-square analysis, no significant difference was detected between two-year or four-year ratings ($p = .307$). However, four-year institutions rated their familiarity slightly higher than two-year institutions. No significant differences were detected between community/technical or liberal arts colleges and familiarity with the *Principles* ($p = .707$). In comparing accrediting agency to familiarity, there was also no significant difference ($p = .282$) among groups. Respondents whose institutions belonged to the NCA had the highest rating of their familiarity with the *Principles*, and respondents belonging to the NEASC had the lowest.

In categories related to institution, staff, and program size, no significant differences were found in terms of institutional size ($p = .272$). Institutions with 2,500 to 2,999 undergraduates most frequently rated their understanding as “moderate” or better,

with 100% ($n = 9$) of those in that category classifying their understanding as such. Institutions with more than 3,000 undergraduates least frequently rated their familiarity with principles “moderate” or better, with only 58% ($n = 6$) indicating such. Size of student affairs program revealed no significant difference with regard to familiarity with the principles ($p = .141$). Large student affairs programs with 21 or more programs more frequently rated their familiarity with principles as “moderate” or better, with 85% ($n = 11$) indicating such. Student affairs departments with 0 to 10 subsidiary programs rated their familiarity as “moderate” or worse (72%, $n = 15$) than any other program size. There were no statistically significant differences between staff size and familiarity with principles ($p = .180$). Table 10 shows the results of the chi-square analysis, with non-significant results noted as “NS.” Frequency tables of all the comparisons between variables can be found in Appendix J.

The null hypothesis was accepted, as there was no significant relationship between familiarity with principles and institutional characteristics. The research hypothesis was rejected due to lack of significant results.

Table 10: Student Affairs Professionals Familiarity with Principles

Institutional Characteristics	Familiarity
Accrediting Agency	NS
4-year/2-year Status	NS
Institution Type	NS
Institution Size	NS
Size of program	NS
Size of Staff	NS

Expertise

Respondents were asked to rate their expertise in assessing student-learning outcomes. The largest percentage of respondents rated themselves as only moderately familiar with assessing student-learning outcomes 48.8% (48.8 %; $n = 78$). Another 13.1% ($n = 21$) rated their expertise as “poor” or “very poor.” Only 38.1% of all respondents indicated their expertise was “good” or “excellent.” These results suggest a sizable deficit exists in the expertise of student affairs professionals in measuring student learning outcomes. Frequency tables of the responses can be found in Appendix J.

Chi-Square Analysis

Using a chi-square analysis to evaluate institutional characteristics and respondent expertise in assessing student-learning outcomes, no significant differences were found in comparing two and four-year status ($p = .406$), although 100% ($n = 8$) of two-year institutions rated their expertise as “moderate” compared to four-year institutions that rated their expertise as “moderate” or better 87% (87%; $n = 120$). Community/technical college respondents indicated moderate or higher expertise 100% ($n = 50$). Liberal arts institutions provided a “moderate” or better rating 85% ($n = 94$). However, the differences between liberal arts and community/technical colleges were not significant ($p = .879$). Program size also revealed no significant differences ($p = .111$), nor did accrediting agency ($p = .947$) or enrollment size ($p = .256$). Table 11 provides the result of the chi-square analysis.

The null hypothesis was accepted, as there was no significant relationship between

expertise in assessing learning outcomes and institutional characteristics. The research hypothesis was rejected due to lack of significant results.

Table 11: Student Affairs Professionals Expertise in Assessment

Institutional Characteristics	Expertise
Accrediting Agency	NS
4-year/2-year Status	NS
Institution Type	NS
Institution Size	NS
Size of program	NS
Size of Staff	NS

Research Question 4

In understanding responses to the open-ended question: “What challenges does your institution face regarding assessment?” 141 respondents provided answers to the question. Responses were first coded by reviewing and grouping the answers into categories that reflected similar sentiments. Nine categories resulted from the grouping and included (1) lack of training/skills/knowledge for assessment; (2) lack of financial resources to support assessment; (3) lack of personnel to conduct assessment; (4) lack of prioritization of assessment by institution/department; (5) lack of institutional/departmental coordination of assessment efforts; (6) lack of time to perform assessment; (7) inability/lack of expertise/knowledge as to how to use collected data; (8) assessment efforts on campus are very recent; and (9) lack of understanding/appreciation of the value of assessment [cultural resistance]. The majority of respondents listed a combination of the nine challenges as affecting their institution, as represented in Table 12. Only one respondent stated that he/she believed the student affairs staff was well prepared for assessment undertakings. Perhaps the most poignant comment capturing the

plight of student affairs programs was by a respondent who stated, “We don’t even know where to begin.” Frequency tables of the responses can be found in Appendix K.

Table 12: Challenges Facing Assessment

Challenges	<i>N</i>	<i>n</i>	%
Lack of Training/Skills/Knowledge	168	54	32.1
Lack of financial resources	168	34	20.4
Lack of personnel	168	30	17.9
Lack of prioritization by institution/division	168	41	24.6
Lack of coordination	168	30	17.9
Lack of time	168	48	28.6
Inability to use gathered data	168	22	13.1
Efforts on campus are too new to rate	168	4	2.4
No understanding of value/culture resistance	168	24	14.3

Chi-Square Analysis

The nine types of challenges were compared by institutional characteristics using chi-square, and significant results measured for effect size using Cramer’s *V*. The null hypothesis stated that institutional characteristics would not be related to challenges student affairs programs faced; the research hypothesis stated that institutional characteristics would be related to challenges. Table 13 shows the results of the analysis.

One item, institution type compared to lack of time, revealed a statistically significant result and a moderate strength of relationship between the variables ($p = .001$, $V = .265$). Two more items revealed statistically significant results, but only a nominal relationship between the variables; these both were institution type compared to lack of prioritization ($p = .023$, $V = .176$) and no understanding of value/cultural resistance ($p = .014$, $V = .189$).

The null hypothesis can be rejected since there was a relationship between institutional characteristics and challenges; however, the research hypothesis was

CHAPTER V:

SUMMARY, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to examine how student affairs professionals at small private colleges assess and evaluate their programs in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) and to identify the challenges they face for creating and sustaining assessment efforts. The research questions guiding the study were:

1. How do student affairs professionals at small private colleges assess their programs?
2. How do student affairs professionals at small private colleges use assessment data for evaluation?
3. How do student affairs professionals at small private colleges rate their familiarity with the *Principles of Good Practice in Student Affairs* (ACPA & NASPA, 1997) and expertise at performing assessment?
4. What challenges do student affairs professionals at small private colleges face to performing assessment?

A researcher-developed online survey, the Small Colleges Student Affairs Assessment Survey, was used with chief student affairs officers at small private colleges with fewer than 3,000 undergraduates enrolled to understand how student affairs professionals assess their programs, use the assessment, rate their familiarity with principles and expertise with assessment, and the challenges they face in performing

assessment. The survey yielded 168 respondents (19.5%). Institutional characteristics including institution type, accrediting agency, two-year or four-year status, for- or non-profit, enrollment size, student affairs program size, and student affairs staff size were compared to the findings to see if there were relationships between these characteristics and how respondents assessed and evaluated their programs, their familiarity and expertise, and the challenges they faced to assessment. Data from the survey questions were analyzed using SPSS. Descriptive statistics such as mode and range were reported as well as chi-square analysis between dependent and independent variables. Where significant results were found, a Cramer's V was performed to determine the size of the relationship between the variables.

The findings of the study are summarized in this chapter along with a discussion of the findings, conclusions, implications for practice, and recommendations for future research.

Summary of Findings

First, student affairs professionals at small private colleges assess their programs primarily by measuring their program's use of resources to achieve institutional mission and goals. This assertion is evidenced by slightly more than 60% of respondents indicating regular assessment of this principle. Secondly, student affairs professionals assess the supportiveness and inclusiveness of the campus environment for students, with nearly 60% of respondents to this study indicating this was something assessed very often, if not always. Contrastingly, a small number of student affairs professionals at small private colleges who responded to this study engaged in assessment practices designed to assess partnerships with academics to advance the learning of students.

Fewer still appeared to measure student learning or how active engagement impacted student learning. Nearly one-quarter of all respondents indicated they rarely, if ever, assessed either of these principles.

Student affairs professionals at small private colleges appear to assess their programs' practices of the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) only occasionally or rarely, if ever. Slightly more than half of respondents engaged in assessment efforts intermittently. Nearly 40% of respondents rarely, if ever, engaged assessment efforts of any of the principles. A very small number of student affairs professionals appeared to assess their programs practice of principles with regularity, evidenced by a mere 9% indicating such.

Student affairs professionals at small private colleges appear to use assessment data primarily for accreditation purposes, followed by strategic planning and evaluating mission achievement. Nearly 80% of student affairs professionals in the study responded they constantly used assessment data for accreditation. Another 70% indicated they regularly used assessment data for strategic planning and evaluating how they achieved their mission. Conversely, a large portion of respondents appeared to rarely, if ever, use assessment data for purposes of external accountability, personnel evaluation, or to acquire resources within the division. This is evidenced by the fact nearly a third did not use data for external accountability, and nearly 20% did not use data for personnel evaluation and to evaluate resources allocation within the division.

Third, respondents were relatively familiar with the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997); eighty percent responded that they were

familiar while only 20% indicated they were only slightly or not at all familiar with them. In contrast, with respect to the ability to conduct assessment, while 38% of respondents reported they felt they were good or excellent at assessment; the majority of respondents (65%) rated their ability to conduct assessments as moderate, poor or very poor.

Fourth, nearly all respondents faced several challenges to conducting assessment. These challenges included lack of: training/skills/knowledge to perform assessment, time to perform assessment, prioritization of assessment by the institution, financial resources needed to perform assessment, coordination of assessment efforts institutional, personnel to conduct assessment, appreciation of value of assessment, ability to use data, and assessment had not been going on long enough for the respondents to cite challenges. The most frequently cited challenges were lack of training, skills, and knowledge related to assessment, lack of time to perform assessment, and the failure of institutions to make assessment a priority as evidenced by not providing adequate resources for assessment.

Fifth, and finally, there were almost no statistically significant differences between the institutional characteristics of each respondent and their responses regarding how they assessed their program, used their assessment, their familiarity with the principles and expertise in assessment, and the challenges they faced to performing assessment.

Discussion of Findings

In spite of nearly 80% of respondents having a relatively high degree of familiarity with the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997), there

was an enormous difference between respondents' familiarity with and subsequent assessment of the *Principles*. If most respondents are familiar with the *Principles of Good Practice for Student Affairs*, one might reasonably question why they aren't using the principles to assess their programs, in particular the principle related to the assessment of learning outcomes.

One reason may be found in how respondents rated their expertise with assessment. A mere 3% of respondents indicated they had the confidence in their assessment skills to classify their expertise at the highest level. This is consonant with a finding from the study by Doyle (2004), where respondents ranked their incorporation of systematic inquiry as the least likely practiced principle of the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997). It could be that respondents' lack of expertise in being able to perform assessment accounts for their failure to do so.

Student affairs professionals who participated in this study were less likely to measure principles associated with student learning than those related to accountability, despite the recommendations from the four major national student affairs professional organizations that student affairs programs engage student learning assessment in an ongoing and comprehensive manner to achieve best practices. *The Student Learning Imperative* (ACPA, 1996) directed student affairs professionals to directly engage student learning and personal development, and to regularly assess these two items. *Learning Reconsidered: A Campus-Wide Focus on the Student Experience* (Keeling, 2004) included fifteen recommendations for student learning, four of which were focused on assessing student learning. Research by Hartley (2001) found national reports had a positive effect on the chief student affairs officers' perceptions of the

responsibilities of student affairs for student learning, indicative that they are paying attention to recommendations from the literature from professional organizations. However, student affairs professionals at institutions in this study appear to struggle with implementing best assessment practices in assessing student learning as defined in the literature. The literature also suggests that effective assessment produces proof of student learning (Banta, 2004) and begins with educational values in mind (Upcraft & Schuh, 1996). Yet, findings in this study indicate student affairs professionals are not assessing student learning in a comprehensive, ongoing manner. This is evidenced by the fact that of the principles, the largest concentration of respondents reported they assessed active learning and student engagement rarely, if ever. Student affairs may not be assessing student learning because they may not be focusing on providing student learning opportunities, although this seems unlikely in light of Hartley's research indicating student affairs professionals are aware of the literature and this study found student affairs professionals were familiar with the principles of best practice. It is more likely student affairs professionals do not know how to operationalize recommendations from the literature. This is consonant with the finding that a large proportion of the respondents indicated a lack of expertise in performing assessment.

Learning Reconsidered 2 (Keeling, 2006), the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997) and literature regarding best practices in assessment (Banta, 2004; Banta, Lund, Black, & Oblander, 1996) noted that student affairs programs should link their program to active learning by building partnerships with academic areas; then assess those partnerships. The findings of this study suggest that student affairs professionals who responded to this study are not assessing these

relationships with any regularity. This is evidenced by nearly a quarter of respondents reporting they rarely, if ever, assessed these educational partnerships. This could be due to the fact these partnerships do not exist, or it could be due to other challenges student affairs professionals face such as lack of time to build and subsequently assess partnerships with faculty. It could also be reluctance to engage partnerships with faculty or faculty reluctance to engage student affairs professionals.

Best practices suggest that using assessment data for evaluative purposes is a critical component to student affairs programs and student learning. Pascarella & Whitt (1999) recommended that data should be used in planning, policymaking, problem solving, and resource allocation. Banta (2004) recommended data from assessment be used to improve program development and demonstrate accountability. Yet, findings of this study reveal that data were only partially used for these purposes. When data was used, it was for accreditation, allowing student affairs units to satisfy demands for accountability and questions of quality by producing proof of effectiveness to accreditation and institutional bodies to whom they are accountable (AAHE, 1992; Schuh, Upcraft, & Associates, 2001; Spellings, 2006). Data were also used for evaluating mission achievement and strategic planning, but not regularly for programmatic purposes such as development or evaluation or resource allocations. It could be that because of the demands of accountability, student affairs programs, given the challenges they face to performing assessment, must prioritize their assessment needs to respond to external entities thus, leaving their own internal needs neglected by rarely using assessment data to further develop their own programs to a level recommended by the literature. This deficit in using assessment data to improve

programs could be tied to challenges student affairs professionals faced to performing assessment—if they lack the time and resources to perform assessment, it may also stand to reason that they lack the time and resources to use assessment data to change and develop programs.

Another reason assessment might not have been practiced as the literature recommends could be related to the challenges respondents faced. Respondents indicated that one of the greatest challenges to performing assessment was their lack of knowledge, skills, or abilities to assess learning outcomes. National reports including *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997), *The Student Learning Imperative* (ACPA, 1996), *Learning Reconsidered* (Keeling, 2004), *Learning Reconsidered 2* (Keeling, 2006), and literature regarding best practices may be calling on student affairs professionals to employ a skillset that many do not possess, specifically regarding assessment of student learning. Conversely, student affairs professionals have been providing information for accreditation purposes for a considerable amount of time, even though there have been some changes in the information accrediting agencies request, there do exist formats and models for student affairs professionals to follow and they are more likely to be familiar with this type of assessment. However, assessing student learning outcomes is not only new and may not be fully understood by student affairs professionals, but it appears, student affairs professionals may not be equipped with the skillset to assess student outcomes in their program. Further, student affairs programs may require time to develop these skills and knowledge, but more than that, may require resources and institutional prioritization, things that were also identified as current challenges.

This finding is in sharp contrast to the findings from a study by Green, Jones, & Aloï (2008) who examined exemplary assessment practices at three large public student affairs programs. The study found that these institutions shared characteristics such as ample expertise, resources, and institutional prioritization—all three of which appeared as top challenges student affairs professionals in the current study cited limiting their assessment capability.

That very few significant differences were found among the respondents was surprising because those invited to participate belonged to a select population, small private institutions. Within that population, there was a great deal of variety between institutions, including institutions with only a few dozen students to institutions with 3,000 students. It was expected there would be a greater degree of differences in how these institutions engaged assessment activities. The lack of many significant results could be due to student affairs programs, regardless of the size or composition, face similar situations and challenges regarding assessment.

Conclusions

Student affairs professionals in small private colleges in this study appear to be familiar with the literature from student affairs organizations defining principles for good practice. They also appear willing to engage in assessment as indicated by the fact they regularly perform some assessment and regularly use data for certain purposes; however, it appears they struggle with enacting assessment of principles related to student learning. However, they seem to lack the expertise to operationalize these recommendations into practice due to the challenges they face, most notably a lack of training, skills, and knowledge to assess student-learning .

Limitations

The study was limited to a narrow population, focusing on institutions with fewer than 3,000 undergraduates, and had a relatively low response rate, though compensatory action was made to validate the responses. Clearly, these limitations affected the applicability of the findings and provide a reminder that they may not be applicable to similarly sized institutions, or, as previously noted to other types or sizes of institutions. Despite compensatory action in response to the size of the respondent pool, there exists a possibility that results would have been different if a larger response was received.

This study was also limited in that it examined a relatively narrow assessment perspective in asking student affairs professionals to rate their assessment of a certain set of principles, and limited the uses of assessment to nine. It is possible that respondents assess an entirely different set of principles than those suggested by the literature, or that they use data for more, or different, purposes than those nine commonly suggested by the literature.

A further limitation was that this study was based on a self-report survey. Respondent error is a possibility, either unintentionally or intentionally by answering items on the survey in a way that better reflects on them. However, this is unlikely to have occurred in this study or a more positive picture of assessment practices in student affairs programs would have likely resulted.

Implications for Practice

The discussion section of this chapter offered some speculation about why respondents in this study might not follow recommendations from the literature

regarding assessment of principles of student learning. If true, these speculations have implications for student affairs practice.

First, it looks as though assistance is needed in helping student affairs professionals at small private colleges learn how to operationalize recommendations from the literature regarding bringing assessment into practice, particularly the assessment of learning outcomes. Though a robust genre of how-to literature exists providing student affairs professionals with instructions about how to plan, implement, execute, and use assessment data (Schuh, Upcraft, & Associates, 2001; Upcraft & Schuh, 1996), it appears to have had little impact on the assessment practices of those who participated in this study. Whether this can be attributed to the usefulness of the literature or respondents' familiarity with the literature is unknown. It could be student affairs professionals are not familiar with the existence of such literature, or that simply reading the many publications provides a sound basis for operationalizing the recommendations from the literature.

Second, in spite of national reports from professional organizations and accrediting agencies calling for evidence of student learning through assessment, student affairs programs at small private colleges do not appear to be setting the assessment of learning outcomes as a priority. Student affairs professionals at small colleges appear to acknowledge that they are not reaching their potential in performing assessment, noting challenges that inhibit their ability to perform assessment. Despite this apparent lack of adequate assessment of student learning outcomes and realization that challenges stand in the way, student affairs professionals at small private colleges will need to find a way to overcome these obstacles. Accrediting bodies have higher expectations for student

affairs programs to produce proof of outcomes assessment and student affairs professional organizations have called upon practitioners to engage student learning as a primary objective. Facing pressure both from their own profession and accrediting agencies, student affairs professionals cannot afford the luxury of ignoring student outcomes assessment without facing repercussions from accrediting agencies, and by extension, the institution to which they belong. However, it is unlikely student affairs professions can affect a cultural change as an independent silo within the institution. The institution itself must recognize student affairs role in assessing student learning as a priority so that student affairs programs may receive the resources they need to perform assessment. Further, student affairs professionals must work to create a culture of assessment within their program by educating staff regarding assessment, creating shared goals for student learning, and creating expectations that assessment be as much a part of a student affairs program as any other function, and not just something to be performed at accreditation time.

Third, the findings of this study raise questions about how student affairs professionals at small private colleges make programmatic decisions. If student affairs professionals assess their impact on student learning as infrequently as this study suggests, and if they use assessment data for program development and evaluation as infrequently as indicated in this study, then it suggests that small private institutions are not using assessment for evaluative purposes as recommended by the literature. By failing to close the feedback loop through employing assessment results back into programmatic practice, student affairs professionals are missing a key point to both the purpose of assessment and program improvement. Student affairs professionals that do

not have data to support their positions will find themselves at a grave disadvantage when faced with justifying their programs. Further, data must be used for evaluative purposes where student-learning outcomes are concerned. If a student affairs program is focused on student learning and collecting adequate assessment data, it can feed this data back into its program to continue both the development of the program and the growth of student learning.

Recommendations for Future Research

Based on the findings and limitations of this study, several subsequent studies are recommended. First, a replication of this study should be conducted at small private colleges to see if the findings of this study are affirmed. In particular, it should seek to garner a larger response rate than achieved in this study.

Second, this study should be replicated at medium and large private institutions to understand what these student affairs programs are doing to assess their programs, and how it compares to the practices of small private institutions. A study of what is happening at private institutions with various student population sizes will provide a basis for comparison and a more complete picture of what is happening at private institutions.

Third, this study should be replicated at public institutions with various student population sizes. The practices of this subgroup will help understand if there are factors that affect public and private institutions in different ways. If there are factors that affect public and private institutions student affairs assessment efforts in similar or different ways, understanding these factors help student affairs practitioners at their respective

institutions to guide their efforts and model from one another appropriately. Replication of this study will also to help understand what student affairs professionals at public institutions do to assess and evaluate their programs.

Fourth, a qualitative study should be conducted to understand factors that affect whether or not a student affairs program embraces student learning outcomes assessment, and reasons for those factors where a student affairs program embraces assessment and where it does not. Understanding these factors will help inform practitioners and researchers at other institutions as to how to avoid or replicate factors affecting acceptance and employment of student learning outcomes assessment.

