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Influence of Mission Statements on Teacher Education Programs at Two Church-Related Undergraduate Institutions

Ann Marie Biermaier

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INFLUENCE OF MISSION STATEMENTS ON TEACHER EDUCATION PROGRAMS
AT TWO CHURCH-RELATED UNDERGRADUATE INSTITUTIONS

by
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A Dissertation
Submitted to the Graduate Faculty
of the
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in partial fulfillment of the requirements
for the degree of
Doctor of Education

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This Dissertation submitted by Ann Marie Biermaier, O.S.B., in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota has been read by the Faculty Advisory Committee under whom the work has been done, and is hereby approved.

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Ann Marie Biermaier 14 March 1989
Dean of the Graduate School

Permission

Influence of Mission Statements on Teacher Education Programs at
Title Two Church-related Undergraduate Institutions

Department Educational Administration

Degree Doctor of Education

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Signature Ann Marie Liermain, O.S.B.

Date February 9, 1989

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ABSTRACT

The purpose of this study was to investigate the ways in which stated institutional missions influenced the operation of teacher education programs, and the way that teacher education programs used the institutional mission statement in evaluating their programs as it applied to two private, liberal arts colleges in Minnesota. Institutional missions were expected to guide curricular policy, inform the public, and establish criteria for accountability and subsequent program evaluation.

This study was conducted utilizing the case study method. Data were gathered by reviewing documentation pertaining to the institution and to the teacher education program as well as by interviewing administrators, faculty, students, and alumni. Reports were written describing and analyzing each institution individually. Following these individual descriptions a cross comparison of data with the other institution and with the findings reported in the literature was conducted. Conclusions were drawn that supported or rejected theoretical constructs reported in the literature. Finally, the investigator proposed a model for small, church-related, liberal arts institutions to utilize in performing a self-study of their teacher education programs.

The following conclusions were drawn:

1. There was no or only a minimal (inferred) relationship between the institutional mission and the program mission.

Rather, program statements of purpose or objectives addressed accreditation standards.

2. The institutional mission had a significant influence on the teacher education program. It influenced program admission criteria, course syllabi and content, classroom climate, and total credit distribution.
3. The institutional mission statement had a significant influence on the evaluation of program performance. Both institutions had program review practices that required departments to review programs in relationship to the institutional mission.

CHAPTER I
INTRODUCTION

The relationship of the institutional mission in colleges and universities to the daily operations of individual programs has received a great deal of attention in recent years by those interested in higher education. In the late 1960s the number of colleges and universities increased. As programs expanded, horizontally and vertically, institutional administrators were called to greater accountability to ensure adherence to the institutional mission (Barak and Berdahl 1978).

Caruthers (1980) asserted that the mission statement of an institution articulated the reason for the existence of that institution. The Carnegie Foundation for the Advancement of Teaching (1977) said that the institutional mission statement included a concise series of statements that guided the academic leadership of a college in determining which educational programs were appropriate for inclusion in the institution's curriculum. The Carnegie Foundation also indicated that for the institution's mission statement to be useful it needed to be explicit about the major priorities of the institution. Furthermore, it was to provide criteria by which the institution would be governed. Caruthers and Lott (1981) added that the institutional mission statement was also important in the institution's planning, budgeting, and day-to-day decision-making process.

Historically, attempts to relate the institutional mission to the concrete and day-to-day decision-making process have proven unsuccessful because mission statements were too ambiguous to provide a meaningful context for evaluating programs and establishing priorities for budgeting and planning (Caruthers 1980). According to Doucette, Richardson, and Fenske (1985), there was frequent discrepancy between the institution's desired goals and what it perceived to be reality:

Attempts to relate institutional goals and missions to more concrete and useful objectives have been unsuccessful principally because they have assumed relationships between qualitative goal statements and quantitative objectives that are more apparent than real (p. 189).

Departments also have missions. In addition to determining the relationship between the departmental mission and the institutional mission, Arns and Poland (1980) observed that departments struggle with other pressures. Faculty questioned whether emphasis should have been given to research or practice, scholarship or application, or external agency requirements or institutional mission. Further questions involved whether emphasis should have been given to quantitative accountability, to public justification, or to the maintenance of quality.

Teacher education departments, wishing to provide a program that students might complete within four years, were faced with a difficult predicament. They struggled with whether program review should have focused on external agency requirements (i.e., national/state accrediting agencies,) thus providing greater assurance for program continuation. Or should the department faculty have risked accreditation and instead given emphasis, in their

program review, to the institutional mission? The jeopardy was especially critical when institutional and departmental missions were apparently in conflict with accrediting agency standards or criteria.

Purpose of the Study

The purpose of this study was to investigate the ways in which stated institutional missions influenced the operation of teacher education programs and the way in which teacher education faculty used the institutional mission statements in evaluating program performance. This was to be done using a case study methodology of two small, church-related, liberal arts colleges. A second purpose was to develop a prototype or model for small church-related, liberal arts institutions to follow in self-study types of evaluation processes. The methodology for generalizing the proposed prototype or model was a cross comparison and analysis between data obtained from the two case studies and the literature reviewed.

Significance of the Study

This study was significant for a number of reasons. First, it provided evidence to either support or discredit present-day literature asserting difficulties in utilizing institutional mission statements as a means of influencing change in departmental programs and day-to-day decision making. Secondly, it added to the minimal amount of literature regarding the process of program review in church-related education institutions. Thirdly, it provided a model for the program review process within small, church-related, liberal arts institutions.

Delimitations of the Study

This study was delimited to the following:

1. Midwestern, church-related, four-year undergraduate, liberal arts institutions in the same state, of approximately equivalent size, that were in existence more than seventy-five years
2. Teacher education programs at two institutions that prepare elementary and secondary teachers within a single department
3. Curriculum and day-to-day operational functioning of the teacher education program that was the focal point of the institutional mission
4. Institutions that were accredited by the National Council for the Accreditation of Teacher Education (NCATE), the North Central Association of Colleges and Schools (NCA), and the state approving body
5. Interviews with faculty who were involved full-time in the institution and at least half-time in the teacher education program
6. Interviews with the academic institutional officers
7. Interviews with ten students who had completed or were completing coursework and were ready to student teach in the next semester. Five of the students were from the elementary education program and five were from the secondary education program. Persons new to the campus (one year or less) were not included

8. Interviews with ten alumni who graduated between the dates of December 1983 and December 1984
9. Data gathered from existing documentation between the fall of 1983 and the spring of 1988 included program planning documents, review documents, minutes, and handbooks; course syllabi; admission's criteria and records; institutional planning documents and review documents; institutional curriculum committee minutes pertaining to teacher education; and administrative anecdotal records of the teacher education program
10. Evaluations completed by students and alumni of the teacher education program between the dates of December 1983 and December 1984 and between December 1986 and December 1987.

Definitions

The following definitions were used for the purpose of the study:

Teacher education program: A degree program within the institution having explicit goals, a recognizable program structure, and resources for students pursuing teaching certification at the elementary or secondary level.

Formal information: Information provided by the two institutions that was in written form and used in the study.

Informal information: Information provided by the two institutions that was not available in written form.

Accreditation self-study: A self-study completed by the two institutions that was used specifically for an accreditation review.

Institutional self-study: A self-study completed by the two institutions that was used for internal review.

Institutional curriculum committee: A committee within the two institutions that reviewed the programs within the institution.

Inservice: Education or training that was provided to faculty at the college level, teachers within an elementary or secondary institution, or future teachers.

Research Questions

Basic questions and underlying subquestions for the investigation were as follows:

1. How did the institutional mission influence the operation of the teacher education program?
 - a. How did the teacher education program mission statement reflect the institutional mission?
 - b. How did the teacher education program reflect the institutional mission?
 - c. How did the teacher education program's admission criteria reflect the institutional mission?
 - d. How did the course syllabi address the major components of the institutional mission?
 - e. How did the teacher education faculty incorporate the intentions stated in the institutional mission in course content?
 - f. What evidence was there that the institutional mission influenced the classroom climate in the teacher education courses?