Finally, a quasi-experimental study should be conducted to see if an intervention can be employed that will be effective in changing assessment practices. Using the challenges listed in this study, as variables to be manipulated should be considered. Understanding if providing more training, knowledge, time, or other challenges respondents listed in this study can affects practice, for example, then this tactic could be used with other institutions student affairs programs to lead to positive change in how they perform student learning outcomes assessment.

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APPENDICES

APPENDIX A: Small Colleges Student Affairs Assessment Survey

Section A: Principles of Good Practice & Assessment

Using the scale below, select the answer most accurate.

1. Rate your familiarity with the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997).

(1) Not at all familiar	(2) Slightly familiar	(3) Moderately familiar	(4) Very familiar	(5) Extremely familiar
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Using the scales provided below, please rate how often your student affairs program performs assessment of the following:

1. Impact of active learning on student engagement.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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2. Student development of coherent values and ethical standards.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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3. Establishment and communication of high expectations for student learning.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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4. Use of systematic inquiry to improve student and institutional performance.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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5. Use of resources to achieve institutional mission and goals.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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6. Educational partnerships advancement of student learning.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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7. Supportiveness and inclusiveness of campus environments.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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Section B: Uses of Assessment

Please select the extent to which you use assessment results for each of the following:

1. Strategic planning

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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2. Accreditation

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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3. Achievement of mission

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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4. Resource acquisition for division

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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5. Resource allocation within division

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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6. Personnel evaluation

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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7. Program evaluations

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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8. External accountability (state purposes, governing boards, etc.)

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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9. Program development

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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Section C: Challenges

1. What challenges does your institution face regarding assessment?

Demographic Information

1. Please list the state in which your institution is located. _____

2. Please list your institution's regional accrediting agency.

3. Please circle all descriptions below that apply to your institution.

Two-year	Four-year	Public	Private
Liberal Arts College	Technical College	Community College	
For profit	Not-for-profit	Graduate degrees	

4. Please select the answer that best represents the number of undergraduate students enrolled at your institution.

0-499	500-999	1000-1499	1500-1999
2000-2499	2500-2999	3000+	

5. Please describe the institution reporting structure of your student affairs department (i.e. stand-alone division, part of academic affairs, enrollment management, etc.).

6. Please select the programs that are included in student affairs at your institution by putting a check mark by all that apply:

☐ Athletics/Varsity Sports	☐ Academic Advising
☐ Academic Support	☐ Admissions
☐ Campus Activities	☐ Career Services
☐ Campus Dining	☐ Campus Safety/Police
☐ Community/Volunteer Svcs.	☐ Commuter Services
☐ Counseling Services	☐ Disability Services
☐ Fraternity/Sorority Life	☐ Health Services
☐ Housing & Residence Life	☐ International Program
☐ Leadership programs	☐ LGBT programs
☐ Multicultural Programs	☐ Parent Programs
☐ Orientation	☐ Recreational Sports
☐ Religious/Spiritual Programs	☐ Service Learning
☐ Student Conduct	☐ Student Organizations
Other _____	

7. How many full-time, professionals are employed by your student affairs program?

0-3	4-7	7-10	10-13	13-16	16+
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8. Who is responsible for assessment oversight in your areas?

APPENDIX B: Small Colleges Student Affairs Assessment Survey (Revised)

Section A: Principles of Good Practice & Assessment

Using the scale below, select the answer most accurate.

1. Rate your familiarity with the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997).

(1) Not at all familiar	(2) Slightly familiar	(3) Moderately familiar	(4) Very familiar	(5) Extremely familiar
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Using the scales provided below, please rate how often your student affairs program assesses the following:

1. Impact of active learning on student engagement.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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2. Student development of coherent values and ethical standards.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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3. Establishment and communication of high expectations for student learning.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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4. Use of systematic inquiry to improve student and institutional performance.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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5. Use of resources to achieve institutional mission and goals.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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6. Educational partnerships advancement of student learning.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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7. Supportiveness and inclusiveness of campus environments.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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Section B: Uses of Assessment

Please select the extent to which you use assessment results for each of the following:

1. Strategic planning

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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2. Accreditation

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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3. Achievement of mission

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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4. Resource acquisition for division

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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5. Resource allocation within division

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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6. Personnel evaluation

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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7. Program evaluations

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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8. External accountability (state purposes, governing boards, etc.)

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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9. Program development

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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Section C: Challenges

2. What challenges does your institution face regarding assessment?

Demographic Information

9. Please list the state in which your institution is located. _____

10. Please list your institution's regional accrediting agency. _____

11. Please circle all descriptions below that apply to your institution.

Two-year	Four-year	Public	Private
Liberal Arts College	Technical College	Community College	
For profit	Not-for-profit		

12. Please select the answer that best represents the number of undergraduate students enrolled at your institution.

0-499 500-999 1000-1499 1500-1999 2000-2499 2500-2999 3000+

13. Please describe the institution reporting structure of your student affairs department (i.e. stand-alone division, part of academic affairs, enrollment management, etc.). _____

14. Please select the programs that are included in student affairs at your institution by putting a check mark by all that apply:

_____ Athletics/Varsity Sports	_____ Academic Advising
_____ Academic Support	_____ Admissions
_____ Campus Activities	_____ Career Services
_____ Campus Dining	_____ Campus Safety/Police
_____ Community/Volunteer Svcs.	_____ Commuter Services
_____ Counseling Services	_____ Disability Services
_____ Fraternity/Sorority Life	_____ Health Services
_____ Housing & Residence Life	_____ International Program
_____ Leadership programs	_____ LGBT programs
_____ Multicultural Programs	_____ Parent Programs
_____ Orientation	_____ Recreational Sports
_____ Religious/Spiritual Programs	_____ Service Learning
_____ Student Conduct	_____ Student Organizations
Other _____	

15. How many full-time, professionals are employed by your student affairs program?

0-3 4-7 7-10 10-13 13-16 16+

16. How would you rate the expertise/training of your student affairs staff in relation to assessing student-learning outcomes?

(1) Excellent	(2) Good	(3) Moderate	(4) Poor	(5) Very Poor
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APPENDIX C: Preliminary Letter to the Chief Student Affairs Officer
Letter Included in Opening Page of Digital Survey

April 1, 2012

[address]

Dear [name]:

I am a doctoral candidate at the University of Tennessee, Knoxville. As part of my dissertation, I am conducting a survey of student affairs programs at small private colleges in order to understand how student affairs personnel assess and evaluate their programs in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997). The University of Tennessee's Institutional Review Board has approved this study.

I ask that you or the person in your office most knowledgeable about your assessment practices in student affairs complete the survey. The survey should take approximately 8-10 minutes to complete. To take the survey, please visit <http://www.surveymonkey.com/s/SSAI>.

Please note that participation in this survey is strictly voluntary, and you may withdraw from participation at any point without penalty. Demographic information requested in the survey will be used for statistical control and descriptive purposes only. Survey data will be maintained on an external hard drive and kept in the researchers locked cabinet to which only the researcher has access. It will be kept in the researcher's office located in Greeneville, Tennessee, Tusculum College in Niswonger Commons Suite 223, Office 228. All survey data will be destroyed three years after this dissertation is defended. The data will be aggregated for reporting purposes, and no institutions will be identified or identifiable. Return of the survey will constitute informed consent.

Thank you for your participation in this study. Please contact me at (423) 798-7820 or by emailing jpauley@gmail.com with any questions you may have. If you have questions about the conduct of this study, you may also contact Dr. Norma Mertz, professor and committee chair for this dissertation, at the University of Tennessee by email, nmertz@utk.edu. For questions about the IRB procedures and approval of this study, please contact the Office of Research Compliance Officer by e-mail at blawson@utk.edu or by phone at (865) 974-3466. At its conclusion the study and its subsequent findings will be available online through the University of Tennessee, Knoxville searchable dissertation database.

Sincerely,

Jonita Ashley-Pauley

APPENDIX D: Follow-Up Letter to the Chief Student Affairs Officer

April 19, 2012

[address]

Dear [name]:

A few days ago you received an invitation to participate in a survey of student affairs programs at small private colleges. I am a doctoral candidate at the University of Tennessee, Knoxville. As part of my dissertation, I am conducting a survey of student affairs programs at small private colleges in order to understand how student affairs personnel assess their programs in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997). The University of Tennessee's Institutional Review Board has approved this study.

I ask that you or the person in your office most knowledgeable about your assessment practices in student affairs complete the survey. The survey should take approximately 8-10 minutes to complete. To take the survey, please visit <http://www.surveymonkey.com/s/SCSAS>.

Please note that participation in this survey is strictly voluntary, and you may withdraw from participation at any point without penalty. Demographic information requested in the survey will be used for statistical control and descriptive purposes only. Survey data will be maintained on an external hard drive and kept in the researchers locked cabinet to which only the researcher has access. It will be kept in the researcher's office located in Greeneville, Tennessee, Tusculum College in Niswonger Commons Suite 223, Office 228. All survey data will be destroyed three years after this dissertation is defended. The data will be aggregated for reporting purposes, and no institutions will be identified or identifiable. Return of the survey will constitute informed consent.

Thank you for your participation in this study. Please contact me at (423) 798-7820 or by emailing jpauley@gmail.com with any questions you may have. If you have questions about the conduct of this study, you may also contact Dr. Norma Mertz, professor and committee chair for this dissertation, at the University of Tennessee by email, nmertz@utk.edu. For questions about the IRB procedures and approval of this study, please contact the Office of Research Compliance Officer by e-mail at blawson@utk.edu or by phone at (865) 974-3466. At its conclusion the study and its subsequent findings will be available online through the University of Tennessee, Knoxville searchable dissertation database.

Sincerely,

Jonita Ashley-Pauley

APPENDIX E: Reminder E-mail to Participants

Dear Chief Student Affairs Officer:

Approximately ten days ago, you received a letter and Internet link inviting you or the individual in your area responsible for assessment to complete the Small Colleges Student Affairs Assessment Survey. This survey is part of a dissertation study from the University of Tennessee, Knoxville. The purpose of this study is to understand how student affairs professionals at small private colleges assess and evaluate their programs in relation to the *Principles of Good Practice for Student Affairs* (ACPA & NASPA, 1997).

If you did not receive the letter with the link, you may access the survey online at <http://www.surveymonkey.com/s/SSAI>. A copy of original e-mail, including important information about informed consent is also available at the link.

If you have questions, please contact me at (423) 798-7820.

Sincerely,

Jonita Ashley-Pauley

APPENDIX F: Thank You Letter to the Chief Student Affairs Officer

May xx, 2013

[address]

Dear [name]:

Thank you for taking time to complete the Small College Student Affairs Assessment Survey as part of a study at the University of Tennessee, Knoxville. It is my hope the study will bring a more comprehensive understanding to the actual assessment practices that occur at small private colleges so that with this information we may continue to advance the field of student affairs.

Results of the study are scheduled to be available online by spring 2013, through the University of Tennessee's dissertation database.

Sincerely,

Jonita Ashley-Pauley

APPENDIX G: Abbreviated Survey for Non-Respondents

1. Rate your familiarity with the Principles of Good Practice for Student Affairs (ACPA & NASPA, 1997).

(1) Not at all familiar	(2) Slightly familiar	(3) Moderately familiar	(4) Very familiar	(5) Extremely familiar
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Using the scales provided below, please rate how often your student affairs program assesses the following:

2. Impact of active learning on student engagement.

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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Please select the extent to which you use assessment results for each of the following:

3. Strategic planning

(1) None of the time	(2) Hardly ever	(3) Some of the time	(4) Most of the time	(5) All of the time
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4. Please select the descriptions that apply to your institution.

Two-year	Four-year	Public	Private
Liberal Arts College	Technical College	Community College	
For profit	Not-for-profit		

5. How would you rate the expertise/training of your student affairs staff in relation to assessing student learning outcomes?

(1) Excellent	(2) Good	(3) Moderate	(4) Poor	(5) Very Poor
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**APPENDIX H: Frequency Data for Chi-Square Analysis of Assessment of
Principles of Good Practice for Student Affairs (ACPA & NASPA, 1997) and
Institutional Characteristics**

Table H1: Impact of Active Learning on Student Engagement & Accrediting Agency

			Accrediting Agency						Total
			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Impact of active learning on student engagement.	(1) None of the time	Count	3	0	1	0	1	0	5
		Expected Count	1.7	.4	1.1	.5	1.0	.2	5.0
	(2) Hardly ever	Count	16	0	8	3	6	0	33
		Expected Count	11.4	2.8	7.5	3.5	6.5	1.3	33.0
	(3) Some of the time	Count	16	8	13	5	13	4	59
		Expected Count	20.4	5.0	13.5	6.2	11.6	2.3	59.0
	(4) Most of the time	Count	16	4	12	8	10	2	52
		Expected Count	18.0	4.4	11.9	5.4	10.2	2.0	52.0
	(5) All of the time	Count	2	1	1	0	0	0	4
		Expected Count	1.4	.3	.9	.4	.8	.2	4.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table H2: Impact of Active Learning on Student Engagement & Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.923 ^a	20	.658
Likelihood Ratio	22.124	20	.334
Linear-by-Linear Association	.773	1	.379
N of Valid Cases	153		

Table H3: Impact of Active Learning on Student Engagement & Two-Year Four-Year status

			Four-year	Two-year	Total
Impact of active learning on student engagement.	(1) None of the time	Count	5	0	5
		Expected Count	4.7	.3	5.0
	(2) Hardly ever	Count	33	1	34
		Expected Count	32.1	1.9	34.0
	(3) Some of the time	Count	52	2	54
		Expected Count	51.0	3.0	54.0
	(4) Most of the time	Count	44	5	49
		Expected Count	46.3	2.7	49.0
	(5) All of the time	Count	4	0	4
		Expected Count	3.8	.2	4.0
Total		Count	138	8	146
		Expected Count	138.0	8.0	146.0

Table H4: Impact of Active Learning on Student Engagement & Two-Year Four-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.385 ^a	4	.496
Likelihood Ratio	3.593	4	.464
Linear-by-Linear Association	1.759	1	.185
N of Valid Cases	146		

Table H5: Impact of Active Learning on Student Engagement & Institution Type

			Liberal Arts	Technical/ Community	
Impact of active learning on student engagement.	(1) None of the time	Count	5	2	7
		Expected Count	4.6	2.4	7.0
	(2) Hardly ever	Count	25	13	38
		Expected Count	24.9	13.1	38.0
	(3) Some of the time	Count	43	19	62
		Expected Count	40.6	21.4	62.0
	(4) Most of the time	Count	35	20	55
		Expected Count	36.0	19.0	55.0
	(5) All of the time	Count	2	4	6
		Expected Count	3.9	2.1	6.0
	Total	Count	110	58	168
		Expected Count	110.0	58.0	168.0

Table H6: Impact of Active Learning on Student Engagement & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.349 ^a	4	.501
Likelihood Ratio	3.181	4	.528
Linear-by-Linear Association	1.037	1	.308
N of Valid Cases	168		

Table H7: Impact of Active Learning on Student Engagement & Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Impact of active learning on student engagement.	(1) None of the time	Count	1	0	3	1	0	1	0	6
		Expected Count	.5	1.1	1.6	1.3	.8	.3	.4	6.0
	(2) Hardly ever	Count	5	10	8	4	3	2	4	36
		Expected Count	3.2	6.3	9.5	7.9	4.5	2.0	2.7	36.0
	(3) Some of the time	Count	5	7	16	14	11	4	3	60
		Expected Count	5.3	10.5	15.8	13.1	7.5	3.4	4.5	60.0
	(4) Most of the time	Count	3	10	14	15	6	2	4	54
		Expected Count	4.7	9.5	14.2	11.8	6.8	3.0	4.1	54.0
	(5) All of the time	Count	0	1	1	1	0	0	1	4
		Expected Count	.4	.7	1.1	.9	.5	.2	.3	4.0
	Total	Count	14	28	42	35	20	9	12	160
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

**Table H8: Impact of Active Learning on Student Engagement & Institution Enrollment Size
Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.168 ^a	24	.687
Likelihood Ratio	22.052	24	.576
Linear-by-Linear Association	.834	1	.361
N of Valid Cases	160		

**Table H9: Impact of Active Learning on Student Engagement & Student Affairs Programs
Included**

			Programs Included				Total
			0-10	11-15	16-20	21+	
Impact of active learning on student engagement.	(1) None of the time	Count	3	0	3	0	6
		Expected Count	.8	2.0	2.7	.5	6.0
	(2) Hardly ever	Count	7	11	15	2	35
		Expected Count	4.6	11.9	15.6	2.9	35.0
	(3) Some of the time	Count	7	23	25	5	60
		Expected Count	7.9	20.4	26.8	4.9	60.0
	(4) Most of the time	Count	4	18	27	5	54
		Expected Count	7.1	18.3	24.1	4.4	54.0
	(5) All of the time	Count	0	2	1	1	4
		Expected Count	.5	1.4	1.8	.3	4.0
Total		Count	21	54	71	13	159
		Expected Count	21.0	54.0	71.0	13.0	159.0

**Table H10: Impact of Active Learning on Student Engagement & Student Affairs Programs
Included Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.224 ^a	12	.229
Likelihood Ratio	15.338	12	.223
Linear-by-Linear Association	4.523	1	.033
N of Valid Cases	159		

Table H13: Student Development of Coherent Values and Ethical Standards & Accrediting Agency

			Accrediting Agency						Total
			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Students development of coherent values and ethical standards.	(1) None of the time	Count	3	0	1	0	1	0	5
		Expected Count	1.7	.4	1.1	.5	1.0	.2	5.0
	(2) Hardly ever	Count	9	1	8	3	4	0	25
		Expected Count	8.7	2.1	5.7	2.6	4.9	1.0	25.0
	(3) Some of the time	Count	25	7	12	3	15	2	64
		Expected Count	22.2	5.4	14.6	6.7	12.5	2.5	64.0
	(4) Most of the time	Count	13	3	12	10	8	3	49
		Expected Count	17.0	4.2	11.2	5.1	9.6	1.9	49.0
	(5) All of the time	Count	3	2	2	0	2	1	10
		Expected Count	3.5	.8	2.3	1.0	2.0	.4	10.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table H14: Student Development of Coherent Values and Ethical Standards & Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.187 ^a	20	.510
Likelihood Ratio	21.046	20	.394
Linear-by-Linear Association	1.911	1	.167
N of Valid Cases	153		

Table H15: Student Development of Coherent Values and Four-Year/Two-Year Status

			Four-year	Two-year	
Students development of coherent values and ethical standards.	(1) None of the time	Count	5	0	5
		Expected Count	4.7	.3	5.0
	(2) Hardly ever	Count	27	0	27
		Expected Count	25.5	1.5	27.0
	(3) Some of the time	Count	55	3	58
		Expected Count	54.8	3.2	58.0
	(4) Most of the time	Count	40	5	45
		Expected Count	42.5	2.5	45.0
	(5) All of the time	Count	11	0	11
		Expected Count	10.4	.6	11.0
	Total	Count	138	8	146
		Expected Count	138.0	8.0	146.0

Table H16: Student Development of Coherent Values and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.259 ^a	4	.262
Likelihood Ratio	7.012	4	.135
Linear-by-Linear Association	1.664	1	.197
N of Valid Cases	146		

Table H17: Student Development of Coherent Values and Institution Type

		Liberal Arts	Technical/ Community	
Students development of coherent values and ethical standards.	(1) None of the time	Count	4	2
		Expected Count	3.9	2.1
	(2) Hardly ever	Count	21	9
		Expected Count	19.6	10.4
	(3) Some of the time	Count	49	19
		Expected Count	44.5	23.5
	(4) Most of the time	Count	31	21
		Expected Count	34.0	18.0
	(5) All of the time	Count	5	7
		Expected Count	7.9	4.1
	Total	Count	110	58
		Expected Count	110.0	58.0

Table H18: Student Development of Coherent Values and Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.378 ^a	4	.251
Likelihood Ratio	5.226	4	.265
Linear-by-Linear Association	3.148	1	.076
N of Valid Cases	168		

Table H19: Student Development of Coherent Values and Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	Total
Students development of coherent values and ethical standards.	(1) None of the time	Count	0	0	3	2	0	1	0	6
		Expected Count	.5	1.1	1.6	1.3	.8	.3	.4	6.0
	(2) Hardly ever	Count	4	6	6	4	3	2	3	28
		Expected Count	2.4	4.9	7.4	6.1	3.5	1.6	2.1	28.0
	(3) Some of the time	Count	7	6	18	15	11	4	4	65
		Expected Count	5.7	11.4	17.1	14.2	8.1	3.7	4.9	65.0
	(4) Most of the time	Count	3	13	13	11	3	2	5	50
		Expected Count	4.4	8.8	13.1	10.9	6.3	2.8	3.8	50.0
	(5) All of the time	Count	0	3	2	3	3	0	0	11
		Expected Count	1.0	1.9	2.9	2.4	1.4	.6	.8	11.0
	Total	Count	14	28	42	35	20	9	12	160
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table H20: Student Development of Coherent Values and Enrollment Size Chi Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.839 ^a	24	.529
Likelihood Ratio	27.177	24	.296
Linear-by-Linear Association	.126	1	.722
N of Valid Cases	160		

Table H21: Student Development of Coherent Values and Student Affairs Program Size