- g. How did university and teacher education credit distribution requirements reflect the focus emphasized in the institutional mission?
2. How did the teacher education faculty use the institutional mission in evaluating its program performance?
 - a. Did program review documents address the specifics of the institutional mission? If so, how?
 - b. Did other documents and records indicate regular assessment of the components of the institutional mission and its relationship to teacher education? If so, how?
 - c. Did the student and alumni evaluations request input regarding the teacher education program's fulfilling the institutional mission?
 - d. What evidence indicated recommended changes in the teacher education program to strengthen its alignment with the institution's mission?
 3. Comparing the two institutions reviewed, what are the commonalities and differences in their review practices?

Organization of the Study

Chapter II of the study consists of three sections. Section one presents the definition and purposes of institutional mission statements. The second section features the various aspects of program review. The concluding section describes the relationship between the institutional mission and departmental program review.

Chapter III describes the design and methodology used in the study. Chapter IV describes and analyzes the relationship between the

institutional mission statement and the teacher education program of McHugh College. Chapter V describes and analyzes the relationship between the institutional mission statement and the teacher education program of Bailey College. Chapter VI deals with a cross comparison and analysis of the two institutions. Chapter VII presents a proposed model or set of procedures that institutions might use when determining the influence of the institutional mission on the teacher education program in their institutions.

CHAPTER II
REVIEW OF LITERATURE

This chapter consists of three sections. The first section presents the definition and purposes of the institutional mission statement. Next, audiences for whom mission statements present meaning are examined. Finally, weaknesses of mission statements are discussed.

The second section reviews the definitions of program review and program evaluation. The components of program review, as well as the purposes of program review, are addressed. Also presented are the characteristics of a program review process.

Section three investigates the relationship between the mission statement and program review. In this section the interrelationships of mission, program review, and budgeting are discussed.

Institutional Mission Statement

Definition

According to the Carnegie Foundation for the Advancement of Teaching, the mission statement included "a concise series of statements" that provided direction in the following ways:

1. Guide the academic leadership of a college in determining what educational programs are appropriate for accommodation in the institution's curriculum

2. Provide students with information about the institution's intentions so that they can compare them with their own interests and needs
3. Provide the college's governing board, accrediting agencies, and others who might have a legitimate reason to evaluate the performance of the college, the criteria by which the institution chooses, at least in curricular matters, to be governed (Carnegie 1977, p. 161).

"An institution's mission is a broad statement of fundamental purposes; it embraces the social and intellectual aspirations of the institution" (Caruthers and Lott 1981, p. 26). It described the identity of the college--its philosophy, clientele, and services. It specified sponsorship. The mission of an institution was relatively unchanging and typically not negotiable. It was a statement of the university's long-term purposes (Caruthers and Lott 1981; Doucette, Richardson, and Fenske 1985; Dressel 1987; Peck 1985).

Purpose of Institutional Mission

"The mission statement can be an important planning cornerstone. But even more important is the integration of the mission understanding within institutional planning, budgeting, and day-to-day decision making" (Caruthers and Lott 1981, p. 23). It was explicit about the institution's priorities (e.g., teaching, research, service, graduate/undergraduate instruction, liberal arts/professional programs) (Caruthers and Lott 1981; Doucette, Richardson, and Fenske 1985).

The mission statement guided curricular policy and planning. It directed specific programs and set criteria of accountability for use by the Board of Trustees. When an institution's mission statement was understood, it created a frame of reference for assessing program quality (Caruthers 1980). It was used to establish

budget priorities (Carnegie 1977; Caruthers and Lott 1981; Doucette, Richardson, and Fenske 1985; O'Meara 1984).

Audience

"A mission statement usually is developed to communicate with two general types of audiences--external and internal" (Caruthers and Lott 1981, p. 25). The governing body--trustees, legislators, administrators, staff--used the institutional mission statement in discerning fidelity to the nature of the institution and determining priorities for program planning, budgeting, and day-to-day decision making. The mission statement determined the boundaries within which decisions were made (Carnegie 1977; United States Catholic Conference 1981).

The institutional mission statement assisted faculty in determining the program offerings as well as in assessing program quality. It conveyed to its constituencies, the students, information about the program's scope and offerings.

Weaknesses of Mission Statements

"Most current statements of institutional missions are too ambiguous to provide a useful context for evaluating academic programs and establishing budget priorities" (Caruthers 1980, p. 85). According to Doucette, Richardson, and Fenske (1985), attempts to relate goals and missions to the concrete were unsuccessful because management assumed relationships between qualitative goal statements and quantitative objectives.

Another problem was that too many institutions adopted a "survival" ethic.

They have adopted a myopic commitment to holding tight and riding out the storm of problems that afflict higher education. This attitude hurts for three reasons. First, its emphasis is shortsighted. It focuses on symptoms, not on problems. It emphasizes enrollments and finances over mission and institutional purpose. Second, survivalism represents a war of each against all. Faculties and departments retrench to protect their own turf. Faculties divide from each other and departments separate from the rest. Academic community dies. Third, tough decisions are not made. The unwillingness to take the long view, the absence of followers, and the loss of community require politically expedient decisions. When budgets have to be cut, the survival mentality makes it likely that they will be cut across the board, not selectively in areas of weakness and not augmented in areas of strength (Levine 1985, pp. 7-8).

A third problem was that all too frequently degree requirements were stated in terms of course requirements, providing students no sense of rationale. Degree requirements showed no relationship to the overall purpose of education. Additionally, degree requirements showed no relationship to the nature of society (Carnegie 1977).

According to Caruthers (1980), a final problem was that examination of an institution's mission occurred too infrequently and most often was caused by an external stimulus. The hiring of a new chief executive officer, a legislative mandate, or an accreditation review provoked the need for a look at the relationship between the mission statement and the activities. These shortsighted efforts did not create a relevant relationship among mission and programs, budgeting, and planning.

Summation of Institutional Mission Statement

Useful mission statements were stated in clear language, matched the institution, (Carnegie 1977; Caruthers 1980; Doucette,

Richardson, and Fenske 1985; Levine 1985) and articulated the functions (research/teaching) performed by the institution. They stated the type of curricula offered by the institution, and indicated whether the institution provided an education at the graduate/undergraduate level (Levy 1979).

Caruthers (1980), Doucette, Richardson, and Fenske (1985), and Levine (1985) argued the importance that officers in an institution involve a broad base of the public--legislators, parents, students, as well as faculty and administration--when they reviewed their institutional mission. It was important to work together in evaluating the perceptions regarding the mission of the particular institution. Caruthers and Lott (1981) indicated that a good way to understand the mission of the institution was to analyze what the institution was actually doing.

"For greatest impact, a mission statement should be a dynamic document, and it should be reassessed at regular intervals" (Caruthers and Lott 1981, p. 58). Mission statements that were clearly defined proved to be useful for planning, budgeting, and day-to-day decision making.

Program Review/Evaluation

Introduction

"Hard times dictate that colleges face issues and examine their performance candidly, whether or not accreditation depends on it" (Tritschler 1981, p. 28). Causes for these demands of improved review of performance included increased demand for accountability, shifting demographic trends, and increasing costs in education, along

with a reduction in financial support from the federal government and private agencies. Additional factors included the combination of inflation and recession, changes in the job market for persons with advanced degrees, and the trend of declining enrollments of college-age persons (Cantwell 1978; Craven 1980a; Engdahl and Barak 1980; Green 1981; Lawrence and Green 1980; Shirley and Volkwein 1978).

Recognizing that the university is a complex human organization of considerable inertia, which needs to respond to the changing society in which it is embedded, increasing attention is being paid to the evaluation of academic programs in order to determine what things to change and how to change them (Arns and Poland 1980, p. 268).

The formal review of graduate programs was more common than the review of undergraduate programs. Literature indicated that those least likely to be involved in internal program review activity in the early 1980s were public and private four-year colleges, Bible colleges, and privately owned institutions (Engdahl and Barak 1980).

Historical Context

Between 1693 (when Harvard and William and Mary were established) and 1850, virtually no program evaluation occurred. New schools began when existing schools did not meet a need. Following the Morrill Act of 1862, which provided support for public colleges and universities, increased attention was given to higher education. During this time faculty were the reviewers of programs and admissions practices. With the advent of the normal schools and teacher colleges in the period between 1900 and 1940, regional and specialized accreditation expanded. Shortly after 1900, several states had established governing boards for public higher education in their constitutions (Harclerod 1980).

Between 1950 and 1970, rapid growth in education occurred. Along with the expansion in education "four developments of major importance to academic program evaluation took place." These were:

1. further expansion of state coordinating and governing boards,
2. expanded performance evaluation by other state agencies,
3. federal support of some facets of higher education with resulting controls, and
4. expansion of voluntary accrediting associations (Harcleroad 1980, pp. 9-10).

According to Barak (1982), approximately 12 percent of responding institutions had program review policies and procedures in place prior to 1965. Between 1965 and 1969, 45 percent more of the responding institutions implemented policies and procedures. Following 1975, another 43 percent of these institutions indicated that they had established program review policies and procedures.

Harcleroad (1980) argued that, because of such factors as the taxpayers' revolt, the diversion of funds from higher education to other worthy causes, funding of students over institutions, increasing power of statewide boards, and the greater competition for both students and financial resources, a number of existing institutions would no longer be needed. Program evaluation, both internal and external, became instrumental in determining which institutions and programs should survive.

Definitions of Program Evaluation and Program Review

To come to a better understanding of the meaning and implications of program review or program evaluation, it was important to determine appropriate definitions. The definitions of both program evaluation and program review follow.

Program Evaluation

Craven (1980b) proposed the following definition of program evaluation:

Program evaluation is the process of specifying, defining, collecting, analyzing, and interpreting information about designated aspects of a given program and using that information to arrive at value judgments among decision alternatives regarding the installation, continuation, modification, or termination of a program (p. 434).

Harclerod (1980) defined institutional program evaluation as "the organized and continuing efforts of an institution to examine the several dimensions of its educational program for purposes of improving it" (p. 3). While definitions of evaluation were sometimes in conflict with each other, they all shared at least three common facets: (1) evaluation dealt with determination of worth; (2) evaluation assisted with decision making; and (3) evaluation was a political activity (Kelly and Johnston 1980). Kelly and Johnston determined that evaluation was "a methodological activity intended to develop descriptions of programs and judgments of worth to facilitate decision making" (p. 57).

Program Review

According to Poulton (1978), program review provided the opportunity "for structured introspection where information is collected, assembled, analyzed, and communicated in ways that do not normally take place" (p. 6). Program review referred to the approval of new programs or the "renewal of existing programs" (Arns and Poland 1980, p. 268). Arns and Poland described program review to mean "a searching, comprehensive evaluation of an existing, coherent set of academic activities" (p. 269).

Recognizing the common aspects of both definitions, this study used program review and program evaluation interchangeably. Both had in common the improvement of programs and decision making.

Components

Program review consisted of several components. Program review fulfilled a formative or summative purpose; it disclosed internal or external responsibility; and it functioned for purposes of either service or accountability (Cantwell 1978; Cranton and Legge 1978).

Formative or Summative Purpose

Formative evaluations were generally conducted prior to or during the operation of a program. They were done in order to assist faculties with program development or program improvement (Anderson and Ball 1978; Cranton and Legge 1978; Harclerod 1980; Nelli and Nutter 1984; Scriven 1967). Planning, participation, and process evaluation were thought of as formative (Dressel 1978).

Summative evaluations were usually conducted at appropriate stages during or at the end of a program for the purpose of judging the worth or overall effectiveness of the program (Anderson and Ball 1978; Barak 1982; Cranton and Legge 1978; Harclerod 1980; Nelli and Nutter 1984; Scriven 1967). To the extent that evaluation "is used for retaining, modifying, replacing, or eliminating a program, it is summative" (Dressel 1978, pp. 16-17). Generally, summative evaluations were completed for the purpose of accountability.

According to Barak (1982), many institutions attempted to combine their internal reviews with professional accreditation visits.

While some evaluators disagreed with this process, saying that program improvement and program evaluation were at cross purposes with each other, others believed that a mixed approach of internal and external review presented better results (Mims 1978).

Internal or External Participants/Responsibility

Program evaluations which were designed and completed by faculty, administration, staff, and students involved in the program were known as internal evaluations. Those involved were responsible for the process of the evaluation as well as the dissemination of results. Internal program review was most often connected with evaluation and planning (Arns and Poland 1980; Cranton and Legge 1978). Internal program review was generally formative in character and facilitated the improvement of programs (Barak 1982; Kells 1980; Patton 1978).

"If responsibility for planning, conducting, and using results lies with individuals who are not employees of the program, it is an external evaluation" (Cranton and Legge 1978, p. 464). Persons involved included administration, faculty, staff and/or students within the institution but external to the program being reviewed, outside consultants, or outside evaluators. Evaluations done by external evaluators were generally completed for the purpose of accountability (Barak 1982; Cranton and Legge 1978; Harcleroad 1980).

Service or Accountability Function

"When the evaluation results are the property of the program faculty and are not necessarily reported to the administration or the board of directors, the evaluation is a service to the program"

(Cranton and Legge 1978, p. 465). Program evaluations that were formative and internal provided a service to the program faculty.

"When evaluation results are intended for a funding agency or decision maker, the central purpose of the evaluation is one of accountability" (Cranton and Legge 1978, p. 465). Program evaluations that were summative and external functioned in an accountability mode. Accreditation reviews were described as reviews for the purpose of accountability.

Purposes of Program Review/Evaluation

Two things are absolutely crucial when you are speaking about evaluations. One, they are always being done for some purpose or other, and purposes vary for different audiences, for different regulatory agencies, for institutions. And secondly, evaluations are always basically qualitative, always made by judgments of people who do that kind of activity well (Petrie 1980, p. 98).

According to Dressel (1978),

The purpose of systematic evaluation is simply that of bringing to a conscious level and in a form to expedite decision making, the assumptions and values inherent in educational programs, to relate these to anticipated procedures and expected accomplishments, and to compare these plans with actual functioning and results (p. 12).

While there were several variations and listings of purposes for doing program review, three purposes seemed to include all the others: planning, improvement, and justification (Anderson and Ball 1978; Barak 1982; Craven 1980a; Dressel 1978; Feasley 1980; Kells 1980). Presently, internal review most frequently addresses program improvement.

Program Improvement

"By keeping program improvement as a central purpose we have found a greater degree of openness and rationality than appears to have occurred elsewhere under conditions of threat" (Arns and Poland 1980, p. 281). Program improvement included "appraisal of the competencies of program staff and other aspects of the delivery system, as well as examination of program content" (Anderson and Ball 1978, p. 3).

Program improvement addressed clarification of goals, identification of problems, and was client-centered. It reviewed the need for alteration of delivery, patterns of performance, and reassignment of duties and responsibilities (Dressel 1978; Gaff 1985; Kells 1980). It included "comparison with similar programs, improved communications among program participants, and conclusions about the adequacy of program responsiveness and flexibility" (Feasley 1980, p. 34). Activities of program improvement were generally considered formative and internal.

Program Planning

"It is quite common to encounter planning processes that project resource requirements, fund sources, and enrollments forward for a one to three-year period to establish the basis for day-to-day decisions and to predict trends" (Arns and Poland 1980, p. 269). Arns and Poland said that planning "processes are usually carried out with reference to a background of institutional mission, goals, and planning assumptions" (p. 269).

Program planning included assessing client needs, determining adequacy of resources for carrying it out and possible reconsideration of priorities and ordering of activities (Anderson and Ball 1978; Dressel 1978; Feasley 1980). Program planning may have assisted with determining marketability of programs to prospective students and donors (Gaff 1985).

Program Justification

Activities viewed as failing under program justification may be listed as measuring the level of continued support for a program, discovering what supporters and opponents want to know about the program, demonstrating adherence to authorizing agreements, and advocating a future status (expansion, reduction, maintenance, or elimination of the program) (Feasley 1980, p. 34).

Program justification went beyond evaluating for the purpose of improvement. It attempted to determine programs that were thought to be unproductive (Kelly and Johnston 1980). It affected changes in resource allocation (Dressel 1978). Being summative in nature, it attempted to determine whether the program was still needed and viable (Anderson and Ball 1978).

Characteristics of Program Review Design Process

While assessment was important, of equal importance was the establishment of a process for the evaluation. The strategy for the evaluation was important only in the context of the institution being evaluated and the people who completed the review (Feasley 1980).

"Each review normally begins from a common framework that is adjusted to meet unique features of individual situations" (Poulton 1978, p. 6).

How it was conducted was as important as why it was conducted.