			0-10	11-15	16-20	21+	
Students development of coherent values and ethical standards.	(1) None of the time	Count	2	1	3	0	6
		Expected Count	.8	2.0	2.7	.5	6.0
	(2) Hardly ever	Count	3	8	15	2	28
		Expected Count	3.7	9.5	12.5	2.3	28.0
	(3) Some of the time	Count	5	30	25	5	65
		Expected Count	8.6	22.1	29.0	5.3	65.0
	(4) Most of the time	Count	11	14	20	5	50
		Expected Count	6.6	17.0	22.3	4.1	50.0
	(5) All of the time	Count	0	1	8	1	10
		Expected Count	1.3	3.4	4.5	.8	10.0
	Total	Count	21	54	71	13	159
		Expected Count	21.0	54.0	71.0	13.0	159.0

**Table H22: Student Development of Coherent Values and Student Affairs
Program Size Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.468 ^a	12	.102
Likelihood Ratio	19.501	12	.077
Linear-by-Linear Association	.477	1	.490
N of Valid Cases	159		

**Table H23: Student Development of Coherent Values and Student Affairs Staff
Size**

			0-9	10-15	16-29	30+	
Students development of coherent values and ethical standards.	(1) None of the time	Count	2	1	1	2	6
		Expected Count	1.6	1.8	1.8	.9	6.0
	(2) Hardly ever	Count	11	7	6	4	28
		Expected Count	7.4	8.2	8.4	4.0	28.0
	(3) Some of the time	Count	15	18	22	10	65
		Expected Count	17.1	19.1	19.5	9.3	65.0
	(4) Most of the time	Count	13	19	12	6	50
		Expected Count	13.1	14.7	15.0	7.2	50.0
	(5) All of the time	Count	1	2	7	1	11
		Expected Count	2.9	3.2	3.3	1.6	11.0
Total	Count	42	47	48	23	160	
	Expected Count	42.0	47.0	48.0	23.0	160.0	

**Table H24: Student Development of Coherent Values and Student Affairs Staff
Size Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.789 ^a	12	.314
Likelihood Ratio	12.796	12	.384
Linear-by-Linear Association	.398	1	.528
N of Valid Cases	160		

**Table H25: Establishment and Communication of High Expectations of Student Learning and Accrediting
Agency**

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Establishment and communication of high expectations for student learning.	(1) None of the time	Count	3	0	1	0	1	0	5
		Expected Count	1.7	.4	1.1	.5	1.0	.2	5.0
	(2) Hardly ever	Count	11	2	10	2	6	0	31
		Expected Count	10.7	2.6	7.1	3.2	6.1	1.2	31.0
	(3) Some of the time	Count	17	4	12	3	10	2	48
		Expected Count	16.6	4.1	11.0	5.0	9.4	1.9	48.0
	(4) Most of the time	Count	17	6	11	7	12	3	56
		Expected Count	19.4	4.8	12.8	5.9	11.0	2.2	56.0
	(5) All of the time	Count	5	1	1	4	1	1	13
		Expected Count	4.5	1.1	3.0	1.4	2.5	.5	13.0
Total		Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table H26: Establishment and Communication of High Expectations of Student Learning and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.501 ^a	20	.747
Likelihood Ratio	16.597	20	.679
Linear-by-Linear Association	1.071	1	.301
N of Valid Cases	153		

Table H27: Establishment and Communication of High Expectations of Student Learning and Four-Year/Two-Year Status

		Four-year	Two-year	
Establishment & communication of high expectations for student learning.	(1) None of the time	Count	4	0
		Expected Count	3.8	.2
	(2) Hardly ever	Count	31	0
		Expected Count	29.3	1.7
	(3) Some of the time	Count	46	2
		Expected Count	45.4	2.6
	(4) Most of the time	Count	45	5
		Expected Count	47.3	2.7
	(5) All of the time	Count	12	1
		Expected Count	12.3	.7
	Total	Count	138	8
		Expected Count	138.0	8.0
				146
				146.0

Table H28: Establishment and Communication of High Expectations of Student Learning and Four-Year/Two-Year Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.284 ^a	4	.369
Likelihood Ratio	5.833	4	.212
Linear-by-Linear Association	3.396	1	.065
N of Valid Cases	146		

Table H29: Establishment and Communication of High Expectations of Student Learning and Institution Type

		Liberal Arts	Tech./Comm	
Establishment and communication of high expectations for student learning.	(1) None of the time	Count	4	2
		Expected Count	3.9	2.1
	(2) Hardly ever	Count	28	6
		Expected Count	22.3	11.7
	(3) Some of the time	Count	35	19
		Expected Count	35.4	18.6
	(4) Most of the time	Count	37	22
		Expected Count	38.6	20.4
	(5) All of the time	Count	6	9
		Expected Count	9.8	5.2
	Total	Count	110	58
		Expected Count	110.0	58.0
				168
				168.0

Table H30: Establishment and Communication of High Expectations of Student Learning and Institution Type Chi Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.805 ^a	4	.066
Likelihood Ratio	9.036	4	.060
Linear-by-Linear Association	6.084	1	.014
N of Valid Cases	168		

Table H31: Establishment and Communication of High Expectations of Student Learning and Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	Total
Establishment and communication of high expectations for student learning.	(1) None of the time	Count	1	0	1	2	0	1	0	5
		Expected Count	.4	.9	1.3	1.1	.6	.3	.4	5.0
	(2) Hardly ever	Count	4	4	9	5	5	3	3	33
		Expected Count	2.9	5.8	8.7	7.2	4.1	1.9	2.5	33.0
	(3) Some of the time	Count	2	11	14	8	10	4	3	52
		Expected Count	4.6	9.1	13.7	11.4	6.5	2.9	3.9	52.0
	(4) Most of the time	Count	7	10	16	16	5	1	2	57
		Expected Count	5.0	10.0	15.0	12.5	7.1	3.2	4.3	57.0
	(5) All of the time	Count	0	3	2	4	0	0	4	13
		Expected Count	1.1	2.3	3.4	2.8	1.6	.7	1.0	13.0
Total		Count	14	28	42	35	20	9	12	160
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table H32: Establishment and Communication of High Expectations of Student Learning and Institution Enrollment Size Chi Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.666 ^a	24	.111
Likelihood Ratio	33.765	24	.089
Linear-by-Linear Association	.106	1	.745
N of Valid Cases	160		

Table H33: Establishment and Communication of High Expectations of Student Learning and Program Size

			0-10	11-15	16-20	21+	
Establishment and communication of high expectations for student learning.	(1) None of the time	Count	2	0	3	0	5
		Expected Count	.7	1.7	2.2	.4	5.0
	(2) Hardly ever	Count	4	9	17	3	33
		Expected Count	4.4	11.2	14.7	2.7	33.0
	(3) Some of the time	Count	7	21	18	5	51
		Expected Count	6.7	17.3	22.8	4.2	51.0
	(4) Most of the time	Count	6	22	26	3	57
		Expected Count	7.5	19.4	25.5	4.7	57.0
	(5) All of the time	Count	2	2	7	2	13
		Expected Count	1.7	4.4	5.8	1.1	13.0
Total	Count		21	54	71	13	159
	Expected Count		21.0	54.0	71.0	13.0	159.0

Table H34: Establishment and Communication of High Expectations of Student Learning and Program Size

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.606 ^a	12	.478
Likelihood Ratio	13.002	12	.369
Linear-by-Linear Association	.145	1	.703
N of Valid Cases	159		

Table H34: Establishment and Communication of High Expectations of Student Learning and Staff Size

			0-9	10-15	16-29	30+	
Establishment and communication of high expectations for student learning.	(1) None of the time	Count	1	1	1	2	5
		Expected Count	1.3	1.5	1.5	.7	5.0
	(2) Hardly ever	Count	10	9	8	6	33
		Expected Count	8.7	9.7	9.9	4.7	33.0
	(3) Some of the time	Count	13	15	17	7	52
		Expected Count	13.7	15.3	15.6	7.5	52.0
	(4) Most of the time	Count	16	18	16	7	57
		Expected Count	15.0	16.7	17.1	8.2	57.0
	(5) All of the time	Count	2	4	6	1	13
		Expected Count	3.4	3.8	3.9	1.9	13.0
Total	Count		42	47	48	23	160
	Expected Count		42.0	47.0	48.0	23.0	160.0

Table H35: Establishment and Communication of High Expectations of Student Learning and Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.359 ^a	12	.897
Likelihood Ratio	5.674	12	.932
Linear-by-Linear Association	.158	1	.691
N of Valid Cases	160		

Table H36: Use of Systematic Inquiry and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Use of systematic inquiry to improve student and institutional performance.	(1) None of the time	Count	2	0	1	0	1	0	4
		Expected Count	1.4	.3	.9	.4	.8	.2	4.0
	(2) Hardly ever	Count	11	0	6	2	6	1	26
		Expected Count	9.0	2.2	5.9	2.7	5.1	1.0	26.0
	(3) Some of the time	Count	26	5	13	6	8	2	60
		Expected Count	20.8	5.1	13.7	6.3	11.8	2.4	60.0
	(4) Most of the time	Count	9	7	12	5	11	3	47
		Expected Count	16.3	4.0	10.8	4.9	9.2	1.8	47.0
	(5) All of the time	Count	5	1	3	3	4	0	16
		Expected Count	5.5	1.4	3.7	1.7	3.1	.6	16.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table H37: Use of Systematic Inquiry and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.796 ^a	20	.729
Likelihood Ratio	19.423	20	.494
Linear-by-Linear Association	1.980	1	.159
N of Valid Cases	153		

Table H38: Use of Systematic Inquiry and Four-Year/Two-Year Status

			Four-year	Two-year	
Use of systematic inquiry to improve student and institutional performance.	(1) None of the time	Count	3	0	3
		Expected Count	2.8	.2	3.0
	(2) Hardly ever	Count	24	2	26
		Expected Count	24.6	1.4	26.0
	(3) Some of the time	Count	58	2	60
		Expected Count	56.7	3.3	60.0
	(4) Most of the time	Count	40	1	41
		Expected Count	38.8	2.2	41.0
	(5) All of the time	Count	13	3	16
		Expected Count	15.1	.9	16.0
	Total	Count	138	8	146
		Expected Count	138.0	8.0	146.0

Table H39: Use of Systematic Inquiry and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.126 ^a	4	.129
Likelihood Ratio	5.536	4	.237
Linear-by-Linear Association	1.106	1	.293
N of Valid Cases	146		

Table H40: Use of Systematic Inquiry and Institution Type

			Liberal Arts	Technical/ Community	
Use of systematic inquiry to improve student and institutional performance.	(1) None of the time	Count	2	3	5
		Expected Count	3.3	1.7	5.0
	(2) Hardly ever	Count	23	7	30
		Expected Count	19.6	10.4	30.0
	(3) Some of the time	Count	45	20	65
		Expected Count	42.6	22.4	65.0
	(4) Most of the time	Count	32	18	50
		Expected Count	32.7	17.3	50.0
	(5) All of the time	Count	8	10	18
		Expected Count	11.8	6.2	18.0
Total	Count		110	58	168
	Expected Count		110.0	58.0	168.0

Table H41: Use of Systematic Inquiry and Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.073 ^a	4	.132
Likelihood Ratio	6.894	4	.142
Linear-by-Linear Association	2.294	1	.130
N of Valid Cases	168		

Table H42: Use of Systematic Inquiry and Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Use of systematic inquiry to improve student and institutional performance.	(1) None of the time	Count	1	0	2	1	0	0	0	4
		Expected Count	.4	.7	1.1	.9	.5	.2	.3	4.0
	(2) Hardly ever	Count	4	6	4	8	2	1	3	28
		Expected Count	2.4	4.9	7.4	6.1	3.5	1.6	2.1	28.0
	(3) Some of the time	Count	5	9	18	9	13	5	4	63
		Expected Count	5.5	11.0	16.5	13.8	7.9	3.5	4.7	63.0
	(4) Most of the time	Count	3	9	16	11	5	3	1	48
		Expected Count	4.2	8.4	12.6	10.5	6.0	2.7	3.6	48.0
	(5) All of the time	Count	1	4	2	6	0	0	4	17
		Expected Count	1.5	3.0	4.5	3.7	2.1	1.0	1.3	17.0
Total	Count		14	28	42	35	20	9	12	160
	Expected Count		14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table H43: Use of Systematic Inquiry and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.210 ^a	24	.178
Likelihood Ratio	32.979	24	.105
Linear-by-Linear Association	.438	1	.508
N of Valid Cases	160		

Table H44: Use of Systematic Inquiry and Student Affairs Program Size

			0-10	11-15	16-20	21+	Total
Use of systematic inquiry to improve student and institutional performance.	(1) None of the time	Count	2	1	1	0	4
		Expected Count	.5	1.4	1.8	.3	4.0
	(2) Hardly ever	Count	5	8	12	3	28
		Expected Count	3.7	9.5	12.5	2.3	28.0
	(3) Some of the time	Count	8	21	29	4	62
		Expected Count	8.2	21.1	27.7	5.1	62.0
	(4) Most of the time	Count	2	18	24	4	48
		Expected Count	6.3	16.3	21.4	3.9	48.0
	(5) All of the time	Count	4	6	5	2	17
		Expected Count	2.2	5.8	7.6	1.4	17.0
	Total	Count	21	54	71	13	159
		Expected Count	21.0	54.0	71.0	13.0	159.0

Table H45: Use of Systematic Inquiry and Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.087 ^a	12	.439
Likelihood Ratio	11.642	12	.475
Linear-by-Linear Association	.492	1	.483
N of Valid Cases	159		

Table H46: Use of Systematic Inquiry and Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Use of resources to achieve institutional mission and goals.	(1) None of the time	Count	1	0	0	1	2
		Expected Count	.5	.6	.6	.3	2.0
	(2) Hardly ever	Count	5	9	3	3	20
		Expected Count	5.3	5.9	5.9	2.9	20.0
	(3) Some of the time	Count	9	11	10	7	37
		Expected Count	9.8	10.9	10.9	5.4	37.0
	(4) Most of the time	Count	21	18	23	7	69
		Expected Count	18.2	20.4	20.4	10.0	69.0
	(5) All of the time	Count	6	9	11	5	31
		Expected Count	8.2	9.2	9.2	4.5	31.0
	Total	Count	42	47	47	23	159
		Expected Count	42.0	47.0	47.0	23.0	159.0

Table H47: Use of Systematic Inquiry and Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.007 ^a	12	.615
Likelihood Ratio	10.587	12	.565
Linear-by-Linear Association	.208	1	.649
N of Valid Cases	159		

Table H48: Use of Resources to Achieve Mission and Goals and Accrediting Agency

			Accrediting Agency						Total
			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Use of resources to achieve institutional mission and goals.	(1) None of the time	Count	1	0	1	0	0	0	2
		Expected Count	.7	.2	.5	.2	.4	.1	2.0
	(2) Hardly ever	Count	8	1	5	2	2	0	18
		Expected Count	6.2	1.5	4.1	1.9	3.5	.7	18.0
	(3) Some of the time	Count	9	2	10	2	9	2	34
		Expected Count	11.8	2.9	7.8	3.6	6.7	1.3	34.0
	(4) Most of the time	Count	21	6	17	9	12	4	69
		Expected Count	23.9	5.9	15.8	7.2	13.5	2.7	69.0
	(5) All of the time	Count	14	4	2	3	7	0	30
		Expected Count	10.4	2.5	6.9	3.1	5.9	1.2	30.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table H49: Use of Resources to Achieve Mission and Goals and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.872 ^a	20	.725
Likelihood Ratio	19.557	20	.486
Linear-by-Linear Association	.001	1	.979
N of Valid Cases	153		

Table H50: Use of Resources to Achieve Mission and Goals and Four-Year/Two-Year Status

		Four-year	Two-year	
Use of resources to achieve institutional mission and goals.	(1) None of the time	Count	1	0
		Expected Count	.9	.1
	(2) Hardly ever	Count	19	0
		Expected Count	18.0	1.0
	(3) Some of the time	Count	33	1
		Expected Count	32.1	1.9
	(4) Most of the time	Count	58	4
		Expected Count	58.6	3.4
	(5) All of the time	Count	26	3
		Expected Count	27.4	1.6
	Total	Count	137	8
		Expected Count	137.0	8.0

Table H51: Use of Resources to Achieve Mission and Goals and Four-Year/Two-Year Status Chi-Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.001 ^a	4	.558
Likelihood Ratio	3.931	4	.415
Linear-by-Linear Association	2.941	1	.086
N of Valid Cases	145		

Table H52: Use of Resources to Achieve Mission and Goals and Institution Type

		Liberal Arts	Technical/ Community	
Use of resources to achieve institutional mission and goals.	(1) None of the time	Count	1	2
		Expected Count	2.0	1.0
	(2) Hardly ever	Count	18	4
		Expected Count	14.4	7.6
	(3) Some of the time	Count	22	15
		Expected Count	24.1	12.9
	(4) Most of the time	Count	49	23
		Expected Count	47.0	25.0
	(5) All of the time	Count	19	14
		Expected Count	21.5	11.5
	Total	Count	109	58
		Expected Count	109.0	58.0

Table H53: Use of Resources to Achieve Mission and Goals and Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.667 ^a	4	.225
Likelihood Ratio	5.847	4	.211
Linear-by-Linear Association	.609	1	.435
N of Valid Cases	167		

Table H54: Use of Resources to Achieve Mission and Goals and Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	Total
Use of resources to achieve institutional mission and goals.	(1) None of the time	Count	0	0	1	1	0	0	0	2
		Expected Count	.2	.4	.5	.4	.3	.1	.2	2.0
	(2) Hardly ever	Count	3	3	7	2	3	2	0	20
		Expected Count	1.8	3.5	5.2	4.4	2.5	1.1	1.5	20.0
	(3) Some of the time	Count	3	7	5	9	7	2	4	37
		Expected Count	3.3	6.5	9.5	8.1	4.7	2.1	2.8	37.0
	(4) Most of the time	Count	6	11	22	15	7	3	5	69
		Expected Count	6.1	12.2	17.8	15.2	8.7	3.9	5.2	69.0
	(5) All of the time	Count	2	7	6	8	3	2	3	31
		Expected Count	2.7	5.5	8.0	6.8	3.9	1.8	2.3	31.0
Total	Count		14	28	41	35	20	9	12	159
	Expected Count		14.0	28.0	41.0	35.0	20.0	9.0	12.0	159.0

Table H55: Use of Resources to Achieve Mission and Goals and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.822 ^a	24	.926
Likelihood Ratio	17.308	24	.835
Linear-by-Linear Association	.116	1	.734
N of Valid Cases	159		

Table H56: Use of Resources to Achieve Mission and Goals and Student Affairs Program Size

			0-10	11-15	16-20	21+	Total
Use of resources to achieve institutional mission and goals.	(1) None of the time	Count	1	0	1	0	2
		Expected Count	.3	.7	.9	.2	2.0
	(2) Hardly ever	Count	5	5	9	1	20
		Expected Count	2.7	6.7	9.0	1.6	20.0
	(3) Some of the time	Count	4	16	15	2	37
		Expected Count	4.9	12.4	16.6	3.0	37.0
	(4) Most of the time	Count	6	24	30	8	68
		Expected Count	9.0	22.8	30.6	5.6	68.0
	(5) All of the time	Count	5	8	16	2	31
		Expected Count	4.1	10.4	13.9	2.6	31.0
Total	Count		21	53	71	13	158
	Expected Count		21.0	53.0	71.0	13.0	158.0

**Table H57: Use of Resources to Achieve Mission and Goals and Student Affairs
Program Size Chi Square**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.647 ^a	12	.559
Likelihood Ratio	10.317	12	.588
Linear-by-Linear Association	1.662	1	.197
N of Valid Cases	158		

**Table H58: Use of Resources to Achieve Mission and Goals and Student Affairs
Staff Size**

			0-9	10-15	16-29	30+	
Educational partnerships advancement of student learning.	(1) None of the time	Count	2	2	1	2	7
		Expected Count	1.9	2.1	2.0	1.0	7.0
	(2) Hardly ever	Count	10	10	8	2	30
		Expected Count	8.1	8.8	8.7	4.4	30.0
	(3) Some of the time	Count	17	17	12	10	56
		Expected Count	15.1	16.5	16.2	8.3	56.0
	(4) Most of the time	Count	12	12	15	9	48
		Expected Count	12.9	14.2	13.8	7.1	48.0
	(5) All of the time	Count	1	5	9	0	15
		Expected Count	4.0	4.4	4.3	2.2	15.0
Total	Count	42	46	45	23	156	
	Expected Count	42.0	46.0	45.0	23.0	156.0	

**Table H59: Use of Resources to Achieve Mission and Goals and Student Affairs
Staff Size Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.745 ^a	12	.203
Likelihood Ratio	18.017	12	.115
Linear-by-Linear Association	2.005	1	.157
N of Valid Cases	156		

Table H60: Educational Partnerships that Advance Student Learning and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Educational partnerships advancement of student learning.	(1) None of the time	Count	4	1	1	0	1	0	7
		Expected Count	2.5	.6	1.6	.7	1.4	.3	7.0
	(2) Hardly ever	Count	11	2	9	2	3	0	27
		Expected Count	9.5	2.2	6.1	2.9	5.2	1.1	27.0
	(3) Some of the time	Count	19	3	13	5	11	3	54
		Expected Count	19.1	4.3	12.2	5.8	10.4	2.2	54.0
	(4) Most of the time	Count	14	4	10	8	9	3	48
		Expected Count	17.0	3.8	10.9	5.1	9.3	1.9	48.0
	(5) All of the time	Count	5	2	1	1	5	0	14
		Expected Count	4.9	1.1	3.2	1.5	2.7	.6	14.0
	Total	Count	53	12	34	16	29	6	150
		Expected Count	53.0	12.0	34.0	16.0	29.0	6.0	150.0