Consideration was given to several facets of the process. Of equal importance were the following components: the principles of assessment, models/designs of the assessment, methods of assessment, time-frame, criteria for assessment, and benefits of program review and evaluation (Tritschler 1981). The design of the review process, credibility of persons involved, and the style of the decision-making process all influenced the success of the process as well as the end results of the evaluation (Heydinger 1978; Mims 1978).

A well-developed systematic process of evaluation assisted the institution's leadership in implementing a developmental process of evaluation as well as long-range planning. It aided in the budgeting process and also prevented a "status quo" environment within the institution (Cantwell 1978).

Principles of Assessment

For the review to be beneficial, several principles of the assessment process were determined prior to the commencement of the review.

1. The process was internally motivated and appropriate to the circumstances of the institution.
2. The administration was committed to the process and provided leadership for its success.
3. Everyone involved was informed of the purpose of the assessment and given an opportunity to contribute to the process from the beginning.
4. It had a clear and systematic set of procedures.
5. The process was well led. Continual communication existed.

6. Avenues of recourse were established.
7. The evaluation was useful and formative in nature.
8. The evaluation included multiple methods of gathering data and multiple sources of information.
9. Quantitative and qualitative information was beneficial.
10. Evaluation results were better accepted when persons involved in the evaluation activity were knowledgeable about the program being reviewed, the expected student outcomes, data interpretation, and how the results were used.
11. The evaluation report was brief, written in comprehensible language and included some commitment to action.
12. The process included a plan to evaluate the process itself (Cantwell 1978; Craven 1980a; Gaff 1985; House 1982; Kells 1980, 1981; Miller 1981; Mims 1978; Nelli and Nutter 1984; Tritschler 1981).

Models/Design

Mims (1978) and Kells (1980) stated that there was no one best method or design for implementing a review process. They also said that there was no one best way to conduct all reviews. "What works for one place may not work for another" (Mims 1978, p. 4). Evaluation processes should be designed specifically for the institution, building on the review efforts of the past.

Kells (1981) and Mims (1978) said the most successful models of review processes were ones that were user oriented and beneficial to the persons involved. Kells (1981) encouraged persons involved in

program assessment to make a concerted effort to make the process one of developmental improvement. "Internally oriented processes can yield valuable insights. Externally oriented processes, that are paste-on, frequently yield results that are resented" (p. 22).

Methodology

As stated previously, there was no one best design and no one best method for program review. The method depended on the purpose. The literature most frequently dealt with three approaches: (1) classical experimental/quantitative method, (2) social-anthropological/qualitative method, or (3) an eclectic approach (Mims 1978).

Classical experimental method

The classical experimental method was drawn primarily from the natural sciences and psychology. It was quantitative in nature and conducted primarily for purposes of accountability and policy and decision making (Mims 1978; Patton, 1978, 1980). It dealt more with quantitative data, was measurement oriented, and relatively uniform in its approach. Until recently the classical experimental method was the dominant method of evaluation.

Social-anthropological method

An alternative to the classical experimental model, the social-anthropological method was a more open-ended, in-depth, holistic approach. This method drew from a greater variety of the social sciences. It dealt with qualitative data, was inductive in nature, and presented a descriptive picture. Its predominant application was for program improvement (Patton 1978, 1980; Scriven 1967).

Eclectic methods

The eclectic methods recently emerged as a combination of the classical experimental and the alternative methods. This view of evaluation no longer needed to choose one method over another, but rather the method best suited to the purpose of the review. Mims (1978) and Patton (1980) said that a combination of qualitative and quantitative methods might be the best method employed for purposes of decision making.

Time-Frame

Typically, most program reviews occurred on a cyclical basis. Other reviews occurred on an "as needed" basis. Reasons for these reviews varied according to need (e.g., financial exigency, enrollment drop, negative accreditation review, or change of leadership).

In Barak's (1982) study, he noted that most reviews occurred on a cyclical basis every five or six years. According to Mims (1978), "Establishing a cycle helps to ensure that the review will take place; thus, it provides for continuity of process even though key participants change" (p. 18).

Criteria

Selecting appropriate criteria was perhaps one of the most difficult and important aspects of the program review process. Shirley and Volkwein (1978) assigned their criteria to three categories: quality, need, and cost. Barak and Berdahl (1978) listed ten criteria they thought should be addressed. While others arranged the criteria for evaluation in other ways, all addressed basically the

same areas. All criteria addressed either qualitative or quantitative measures. Barak and Berdahl's listing of the critical criteria was as follows:

1. number of program graduates
2. student enrollment (matriculation and retention)
3. size of classes
4. cost per program graduate
5. faculty workload
6. program quality as reflected in a) reputation, b) faculty qualifications, and c) the employment of program graduates
7. comparative analysis of the production of program graduates from similar types of programs in the state, the region, and the nation
8. economies or improvements in quality to be achieved through program consolidation or elimination
9. general student interest and demand trends
10. appropriateness of the program, given the institutional mission (Green 1981, pp. 72-73).

Barak and Berdahl noted that the most frequently applied criteria addressed the measures of "productivity, costs, and the compatibility between program and institutional mission" (Green 1981, p. 73). This study concentrated primarily on the criterion of "appropriateness of the program, given the institutional mission." Greater emphasis is given to this topic later in the chapter.

Benefits

The primary benefit of a program review process is the opportunity that it provides for structured introspection where information is collected, assembled, analyzed, and communicated in ways that do not normally take place through the standard practice of most operating units. . . . The primary value lies in the assembly of diverse information at one point, in one place, reviewed by parties in different locations in the institution, and subjected to a series of well structured questions which form the heart of the program review process. . . . The analysis, clarification, and communication of issues and recommendations provided by program review influence the decision making process (Poulton 1978, pp. 6-7).

Satisfactory program reviews and evaluations provided many benefits to the administration, faculty, staff, and students within an

institution. Program reviews did not serve all constituents within the university equally. Rather, the administrative attitude within the institution determined to a great degree the value of the evaluation. Among the many benefits to the constituency and the institution were the following:

1. clarified institutional missions
2. improved capacity for planning
3. improved resource allocation
4. increased attention to our responsibilities to the students
5. increased consideration of alternative ways to develop and deliver programs
6. better institutional management
7. earlier warning of impending difficulties in a particular program (Barak 1982).

Relationship of Mission Statement to Program Review

When an institution's mission was clearly articulated and well understood, it created a frame of reference for determining institutional and departmental priorities, assessment of program quality, and allocation of resources (Carnegie 1977; Caruthers 1980; Shirley and Volkwein 1978). In this section each of these areas is addressed and the interdependence of these activities is shown.

Introduction

One of the most frequently mentioned criteria for program review or evaluation was the relationship between the program and the

mission (Arns and Poland 1980; Barak and Berdahl 1978; Caruthers 1980; Green 1981; Kelly and Johnston 1980; Shirley and Volkwein 1978). Shirley and Volkwein stated that one of the indicators for determining the need for a program review was the necessity to determine the centrality of the program to the mission. A strong mission statement and a program central to the mission affected the budgeting and planning processes as well as program evaluation. One built on and contributed to the other (Caruthers 1980).

Centrality to Mission

"There are no degrees of centrality. A given program either is central to the goals of the institution or it is not" (Shirley and Volkwein 1978, p. 480). One of the first places to start a serious program review was to determine the program's relationship to the mission of the institution.

"By facilitating in-depth study, program review can provide a test of congruence between institutional goals, program goals, and individual goals" (Arns and Poland 1980, p. 283). One judged the relationship between the mission and the program by determining the congruence of the educational philosophy, goals, and objectives of the program and the mission.

Relationship to Budgeting

"For the relationship between program review and institutional role and mission to make a major difference, they must not only be strongly related to each other but also to the budgeting process" (Caruthers 1980, p. 84). Caruthers and Shirley and Volkwein (1978) both recommended that when new resources were made available they

should go to strengthen weak programs that were essential to the mission as well as to programs already determined as strong and integral to the mission. If finances were limited, they advocated that budget cuts be made in programs that were determined to have minimal or no relationship to the mission. This was essential if institutions were serious about determining resource allocation in relationship to programs that fulfilled the institution's mission.

Problems

Several problems existed which created difficulty in determining the interrelationships between mission and program review and mission, program review, and budgeting. They were the ambiguity of the mission statement, present budgeting practices, and present program review practices.