Table H61: Educational Partnerships that Advance Student Learning and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.092 ^a	20	.771
Likelihood Ratio	17.375	20	.629
Linear-by-Linear Association	3.347	1	.067
N of Valid Cases	150		

Table H62: Educational Partnerships that Advance Student Learning and Four-Year/Two-Year Status

			Four-year	Two-year	
Educational partnerships advancement of student learning.	(1) None of the time	Count	5	0	5
		Expected Count	4.7	.3	5.0
	(2) Hardly ever	Count	28	2	30
		Expected Count	28.3	1.7	30.0
	(3) Some of the time	Count	51	1	52
		Expected Count	49.1	2.9	52.0
	(4) Most of the time	Count	39	5	44
		Expected Count	41.6	2.4	44.0
	(5) All of the time	Count	13	0	13
		Expected Count	12.3	.7	13.0
	Total	Count	136	8	144
		Expected Count	136.0	8.0	144.0

Table H63: Educational Partnerships that Advance Student Learning and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.266 ^a	4	.261
Likelihood Ratio	6.058	4	.195
Linear-by-Linear Association	.241	1	.624
N of Valid Cases	144		

Table H64: Educational Partnerships that Advance Student Learning and Institution Type

		Liberal Arts	Technical/ Community	
Educational partnerships advancement of student learning.	(1) None of the time	Count	4	4
		Expected Count	5.2	2.8
	(2) Hardly ever	Count	23	8
		Expected Count	20.2	10.8
	(3) Some of the time	Count	41	16
		Expected Count	37.2	19.8
	(4) Most of the time	Count	30	21
		Expected Count	33.3	17.7
	(5) All of the time	Count	9	8
		Expected Count	11.1	5.9
	Total	Count	107	57
		Expected Count	107.0	57.0

Table H65: Educational Partnerships that Advance Student Learning and Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.100 ^a	4	.277
Likelihood Ratio	5.085	4	.279
Linear-by-Linear Association	1.537	1	.215
N of Valid Cases	164		

Table H66: Educational Partnerships that Advance Student Learning and Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Educational partnerships advancement of student learning.	(1) None of the time	Count	1	0	4	1	1	0	0	7
		Expected Count	.6	1.3	1.8	1.5	.9	.4	.5	7.0
	(2) Hardly ever	Count	4	6	8	6	4	1	1	30
		Expected Count	2.7	5.4	7.5	6.5	3.8	1.7	2.3	30.0
	(3) Some of the time	Count	4	10	13	13	8	4	4	56
		Expected Count	5.0	10.1	14.0	12.2	7.2	3.2	4.3	56.0
	(4) Most of the time	Count	5	7	12	10	5	4	5	48
		Expected Count	4.3	8.6	12.0	10.5	6.2	2.8	3.7	48.0
	(5) All of the time	Count	0	5	2	4	2	0	2	15
		Expected Count	1.3	2.7	3.8	3.3	1.9	.9	1.2	15.0
	Total	Count	14	28	39	34	20	9	12	156
		Expected Count	14.0	28.0	39.0	34.0	20.0	9.0	12.0	156.0

Table H67: Educational Partnerships that Advance Student Learning and Institution Enrollment Size Chi-Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.429 ^a	24	.908
Likelihood Ratio	18.784	24	.763
Linear-by-Linear Association	1.809	1	.179
N of Valid Cases	156		

Table H68: Educational Partnerships that Advance Student Learning and Student Affairs Program Size

			0-10	11-15	16-20	21+	
Educational partnerships advancement of student learning.	(1) None of the time	Count	2	1	4	0	7
		Expected Count	.9	2.3	3.2	.6	7.0
	(2) Hardly ever	Count	4	11	12	2	29
		Expected Count	3.9	9.5	13.1	2.4	29.0
	(3) Some of the time	Count	9	22	21	4	56
		Expected Count	7.6	18.4	25.3	4.7	56.0
	(4) Most of the time	Count	4	14	25	5	48
		Expected Count	6.5	15.8	21.7	4.0	48.0
	(5) All of the time	Count	2	3	8	2	15
		Expected Count	2.0	4.9	6.8	1.3	15.0
	Total	Count	21	51	70	13	155
		Expected Count	21.0	51.0	70.0	13.0	155.0

**Table H69: Educational Partnerships that Advance Student Learning and Student Affairs
Program Size Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.225 ^a	12	.767
Likelihood Ratio	8.869	12	.714
Linear-by-Linear Association	2.998	1	.083
N of Valid Cases	155		

Table H70: Educational Partnerships that Advance Student Learning and Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Educational partnerships advancement of student learning.	(1) None of the time	Count	2	2	1	2	7
		Expected Count	1.9	2.1	2.0	1.0	7.0
	(2) Hardly ever	Count	10	10	8	2	30
		Expected Count	8.1	8.8	8.7	4.4	30.0
	(3) Some of the time	Count	17	17	12	10	56
		Expected Count	15.1	16.5	16.2	8.3	56.0
	(4) Most of the time	Count	12	12	15	9	48
		Expected Count	12.9	14.2	13.8	7.1	48.0
	(5) All of the time	Count	1	5	9	0	15
		Expected Count	4.0	4.4	4.3	2.2	15.0
	Total	Count	42	46	45	23	156
		Expected Count	42.0	46.0	45.0	23.0	156.0

**Table H71: Educational Partnerships that Advance Student Learning and Student Affairs Staff
Size**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.745 ^a	12	.203
Likelihood Ratio	18.017	12	.115
Linear-by-Linear Association	2.005	1	.157
N of Valid Cases	156		

Table H72: Supportiveness & Inclusiveness of Environments and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Supportiveness and inclusiveness of campus environments.	(1) None of the time	Count	0	0	1	0	0	0	1
		Expected Count	.3	.1	.2	.1	.2	.0	1.0
	(2) Hardly ever	Count	6	0	6	3	2	0	17
		Expected Count	5.9	1.5	3.9	1.8	3.2	.7	17.0
	(3) Some of the time	Count	18	3	14	1	7	3	46
		Expected Count	16.0	3.9	10.6	4.8	8.8	1.8	46.0
	(4) Most of the time	Count	20	8	11	10	14	3	66
		Expected Count	23.0	5.6	15.2	6.9	12.6	2.6	66.0
	(5) All of the time	Count	9	2	3	2	6	0	22
		Expected Count	7.7	1.9	5.1	2.3	4.2	.9	22.0
	Total	Count	53	13	35	16	29	6	152
		Expected Count	53.0	13.0	35.0	16.0	29.0	6.0	152.0

Table H73: Supportiveness & Inclusiveness of Environments and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.475 ^a	20	.429
Likelihood Ratio	24.033	20	.241
Linear-by-Linear Association	.206	1	.650
N of Valid Cases	152		

Table H74: Supportiveness & Inclusiveness of Environments and Four-Year/Two-Year Status

			Four-year	Two-year	
Supportiveness and inclusiveness of campus environments.	(1) None of the time	Count	1	0	1
		Expected Count	.9	.1	1.0
	(2) Hardly ever	Count	17	1	18
		Expected Count	17.0	1.0	18.0
	(3) Some of the time	Count	41	0	41
		Expected Count	38.7	2.3	41.0
	(4) Most of the time	Count	56	7	63
		Expected Count	59.5	3.5	63.0
	(5) All of the time	Count	21	0	21
		Expected Count	19.8	1.2	21.0
	Total	Count	136	8	144
		Expected Count	136.0	8.0	144.0

Table H75: Supportiveness & Inclusiveness of Environments and Four-Year/Two-Year Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.412 ^a	4	.116
Likelihood Ratio	10.116	4	.039
Linear-by-Linear Association	.260	1	.610
N of Valid Cases	144		

Table H76: Supportiveness & Inclusiveness of Environments Institution Type

			Liberal Arts	Technical/Community	
Supportiveness and inclusiveness of campus environments.	(1) None of the time	Count	0	1	1
		Expected Count	.7	.3	1.0
	(2) Hardly ever	Count	17	2	19
		Expected Count	12.5	6.5	19.0
	(3) Some of the time	Count	31	20	51
		Expected Count	33.5	17.5	51.0
	(4) Most of the time	Count	45	24	69
		Expected Count	45.3	23.7	69.0
	(5) All of the time	Count	16	10	26
		Expected Count	17.1	8.9	26.0
Total	Count		109	57	166
	Expected Count		109.0	57.0	166.0

Table H77: Supportiveness & Inclusiveness of Environments and Institution Type**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.431 ^a	4	.115
Likelihood Ratio	8.655	4	.070
Linear-by-Linear Association	1.041	1	.308
N of Valid Cases	166		

Table H78: Supportiveness & Inclusiveness of Environments and Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Supportiveness and inclusiveness of campus environments.	(1) None of the time	Count	0	0	0	1	0	0	0	1
		Expected Count	.1	.2	.3	.2	.1	.1	.1	1.0
	(2) Hardly ever	Count	4	5	5	0	2	2	0	18
		Expected Count	1.6	3.1	4.7	4.0	2.3	1.0	1.4	18.0
	(3) Some of the time	Count	1	10	13	11	6	2	5	48
		Expected Count	4.3	8.2	12.5	10.6	6.1	2.7	3.6	48.0
	(4) Most of the time	Count	7	8	19	16	8	5	5	68
		Expected Count	6.0	11.6	17.6	15.1	8.6	3.9	5.2	68.0
	(5) All of the time	Count	2	4	4	7	4	0	2	23
		Expected Count	2.0	3.9	6.0	5.1	2.9	1.3	1.7	23.0
Total	Count		14	27	41	35	20	9	12	158
	Expected Count		14.0	27.0	41.0	35.0	20.0	9.0	12.0	158.0

Table H79: Supportiveness & Inclusiveness of Environments and Institution Enrollment Size**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.243 ^a	24	.505
Likelihood Ratio	29.063	24	.218
Linear-by-Linear Association	1.142	1	.285
N of Valid Cases	158		

Table H80: Supportiveness & Inclusiveness of Environments and Student Affairs Program Size

			0-10	11-15	16-20	21+	
Supportiveness and inclusiveness of campus environments.	(1) None of the time	Count	1	0	0	0	1
		Expected	.1	.3	.5	.1	1.0
	(2) Hardly ever	Count	3	4	9	2	18
		Expected	2.4	6.0	8.1	1.5	18.0
	(3) Some of the time	Count	6	20	19	2	47
		Expected	6.3	15.6	21.3	3.9	47.0
	(4) Most of the time	Count	8	21	33	6	68
		Expected	9.1	22.5	30.8	5.6	68.0
	(5) All of the time	Count	3	7	10	3	23
		Expected	3.1	7.6	10.4	1.9	23.0
	Total	Count	21	52	71	13	157
		Expected	21.0	52.0	71.0	13.0	157.0

Table H81: Supportiveness & Inclusiveness of Environments and Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.088 ^a	12	.521
Likelihood Ratio	8.705	12	.728
Linear-by-Linear Association	1.044	1	.307
N of Valid Cases	157		

Table H82: Supportiveness & Inclusiveness of Environments and Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Supportiveness and inclusiveness of campus environments.	(1) None of the time	Count	1	0	0	0	1
		Expected	.3	.3	.3	.1	1.0
	(2) Hardly ever	Count	6	8	3	1	18
		Expected	4.7	5.4	5.4	2.6	18.0
	(3) Some of the time	Count	15	12	12	9	48
		Expected	12.5	14.3	14.3	7.0	48.0
	(4) Most of the time	Count	13	22	21	12	68
		Expected	17.6	20.2	20.2	9.9	68.0
	(5) All of the time	Count	6	5	11	1	23
		Expected	6.0	6.8	6.8	3.3	23.0
	Total	Count	41	47	47	23	158
		Expected	41.0	47.0	47.0	23.0	158.0

Table H83: Supportiveness & Inclusiveness of Environments and Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.927 ^a	12	.245
Likelihood Ratio	15.415	12	.220
Linear-by-Linear Association	2.494	1	.114
N of Valid Cases	158		

APPENDIX I: Frequency Data for Chi-Square Analysis of Uses of Assessment Data and Institutional Characteristics

Table I1: Strategic Planning and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Strategic planning	(2) Hardly ever	Count	5	1	1	1	2	0	10
		Expected Count	3.5	.8	2.3	1.0	2.0	.4	10.0
	(3) Some of the time	Count	15	3	6	4	2	2	32
		Expected Count	11.1	2.7	7.3	3.3	6.3	1.3	32.0
	(4) Most of the time	Count	19	4	20	5	15	3	66
		Expected Count	22.9	5.6	15.1	6.9	12.9	2.6	66.0
	(5) All of the time	Count	14	5	8	6	11	1	45
		Expected Count	15.6	3.8	10.3	4.7	8.8	1.8	45.0
Total	Count	53	13	35	16	30	6	153	
	Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0	

Table I2: Strategic Planning and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.841 ^a	15	.615
Likelihood Ratio	14.198	15	.511
Linear-by-Linear Association	2.460	1	.117
N of Valid Cases	153		

Table I3: Strategic Planning and Four-Year/Two-Year Status

			Four-year	Two-year	Total
Strategic planning	(2) Hardly ever	Count	12	0	12
		Expected Count	11.3	.7	12.0
	(3) Some of the time	Count	29	3	32
		Expected Count	30.2	1.8	32.0
	(4) Most of the time	Count	58	4	62
		Expected Count	58.6	3.4	62.0
	(5) All of the time	Count	39	1	40
		Expected Count	37.8	2.2	40.0
Total	Count	138	8	146	
	Expected Count	138.0	8.0	146.0	

Table I4: Strategic Planning and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.432 ^a	3	.488
Likelihood Ratio	3.092	3	.378
Linear-by-Linear Association	.205	1	.651
N of Valid Cases	146		

Table I5: Strategic Planning and Institution Type

			Liberal Arts	Technical/ Community	
Strategic planning	(2) Hardly ever	Count	9	4	13
		Expected Count	8.8	4.2	13.0
	(3) Some of the time	Count	22	13	35
		Expected Count	23.6	11.4	35.0
	(4) Most of the time	Count	48	20	68
		Expected Count	45.9	22.1	68.0
	(5) All of the time	Count	31	16	47
		Expected Count	31.7	15.3	47.0
	Total	Count	110	53	163
		Expected Count	110.0	53.0	163.0

**Table I6: Strategic Planning and Institution Type
Chi-Square Tests**

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	.708 ^a	3	.871
Likelihood Ratio	.706	3	.872
Linear-by-Linear Association	.007	1	.934
N of Valid Cases	163		

Table I7: Strategic Planning and Institution Enrollment Size

			0-499	500- 999	1000- 1499	1500- 1999	2000- 2499	2500- 2999	3000+	
Strategic planning	(2) Hardly ever	Count	2	2	3	2	1	2	1	13
		Expected Count	1.1	2.3	3.4	2.8	1.6	.7	1.0	13.0
	(3) Some of the time	Count	2	8	11	5	4	1	3	34
		Expected Count	3.0	6.0	8.9	7.4	4.3	1.9	2.6	34.0
	(4) Most of the time	Count	8	8	19	15	7	5	5	67
		Expected Count	5.9	11.7	17.6	14.7	8.4	3.8	5.0	67.0
	(5) All of the time	Count	2	10	9	13	8	1	3	46
		Expected Count	4.0	8.0	12.1	10.1	5.8	2.6	3.4	46.0
	Total	Count	14	28	42	35	20	9	12	160
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table I8: Strategic Planning and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.024 ^a	18	.728
Likelihood Ratio	13.843	18	.739
Linear-by-Linear Association	.113	1	.737
N of Valid Cases	160		

Table I9: Strategic Planning and Student Affairs Program Size

			0-10	11-15	16-20	21+	
Strategic planning	(2) Hardly ever	Count	5	2	6	0	13
		Expected Count	1.7	4.4	5.8	1.1	13.0
	(3) Some of the time	Count	1	15	15	3	34
		Expected Count	4.5	11.5	15.2	2.8	34.0
	(4) Most of the time	Count	12	25	24	5	66
		Expected Count	8.7	22.4	29.5	5.4	66.0
	(5) All of the time	Count	3	12	26	5	46
		Expected Count	6.1	15.6	20.5	3.8	46.0
	Total	Count	21	54	71	13	159
		Expected Count	21.0	54.0	71.0	13.0	159.0

**Table I10: Strategic Planning and Student Affairs Program Size
Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.269 ^a	9	.023
Likelihood Ratio	19.902	9	.019
Linear-by-Linear Association	3.512	1	.061
N of Valid Cases	159		

Table I11: Strategic Planning and Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Strategic planning	(2) Hardly ever	Count	5	3	4	1	13
		Expected Count	3.4	3.8	3.9	1.9	13.0
	(3) Some of the time	Count	7	11	11	5	34
		Expected Count	8.9	10.0	10.2	4.9	34.0
	(4) Most of the time	Count	21	21	16	9	67
		Expected Count	17.6	19.7	20.1	9.6	67.0
	(5) All of the time	Count	9	12	17	8	46
		Expected Count	12.1	13.5	13.8	6.6	46.0
	Total	Count	42	47	48	23	160
		Expected Count	42.0	47.0	48.0	23.0	160.0

Table I12: Strategic Planning and Student Affairs Staff Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.517 ^a	9	.787
Likelihood Ratio	5.586	9	.781
Linear-by-Linear Association	1.160	1	.281
N of Valid Cases	160		

Table I13: Accreditation and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Accreditation	(2) Hardly ever	Count	6	0	0	1	2	0	9
		Expected Count	3.1	.8	2.0	.9	1.8	.4	9.0
	(3) Some of the time	Count	7	1	2	1	5	0	16
		Expected Count	5.6	1.4	3.6	1.7	3.2	.6	16.0
	(4) Most of the time	Count	16	2	13	5	10	3	49
		Expected Count	17.1	4.2	11.0	5.2	9.7	1.9	49.0
	(5) All of the time	Count	24	10	19	9	13	3	78
		Expected Count	27.2	6.7	17.4	8.2	15.4	3.1	78.0
	Total	Count	53	13	34	16	30	6	152
		Expected Count	53.0	13.0	34.0	16.0	30.0	6.0	152.0

Table I14 Accreditation and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.744 ^a	15	.545
Likelihood Ratio	16.937	15	.323
Linear-by-Linear Association	.396	1	.529
N of Valid Cases	152		

Table I15: Accreditation and Four-Year/Two-Year Status

			Four-year	Two-year	Total
Accreditation	(2) Hardly ever	Count	10	0	10
		Expected Count	9.4	.6	10.0
	(3) Some of the time	Count	17	0	17
		Expected Count	16.1	.9	17.0
	(4) Most of the time	Count	44	3	47
		Expected Count	44.4	2.6	47.0
	(5) All of the time	Count	66	5	71
		Expected Count	67.1	3.9	71.0
	Total	Count	137	8	145
		Expected Count	137.0	8.0	145.0

Table I16: Accreditation and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.961 ^a	3	.581
Likelihood Ratio	3.422	3	.331
Linear-by-Linear Association	1.549	1	.213
N of Valid Cases	145		

Table I17: Accreditation and Institution Type

			Liberal Arts	Technical/ Community	
Accreditation	(2) Hardly ever	Count	10	0	10
		Expected Count	6.7	3.3	10.0
	(3) Some of the time	Count	12	8	20
		Expected Count	13.5	6.5	20.0
	(4) Most of the time	Count	36	18	54
		Expected Count	36.3	17.7	54.0
	(5) All of the time	Count	51	27	78
		Expected Count	52.5	25.5	78.0
	Total	Count	109	53	162
		Expected Count	109.0	53.0	162.0

Table I18: Accreditation and Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.482 ^a	3	.140
Likelihood Ratio	8.527	3	.036
Linear-by-Linear Association	1.509	1	.219
N of Valid Cases	162		

Table I19: Accreditation and Institution Enrollment Size

			0-499	500- 999	1000- 1499	1500- 1999	2000- 2499	2500- 2999	3000+	
Accreditation	(2) Hardly ever	Count	2	0	3	2	1	2	0	10
		Expected Count	.9	1.8	2.6	2.2	1.3	.6	.8	10.0
	(3) Some of the time	Count	3	2	4	7	2	0	1	19
		Expected Count	1.7	3.3	4.9	4.2	2.4	1.1	1.4	19.0
	(4) Most of the time	Count	2	11	14	10	7	5	3	52
		Expected Count	4.6	9.2	13.4	11.4	6.5	2.9	3.9	52.0
	(5) All of the time	Count	7	15	20	16	10	2	8	78
		Expected Count	6.9	13.7	20.1	17.2	9.8	4.4	5.9	78.0
	Total	Count	14	28	41	35	20	9	12	159
		Expected Count	14.0	28.0	41.0	35.0	20.0	9.0	12.0	159.0

Table I20: Accreditation and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.641 ^a	18	.414
Likelihood Ratio	20.405	18	.310
Linear-by-Linear Association	.026	1	.872
N of Valid Cases	159		

Table I21: Accreditation and Student Affairs Program Size

			0-10	11-15	16-20	21+	
Accreditation	(2) Hardly ever	Count	3	2	4	1	10
		Expected Count	1.3	3.4	4.5	.8	10.0
	(3) Some of the time	Count	3	5	11	0	19
		Expected Count	2.5	6.4	8.5	1.6	19.0
	(4) Most of the time	Count	4	22	21	5	52
		Expected Count	6.9	17.4	23.4	4.3	52.0
	(5) All of the time	Count	11	24	35	7	77
		Expected Count	10.2	25.8	34.6	6.3	77.0
Total	Count		21	53	71	13	158
	Expected Count		21.0	53.0	71.0	13.0	158.0

Table I22: Accreditation and Students Affairs Program Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.438 ^a	9	.491
Likelihood Ratio	9.626	9	.382
Linear-by-Linear Association	.377	1	.539
N of Valid Cases	158		

Table I23: Achievement of Mission and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Achievement of mission	(2) Hardly ever	Count	3	0	1	1	2	0	7
		Expected Count	2.4	.6	1.6	.7	1.4	.3	7.0
	(3) Some of the time	Count	16	3	7	3	5	2	36
		Expected Count	12.5	3.1	8.2	3.8	7.1	1.4	36.0
	(4) Most of the time	Count	22	6	18	4	11	4	65
		Expected Count	22.5	5.5	14.9	6.8	12.7	2.5	65.0
	(5) All of the time	Count	12	4	9	8	12	0	45
		Expected Count	15.6	3.8	10.3	4.7	8.8	1.8	45.0
	Count		53	13	35	16	30	6	153
	Expected Count		53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table I24: Achievement of Mission and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.942 ^a	15	.607
Likelihood Ratio	15.140	15	.441
Linear-by-Linear Association	1.525	1	.217
N of Valid Cases	153		

Table I25: Achievement of Mission and Four-Year/Two-Year Status

			Four-year	Two-year	Total
Achievement of mission	(1) None of the time	Count	1	0	1
		Expected Count	.9	.1	1.0
	(2) Hardly ever	Count	8	0	8
		Expected Count	7.6	.4	8.0
	(3) Some of the time	Count	35	0	35
		Expected Count	33.1	1.9	35.0
	(4) Most of the time	Count	53	3	56
		Expected Count	52.9	3.1	56.0
	(5) All of the time	Count	41	5	46
		Expected Count	43.5	2.5	46.0
Total	Count	138	8	146	
	Expected Count	138.0	8.0	146.0	

Table I26: Achievement of Mission and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.133 ^a	4	.274
Likelihood Ratio	6.996	4	.136
Linear-by-Linear Association	4.665	1	.031
N of Valid Cases	146		

Table I27: Achievement of Mission and Institution Type

			Liberal Arts	Technical/ Community	
Achievement of mission	(1) None of the time	Count	1	0	1
		Expected Count	.7	.3	1.0
	(2) Hardly ever	Count	7	2	9
		Expected Count	6.1	2.9	9.0
	(3) Some of the time	Count	27	11	38
		Expected Count	25.6	12.4	38.0
	(4) Most of the time	Count	45	21	66
		Expected Count	44.5	21.5	66.0
	(5) All of the time	Count	30	19	49
		Expected Count	33.1	15.9	49.0
Total	Count	110	53	163	
	Expected Count	110.0	53.0	163.0	

Table I28: Achievement of Mission and Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.027 ^a	4	.731
Likelihood Ratio	2.341	4	.673
Linear-by-Linear Association	1.813	1	.178
N of Valid Cases	163		

Table I29: Achievement of Mission and Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Achievement of mission	(1) None of the time	Count	0	0	1	0	0	0	0	1
		Expected Count	.1	.2	.3	.2	.1	.1	.1	1.0
	(2) Hardly ever	Count	3	1	0	1	1	1	1	8
		Expected Count	.7	1.4	2.1	1.8	1.0	.5	.6	8.0
	(3) Some of the time	Count	2	8	10	6	4	4	3	37
		Expected Count	3.2	6.5	9.7	8.1	4.6	2.1	2.8	37.0
	(4) Most of the time	Count	4	11	20	14	9	4	4	66
		Expected Count	5.8	11.5	17.3	14.4	8.3	3.7	4.9	66.0
	(5) All of the time	Count	5	8	11	14	6	0	4	48
		Expected Count	4.2	8.4	12.6	10.5	6.0	2.7	3.6	48.0
Total	Count		14	28	42	35	20	9	12	160
	Expected Count		14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table I30: Achievement of Mission and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.652 ^a	24	.540
Likelihood Ratio	23.417	24	.495
Linear-by-Linear Association	.033	1	.856
N of Valid Cases	160		

Table I31: Achievement of Mission and Student Affairs Program Size

			0-10	11-15	16-20	21+	Total
Achievement of mission	(1) None of the time	Count	1	0	0	0	1
		Expected Count	.1	.3	.4	.1	1.0
	(2) Hardly ever	Count	3	1	3	1	8
		Expected Count	1.1	2.7	3.6	.7	8.0
	(3) Some of the time	Count	2	16	16	3	37
		Expected Count	4.9	12.6	16.5	3.0	37.0
	(4) Most of the time	Count	9	23	28	6	66
		Expected Count	8.7	22.4	29.5	5.4	66.0
	(5) All of the time	Count	6	14	24	3	47
		Expected Count	6.2	16.0	21.0	3.8	47.0
Total	Count		21	54	71	13	159
	Expected Count		21.0	54.0	71.0	13.0	159.0

Table I32: Achievement of Mission and Student Affairs Program Size

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.197 ^a	12	.231
Likelihood Ratio	12.228	12	.428
Linear-by-Linear Association	.628	1	.428
N of Valid Cases	159		

Table I33: Achievement of Mission and Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Achievement of mission	(1) None of the time	Count	0	1	0	0	1
		Expected Count	.3	.3	.3	.1	1.0
	(2) Hardly ever	Count	5	1	1	1	8
		Expected Count	2.1	2.4	2.4	1.2	8.0
	(3) Some of the time	Count	8	9	14	6	37
		Expected Count	9.7	10.9	11.1	5.3	37.0
	(4) Most of the time	Count	18	23	16	9	66
		Expected Count	17.3	19.4	19.8	9.5	66.0
	(5) All of the time	Count	11	13	17	7	48
		Expected Count	12.6	14.1	14.4	6.9	48.0
	Total	Count	42	47	48	23	160
		Expected Count	42.0	47.0	48.0	23.0	160.0

Table I34: Achievement of Mission and Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.703 ^a	12	.470
Likelihood Ratio	11.044	12	.525
Linear-by-Linear Association	.567	1	.451
N of Valid Cases	160		

Table I35: Resource Acquisition for Division and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Resource acquisition for division	(1) None of the time	Count	1	0	0	0	0	0	1
		Expected Count	.3	.1	.2	.1	.2	.0	1.0
	(2) Hardly ever	Count	10	1	5	3	4	2	25
		Expected Count	8.7	2.1	5.7	2.6	4.9	1.0	25.0
	(3) Some of the time	Count	18	4	18	4	9	1	54
		Expected Count	18.7	4.6	12.4	5.6	10.6	2.1	54.0
	(4) Most of the time	Count	20	7	8	7	13	3	58
		Expected Count	20.1	4.9	13.3	6.1	11.4	2.3	58.0
	(5) All of the time	Count	4	1	4	2	4	0	15
		Expected Count	5.2	1.3	3.4	1.6	2.9	.6	15.0
Total		Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table I36: Resource Acquisition for Division and Accrediting Agency Chi-Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.143 ^a	20	.871
Likelihood Ratio	13.945	20	.833
Linear-by-Linear Association	.675	1	.411
N of Valid Cases	153		

Table I37: Resource Acquisition for Division and Four-Year/Two-Year Status

			Four-year	Two-year
Resource acquisition for division	(1) None of the time	Count	1	0
		Expected Count	.9	.1
	(2) Hardly ever	Count	25	0
		Expected Count	23.6	1.4
	(3) Some of the time	Count	50	3
		Expected Count	50.1	2.9
	(4) Most of the time	Count	47	5
		Expected Count	49.2	2.8
	(5) All of the time	Count	15	0
		Expected Count	14.2	.8
Total	Count		138	8
	Expected Count		138.0	8.0

Table I38: Resource Acquisition for Division and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.098 ^a	4	.393
Likelihood Ratio	6.042	4	.196
Linear-by-Linear Association	.629	1	.428

Table I39: Resource Acquisition for Division and Institution Type

			Liberal Arts	Technical/Community	Total
Resource acquisition for division	(1) None of the time	Count	1	0	1
		Expected Count	.7	.3	1.0
	(2) Hardly ever	Count	21	7	28
		Expected Count	18.9	9.1	28.0
	(3) Some of the time	Count	41	18	59
		Expected Count	39.8	19.2	59.0
	(4) Most of the time	Count	37	21	58
		Expected Count	39.1	18.9	58.0
	(5) All of the time	Count	10	7	17
		Expected Count	11.5	5.5	17.0
Total	Count		110	53	163
	Expected Count		110.0	53.0	163.0

Table I36: Resource Acquisition for Division and Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.252 ^a	4	.689
Likelihood Ratio	2.564	4	.633
Linear-by-Linear Association	2.071	1	.150
N of Valid Cases	163		

Table I37: Resource Acquisition for Division and Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Resource acquisition for division	1) None of the time	Count	1	0	0	0	0	0	0	1
		Expected Count	.1	.2	.3	.2	.1	.1	.1	1.0
	(2) Hardly ever	Count	4	4	6	5	5	1	2	27
		Expected Count	2.4	4.7	7.1	5.9	3.4	1.5	2.0	27.0
	(3) Some of the time	Count	6	8	20	12	2	5	5	58
		Expected Count	5.1	10.2	15.2	12.7	7.3	3.3	4.4	58.0
	(4) Most of the time	Count	3	11	13	15	11	2	3	58
		Expected Count	5.1	10.2	15.2	12.7	7.3	3.3	4.4	58.0
	(5) All of the time	Count	0	5	3	3	2	1	2	16
		Expected Count	1.4	2.8	4.2	3.5	2.0	.9	1.2	16.0
Total	Count	14	28	42	35	20	9	12	160	
	Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0	

Table I38: Resource Acquisition for Division and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.524 ^a	24	.239
Likelihood Ratio	25.042	24	.403
Linear-by-Linear Association	.970	1	.325
N of Valid Cases	160		

Table I39: Resource Acquisition within Division and Student Affairs Program Size

			0-10	11-15	16-20	21+	
Resource ision	(1) None of the time	Count	0	0	1	1	2
		Expected Count	.3	.7	.9	.2	2.0
	(2) Hardly ever	Count	5	11	12	1	29
		Expected Count	3.8	9.8	12.9	2.4	29.0
	(3) Some of the time	Count	8	24	31	5	68
		Expected Count	9.0	23.1	30.4	5.6	68.0
	(4) Most of the time	Count	7	16	19	6	48
		Expected Count	6.3	16.3	21.4	3.9	48.0
	(5) All of the time	Count	1	3	8	0	12
		Expected Count	1.6	4.1	5.4	1.0	12.0
Total	Count	21	54	71	13	159	
	Expected Count	21.0	54.0	71.0	13.0	159.0	

Table I40: Resource Acquisition within Division and Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.033 ^a	12	.526
Likelihood Ratio	10.563	12	.567
Linear-by-Linear Association	.226	1	.635
N of Valid Cases	159		

Table I41: Resource Acquisition within Division and Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Resource acquisition for division	(1) None of the time	Count	1	0	0	0	1
		Expected Count	.3	.3	.3	.1	1.0
	(2) Hardly ever	Count	7	8	10	2	27
		Expected Count	7.1	7.9	8.1	3.9	27.0
	(3) Some of the time	Count	17	19	14	8	58
		Expected Count	15.2	17.0	17.4	8.3	58.0
	(4) Most of the time	Count	15	16	17	10	58
		Expected Count	15.2	17.0	17.4	8.3	58.0
	(5) All of the time	Count	2	4	7	3	16
		Expected Count	4.2	4.7	4.8	2.3	16.0
	Total	Count	42	47	48	23	160
		Expected Count	42.0	47.0	48.0	23.0	160.0

Table I42: Resource Acquisition within Division and Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.165 ^a	12	.772
Likelihood Ratio	8.352	12	.757
Linear-by-Linear Association	2.729	1	.099
N of Valid Cases	160		

Table I43: Resource Acquisition within Division and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	Total
Resource acquisition within division	(1) None of the time	Count	2	0	0	0	0	0	2
		Expected Count	.7	.2	.5	.2	.4	.1	2.0
	(2) Hardly ever	Count	11	1	7	4	4	1	28
		Expected Count	9.7	2.4	6.4	2.9	5.5	1.1	28.0
	(3) Some of the time	Count	25	8	15	4	9	3	64
		Expected Count	22.2	5.4	14.6	6.7	12.5	2.5	64.0
	(4) Most of the time	Count	10	4	12	6	14	2	48
		Expected Count	16.6	4.1	11.0	5.0	9.4	1.9	48.0
	(5) All of the time	Count	5	0	1	2	3	0	11
		Expected Count	3.8	.9	2.5	1.2	2.2	.4	11.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table I44: Resource Acquisition within Division and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.150 ^a	20	.578
Likelihood Ratio	20.546	20	.424
Linear-by-Linear Association	3.651	1	.056
N of Valid Cases	153		

Table I45: Resource Acquisition within Division and Four-Year/Two-Year Status

		Four-year	Two-year	Total	
Resource acquisition within division	(1) None of the time	Count	1	0	1
		Expected Count	.9	.1	1.0
	(2) Hardly ever	Count	27	0	27
		Expected Count	25.5	1.5	27.0
	(3) Some of the time	Count	59	3	62
		Expected Count	58.6	3.4	62.0
	(4) Most of the time	Count	39	5	44
		Expected Count	41.6	2.4	44.0
	(5) All of the time	Count	12	0	12
		Expected Count	11.3	.7	12.0
	Total	Count	138	8	146
		Expected Count	138.0	8.0	146.0

Table I46: Resource Acquisition within Division and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.309 ^a	4	.257
Likelihood Ratio	6.840	4	.145
Linear-by-Linear Association	1.396	1	.237
N of Valid Cases	146		

Table I47: Resource Acquisition within Division Institution Type

			Liberal Arts	Technical/Community	
Resource acquisition within division	(1) None of the time	Count	2	0	2
		Expected Count	1.3	.7	2.0
	(2) Hardly ever	Count	23	7	30
		Expected Count	20.2	9.8	30.0
	(3) Some of the time	Count	46	23	69
		Expected Count	46.6	22.4	69.0
	(4) Most of the time	Count	31	18	49
		Expected Count	33.1	15.9	49.0
	(5) All of the time	Count	8	5	13
		Expected Count	8.8	4.2	13.0
	Total	Count	110	53	163
		Expected Count	110.0	53.0	163.0

Table I48: Resource Acquisition within Division and Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.744 ^a	4	.601
Likelihood Ratio	3.410	4	.492
Linear-by-Linear Association	2.070	1	.150
N of Valid Cases	163		

Table I49: Resource Acquisition within Division and Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Resource acquisition within division	(1) None of the time	Count	1	0	1	0	0	0	0	2
		Expected Count	.2	.4	.5	.4	.3	.1	.2	2.0
	(2) Hardly ever	Count	4	5	7	4	4	2	3	29
		Expected Count	2.5	5.1	7.6	6.3	3.6	1.6	2.2	29.0
	(3) Some of the time	Count	5	12	22	17	4	3	5	68
		Expected Count	6.0	11.9	17.8	14.9	8.5	3.8	5.1	68.0
	(4) Most of the time	Count	4	7	10	11	11	3	3	49
		Expected Count	4.3	8.6	12.9	10.7	6.1	2.8	3.7	49.0
	(5) All of the time	Count	0	4	2	3	1	1	1	12
		Expected Count	1.1	2.1	3.2	2.6	1.5	.7	.9	12.0
	Total	Count	14	28	42	35	20	9	12	160
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table I50: Resource Acquisition within Division and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.352 ^a	24	.677
Likelihood Ratio	20.084	24	.692
Linear-by-Linear Association	1.053	1	.305
N of Valid Cases	160		

Table I51: Resource Acquisition within Division and Student Affairs Program Size

			0-10	11-15	16-20	21+	
Resource acquisition within division	(1) None of the time	Count	0	0	1	1	2
		Expected Count	.3	.7	.9	.2	2.0
	(2) Hardly ever	Count	5	11	12	1	29
		Expected Count	3.8	9.8	12.9	2.4	29.0
	(3) Some of the time	Count	8	24	31	5	68
		Expected Count	9.0	23.1	30.4	5.6	68.0
	(4) Most of the time	Count	7	16	19	6	48
		Expected Count	6.3	16.3	21.4	3.9	48.0
	(5) All of the time	Count	1	3	8	0	12
		Expected Count	1.6	4.1	5.4	1.0	12.0
	Total	Count	21	54	71	13	159
		Expected Count	21.0	54.0	71.0	13.0	159.0

Table I52: Resource Acquisition within Division and Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.033 ^a	12	.526
Likelihood Ratio	10.563	12	.567
Linear-by-Linear Association	.226	1	.635
N of Valid Cases	159		

Table I53: Resource Acquisition within Division and Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Resource acquisition within division	(1) None of the time	Count	1	0	0	1	2
		Expected	.5	.6	.6	.3	2.0
	(2) Hardly ever	Count	8	9	8	4	29
		Expected	7.6	8.5	8.7	4.2	29.0
	(3) Some of the time	Count	19	21	22	6	68
		Expected	17.8	20.0	20.4	9.8	68.0
	(4) Most of the time	Count	13	12	13	11	49
		Expected	12.9	14.4	14.7	7.0	49.0
	(5) All of the time	Count	1	5	5	1	12
		Expected	3.2	3.5	3.6	1.7	12.0
	Total	Count	42	47	48	23	160
		Expected	42.0	47.0	48.0	23.0	160.0

Table I54: Resource Acquisition within Division and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.955 ^a	12	.533
Likelihood Ratio	11.750	12	.466
Linear-by-Linear Association	.940	1	.332
N of Valid Cases	160		

Table I55: Personnel Evaluations and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Personnel evaluation	(1) None of the time	Count	3	0	1	0	0	0	4
		Expected	1.4	.3	.9	.4	.8	.2	4.0
	(2) Hardly ever	Count	12	3	3	2	5	2	27
		Expected	9.4	2.3	6.2	2.8	5.3	1.1	27.0
	(3) Some of the time	Count	18	3	9	6	8	2	46
		Expected	15.9	3.9	10.5	4.8	9.0	1.8	46.0
	(4) Most of the time	Count	13	3	18	4	11	2	51
		Expected	17.7	4.3	11.7	5.3	10.0	2.0	51.0
	(5) All of the time	Count	7	4	4	4	6	0	25
		Expected	8.7	2.1	5.7	2.6	4.9	1.0	25.0
	Total	Count	53	13	35	16	30	6	153
		Expected	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table I56: Personnel Evaluations and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.378 ^a	20	.563
Likelihood Ratio	20.071	20	.453
Linear-by-Linear Association	2.118	1	.146
N of Valid Cases	153		

Table I57: Personnel Evaluations and Four-Year/Two-Year Status

			Four-year	Two-year	
Personnel evaluation	(1) None of the time	Count	4	0	4
		Expected Count	3.8	.2	4.0
	(2) Hardly ever	Count	25	1	26
		Expected Count	24.6	1.4	26.0
	(3) Some of the time	Count	44	1	45
		Expected Count	42.5	2.5	45.0
	(4) Most of the time	Count	43	4	47
		Expected Count	44.4	2.6	47.0
	(5) All of the time	Count	22	2	24
		Expected Count	22.7	1.3	24.0
	Total	Count	138	8	146
		Expected Count	138.0	8.0	146.0

Table I58: Personnel Evaluations and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.499 ^a	4	.645
Likelihood Ratio	2.823	4	.588
Linear-by-Linear Association	1.608	1	.205
N of Valid Cases	146		

Table I59: Personnel Evaluations and Institution Type

			Liberal Arts	Technical/ Community	
Personnel evaluation	(1) None of the time	Count	5	0	5
		Expected Count	3.4	1.6	5.0
	(2) Hardly ever	Count	22	8	30
		Expected Count	20.2	9.8	30.0
	(3) Some of the time	Count	33	15	48
		Expected Count	32.4	15.6	48.0
	(4) Most of the time	Count	34	19	53
		Expected Count	35.8	17.2	53.0
	(5) All of the time	Count	16	11	27
		Expected Count	18.2	8.8	27.0
	Total	Count	110	53	163
		Expected Count	110.0	53.0	163.0

Table I60: Personnel Evaluations and Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.013 ^a	4	.404
Likelihood Ratio	5.518	4	.238
Linear-by-Linear Association	3.105	1	.078
N of Valid Cases	163		

Table I61: Personnel Evaluations and Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+
Personnel evaluation	(1) None of the time	Count	1	0	3	1	0	0	5
		Expected Count	.4	.9	1.3	1.1	.6	.3	5.0
	(2) Hardly ever	Count	2	2	5	7	5	6	29
		Expected Count	2.5	5.1	7.6	6.3	3.6	1.6	29.0
	(3) Some of the time	Count	5	9	12	10	4	2	47
		Expected Count	4.1	8.2	12.3	10.3	5.9	2.6	47.0
	(4) Most of the time	Count	2	8	16	12	9	1	53
		Expected Count	4.6	9.3	13.9	11.6	6.6	3.0	53.0
	(5) All of the time	Count	4	9	6	5	2	0	26
		Expected Count	2.3	4.6	6.8	5.7	3.3	1.5	26.0
	Total	Count	14	28	42	35	20	9	12
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	160.0

Table I62: Personnel Evaluations and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36.060 ^a	24	.054
Likelihood Ratio	36.310	24	.051
Linear-by-Linear Association	5.077	1	.024
N of Valid Cases	160		