Ambiguity of the Mission Statement

Program review activities helped clarify ambiguous missions. When the institution learned its strengths, it accentuated the positive aspects of the institution. Where weaknesses were noted, administration and faculty determined what to change or eliminate (Caruthers 1980).

Present practices indicated that all too frequently mission statements were so general that most programs "fit" the mission. This provided little useful context for meaningful review, budgeting, and planning (Caruthers 1980; Shirley and Volkwein 1978).

Greater clarification of the mission statement aided in planning. Allocation of resources for new or revised programs improved. Marketing strategies were enhanced when an institution clarified its

mission statement (Arns and Poland 1980; Caruthers 1980; Shirley and Volkwein 1978).

Budgeting Practices

Generally, present budgeting practices indicated minimal linkage to program review, mission, and planning. All too frequently, across-the-board budget cuts or allocations occurred. Ideally, budget cuts should have occurred in programs that appeared weak and/or were determined nonessential to the mission. Resource allocations should have been increased in programs that were weak but lacked the necessary resources to improve, yet were deemed essential to the mission. Present literature lacked evidence indicating that these types of practices were operable in most institutions (Caruthers 1980; Shirley and Volkwein 1978).

Present Program Review Practices

Present program review practices indicated closer linkage to accreditation review than to institutional planning, mission review, or budgeting. Presently, program review activities related to planning, mission review, or budgeting primarily when some external event occurred (e.g., new institutional leadership, financial difficulties, or regional accreditation). These rare events lacked the necessary, continual review attitudes needed for improved relationships between budgeting, planning, program review, and mission (Carnegie 1977; Caruthers 1980; Shirley and Volkwein 1978).

Chapter Summary

This chapter presented the definition and purposes of institutional mission, the audiences for whom the mission statement

presented meaning, and some weaknesses of mission statements. Mission statements that were clearly defined, matched the institution, and articulated the functions performed by the institution had an influence on the daily operations within the institution. It also presented definitions of program review/evaluation, and articulated some purposes and characteristics of a good program review process. Good program reviews involved all participating in the review, were beneficial to the participants, had clearly defined objectives for the review, and indicated how the results would be used.

Finally, it addressed the interrelationship between the mission statement and program review, budgeting, and planning. Once program review was determined integral to the planning and budgeting process, decisions were made regarding allocation of resources and the strengthening, revising, or eliminating of programs. Mission statements were more clearly linked to programs and programs to missions. Resources were allocated based on mission.

Chapter III describes the design and methodology used in the study, data sources, and the procedures employed to ensure greater validity.

CHAPTER III
DESIGN AND METHODOLOGY

Introduction

Chapter III presents the broad plan used in the study. The purposes addressed in this chapter were to determine the validity of the study, specific design and methodology, and describe data sources.

Validity of the Study

Critics of the case study research method expressed concern about lack of rigor for scientific generalization. Questions were raised about single case generalizations. Rather than generalizing to populations or universes, case studies generalized to theoretical propositions.

In this sense, the case study, like the experiment, does not represent a "sample," and the investigator's goal is to expand and generalize theories (analytical generalization) and not to enumerate frequencies (statistical generalization) (Yin 1984, p. 21).

To ensure greater validity, the investigator limited the study to specific dates, documents, and persons. Research was limited to the influence of the institutional mission on teacher education. Multiple sources were utilized for the research questions. As suggested by Yin (1984), cross verification techniques and multiple information-gathering sources acted to minimize weaknesses inherent in the qualitative data.

Design

Yin (1984) says the case study is an empirical inquiry doing the following:

- investigates a contemporary phenomenon within its real-life context, when
- the boundaries between the phenomena and context are not clearly evident; and in which
- multiple sources of evidence are used (p. 23).

The case study "allows an investigation to retain the holistic and meaningful characteristics of real-life events" (Yin 1984, p. 14).

It was "an intensive and complete examination of a facet or an issue" (Lincoln and Guba 1985, p. 360).

In Effective Evaluation, Guba and Lincoln (1981) observed that case studies were written for a variety of purposes: to chronicle, render a description, teach, or research. They were written at the factual, interpretative, or evaluative level.

When multiple case studies occurred, each individual case study appeared as a "whole." Each individual case addressed the questions of the investigator. Following each individual case study, a summary report resulted. Only then did across case comparison and analysis occur (Yin 1984).

Applying Yin's (1984) description for designing case studies, the investigator began by first determining the questions to be answered concerning the influence of the institutional mission statement on the teacher education program. A pilot interview was conducted with institutional officers and faculty at a third institution of similar size and character to "test" these questions. Based on the pilot interview (appendix B), questions in the interview were revised. In the "Institutional Officers" section, questions

numbered one and three were revised to describe more clearly the term "cyclical." The question numbered ten was expanded. In the "Teacher Education Faculty" section, questions numbered two and eleven were combined. Questions numbered four, twelve, thirteen, fourteen, fifteen, and seventeen were altered to describe more clearly that this dealt with the teacher education program. Question numbered eleven was added. The questions were rearranged (appendix C). In the "Alumni" section, the question numbered three was expanded. Next, the investigator determined the scope of the literature to be reviewed--the topics of institutional mission, program review and evaluation, and the influence of the institutional mission. The unit of study was limited to teacher education programs at two church-related, undergraduate, liberal arts institutions. Those participating were asked to examine the first draft (appendix D) for factual and interpretative accuracy, omissions, and interpretation of information as suggested by Lincoln and Guba (1985) and Yin (1984). A representative from Bailey College* responded indicating that there were "no inaccuracies" in the chapter written regarding their institution. The representative also indicated satisfaction regarding anonymity. Satisfied with anonymity, a McHugh College* representative indicated that the information regarding McHugh was "very accurate." Data were reviewed in relationship to proposed literature theories. Following each institutional review, a comparison and analysis of the programs were conducted. Conclusions were determined that supported or rejected the theories proposed.

*Fictitious names have been used to identify the institutions. The institutions will consistently be referred to as Bailey or McHugh College.

Methodology

Sample

The study included two midwestern, four-year undergraduate, liberal arts institutions. Other universities and colleges were considered but did not fulfill the requirements specified in the delimitations of the study. The two chosen institutions of higher learning were church-related and had been in existence more than seventy-five years. They were in the same state and of the same approximate size. Both were accredited by the same voluntary national accrediting agencies and by the same required state approving body.

Officials of the institutions studied were contacted by telephone and invited to participate in the study. Both the institution and the individuals within the college were assured anonymity. A confirmation of their willingness to participate was made by mail (appendix A).

Data Collection

Data stem from interaction between the investigator and the data sources--human and nonhuman (Lincoln and Guba 1985). Sources utilized, as recommended by Lincoln and Guba (1985), Yin (1984), and Patton (1980), included documentation, archival records, and interviews.

Documents and Records

Documentation reviewed included college catalogs; the National Council for the Accreditation of Teacher Education (hereinafter referred to as NCATE) institutional and program review documents, the state institutional and program review documents (sometimes the NCATE

and state reviews were included in one document), program planning documents, minutes, and handbooks; course syllabi; admission's criteria and records; student and alumni evaluations; institutional review and planning documents; institutional curriculum committee minutes pertaining to teacher education; administrative anecdotal records of the teacher education program; and interview information.

Documents and records were more consistently used than other sources of information. They were helpful for corroborating evidence, provided specific detail, confirmed or contradictory, and reflected the situation. Being nonhuman, they were nonreactive. This strengthened the internal validity as described by Lincoln and Guba (1985) and Yin (1984).

Documents were thought of as unrepresentative, lacking in objectivity or statements of truth. Records have been accused of selective deposit or selective survival. Document and record bias was reduced by the use of multiple methods of data collection (e.g., maintaining a field journal, on-site visitation, reviewing multiple sets of documents) as suggested by Lincoln and Guba (1985), Patton (1980), and Yin (1984).

A matrix that indicated the questions asked in the study and the possible location of evidence was designed (appendix E). Following the review of materials at each institution, the investigator indicated the actual location of evidence (appendices F and G).