Table I63: Personnel Evaluations and Student Affairs Program Size

			0-10	11-15	16-20	21+
Personnel evaluation	(1) None of the time	Count	0	0	3	2
		Expected Count	.7	1.7	2.2	.4
	(2) Hardly ever	Count	3	12	11	3
		Expected Count	3.8	9.8	12.9	2.4
	(3) Some of the time	Count	4	15	26	1
		Expected Count	6.1	15.6	20.5	3.8
	(4) Most of the time	Count	7	18	21	7
		Expected Count	7.0	18.0	23.7	4.3
	(5) All of the time	Count	7	9	10	0
		Expected Count	3.4	8.8	11.6	2.1
Total		Count	21	54	71	13
		Expected Count	21.0	54.0	71.0	13.0

Table I64: Personnel Evaluations and Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.134 ^a	12	.036
Likelihood Ratio	23.283	12	.025
Linear-by-Linear Association	5.362	1	.021
N of Valid Cases	159		

Table I65: Personnel Evaluations and Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Personnel evaluation	(1) None of the time	Count	2	1	1	1	5
		Expected Count	1.3	1.5	1.5	.7	5.0
	(2) Hardly ever	Count	6	6	12	5	29
		Expected Count	7.6	8.5	8.7	4.2	29.0
	(3) Some of the time	Count	12	14	13	8	47
		Expected Count	12.3	13.8	14.1	6.8	47.0
	(4) Most of the time	Count	13	16	15	9	53
		Expected Count	13.9	15.6	15.9	7.6	53.0
	(5) All of the time	Count	9	10	7	0	26
		Expected Count	6.8	7.6	7.8	3.7	26.0
	Total	Count	42	47	48	23	160
		Expected Count	42.0	47.0	48.0	23.0	160.0

Table I66: Personnel Evaluations and Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.234 ^a	12	.683
Likelihood Ratio	12.772	12	.386
Linear-by-Linear Association	2.962	1	.085
N of Valid Cases	160		

Table I67: Program Evaluations and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Program evaluations	(1) None of the time	Count	2	0	0	0	0	0	2
		Expected Count	.7	.2	.5	.2	.4	.1	2.0
	(2) Hardly ever	Count	5	0	2	1	3	0	11
		Expected Count	3.8	.9	2.5	1.2	2.2	.4	11.0
	(3) Some of the time	Count	13	2	10	3	4	5	37
		Expected Count	12.8	3.1	8.5	3.9	7.3	1.5	37.0
	(4) Most of the time	Count	23	7	16	5	12	1	64
		Expected Count	22.2	5.4	14.6	6.7	12.5	2.5	64.0
	(5) All of the time	Count	10	4	7	7	11	0	39
		Expected Count	13.5	3.3	8.9	4.1	7.6	1.5	39.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table I68: Program Evaluations and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.527 ^a	20	.182
Likelihood Ratio	25.607	20	.179
Linear-by-Linear Association	1.192	1	.275
N of Valid Cases	153		

Table I69: Program Evaluations and Four-Year/Two-Year Status

		Four-year	Two-year	
Program evaluations	(1) None of the time	Count	2	0 2
		Expected Count	1.9	.1 2.0
	(2) Hardly ever	Count	12	0 12
		Expected Count	11.3	.7 12.0
	(3) Some of the time	Count	35	1 36
		Expected Count	34.0	2.0 36.0
	(4) Most of the time	Count	54	4 58
		Expected Count	54.8	3.2 58.0
	(5) All of the time	Count	35	3 38
		Expected Count	35.9	2.1 38.0
Total		Count	138	8 146
		Expected Count	138.0	8.0 146.0

Table I70: Program Evaluations and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.972 ^a	4	.741
Likelihood Ratio	2.780	4	.595
Linear-by-Linear Association	1.779	1	.182
N of Valid Cases	146		

Table I71: Program Evaluations and Institution Type

		Liberal Arts	Technical/Community	
Program evaluations	(1) None of the time	Count	1	1 2
		Expected Count	1.3	.7 2.0
	(2) Hardly ever	Count	11	3 14
		Expected Count	9.4	4.6 14.0
	(3) Some of the time	Count	30	9 39
		Expected Count	26.3	12.7 39.0
	(4) Most of the time	Count	43	24 67
		Expected Count	45.2	21.8 67.0
	(5) All of the time	Count	25	16 41
		Expected Count	27.7	13.3 41.0
Total		Count	110	53 163
		Expected Count	110.0	53.0 163.0

Table I72: Program Evaluations and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.771 ^a	4	.438
Likelihood Ratio	3.884	4	.422
Linear-by-Linear Association	2.166	1	.141
N of Valid Cases	163		

Table I73: Program Evaluations and Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Program evaluations	(1) None of the time	Count	1	0	1	0	0	0	0	2
		Expected Count	.2	.4	.5	.4	.3	.1	.2	2.0
	(2) Hardly ever	Count	2	2	5	2	0	2	0	13
		Expected Count	1.1	2.3	3.4	2.8	1.6	.7	1.0	13.0
	(3) Some of the time	Count	3	10	8	8	3	3	4	39
		Expected Count	3.4	6.8	10.2	8.5	4.9	2.2	2.9	39.0
	(4) Most of the time	Count	5	10	20	13	13	2	3	66
		Expected Count	5.8	11.5	17.3	14.4	8.3	3.7	4.9	66.0
	(5) All of the time	Count	3	6	8	12	4	2	5	40
		Expected Count	3.5	7.0	10.5	8.8	5.0	2.3	3.0	40.0
	Total	Count	14	28	42	35	20	9	12	160
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table I74: Program Evaluations and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.297 ^a	24	.445
Likelihood Ratio	24.659	24	.424
Linear-by-Linear Association	2.599	1	.107
N of Valid Cases	160		

Table I75: Program Evaluations and Student Affairs Program Size

			0-10	11-15	16-20	21+	
Program evaluations	(1) None of the time	Count	0	1	0	1	2
		Expected Count	.3	.7	.9	.2	2.0
	(2) Hardly ever	Count	4	4	5	0	13
		Expected Count	1.7	4.4	5.8	1.1	13.0
	(3) Some of the time	Count	4	12	21	2	39
		Expected Count	5.2	13.2	17.4	3.2	39.0
	(4) Most of the time	Count	5	25	28	7	65
		Expected Count	8.6	22.1	29.0	5.3	65.0
	(5) All of the time	Count	8	12	17	3	40
		Expected Count	5.3	13.6	17.9	3.3	40.0
	Total	Count	21	54	71	13	159
		Expected Count	21.0	54.0	71.0	13.0	159.0

Table I76: Program Evaluations and Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.494 ^a	12	.216
Likelihood Ratio	14.602	12	.264
Linear-by-Linear Association	.007	1	.934
N of Valid Cases	159		

Table I77: Program Evaluations and Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Program evaluations	(1) None of the time	Count	2	0	0	0	2
		Expected Count	.5	.6	.6	.3	2.0
	(2) Hardly ever	Count	3	7	2	1	13
		Expected Count	3.4	3.8	3.9	1.9	13.0
	(3) Some of the time	Count	12	10	13	4	39
		Expected Count	10.2	11.5	11.7	5.6	39.0
	(4) Most of the time	Count	14	22	18	12	66
		Expected Count	17.3	19.4	19.8	9.5	66.0
	(5) All of the time	Count	11	8	15	6	40
		Expected Count	10.5	11.8	12.0	5.8	40.0
	Total	Count	42	47	48	23	160
		Expected Count	42.0	47.0	48.0	23.0	160.0

Table I78: Program Evaluations and Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.542 ^a	12	.267
Likelihood Ratio	14.152	12	.291
Linear-by-Linear Association	2.991	1	.084
N of Valid Cases	160		

Table I79: External Accountability and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
External accountability (state purposes, governing boards, etc.)	(1) None of the time	Count	10	0	0	1	1	1	13
		Expected Count	4.5	1.1	3.0	1.4	2.5	.5	13.0
	(2) Hardly ever	Count	14	0	11	1	5	0	31
		Expected Count	10.7	2.6	7.1	3.2	6.1	1.2	31.0
	(3) Some of the time	Count	12	1	9	5	7	3	37
		Expected Count	12.8	3.1	8.5	3.9	7.3	1.5	37.0
	(4) Most of the time	Count	6	8	9	4	10	2	39
		Expected Count	13.5	3.3	8.9	4.1	7.6	1.5	39.0
	(5) All of the time	Count	11	4	6	5	7	0	33
		Expected Count	11.4	2.8	7.5	3.5	6.5	1.3	33.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table I80: External Accountability and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.122 ^a	20	.006
Likelihood Ratio	46.102	20	.001
Linear-by-Linear Association	3.693	1	.055
N of Valid Cases	153		

Table I81: External Accountability and Four-Year/Two-Year Status

			Four-year	Two-year	
External accountability (state purposes, governing boards, etc.)	(1) None of the time	Count	14	0	14
		Expected Count	13.2	.8	14.0
	(2) Hardly ever	Count	30	2	32
		Expected Count	30.2	1.8	32.0
	(3) Some of the time	Count	34	1	35
		Expected Count	33.1	1.9	35.0
	(4) Most of the time	Count	33	2	35
		Expected Count	33.1	1.9	35.0
	(5) All of the time	Count	27	3	30
		Expected Count	28.4	1.6	30.0
Total	Count	138	8	146	
	Expected Count	138.0	8.0	146.0	

Table I82: External Accountability and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.500 ^a	4	.645
Likelihood Ratio	3.138	4	.535
Linear-by-Linear Association	1.362	1	.243
N of Valid Cases	146		

Table I83: External Accountability and Institution Type

			Liberal Arts	Technical/ Community	
External accountability (state purposes, governing boards, etc.)	(1) None of the time	Count	13	4	17
		Expected Count	11.5	5.5	17.0
	(2) Hardly ever	Count	28	6	34
		Expected Count	22.9	11.1	34.0
	(3) Some of the time	Count	28	12	40
		Expected Count	27.0	13.0	40.0
	(4) Most of the time	Count	23	16	39
		Expected Count	26.3	12.7	39.0
	(5) All of the time	Count	18	15	33
		Expected Count	22.3	10.7	33.0
Total	Count		110	53	163
	Expected Count		110.0	53.0	163.0

Table I84: External Accountability and Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.971 ^a	4	.093
Likelihood Ratio	8.222	4	.084
Linear-by-Linear Association	6.826	1	.009
N of Valid Cases	163		

Table I85: External Accountability and Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
External accountability (state purposes, governing boards, etc.)	(1) None of the time	Count	1	2	7	1	2	2	0	15
		Expected Count	1.3	2.6	3.9	3.3	1.9	.8	1.1	15.0
	(2) Hardly ever	Count	2	7	9	12	1	1	2	34
		Expected Count	3.0	6.0	8.9	7.4	4.3	1.9	2.6	34.0
	(3) Some of the time	Count	2	8	9	7	4	3	6	39
		Expected Count	3.4	6.8	10.2	8.5	4.9	2.2	2.9	39.0
	(4) Most of the time	Count	4	3	13	6	9	3	1	39
		Expected Count	3.4	6.8	10.2	8.5	4.9	2.2	2.9	39.0
	(5) All of the time	Count	5	8	4	9	4	0	3	33
		Expected Count	2.9	5.8	8.7	7.2	4.1	1.9	2.5	33.0
Total	Count		14	28	42	35	20	9	12	160
	Expected Count		14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table I86: External Accountability and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	34.268 ^a	24	.080
Likelihood Ratio	37.641	24	.038
Linear-by-Linear Association	.025	1	.874
N of Valid Cases	160		

Table I87: External Accountability and Student Affairs Program Size

			0-10	11-15	16-20	21+	
External accountability (state purposes, governing boards, etc.)	(1) None of the time	Count	2	6	6	1	15
		Expected Count	2.0	5.1	6.7	1.2	15.0
	(2) Hardly ever	Count	4	14	16	0	34
		Expected Count	4.5	11.5	15.2	2.8	34.0
	(3) Some of the time	Count	4	14	16	4	38
		Expected Count	5.0	12.9	17.0	3.1	38.0
	(4) Most of the time	Count	3	9	20	7	39
		Expected Count	5.2	13.2	17.4	3.2	39.0
	(5) All of the time	Count	8	11	13	1	33
		Expected Count	4.4	11.2	14.7	2.7	33.0
Total	Count		21	54	71	13	159
	Expected Count		21.0	54.0	71.0	13.0	159.0

Table I88: External Accountability and Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.804 ^a	12	.200
Likelihood Ratio	17.430	12	.134
Linear-by-Linear Association	.011	1	.915
N of Valid Cases	159		

Table I89: Program Development and Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Program development	(1) None of the time	Count	2	0	0	0	0	1	3
		Expected Count	1.0	.3	.7	.3	.6	.1	3.0
	(2) Hardly ever	Count	3	0	1	1	2	0	7
		Expected Count	2.4	.6	1.6	.7	1.4	.3	7.0
	(3) Some of the time	Count	20	4	10	3	5	2	44
		Expected Count	15.3	3.8	9.8	4.6	8.7	1.7	44.0
	(4) Most of the time	Count	22	5	20	8	17	3	75
		Expected Count	26.2	6.4	16.8	7.9	14.8	3.0	75.0
	(5) All of the time	Count	6	4	3	4	6	0	23
		Expected Count	8.0	2.0	5.1	2.4	4.5	.9	23.0
	Total	Count	53	13	34	16	30	6	152
		Expected Count	53.0	13.0	34.0	16.0	30.0	6.0	152.0

Table I90: Program Development and Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.286 ^a	20	.325
Likelihood Ratio	21.396	20	.374
Linear-by-Linear Association	1.743	1	.187
N of Valid Cases	152		

Table I91: Program Development and Four-Year/Two-Year Status

		Four-year	Two-year	
Program development	(1) None of the time	Count	3	0
		Expected Count	2.8	.2
	(2) Hardly ever	Count	6	0
		Expected Count	5.7	.3
	(3) Some of the time	Count	41	2
		Expected Count	40.6	2.4
	(4) Most of the time	Count	68	2
		Expected Count	66.1	3.9
	(5) All of the time	Count	19	4
		Expected Count	21.7	1.3
	Total	Count	137	8
		Expected Count	137.0	8.0

Table I92: Program Development and Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.759 ^a	4	.101
Likelihood Ratio	6.312	4	.177
Linear-by-Linear Association	3.283	1	.070
N of Valid Cases	145		

Table I93: Program Development and Institution Type

		Liberal Arts	Technical/ Community	
Program development	(1) None of the time	Count	2	1 3
		Expected Count	2.0	1.0 3.0
	(2) Hardly ever	Count	7	0 7
		Expected Count	4.7	2.3 7.0
	(3) Some of the time	Count	35	15 50
		Expected Count	33.6	16.4 50.0
	(4) Most of the time	Count	52	25 77
		Expected Count	51.8	25.2 77.0
	(5) All of the time	Count	13	12 25
		Expected Count	16.8	8.2 25.0
	Total	Count	109	53 162
		Expected Count	109.0	53.0 162.0

Table I94: Program Development and Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.227 ^a	4	.183
Likelihood Ratio	8.221	4	.084
Linear-by-Linear Association	3.672	1	.055
N of Valid Cases	162		

Table I95: Program Development and Institution Enrollment Size

		0- 499	500- 999	1000- 1499	1500- 1999	2000- 2499	2500- 2999	3000+	
Program development	(1) None of the time	Count	1	0	2	0	0	0	3
		Expected Count	.3	.5	.8	.7	.4	.2	3.0
	(2) Hardly ever	Count	1	1	2	1	1	1	7
		Expected Count	.6	1.2	1.8	1.5	.9	.4	7.0
	(3) Some of the time	Count	3	10	10	12	5	4	48
		Expected Count	4.2	8.5	12.4	10.6	6.0	2.7	48.0
	(4) Most of the time	Count	6	11	22	17	12	4	77
		Expected Count	6.8	13.6	19.9	16.9	9.7	4.4	77.0
	(5) All of the time	Count	3	6	5	5	2	0	24
		Expected Count	2.1	4.2	6.2	5.3	3.0	1.4	24.0
	Total	Count	14	28	41	35	20	9	159
		Expected Count	14.0	28.0	41.0	35.0	20.0	9.0	159.0

Table I96: Program Development and Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.371 ^a	24	.909
Likelihood Ratio	17.259	24	.837
Linear-by-Linear Association	.026	1	.872
N of Valid Cases	159		

Table I97: Program Development and Student Affairs Program Size

		0-10	11-15	16-20	21+		
Program development	(1) None of the time	Count	0	2	1	0	3
		Expected Count	.4	1.0	1.3	.2	3.0
	(2) Hardly ever	Count	1	1	5	0	7
		Expected Count	.9	2.4	3.1	.6	7.0
	(3) Some of the time	Count	9	15	20	4	48
		Expected Count	6.4	16.4	21.3	3.9	48.0
	(4) Most of the time	Count	5	30	32	9	76
		Expected Count	10.1	26.0	33.7	6.3	76.0
	(5) All of the time	Count	6	6	12	0	24
		Expected Count	3.2	8.2	10.6	2.0	24.0
Total	Count	21	54	70	13	158	
	Expected Count	21.0	54.0	70.0	13.0	158.0	

Table I98: Program Development and Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.187 ^a	12	.231
Likelihood Ratio	18.076	12	.113
Linear-by-Linear Association	.037	1	.848
N of Valid Cases	158		

Table I99: Program Development and Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Program development	(1) None of the time	Count	2	0	0	1	3
		Expected Count	.8	.9	.9	.4	3.0
	(2) Hardly ever	Count	1	3	3	0	7
		Expected Count	1.8	2.1	2.1	1.0	7.0
	(3) Some of the time	Count	14	13	12	9	48
		Expected Count	12.4	14.2	14.5	6.9	48.0
	(4) Most of the time	Count	18	22	27	10	77
		Expected Count	19.9	22.8	23.2	11.1	77.0
	(5) All of the time	Count	6	9	6	3	24
		Expected Count	6.2	7.1	7.2	3.5	24.0
	Total	Count	41	47	48	23	159
		Expected Count	41.0	47.0	48.0	23.0	159.0

Table I100: Program Development and Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.704 ^a	12	.642
Likelihood Ratio	11.611	12	.477
Linear-by-Linear Association	.024	1	.878
N of Valid Cases	159		

APPENDIX J: Frequency Data for Chi-Square Analysis of Familiarity & Expertise

Table J1: Familiarity & Accreditation Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Rate your familiarity with the Principles of Good Practice for Student Affairs (ACPA & NASPA, 1997).	(1) Not at all	Count	6	0	3	0	0	0	9
		Expected Count	3.1	.8	2.1	.9	1.8	.4	9.0
	(2) Slightly	Count	10	1	5	1	3	1	21
		Expected Count	7.3	1.8	4.8	2.2	4.1	.8	21.0
	(3) Moderately	Count	19	4	16	7	12	1	59
		Expected Count	20.4	5.0	13.5	6.2	11.6	2.3	59.0
	(4) Very	Count	16	4	10	6	12	4	52
		Expected Count	18.0	4.4	11.9	5.4	10.2	2.0	52.0
	(5) Extremely	Count	2	4	1	2	3	0	12
		Expected Count	4.2	1.0	2.7	1.3	2.4	.5	12.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table J2: Familiarity & Accreditation Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.790 ^a	20	.173
Likelihood Ratio	26.202	20	.159
Linear-by-Linear Association	5.530	1	.019
N of Valid Cases	153		

Table J3: Familiarity & Four-Year/Two-Year Status

			Four-year	Two-year		
Rate your familiarity with the Principles of Good Practice for Student Affairs (ACPA & NASPA, 1997).	(1) Not at all	Count	9	0	9	
		Expected Count	8.5	.5	9.0	
	(2) Slightly	Count	18	3	21	
		Expected Count	19.8	1.2	21.0	
	(3) Moderately	Count	54	2	56	
		Expected Count	52.9	3.1	56.0	
	(4) Very	Count	45	3	48	
		Expected Count	45.4	2.6	48.0	
	(5) Extremely	Count	12	0	12	
		Expected Count	11.3	.7	12.0	
	Total		Count	138	8	146
			Expected Count	138.0	8.0	146.0

Table J4: Familiarity & Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.810 ^a	4	.307
Likelihood Ratio	5.095	4	.278
Linear-by-Linear Association	.431	1	.512
N of Valid Cases	146		

Table J5: Familiarity & Institution Type

			Liberal Arts	Technical/ Community	
Rate your familiarity with the Principles of Good Practice for Student Affairs (ACPA & NASPA, 1997).	(1) Not at all	Count	7	4	11
		Expected Count	7.2	3.8	11.0
	(2) Slightly	Count	16	7	23
		Expected Count	15.1	7.9	23.0
	(3) Moderately	Count	41	23	64
		Expected Count	41.9	22.1	64.0
	(4) Very	Count	39	17	56
		Expected Count	36.7	19.3	56.0
	(5) Extremely	Count	7	7	14
		Expected Count	9.2	4.8	14.0
	Total	Count	110	58	168
		Expected Count	110.0	58.0	168.0

Table J6: Familiarity & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.157 ^a	4	.707
Likelihood Ratio	2.095	4	.718
Linear-by-Linear Association	.166	1	.683
N of Valid Cases	168		

Table J7: Familiarity & Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Rate your familiarity with the Principles of Good Practice for Student Affairs (ACPA & NASPA, 1997).	(1) Not at all	Count	0	4	2	2	1	0	1	10
		Expected Count	.9	1.8	2.6	2.2	1.3	.6	.8	10.0
	(2) Slightly	Count	4	3	4	4	3	0	4	22
		Expected Count	1.9	3.9	5.8	4.8	2.8	1.2	1.7	22.0
	(3) Moderately	Count	6	10	18	15	8	4	1	62
		Expected Count	5.4	10.9	16.3	13.6	7.8	3.5	4.7	62.0
	(4) Very	Count	4	11	14	8	7	5	4	53
		Expected Count	4.6	9.3	13.9	11.6	6.6	3.0	4.0	53.0
	(5) Extremely	Count	0	0	4	6	1	0	2	13
		Expected Count	1.1	2.3	3.4	2.8	1.6	.7	1.0	13.0
	Total	Count	14	28	42	35	20	9	12	160
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table J8: Familiarity & Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.731 ^a	24	.272
Likelihood Ratio	32.531	24	.114
Linear-by-Linear Association	1.089	1	.297
N of Valid Cases	160		

Table J9: Familiarity & Student Affairs Program Size

		0-10	11-15	16-20	21+	
Rate your familiarity with the Principles of Good Practice for Student Affairs (ACPA & NASPA, 1997).	(1) Not at all	Count	2	1	7	0
		Expected Count	1.3	3.4	4.5	.8
	(2) Slightly	Count	4	9	7	2
		Expected Count	2.9	7.5	9.8	1.8
	(3) Moderately	Count	8	28	22	4
		Expected Count	8.2	21.1	27.7	5.1
	(4) Very	Count	7	14	25	6
		Expected Count	6.9	17.7	23.2	4.3
	(5) Extremely	Count	0	2	10	1
		Expected Count	1.7	4.4	5.8	1.1
	Total	Count	21	54	71	13
		Expected Count	21.0	54.0	71.0	13.0

Table J10: Familiarity & Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.232 ^a	12	.141
Likelihood Ratio	19.849	12	.070
Linear-by-Linear Association	3.642	1	.056
N of Valid Cases	159		

Table J11: Familiarity & Student Affairs Staff Size

		0-9	10-15	16-29	30+	
Rate your familiarity with the Principles of Good Practice for Student Affairs (ACPA & NASPA, 1997).	(1) Not at all	Count	2	5	2	1
		Expected Count	2.6	2.9	3.0	1.4
	(2) Slightly	Count	7	3	10	2
		Expected Count	5.8	6.5	6.6	3.2
	(3) Moderately	Count	17	22	13	10
		Expected Count	16.3	18.2	18.6	8.9
	(4) Very	Count	16	14	16	7
		Expected Count	13.9	15.6	15.9	7.6
	(5) Extremely	Count	0	3	7	3
		Expected Count	3.4	3.8	3.9	1.9
	Total	Count	42	47	48	23
		Expected Count	42.0	47.0	48.0	23.0

Table J12: Familiarity & Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.255 ^a	12	.180
Likelihood Ratio	19.329	12	.081
Linear-by-Linear Association	1.751	1	.186
N of Valid Cases	160		

Table J13: Expertise & Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
How would you rate the expertise/training of your student affairs staff in relation to assessing student learning outcomes?	Excellent	Count	1	0	2	1	1	0	5
		Expected Count	1.7	.4	1.1	.5	1.0	.2	5.0
	Good	Count	15	5	12	7	11	4	54
		Expected Count	18.7	4.6	12.4	5.6	10.6	2.1	54.0
	Moderate	Count	28	6	15	8	14	2	73
		Expected Count	25.3	6.2	16.7	7.6	14.3	2.9	73.0
	Poor	Count	8	2	6	0	4	0	20
		Expected Count	6.9	1.7	4.6	2.1	3.9	.8	20.0
	Very Poor	Count	1	0	0	0	0	0	1
		Expected Count	.3	.1	.2	.1	.2	.0	1.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table J14: Expertise & Accrediting Agency Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.983 ^a	20	.947
Likelihood Ratio	14.215	20	.819
Linear-by-Linear Association	3.564	1	.059
N of Valid Cases	153		

Table J15: Expertise & Four-Year/Two-Year Status

			Four-year	Two-year	
How would you rate the expertise/training of your student affairs staff in relation to assessing student learning outcomes?	Excellent	Count	3	1	4
		Expected Count	3.8	.2	4.0
	Good	Count	48	3	51
		Expected Count	48.2	2.8	51.0
	Moderate	Count	69	4	73
		Expected Count	69.0	4.0	73.0
	Poor	Count	17	0	17
		Expected Count	16.1	.9	17.0
	Very Poor	Count	1	0	1
		Expected Count	.9	.1	1.0
	Total	Count	138	8	146
		Expected Count	138.0	8.0	146.0

Table J16: Expertise & Four-Year/Two-Year Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.002 ^a	4	.406
Likelihood Ratio	3.692	4	.449
Linear-by-Linear Association	1.963	1	.161
N of Valid Cases	146		

Table J17: Expertise & Institution Type

			Liberal Arts	Technical/Community	
How would you rate the expertise/training of your student affairs staff in relation to assessing student learning outcomes?	Excellent	Count	3	2	5
		Expected Count	3.4	1.6	5.0
	Good	Count	37	19	56
		Expected Count	38.5	17.5	56.0
	Moderate	Count	54	24	78
		Expected Count	53.6	24.4	78.0
	Poor	Count	15	5	20
		Expected Count	13.8	6.3	20.0
	Very Poor	Count	1	0	1
		Expected Count	.7	.3	1.0
Total	Count		110	50	160
	Expected Count		110.0	50.0	160.0

Table J18: Expertise & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.192 ^a	4	.879
Likelihood Ratio	1.492	4	.828
Linear-by-Linear Association	.950	1	.330
N of Valid Cases	160		

Table J19: Expertise & Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
How would you rate the expertise/training of your student affairs staff in relation to assessing student learning outcomes?	Excellent	Count	0	1	1	2	0	0	1	5
		Expected Count	.4	.9	1.3	1.1	.6	.3	.4	5.0
	Good	Count	1	13	16	13	9	1	3	56
		Expected Count	4.9	9.8	14.7	12.3	7.0	3.2	4.2	56.0
	Moderate	Count	10	10	20	14	9	7	8	78
		Expected Count	6.8	13.7	20.5	17.1	9.8	4.4	5.9	78.0
	Poor	Count	2	4	5	6	2	1	0	20
		Expected Count	1.8	3.5	5.3	4.4	2.5	1.1	1.5	20.0
	Very Poor	Count	1	0	0	0	0	0	0	1
		Expected Count	.1	.2	.3	.2	.1	.1	.1	1.0
Total	Count		14	28	42	35	20	9	12	160
	Expected Count		14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table J20: Expertise & Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.102 ^a	24	.256
Likelihood Ratio	26.429	24	.332
Linear-by-Linear Association	.869	1	.351
N of Valid Cases	160		

Table J21: Expertise & Student Affairs Program Size Chi-Square

			0-10	11-15	16-20	21+	
How would you rate the expertise/training of your student affairs staff in relation to assessing student learning outcomes?	Excellent	Count	1	0	2	2	5
		Expected Count	.7	1.7	2.2	.4	5.0
	Good	Count	4	15	31	5	55
		Expected Count	7.3	18.7	24.6	4.5	55.0
	Moderate	Count	13	33	27	5	78
		Expected Count	10.3	26.5	34.8	6.4	78.0
	Poor	Count	3	6	10	1	20
		Expected Count	2.6	6.8	8.9	1.6	20.0
	Very Poor	Count	0	0	1	0	1
		Expected Count	.1	.3	.4	.1	1.0
Total		Count	21	54	71	13	159
		Expected Count	21.0	54.0	71.0	13.0	159.0

Table J22: Expertise & Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.146 ^a	12	.111
Likelihood Ratio	17.416	12	.135
Linear-by-Linear Association	4.007	1	.045
N of Valid Cases	159		

Table J23: Expertise & Student Affairs Staff Size

			0-9	10-15	16-29	30+	
How would you rate the expertise/training of your student affairs staff in relation to assessing student learning outcomes?	Excellent	Count	0	3	1	1	5
		Expected Count	1.3	1.5	1.5	.7	5.0
	Good	Count	11	19	21	5	56
		Expected Count	14.7	16.5	16.8	8.0	56.0
	Moderate	Count	22	22	20	14	78
		Expected Count	20.5	22.9	23.4	11.2	78.0
	Poor	Count	8	3	6	3	20
		Expected Count	5.3	5.9	6.0	2.9	20.0
	Very Poor	Count	1	0	0	0	1
		Expected Count	.3	.3	.3	.1	1.0
	Total	Count	42	47	48	23	160
		Expected Count	42.0	47.0	48.0	23.0	160.0

Table J24: Expertise & Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.717 ^a	12	.319
Likelihood Ratio	14.788	12	.253
Linear-by-Linear Association	1.031	1	.310
N of Valid Cases	160		

APPENDIX K: Frequency Data for Chi-Square Analysis of Challenges and Institutional Characteristics

Table K1: Lack of Training & Accrediting Agency Size

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Lack of Training/Skills/Knowledge	No	Count	34	11	25	10	17	4	101
		Expected Count	35.0	8.6	23.1	10.6	19.8	4.0	101.0
	yes	Count	19	2	10	6	13	2	52
		Expected Count	18.0	4.4	11.9	5.4	10.2	2.0	52.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table K2: Lack of Training & Accrediting Agency Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.802 ^a	5	.578
Likelihood Ratio	4.057	5	.541
Linear-by-Linear Association	.455	1	.500
N of Valid Cases	153		

Table K3: Lack of Training & Four-Year/Two-Year

			Four-year	Two-year	
Lack of Training/Skills/Knowledge	No	Count	91	4	95
		Expected Count	89.8	5.2	95.0
	yes	Count	47	4	51
		Expected Count	48.2	2.8	51.0
	Total	Count	138	8	146
		Expected Count	138.0	8.0	146.0

Table K4: Lack of Training & Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.846 ^a	1	.358		
Continuity Correction ^b	.290	1	.590		
Likelihood Ratio	.808	1	.369		
Fisher's Exact Test				.451	.288
Linear-by-Linear Association	.840	1	.359		
N of Valid Cases	146				

Table K5: Lack of Training & Institution Type

			Liberal Arts	Technical/Community	
Lack of Training/Skills/ Knowledge	No	Count	75	39	114
		Expected Count	74.6	39.4	114.0
	yes	Count	35	19	54
		Expected Count	35.4	18.6	54.0
Total	Count		110	58	168
	Expected Count		110.0	58.0	168.0

Table K6: Lack of Training & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.015 ^a	1	.901		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.015	1	.901		
Fisher's Exact Test				1.000	.517
Linear-by-Linear Association	.015	1	.902		
N of Valid Cases	168				

Table K7: Lack of Training & Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Lack of Training/Skills/ Knowledge	No	Count	8	18	33	26	13	3	5	106
		Expected Count	9.3	18.6	27.8	23.2	13.3	6.0	7.9	106.0
	yes	Count	6	10	9	9	7	6	7	54
		Expected Count	4.7	9.5	14.2	11.8	6.8	3.0	4.1	54.0
Total	Count		14	28	42	35	20	9	12	160
	Expected Count		14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table K8: Lack of Training & Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.049 ^a	6	.061
Likelihood Ratio	11.773	6	.067
Linear-by-Linear Association	2.488	1	.115
N of Valid Cases	160		

Table K9: Lack of Training & Student Affairs Program Size

			0-10	11-15	16-20	21+	
Lack of Training/ Skills/Knowledge	No	Count	12	33	52	9	106
		Expected Count	14.0	36.0	47.3	8.7	106.0
	yes	Count	9	21	19	4	53
		Expected Count	7.0	18.0	23.7	4.3	53.0
Total	Count		21	54	71	13	159
	Expected Count		21.0	54.0	71.0	13.0	159.0

Table K10: Lack of Training & Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.026 ^a	3	.388
Likelihood Ratio	3.028	3	.387
Linear-by-Linear Association	2.233	1	.135
N of Valid Cases	159		

Table K11: Lack of Training & Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Lack of Training/Skills/Knowledge	No	Count	24	34	32	16	106
		Expected Count	27.8	31.1	31.8	15.2	106.0
	yes	Count	18	13	16	7	54
		Expected Count	14.2	15.9	16.2	7.8	54.0
	Total	Count	42	47	48	23	160
		Expected Count	42.0	47.0	48.0	23.0	160.0

Table K12: Lack of Training & Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.454 ^a	3	.484
Likelihood Ratio	2.427	3	.489
Linear-by-Linear Association	.829	1	.363
N of Valid Cases	160		

Table K13: Lack of Financial Resources & Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Lack of financial resources	no	Count	45	11	24	13	22	4	119
		Expected Count	41.5	10.2	26.6	12.5	23.5	4.7	119.0
	yes	Count	8	2	9	3	8	2	32
		Expected Count	11.2	2.7	7.2	3.4	6.3	1.3	32.0
	2.00	Count	0	0	1	0	0	0	1
		Expected Count	.3	.1	.2	.1	.2	.0	1.0
	Total	Count	53	13	34	16	30	6	152
		Expected Count	53.0	13.0	34.0	16.0	30.0	6.0	152.0

Table K14: Lack of Financial Resources & Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.792 ^a	10	.745
Likelihood Ratio	6.307	10	.789
Linear-by-Linear Association	2.052	1	.152
N of Valid Cases	152		

Table K15: Lack of Financial Resources & Four-Year/Two-Year

			Four-year	Two-year	
Lack of financial resources	no	Count	103	7	110
		Expected Count	103.9	6.1	110.0
	yes	Count	33	1	34
		Expected Count	32.1	1.9	34.0
	2.00	Count	1	0	1
		Expected Count	.9	.1	1.0
Total		Count	137	8	145
		Expected Count	137.0	8.0	145.0

Table K16: Lack of Financial Resources & Four-Year/Two-Year Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.642 ^a	2	.725
Likelihood Ratio	.775	2	.679
Linear-by-Linear Association	.638	1	.425
N of Valid Cases	145		

Table K17: Lack of Financial Resources & Institution Type

			Liberal Arts	Technical/Community	
Lack of financial resources	no	Count	85	47	132
		Expected Count	86.2	45.8	132.0
	yes	Count	23	11	34
		Expected Count	22.2	11.8	34.0
	2.00	Count	1	0	1
		Expected Count	.7	.3	1.0
	Total	Count	109	58	167
		Expected Count	109.0	58.0	167.0

Table K18: Lack of Financial Resources & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.662 ^a	2	.718
Likelihood Ratio	.984	2	.612
Linear-by-Linear Association	.328	1	.567
N of Valid Cases	167		

Table K19: Lack of Financial Resources & Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Lack of financial resources	no	Count	11	24	34	25	14	6	10	124
		Expected Count	10.9	21.8	32.8	26.5	15.6	7.0	9.4	124.0
	yes	Count	3	4	7	9	6	3	2	34
		Expected Count	3.0	6.0	9.0	7.3	4.3	1.9	2.6	34.0
	2.00	Count	0	0	1	0	0	0	0	1
		Expected Count	.1	.2	.3	.2	.1	.1	.1	1.0
	Total	Count	14	28	42	34	20	9	12	159
		Expected Count	14.0	28.0	42.0	34.0	20.0	9.0	12.0	159.0

Table K20: Lack of Financial Resources & Institution Enrollment Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.419 ^a	12	.894
Likelihood Ratio	6.241	12	.903
Linear-by-Linear Association	.613	1	.434
N of Valid Cases	159		

Table K21: Lack of Financial Resources & Student Affairs Program Size

			0-10	11-15	16-20	21+	
Lack of financial resources	no	Count	16	47	50	11	124
		Expected Count	16.5	42.4	54.9	10.2	124.0
	yes	Count	5	6	20	2	33
		Expected Count	4.4	11.3	14.6	2.7	33.0
	2.00	Count	0	1	0	0	1
		Expected Count	.1	.3	.4	.1	1.0
Total		Count	21	54	70	13	158
		Expected Count	21.0	54.0	70.0	13.0	158.0

Table K22: Lack of Financial Resources & Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.674 ^a	6	.263
Likelihood Ratio	8.213	6	.223
Linear-by-Linear Association	.285	1	.594
N of Valid Cases	158		

Table K23: Lack of Financial Resources & Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Lack of financial resources	no	Count	31	39	36	18	124
		Expected Count	32.8	35.9	37.4	17.9	124.0
	yes	Count	11	7	11	5	34
		Expected Count	9.0	9.8	10.3	4.9	34.0
	2.00	Count	0	0	1	0	1
		Expected Count	.3	.3	.3	.1	1.0
Total		Count	42	46	48	23	159
		Expected Count	42.0	46.0	48.0	23.0	159.0

Table K24: Lack of Financial Resources & Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.060 ^a	6	.669
Likelihood Ratio	4.198	6	.650
Linear-by-Linear Association	.002	1	.968
N of Valid Cases	159		

Table K25: Lack of Personnel & Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Lack of personnel	no	Count	45	11	29	13	24	2	124
		Expected Count	43.0	10.5	28.4	13.0	24.3	4.9	124.0
	yes	Count	8	2	6	3	6	4	29
		Expected Count	10.0	2.5	6.6	3.0	5.7	1.1	29.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table K26: Lack of Personnel & Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.610 ^a	5	.087
Likelihood Ratio	7.263	5	.202
Linear-by-Linear Association	2.971	1	.085
N of Valid Cases	153		

Table K27: Lack of Personnel & Four-Year/Two-Year Status

			Four-year	Two-year	
Lack of personnel	no	Count	111	7	118
		Expected Count	111.5	6.5	118.0
	yes	Count	27	1	28
		Expected Count	26.5	1.5	28.0
Total		Count	138	8	146
		Expected Count	138.0	8.0	146.0

Table K28: Lack of Personnel & Four-Year/Two-Year Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.244 ^a	1	.622
Continuity Correction ^b	.001	1	.975
Likelihood Ratio	.269	1	.604
Fisher's Exact Test			
Linear-by-Linear Association	.242	1	.623
N of Valid Cases	146		

Table K29: Lack of Personnel & Institution Type

			Liberal Arts	Technical/Community	
Lack of personnel	no	Count	87	51	138
		Expected Count	90.4	47.6	138.0
	yes	Count	23	7	30
		Expected Count	19.6	10.4	30.0
Total		Count	110	58	168
		Expected Count	110.0	58.0	168.0

Table K30: Lack of Personnel & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.023	1	.155
Continuity Correction	1.465	1	.226
Likelihood Ratio	2.131	1	.144
Fisher's Exact Test			
Linear-by-Linear Association	2.011	1	.156
N of Valid Cases	168		

Table K31: Lack of Personnel & Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Lack of personnel	no	Count	12	22	36	28	17	6	9	130
		Expected Count	11.4	22.8	34.1	28.4	16.3	7.3	9.8	130.0
	yes	Count	2	6	6	7	3	3	3	30
		Expected Count	2.6	5.3	7.9	6.6	3.8	1.7	2.3	30.0
Total		Count	14	28	42	35	20	9	12	160
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table K32: Lack of Personnel & Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.649	6	.851
Likelihood Ratio	2.505	6	.868
Linear-by-Linear Association	.636	1	.425
N of Valid Cases	160		

Table K33: Lack of Personnel & Student Affairs Program Size

			0-10	11-15	16-20	21+	
Lack of personnel	no	Count	18	42	57	12	129
		Expected Count	17.0	43.8	57.6	10.5	129.0
	yes	Count	3	12	14	1	30
		Expected Count	4.0	10.2	13.4	2.5	30.0
	Total	Count	21	54	71	13	159
		Expected Count	21.0	54.0	71.0	13.0	159.0

Table K34: Lack of Personnel & Student Affairs Program Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.779	3	.619
Likelihood Ratio	2.025	3	.567
Linear-by-Linear Association	.108	1	.742
N of Valid Cases	159		

Table K35: Lack of Personnel & Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Lack of personnel	no	Count	35	40	35	20	130
		Expected Count	34.1	38.2	39.0	18.7	130.0
	yes	Count	7	7	13	3	30
		Expected Count	7.9	8.8	9.0	4.3	30.0
	Total	Count	42	47	48	23	160
		Expected Count	42.0	47.0	48.0	23.0	160.0

Table K36: Lack of Personnel & Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.258 ^a	3	.354
Likelihood Ratio	3.133	3	.372
Linear-by-Linear Association	.200	1	.655
N of Valid Cases	160		

Table K37: Lack of Prioritization & Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Lack of prioritization by institution/division	no	Count	37	12	21	14	25	4	113
		Expected Count	39.1	9.6	25.8	11.8	22.2	4.4	113.0
	yes	Count	16	1	14	2	5	2	40
		Expected Count	13.9	3.4	9.2	4.2	7.8	1.6	40.0
	Total	Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table K38: Lack of Prioritization & Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.320 ^a	5	.097
Likelihood Ratio	10.004	5	.075
Linear-by-Linear Association	.897	1	.344
N of Valid Cases	153		

Table K39: Lack of Prioritization & Four-Year/Two-Year Status

		Four-year	Two-year	
Lack of prioritization by institution/division	no	Count	103	6
		Expected Count	103.0	6.0
	yes	Count	35	2
		Expected Count	35.0	2.0
	Total	Count	138	8
		Expected Count	138.0	8.0

Table K40: Lack of Prioritization & Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.001 ^a	1	.982
Continuity Correction	.000	1	1.000
Likelihood Ratio	.001	1	.982
Fisher's Exact Test			
Linear-by-Linear Association	.001	1	.982
N of Valid Cases	146		

Table K41: Lack of Prioritization & Institution Type

		Liberal Arts	Technical/Community	
Lack of prioritization by institution/division	no	Count	77	49
		Expected Count	83.0	43.0
	yes	Count	33	8
		Expected Count	27.0	14.0
	Total	Count	110	57
		Expected Count	110.0	57.0