Interviews

"Of all the means of exchanging information or gathering data, perhaps the oldest and most respected is the conversation" (Guba and Lincoln 1981, p. 153). Interviews were conducted with faculty, staff, administration, students, and alumni. They provided an essential source of evidence and insight. They corroborated information from other sources and provided verification and extension of constructions regarding credibility. Interviews were taped to verify handwritten notes and eliminate the necessity of calling interviewees.

As described by Lincoln and Guba (1985) and Yin (1984), interviewers have had some problems. Respondents may have had poor or inaccurate recall; therefore, interviews were subject to bias. Because only small samples of people were interviewed, generalizations were limited.

A semi-structured, open-ended interview was used in this study. Students who participated in the group interview had completed their coursework, were in their last semester of coursework, or were prepared to do their student teaching. All eligible students were invited to participate in the interview. At Bailey College, nine students, four from elementary education and five from a secondary education program, elected to participate in the interview. At McHugh College, eight elementary students chose to be interviewed.

Telephone interviews were conducted with education alumni who graduated between the dates of December 1983 and December 1984. At McHugh College, the investigator was given a list of ten alumni, five elementary education majors and five with majors in a secondary

education area. The investigator was able to locate and interview seven alumni. At Bailey College, the investigator received a list of all alumni who graduated between the dates specified. The investigator randomly selected and interviewed ten alumni. If an interviewee was unable to be located, a replacement was chosen.

The teacher education faculty were interviewed individually. The chairperson was identified as a faculty member in the program. Interviewees were full-time faculty who spent at least one-half of their time in the education department. All persons taught courses or supervised student teachers within the elementary or secondary education program.

The President, the Vice-President for Academic Affairs, the Associate Academic Dean, and the Institutional Research person, considered institutional officers, were interviewed individually.

CHAPTER IV

MCHUGH COLLEGE

Introduction

History

McHugh College was founded at the beginning of the twentieth century by a group of Roman Catholic religious Sisters as a four-year undergraduate, liberal arts college for women.

Among the many bodies by whom it was accredited, McHugh was accredited by the North Central Association of Colleges and Secondary Schools and the National Council for the Accreditation of Teacher Education. The teacher education program was also approved by the state teacher education approving body.

Location

McHugh College was located in the midwest on 110 acres of land only a few minutes from a large urban area. It was near several other institutions of higher education.

The teacher education program was housed in the Education Department. One chairperson was responsible for the administration of the early childhood, elementary, and secondary education programs.

Size

The enrollment of McHugh, at the time of this study, was approximately 2,500 students. Roughly one-third of the women resided

on the campus. The remaining two-thirds commuted from the surrounding area for daytime, evening, and/or weekend classes. McHugh was known as one of the largest private, liberal arts colleges for women in the United States.

McHugh's students came from over thirty countries and thirty-eight states.

Within the past academic year about three-fourths of the new students came from the college's home state, eighteen percent came from other midwestern states, and four percent came from states outside the midwest. About four percent of our students are from foreign countries.*

About two hundred faculty taught at McHugh College. Of this number, more than 80 percent had achieved the highest degree in their fields.

Offerings

McHugh offered more than thirty subject majors. Because of its cooperative arrangement with area institutions of higher learning, another thirty majors were available to the McHugh students. Students at McHugh were allowed to take courses at the nearby colleges if these courses were not offered on the home campus. In addition to the many academic opportunities on the various campuses, McHugh and the other nearby colleges and universities cosponsored hundreds of social and educational events each year.

The teacher education program at McHugh consisted of licensure programs in several areas: prekindergarten education; kindergarten through sixth grade; first through sixth grade; grades seven through

*Citations referring to McHugh College documents or individuals will not be indicated. Also see appendix F for an identification of the sources of data.

twelve; and in physical education, music, and art education, kindergarten through grade twelve. Students could major in elementary education, art, English, French, home economics, life science (biology), physical science, mathematics, music, physical education, social studies, Spanish, speech (communication), or speech and theatre (communication) education.

Students at McHugh had available to them a number of educational opportunities outside of the state and country. McHugh offered an exchange program at several other colleges operated by the sponsoring body of religious women. The students were allowed to enroll as visiting students and take classes at one of the twelve other institutions of higher education in the United States sponsored by these religious Sisters. McHugh also offered more than 150 options for study abroad. Both students and faculty participated in these national and international study programs.

Mission

McHugh's current college catalog states the following:

The college accepts the following as fundamental values: a commitment to broadly based liberal education as the foundation for all other learning; a commitment to developing the leadership potential of students; and a commitment to the Roman Catholic tradition and its demand for social justice, especially in relation to women.

In the current program review documents, the following objectives for teacher preparation at McHugh were stated as operative:

1. The student develops knowledge and understanding of the learning process related to human growth and development which provides the basis for formulating and applying teaching principles.

2. The student understands and applies the following components of the teaching-learning process: curriculum development; systematic instructional planning; strategies and techniques of motivating, guiding and directing learning; and methods of evaluating the outcomes of instruction.
3. The student grows in the ability to adapt content, materials and methods of instruction to the needs of individual learners.
4. The student recognizes the effects of bias, discrimination and prejudice and acts positively to promote a classroom climate in which all persons are respected and affirmed.
5. The student develops competency and skill in effective classroom management.
6. The student understands and appreciates the contributions and life styles of various racial, cultural and economic groups in our society.
7. The student identifies and articulates current issues in education as these relate to the role of the school in education and the role of education in society.
8. The student develops an understanding of the requirements, opportunities and responsibilities of teaching as a profession.

All of the teacher education faculty who were interviewed articulated the threefold aspect of the McHugh College institutional mission: it was a Catholic, liberal arts college for women. One person said that this mission was "kind of carved upon our hearts." She said she felt that McHugh focused on this threefold mission and "did a fairly good job with some of it."

All of the students interviewed agreed that McHugh had the threefold mission of being a Catholic, liberal arts college for women. One said, "I feel that McHugh really stresses leadership, community, and a woman becoming the best she can be." She also said McHugh promoted "a liberal arts education and how that produces a well-rounded individual."

The alumnae also confirmed that McHugh's mission emphasized education of women within a Christian and liberal arts setting. While no individual recalled the threefold aspect of the mission, five of the seven students interviewed remembered one or another aspect of the mission. All of them recalled the emphasis given to women and the leadership of women.

Liberal Arts

The liberal arts courses offered at McHugh were considered essential both in the student's preparation for professional pursuits and in the student's preparation for life. "In brief, liberal education is concerned with educating a student as a person while developing the intellectual skills and discipline needed in learning and living."

Students enrolled at McHugh were required to take a basic liberal arts core. This core offered both depth and breadth within its requirements. Students took at least one course in each of the following areas: history, the social sciences, literature, and the fine arts; two courses in math and science; and four courses in philosophy and/or theology with at least one course in each area. All students completed a second semester or its equivalent of a foreign language. Noncredit classes in health and fitness were also required. Approximately one-third of the total course requirement for graduation was fulfilled by the liberal arts core.

All students were required to demonstrate proficiency in writing, quantitative skills, and computer literacy. These proficiencies were demonstrated through examination or completion of coursework.

The professional preparation of the prospective teacher candidate occurred within the context of a liberal arts education.

Within a liberal arts tradition, McHugh College prepares teachers for pre-kindergarten, elementary (K-6 and 1-6) and secondary schools.

Students who graduate from McHugh College complete a program of general studies which is designed to provide them with a wide range of knowledge in the arts and sciences basic to subsequent specialization. Besides this basic liberal arts core, each student in the elementary (K-6 or 1-6) program completes an area of concentration.

The blend of general studies and professional studies provides the kind of preparation required for effective teaching now and into the future--a personalized and individualized approach which requires the diversity of children's backgrounds and needs.

Building on the institutional commitment to the liberal arts, each program attempted to help students "develop an appreciation for culture, an understanding of their own heritage, the ability to make critical judgments, and a personal commitment to intellectual inquiry."

The secondary education program document stated that "the humanistic approach of the secondary education program grows out of the liberal arts curriculum." The Music Education faculty described their support of the liberal arts as follows:

Because McHugh is a liberal arts college, music is given a high priority. Special enriching activities such as the presentation of full-staged opera productions each year, solo and ensemble performances with professional orchestra, and yearly master classes given by international artists, provide our music education majors with unusually rich experiences in the development of their abilities.