Table K42: Lack of Prioritization & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.166 ^a	1	.023
Continuity Correction	4.340	1	.037
Likelihood Ratio	5.525	1	.019
Fisher's Exact Test			
Linear-by-Linear Association	5.135	1	.023
N of Valid Cases	167		

Table K43: Lack of Prioritization & Institution Enrollment Size

		0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Lack of prioritization by institution/division	no	Count	12	25	29	25	13	6	9
		Expected Count	10.4	20.8	31.2	26.0	14.9	6.7	8.9
	yes	Count	2	3	13	10	7	3	41
		Expected Count	3.6	7.2	10.8	9.0	5.1	2.3	3.1
	Total	Count	14	28	42	35	20	9	12
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0

Table K44: Lack of Prioritization & Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.201 ^a	6	.401
Likelihood Ratio	6.858	6	.334
Linear-by-Linear Association	2.422	1	.120
N of Valid Cases	160		

Table K45: Lack of Prioritization & Student Affairs Program Size

		0-10	11-15	16-20	21+	
Lack of prioritization by institution/division	no	Count	19	39	53	7
		Expected Count	15.6	40.1	52.7	9.6
	yes	Count	2	15	18	6
		Expected Count	5.4	13.9	18.3	3.4
Total		Count	21	54	71	13
		Expected Count	21.0	54.0	71.0	13.0

Table K46: Lack of Prioritization & Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.839 ^a	3	.120
Likelihood Ratio	6.156	3	.104
Linear-by-Linear Association	3.405	1	.065
N of Valid Cases	159		

Table K47: Lack of Prioritization & Student Affairs Staff Size

		0-9	10-15	16-29	30+	
Lack of prioritization by institution/division	no	Count	34	35	35	15
		Expected Count	31.2	35.0	35.7	17.1
	yes	Count	8	12	13	8
		Expected Count	10.8	12.0	12.3	5.9
		Count	42	47	48	23
		Expected Count	42.0	47.0	48.0	23.0

Table K48: Lack of Prioritization & Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.019 ^a	3	.568
Likelihood Ratio	2.016	3	.569
Linear-by-Linear Association	1.860	1	.173
N of Valid Cases	160		

Table K49: Lack of Coordination & Accrediting Agency

		NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Lack of coordination	no	Count	42	9	30	15	24	3
		Expected Count	42.6	10.5	28.1	12.9	24.1	4.8
	yes	Count	11	4	5	1	6	3
		Expected Count	10.4	2.5	6.9	3.1	5.9	1.2
		Count	53	13	35	16	30	6
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0

Table K51: Lack of Coordination & Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.030 ^a	5	.218
Likelihood Ratio	6.732	5	.241
Linear-by-Linear Association	.012	1	.911
N of Valid Cases	153		

Table K52: Lack of Coordination & Four-Year/Two-Year

		Four-year	Two-year	
Lack of coordination	no	Count	112	7
		Expected Count	112.5	6.5
	yes	Count	26	1
		Expected Count	25.5	1.5
Total		Count	138	8
		Expected Count	138.0	8.0

Table K53: Lack of Coordination & Four-Year/Two-Year Chi-Square Status

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.202 ^a	1	.653
Continuity Correction ^b	.000	1	1.000
Likelihood Ratio	.221	1	.638
Fisher's Exact Test			
Linear-by-Linear Association	.200	1	.654
N of Valid Cases	146		

Table K54: Lack of Coordination & Institution Type

		Liberal Arts	Technical/Community	
Lack of coordination	no	Count	88	50
		Expected Count	90.4	47.6
	yes	Count	22	8
		Expected Count	19.6	10.4
Total		Count	110	58
		Expected Count	110.0	58.0

Table K55: Lack of Coordination & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.997 ^a	1	.318
Continuity Correction ^b	.619	1	.431
Likelihood Ratio	1.031	1	.310
Fisher's Exact Test			
Linear-by-Linear Association	.991	1	.319
N of Valid Cases	168		

Table K56: Lack of Coordination & Institution Enrollment Size

		0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Lack of coordination	no	Count	11	22	34	28	15	9	11
		Expected Count	11.4	22.8	34.1	28.4	16.3	7.3	9.8
	yes	Count	3	6	8	7	5	0	1
		Expected Count	2.6	5.3	7.9	6.6	3.8	1.7	2.3
Total		Count	14	28	42	35	20	9	12
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0

Table K57: Lack of Coordination & Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.681 ^a	6	.720
Likelihood Ratio	5.474	6	.485
Linear-by-Linear Association	1.164	1	.281
N of Valid Cases	160		

Table K58: Lack of Coordination & Student Affairs Program Size

		0-10	11-15	16-20	21+	
Lack of coordination	no	Count	19	43	56	11
		Expected Count	17.0	43.8	57.6	10.5
	yes	Count	2	11	15	2
		Expected Count	4.0	10.2	13.4	2.5
	Total	Count	21	54	71	13
		Expected Count	21.0	54.0	71.0	13.0

Table K59: Lack of Coordination & Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.617 ^a	3	.656
Likelihood Ratio	1.824	3	.610
Linear-by-Linear Association	.427	1	.514
N of Valid Cases	159		

Table K60: Lack of Coordination & Student Affairs Staff Size

		0-9	10-15	16-29	30+	
Lack of coordination	no	Count	36	38	38	18
		Expected Count	34.1	38.2	39.0	18.7
	yes	Count	6	9	10	5
		Expected Count	7.9	8.8	9.0	4.3
	Total	Count	42	47	48	23
		Expected Count	42.0	47.0	48.0	23.0

Table K61: Lack of Coordination & Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.826 ^a	3	.843
Likelihood Ratio	.856	3	.836
Linear-by-Linear Association	.714	1	.398
N of Valid Cases	160		

Table K62: Lack of Time & Accrediting Agency

		NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Lack of time	no	Count	39	8	23	14	19	6
		Expected Count	37.8	9.3	24.9	11.4	21.4	4.3
	yes	Count	14	5	12	2	11	0
		Expected Count	15.2	3.7	10.1	4.6	8.6	1.7
	Total	Count	53	13	35	16	30	6
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0

Table K63: Lack of Time & Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.664 ^a	5	.247
Likelihood Ratio	8.579	5	.127
Linear-by-Linear Association	.039	1	.844
N of Valid Cases	153		

Table K64: Lack of Time & Four-Year/Two-Year

		Four-year	Two-year	
Lack of time	no	Count	96	103
		Expected Count	97.4	103.0
	yes	Count	42	43
		Expected Count	40.6	43.0
	Total	Count	138	146
		Expected Count	138.0	146.0

Table K65: Lack of Time & Four-Year/Two-Year Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.171 ^a	1	.279
Continuity Correction ^b	.467	1	.495
Likelihood Ratio	1.365	1	.243
Fisher's Exact Test			
Linear-by-Linear Association	1.163	1	.281
N of Valid Cases	146		

Table K66: Lack of Time & Institution Type

		Liberal Arts	Technical/ Community	
Lack of time	no	Count	69	120
		Expected Count	78.6	120.0
	yes	Count	41	48
		Expected Count	31.4	48.0
	Total	Count	110	168
		Expected Count	110.0	168.0

Table K67: Lack of Time & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.821 ^a	1	.001
Continuity Correction ^b	10.618	1	.001
Likelihood Ratio	13.010	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	11.750	1	.001
N of Valid Cases	168		

Table K68: Lack of Time & Institution Enrollment Size

		0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Lack of time	no	Count	13	21	29	22	14	6	7
		Expected Count	9.8	19.6	29.4	24.5	14.0	6.3	8.4
	yes	Count	1	7	13	13	6	3	5
		Expected Count	4.2	8.4	12.6	10.5	6.0	2.7	3.6
	Total	Count	14	28	42	35	20	9	12
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0

Table K69: Lack of Time & Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.510 ^a	6	.480
Likelihood Ratio	6.436	6	.376
Linear-by-Linear Association	3.205	1	.073
N of Valid Cases	160		

Table K70: Lack of Time & Student Affairs Program Size

			0-10	11-15	16-20	21+	
Lack of time	no	Count	17	36	47	12	112
		Expected Count	14.8	38.0	50.0	9.2	112.0
	yes	Count	4	18	24	1	47
		Expected Count	6.2	16.0	21.0	3.8	47.0
Total		Count	21	54	71	13	159
		Expected Count	21.0	54.0	71.0	13.0	159.0

Table K71: Lack of Time & Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.083 ^a	3	.166
Likelihood Ratio	5.969	3	.113
Linear-by-Linear Association	.010	1	.922
N of Valid Cases	159		

Table K72: Lack of Time & Student Affairs Staff Size

			0-9	10-15	16-29	30+	
Lack of time	no	Count	31	33	33	15	112
		Expected Count	29.4	32.9	33.6	16.1	112.0
	yes	Count	11	14	15	8	48
		Expected Count	12.6	14.1	14.4	6.9	48.0
Total		Count	42	47	48	23	160
		Expected Count	42.0	47.0	48.0	23.0	160.0

Table K73: Lack of Time & Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.577 ^a	3	.902
Likelihood Ratio	.578	3	.901
Linear-by-Linear Association	.555	1	.456
N of Valid Cases	160		

Table K74: Inability to Use Data & Accrediting Agency

			NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Inability to use gathered data	no	Count	43	12	32	13	26	6	132
		Expected Count	45.7	11.2	30.2	13.8	25.9	5.2	132.0
	yes	Count	10	1	3	3	4	0	21
		Expected Count	7.3	1.8	4.8	2.2	4.1	.8	21.0
Total		Count	53	13	35	16	30	6	153
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0	153.0

Table K75: Inability to Use Data & Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.668 ^a	5	.598
Likelihood Ratio	4.519	5	.477
Linear-by-Linear Association	.881	1	.348
N of Valid Cases	153		

Table K76: Inability to Use Data & Four-Year/Two-Year Status

		Four-year	Two-year	
Inability to use gathered data	no	Count	120	127
		Expected Count	120.0	127.0
	yes	Count	18	19
		Expected Count	18.0	19.0
Total		Count	138	146
		Expected Count	138.0	146.0

Table K77: Inability to Use Data & Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.002 ^a	1	.965
Continuity Correction ^b	.000	1	1.000
Likelihood Ratio	.002	1	.964
Fisher's Exact Test			
Linear-by-Linear Association	.002	1	.965
N of Valid Cases	146		

Table K78: Inability to Use Data & Institution Type

		Liberal Arts	Technical/Community	
Inability to use gathered data	no	Count	93	146
		Expected Count	95.6	146.0
	yes	Count	17	22
		Expected Count	14.4	22.0
Total		Count	110	168
		Expected Count	110.0	168.0

Table K79: Inability to Use Data & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.558 ^a	1	.212
Continuity Correction ^b	1.016	1	.314
Likelihood Ratio	1.654	1	.198
Fisher's Exact Test			
Linear-by-Linear Association	1.549	1	.213
N of Valid Cases	168		

Table K80: Inability to Use Data & Institution Enrollment Size

		0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Inability to use gathered data	no	Count	13	25	37	27	17	9	138
		Expected Count	12.1	24.2	36.2	30.2	17.3	7.8	138.0
	yes	Count	1	3	5	8	3	0	22
		Expected Count	1.9	3.9	5.8	4.8	2.8	1.2	22.0
Total		Count	14	28	42	35	20	9	160
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	160.0

Table K81: Inability to Use Data & Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.848 ^a	6	.563
Likelihood Ratio	5.843	6	.441
Linear-by-Linear Association	.334	1	.563
N of Valid Cases	160		

Table K82: Inability to Use Data & Student Affairs Program Size

		0-10	11-15	16-20	21+	
Inability to use gathered data	no	Count	17	48	60	12
		Expected Count	18.1	46.5	61.2	11.2
	yes	Count	4	6	11	1
		Expected Count	2.9	7.5	9.8	1.8
	Total	Count	21	54	71	13
		Expected Count	21.0	54.0	71.0	13.0

Table K83: Inability to Use Data & Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.390 ^a	3	.708
Likelihood Ratio	1.430	3	.698
Linear-by-Linear Association	.178	1	.673
N of Valid Cases	159		

Table K84: Inability to Use Data & Student Affairs Staff Size

		0-9	10-15	16-29	30+	
Inability to use gathered data	no	Count	38	40	41	19
		Expected Count	36.2	40.5	41.4	19.8
	yes	Count	4	7	7	4
		Expected Count	5.8	6.5	6.6	3.2
	Total	Count	42	47	48	23
		Expected Count	42.0	47.0	48.0	23.0

Table K85: Inability to Use Data & Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.970 ^a	3	.809
Likelihood Ratio	1.016	3	.797
Linear-by-Linear Association	.752	1	.386
N of Valid Cases	160		

Table K86: Efforts Too New & Accrediting Agency

		NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
Efforts on campus are too new to rate	no	Count	51	13	35	16	29	5
		Expected Count	51.6	12.7	34.1	15.6	29.2	5.8
	yes	Count	2	0	0	0	1	1
		Expected Count	1.4	.3	.9	.4	.8	.2
	Total	Count	53	13	35	16	30	6
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0

Table K87: Efforts Too New & Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.712 ^a	5	.243
Likelihood Ratio	5.840	5	.322
Linear-by-Linear Association	.260	1	.610
N of Valid Cases	153		

Table K88: Efforts Too New & Four-Year/Two-Year

			Four-year	Two-year	
Efforts on campus are too new to rate	no	Count	135	7	142
		Expected Count	134.2	7.8	142.0
	yes	Count	3	1	4
		Expected Count	3.8	.2	4.0
Total		Count	138	8	146
		Expected Count	138.0	8.0	146.0

Table K89: Efforts Too New & Four-Year/Two-Year Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.026 ^a	1	.082
Continuity Correction ^b	.391	1	.532
Likelihood Ratio	1.733	1	.188
Fisher's Exact Test			
Linear-by-Linear Association	3.005	1	.083
N of Valid Cases	146		

Table K90: Efforts Too New & Institution Type

			Liberal Arts	Technical/Community	
Efforts on campus are too new to rate	no	Count	109	55	164
		Expected Count	107.4	56.6	164.0
	yes	Count	1	3	4
		Expected Count	2.6	1.4	4.0
Total		Count	110	58	168
		Expected Count	110.0	58.0	168.0

Table K91: Efforts Too New & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.970 ^a	1	.085
Continuity Correction ^b	1.419	1	.234
Likelihood Ratio	2.800	1	.094
Fisher's Exact Test			
Linear-by-Linear Association	2.952	1	.086
N of Valid Cases	168		

Table K92: Efforts Too New & Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
Efforts on campus are too new to rate	no	Count	14	26	41	34	20	9	12	156
		Expected Count	13.7	27.3	40.9	34.1	19.5	8.8	11.7	156.0
	yes	Count	0	2	1	1	0	0	0	4
		Expected Count	.4	.7	1.1	.9	.5	.2	.3	4.0
		Count	14	28	42	35	20	9	12	160
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table K93: Efforts Too New & Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.907 ^a	6	.689
Likelihood Ratio	4.467	6	.614
Linear-by-Linear Association	1.098	1	.295
N of Valid Cases	160		

Table K94: Efforts Too New & Student Affairs Program Size Chi-Square Tests

		0-10	11-15	16-20	21+	
Efforts on campus are too new to rate	no	Count	21	51	70	13
		Expected Count	20.5	52.6	69.2	12.7
	yes	Count	0	3	1	0
		Expected Count	.5	1.4	1.8	.3
Total		Count	21	54	71	13
		Expected Count	21.0	54.0	71.0	13.0

Table K95: Efforts Too New & Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.267 ^a	3	.352
Likelihood Ratio	3.676	3	.299
Linear-by-Linear Association	.313	1	.576
N of Valid Cases	159		

Table K96: Efforts Too New & Student Affairs Staff Size

		0-9	10-15	16-29	30+	
Efforts on campus are too new to rate	no	Count	42	44	48	22
		Expected Count	40.9	45.8	46.8	22.4
	yes	Count	0	3	0	1
		Expected Count	1.1	1.2	1.2	.6
		Count	42	47	48	23
		Expected Count	42.0	47.0	48.0	23.0

Table K97: Efforts Too New & Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.537 ^a	3	.136
Likelihood Ratio	6.870	3	.076
Linear-by-Linear Association	.121	1	.728
N of Valid Cases	160		

Table K98: No Understanding of Value & Accrediting Agency

		NCA	NEASC	SACS	WASC	MSCHE	NWCCD	
No understanding of value/culture resistance	no	Count	48	12	27	12	28	5
		Expected Count	45.7	11.2	30.2	13.8	25.9	5.2
	yes	Count	5	1	8	4	2	1
		Expected Count	7.3	1.8	4.8	2.2	4.1	.8
		Count	53	13	35	16	30	6
		Expected Count	53.0	13.0	35.0	16.0	30.0	6.0

Table K99: No Understanding of Value & Accrediting Agency Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.712 ^a	5	.243
Likelihood Ratio	6.487	5	.262
Linear-by-Linear Association	.240	1	.624
N of Valid Cases	153		

Table K100: No Understanding of Value & Four-Year/Two-Year Status

			Four-year	Two-year	
No understanding of value/culture resistance	no	Count	116	6	122
		Expected Count	115.3	6.7	122.0
	yes	Count	22	2	24
		Expected Count	22.7	1.3	24.0
	Total	Count	138	8	146
		Expected Count	138.0	8.0	146.0

Table K101: No Understanding of Value & Four-Year/Two-Year Status Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.452 ^a	1	.502
Continuity Correction ^b	.033	1	.856
Likelihood Ratio	.405	1	.525
Fisher's Exact Test			
Linear-by-Linear Association	.449	1	.503
N of Valid Cases	146		

Table K102: No Understanding of Value & Institution Type

			Liberal Arts	Technical/Community	
No understanding of value/culture resistance	no	Count	89	55	144
		Expected Count	94.3	49.7	144.0
	yes	Count	21	3	24
		Expected Count	15.7	8.3	24.0
	Total	Count	110	58	168
		Expected Count	110.0	58.0	168.0

Table K103: No Understanding of Value & Institution Type Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.008 ^a	1	.014
Continuity Correction ^b	4.925	1	.026
Likelihood Ratio	6.928	1	.008
Fisher's Exact Test			
Linear-by-Linear Association	5.972	1	.015
N of Valid Cases	168		

Table K104: No Understanding of Value & Institution Enrollment Size

			0-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000+	
No understanding of value/culture resistance	no	Count	13	25	35	31	15	8	9	136
		Expected Count	11.9	23.8	35.7	29.8	17.0	7.6	10.2	136.0
	yes	Count	1	3	7	4	5	1	3	24
		Expected Count	2.1	4.2	6.3	5.3	3.0	1.3	1.8	24.0
	Total	Count	14	28	42	35	20	9	12	160
		Expected Count	14.0	28.0	42.0	35.0	20.0	9.0	12.0	160.0

Table K105: No Understanding of Value & Institution Enrollment Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.139 ^a	6	.658
Likelihood Ratio	4.002	6	.676
Linear-by-Linear Association	1.833	1	.176
N of Valid Cases	160		

Table K106: No Understanding of Value & Student Affairs Program Size

			0-10	11-15	16-20	21+	
No understanding of value/culture resistance	no	Count	18	48	59	10	135
		Expected Count	17.8	45.8	60.3	11.0	135.0
	yes	Count	3	6	12	3	24
		Expected Count	3.2	8.2	10.7	2.0	24.0
Total		Count	21	54	71	13	159
		Expected Count	21.0	54.0	71.0	13.0	159.0

Table K107: No Understanding of Value & Student Affairs Program Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.507 ^a	3	.681
Likelihood Ratio	1.483	3	.686
Linear-by-Linear Association	.896	1	.344
N of Valid Cases	159		

Table K108: No Understanding of Value & Student Affairs Staff Size

			0-9	10-15	16-29	30+	
No understanding of value/culture resistance	no	Count	39	40	37	20	136
		Expected Count	35.7	39.9	40.8	19.6	136.0
	yes	Count	3	7	11	3	24
		Expected Count	6.3	7.1	7.2	3.4	24.0
		Count	42	47	48	23	160
		Expected Count	42.0	47.0	48.0	23.0	160.0

Table K109: No Understanding of Value & Student Affairs Staff Size Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.463 ^a	3	.216
Likelihood Ratio	4.606	3	.203
Linear-by-Linear Association	1.815	1	.178
N of Valid Cases	160		

VITA

Jonita Ashley-Pauley was born and raised in Mohawk, Tennessee. She graduated from West Greene High School in 1996. Jonita graduated from East Tennessee State University (E.T.S.U) in 1999 with a major in history and a minor in political science. In 2001 she completed her Masters of Public Administration with a concentration in City Planning from E.T.S.U. in December 2001. While at E.T.S.U. Jonita served as a Resident Assistant for one semester and as a Resident Director for four years. During the two years that followed her completion of the M.P.A. she worked as a city planner for the City of Bristol, Virginia. In 2003, Jonita returned to higher education by joining Tusculum College's Student Affairs staff as the Director of Residence Life. Over the next three years, Jonita was promoted to Assistant Dean and then Associate Dean of Students. She has served as the Associate Dean of Students since 2005. As the Associate Dean of Students, Jonita supervises areas and staff in Residence Life, Student Activities, Orientation, Recreational Sports, Student Conduct, International Student Affairs, and Multicultural Student Affairs. She serves as a member of the Crisis Response Team, Assessment Review Team, Administrative Processing Team, Community Standards Board, as well advises the Student Government Association and various other student groups. She completed her dissertation in the Fall of 2012, and received her Doctorate of Education, with a major of Higher Education Administration from the University of Tennessee, Knoxville in Fall 2012.