Within the "Rationale and Philosophy Regarding Preparation of Music Teachers" statement, the Music Department faculty stated:

General education in the preparation of prospective music teachers aids them in understanding themselves and others, aids in the development of commitment to moral and ethical

values, and aids in the accumulation of skills in working with others. It also encourages intellectual curiosity, positive attitudes towards change and societal development, and evaluative skills. Prospective music teachers need to be particularly aware of opportunities within the general education program which allow them to develop their ability to relate music to other concerns of man.

Even though the state regulations regarding Social Studies required that students take a variety of courses in the many areas of the social sciences, faculty in the Social Studies Department declared their support of the liberal arts. "At the same time, the college does not relinquish its liberal arts philosophy nor its demand of excellence in student performance which requires in-depth study and concentration in select disciplines."

The Foreign Language faculty addressed their support of the liberal arts by acknowledging the preparation students needed to interpret the culture and civilization of the countries studied. They indicated that the students grew in an understanding and appreciation of their own heritage.

The Home Economics Department, too, supported the need for its graduates to be liberally educated. "Our Home Economics program is committed to preparing qualified professional teachers with a liberal arts background."

At the Physical Science advisory meeting, participants recommitted themselves to the liberal arts. The suggestion was made that the physical science program "insure that the liberal arts component of the college program remains broad and intense."

Five of the six teacher education faculty interviewed indicated that, when doing academic advising, they carefully addressed the liberal arts. The faculty assisted students with selecting courses

that provided them with a strong liberal arts background. They encouraged the students to choose an area of concentration that would enhance their knowledge base. One faculty member said, "We do care very seriously about the liberal arts background our students have." All of the students and three of the seven alumnae interviewed testified that great emphasis was given to the liberal arts.

Because of concern that students have a strong liberal arts background, the Education Department faculty increased its cumulative GPA admission criteria to 2.5. In the 1987-88 student handbook it stated that "beginning with the graduating class of 1991" students will be required to "have earned a cumulative grade-point average of 2.5 after 60 semester hours or a four-year college degree from an accredited college" to be admitted to teacher education. This implied that the student's grade point average was determined most frequently through completion of the liberal arts courses.

Students in the teacher education program were required to fulfill the college's and state's requirement of writing proficiency and quantitative skills. They demonstrated proficiency by satisfactorily taking the state reading/writing/thinking and mathematics proficiency exams.

Only one of the nine students who was interviewed said that the teacher education faculty addressed the liberal arts. She said, "A liberal and broad education is stressed in all areas." By inference two other students implied that the liberal arts were addressed. Both of them said that the faculty wanted them to have a well-rounded education.

Four of the seven alumnae who were interviewed said that the liberal arts were an important aspect of McHugh's mission and that the topic of the liberal arts permeated their education courses. One recalled that a person "spoke of liberal arts in almost every class." This same person said that the liberal arts were necessary because "people are constantly changing occupations and need the liberal arts basis in order to be able to diversify."

Leadership

The women at McHugh College were encouraged to demonstrate leadership through involvement in several areas including involvement in student government, campus organizations, and active participation in the classroom.

In February 1987, the president of McHugh established a Leadership Task Force. Their charge was to do the following:

- Define the components of leadership
- Identify and assess ways the college:
 - + Encourages students to assume leadership roles
 - + Assists students in developing leadership qualities and skills
- Identify ways in which the college can systematically and effectively promote the development of leadership. Identify and assess the ways the college:
 - + Currently positions itself as a center for leadership in the larger community
 - + Can strengthen its leadership program and position in the community.

In a survey completed during the 1987-88 academic year, students and faculty indicated that leadership development was evident and encouraged in a number of ways. The faculty were strong role models for the students and there was good interaction between faculty and students. Leadership was addressed in the curriculum. Students were encouraged to take leadership in co-curricular

activities. In general, the climate on the campus expected/supported success.

As a result of this survey on leadership, several areas of concern became evident and suggestions for improvement were made. Among these, it was suggested that the theme of ethical leadership be infused in the institutional mission, vision, traditions, publications, activities, and programs; ethical leadership be integrated into the curriculum; faculty and staff development opportunities which focus on ethical leadership be provided; education be incorporated regarding the topic of ethical leadership; and that public recognition be given for the college's contributions to leadership.

The topic of women as leaders in education was addressed in several ways. With one exception, all of the faculty within the Education Department were female. Students noted the strong role models these female faculty provided for them.

To assist students in all majors to become competent professionals, the McHugh academic departments studied the guidelines of the learned societies and professional associations and adjusted their programs accordingly. "During the last few years many departments have changed their programs to meet these guidelines. Other departments are investigating possible changes in the near future."

The coaching faculty gave special consideration to the preparation of competent female coaches and teachers of athletics.

Many women assigned to coach these programs have found that they are ill-prepared to coach competitive athletics. The success or failure of sports programs rests largely with the coaching competency.

It seems that professional preparation in the area of coaching becomes a very real necessity. Girls involved in interscholastic sports programs must not be held under their potential because a coach lacks an appropriate knowledge in a given area. We must help both the student and the coach reach their potential.

Participants in the Student Education Club took leadership both in the organization and presentation of programs dealing with issues of social justice. In April 1986, the Education Club, along with other campus clubs, presented an "Evening of Dialogue for Peace and Justice."

The teacher education faculty indicated that they discussed several areas of leadership for women: women in leadership in education, women as competent professionals, sexism, science for women, justice, and women living their full potential. The students interviewed indicated that they were encouraged to reach their full potential. Every student interviewed said the faculty encouraged them to consider leadership positions in the work place and in their faith life, to become independent while also building community, and to be ready to take a stand on issues that were important. Three of the seven alumnae interviewed stated that they felt the education faculty's attitude toward women was supportive.

McHugh College had developed programs specifically designed to meet the needs of students older than the average-age college student. Because many of these students worked part-time or had other obligations, McHugh College provided, in addition to its daytime program, both evening and weekend classes. Several classes were offered in both the liberal arts and the majors. Admissions counselors met individually with these students. Special orientation sessions

were held for the older adult. Child care services were provided. A monthly newsletter was written especially for the nontraditional-aged student.

The Education Department faculty received approval for implementing a weekend program which was to commence in the fall of 1988. In responding to how this program fulfilled the mission, the program faculty stated:

Our goal is to offer an alternative to the regular day school program, especially for REAP (Re-entry Adult Program) women and for those persons who already have a degree and now wish to seek a teaching license. This kind of scheduling would afford those enrolled in the program the opportunity to continue in full-time positions as they complete most of their educational program.

Another goal would be to . . . reach a broad and varied market, which seems to be increasing.

In June 1986, the teacher education faculty submitted (for the second time) a proposal requesting the implementation of a "Certificate Program for Infant and Toddler Caregivers." The faculty said that they were determined to "upgrade the professionalism in the area of Infant and Toddler care and education." They said they believed this course was necessary for upgrading the quality of care provided in the broader community. In responding to the request for information on the need for such a program and how it would support the mission of the college, the faculty stated:

Based on the increasing number of women in the workforce, (45% in 1985) and the increased awareness of the potential for vital educational experiences for Infants and Toddlers, we are responding with an intentional program of training for current and future caregivers. Consistent with the mission of the College it is fitting that we should be the leader in this most important of all support services for women. Since there are no existing programs for this level of training in the State, we are assured of students as well as positive visibility in the Early Childhood community [sic].

The McHugh teacher education faculty formed a partnership with the State Department of Education, the City Public Schools, the City Chamber of Commerce, and several businesses to address the needs of "at risk students." These were defined as "minority and low income students who as groups underachieve and other subpopulations such as girls who disproportionately underachieve in math."

The consultants involved in this project provided training for both future and present teachers. Education addressed how teachers and future teachers might become aware of the biases they held toward low-income children. Further education addressed how teachers and future teachers might change their own behaviors so that in turn they might generate higher expectations for children. The consultants planned also to provide mathematics instruction. It was hoped that, through increasing the teachers' and future teachers' cognitive awarenesses of their own biases, ways to attain greater expectancy from students, and growth in competency of mathematics, students in the elementary school would attain higher achievement scores.

Roman Catholic Tradition

Evidence of the Catholicity of the College is demonstrated by a vital theology department and other academic departments which promote the Catholicity of the College, by a strong Campus Ministry program, and by the presence of Sisters (especially of the sponsoring body) and those lay faculty and staff members committed to Christian values and ideals.

Within the liberal arts core, students at McHugh were required to take four courses in philosophy and theology. At least one course needed to be taken in each area. Many students took additional courses in theology.

In addition to courses taken in theology, students were invited to participate in the campus ministry program offerings.

Programs include prayer and faithsharing services, retreats, spiritual direction, pastoral counseling, marriage preparation, liturgical ministry, and the regular celebration of Mass, Reconciliation and Sacraments of Initiation.

In the teacher education program, the topic of the Roman Catholic tradition was discussed primarily in the "Teaching of Religion" course and in the "Current Issues" course. The outline of topics in the "Current Issues in Education" included such topics as the role of private education, religion in education, tuition tax credits, and prayer in the school.

The course syllabus "Introduction to Education" stated as a goal "to facilitate a sense of one's own faith development and that of young people" and also the objective of "exploring the teaching profession as a career." The instructor indicated that she discussed topics including Catholic education and the financing of private education.

The faculty indicated that a certain atmosphere of the Catholic tradition permeated the environment of the department. As one faculty member put it,

There is an aura in which we operate. If one would analyze it, it would be like analyzing the air one breathes. We don't apologize for who we are in the Catholic institution. It is accepted that this is a Catholic institution. There is something about the atmosphere.

Although the teacher education faculty stated that they did not stress the "Catholic" character of the mission, six of the nine students and two of the seven alumnae who were interviewed readily commented on McHugh as a Catholic college. All of the students verified that a Christian "aura" was present on the campus. Several of the faculty

and students also said that they felt a strong community bond and Christian respect for one another. They said there was an atmosphere in which justice and ethics were operative.

Acknowledging that McHugh was a Catholic college, the Social Studies' faculty took this into account in the preparation of their teachers.

At McHugh we consider it necessary that teachers of Secondary Social Studies be equipped with the knowledge, skills, attitudes and motivation which will help youth acquire knowledge, build beliefs and attitudes, and develop skills and behavior patterns that enable them to interact with others intelligently, maturely, and in a Christian manner. As a Catholic college which trains teachers, McHugh is conscious of the aim of Catholic education upheld by the American hierarchy in the decree, To Teach as Jesus Did.

Faculty in the Spanish Department were concerned that students develop solid Christian values and principles which would prepare them to deal with social justice issues of the day.

In a larger context, the teaching of a foreign language inevitably involves the creation and influencing of values and attitudes toward other peoples and cultures. Thus, students in our teaching program are being prepared to deal with the broader issues of social, political and economic justice.

Institution-wide Activities

Ongoing Activities

For one to come to an understanding of the teacher education program and how it fulfilled the institutional mission, one first had to attempt to get a picture of the institution as an entire entity. What follows is a summary of some of the all-campus activities, guidelines, and procedures.

Educational Policies Committee

The Educational Policies Committee consisted of representatives from the faculty and administration whose main charge was the review and approval of programs. Between fall 1983 and May 1988, the Educational Policies Committee dealt extensively with review and revision of the liberal arts core requirements. Minutes from the committee meetings during this time indicated the depth of consideration given to the liberal arts requirement and its relationship to fulfilling the institutional mission. The topic of "Liberal Arts" was the primary topic of discussion in over one-half of the meetings held during this period.

Departments proposing new programs and/or courses were required to address how their proposed program/course supported the institutional mission. Information provided had to address the question, "How will this course/program enhance the mission of the College?"

In requesting approval for the inclusion of the "Teaching Religion for Children" course into the teacher education program, the author of the request stated:

This course will enhance the mission of the College in underscoring each aspect of the "religious mission" statement found in the catalogue.

As many of our graduates teach in Catholic elementary schools, it is hoped that we will better serve their need to be prepared for teaching the religion area of the curriculum. It is further hoped that inservice teachers might avail themselves of this course, and perhaps see the further need of updating in theology.

Two teacher education programs, approved by the Educational Policies Committee, were the implementation of the weekend program for

older students and the "Certificate Program for Infant and Toddler Caregivers." Evidence of how these programs supported the college's mission was stated earlier in the chapter.

Faculty Development

At McHugh College several opportunities were offered yearly for faculty and staff to reflect on the relationship between their work and role on the campus and the fulfillment of the college's mission. Each fall the institutional officers presented an orientation for new faculty and staff. This workshop dealt with, among a number of items, the topic of the institutional mission and how it was lived at McHugh.

The president used the official campus publication to discuss issues relating to the mission of the college. In a weekly publication the president addressed the topics of liberal education and leadership. In this same publication, the college's leadership statement was published.

Within the past two years the Faculty Senate at McHugh provided forums on the topics of the "Liberal Arts" and "Academic Freedom and the Role of the Church." It appeared that because of the integral relationship between these topics and the mission of the institution, both forums were well attended.

Each year the college sponsored a "Women's Week." During this week, faculty, staff, administration, students, alumnae, and guests from the surrounding area discussed issues pertinent to women as leaders in society, women in the work force, the church, family, and the individual's own personal development.

The Faculty Development and Women's Center offices provided several opportunities for groups and individual faculty and staff to engage in personal and professional improvement. Topics addressed included ethics within the curriculum, ethical professionals, computers, and leadership of women in society and in the church. A faculty and staff retreat, "Prayer in Daily Life," was sponsored. Another, "One's Own Spiritual Journey," was planned; however, because of inclement weather, it did not occur.

Many of these faculty and staff development opportunities were sponsored by the Bush Foundation. Those who participated in a Bush-funded development opportunity were required to provide evidence indicating how this activity supported the institutional mission. Although the investigator reviewed no written responses, three of the six faculty interviewed indicated they had participated in one or other of these faculty development opportunities. All three stated they felt these workshops helped them improve their coursework.

The teacher education faculty of McHugh College were involved in several programs of faculty development within the Education Department. In the 1985-86 academic year, the Education Department faculty began what they called "Faculty Forums." At these forums they discussed issues relating to the future of the teacher education profession: the Holmes (1986) and Carnegie (1986) Reports and the Governors' Report (1986).

The faculty also provided inservice education for elementary and secondary teachers in the area schools. In fall 1987, the McHugh Education Department faculty, along with the faculty from a nearby institution, presented a "Focus on Theology" workshop for area

elementary teachers who teach religion in the schools.

Evaluation

A clearly defined plan of evaluation was in place at McHugh College. The purpose of and process for evaluations were apparent. Within the criteria for evaluation, information was requested regarding the following:

[the faculty member's] ability to challenge students to high academic achievement; ability to relate one's subject to other areas of knowledge; evidence of the faculty member's relationship with students (attitude toward students . . . , accessibility . . . , quality and amount of advising, adherence to high ethical standards); knowledge of the discipline; and service to the college, profession, and community.

Although these criteria were in place, faculty interviewed indicated little attention was given to addressing the faculty members' support of the mission within the faculty evaluation process. Four of the six faculty interviewed stated they had "no idea" or were "not sure" if the institutional mission was addressed during an evaluation. The other two faculty who were interviewed said "Yes," review was done in light of the mission. They could not specifically articulate how it was done. One person said "scholarship of women" was addressed.

The three institutional officers who were interviewed gave a similar response. One person said that the mission was addressed "individually and departmentally" when a person was evaluated. Another officer indicated that there were no stated criteria for addressing the mission. The criteria addressed included "teaching, service to the College and service to the profession--the latter, being broadly defined, including scholarship, research, service to the organization."

The teacher education faculty at McHugh College requested yearly evaluations from the students and select alumnae. Students who participated in these evaluations rated the professional preparation of teachers as "adequate." On a one-to-five scale (with five as the highest), they rated the liberal arts education 4.5. In response to the question, "What aspects of the McHugh Teacher Education program did you find most useful in preparation for your present position?," the students made comments including the following:

- The overall liberal arts education is wonderful to have been exposed to
- Caring staff who were willing to take time to help me in areas which I had questions
- Opportunity for teacher and student feedback and interaction and the human relations requirement.

Alumnae Association

The Alumnae Association, too, was involved in addressing issues concerning the mission of McHugh College. The spring 1988 newsletter noted an upcoming meeting at which time an alumna would address the topic "Discipleship and Leadership." It indicated that this presentation would address the integration of the concepts of the Christian service mission of the college with the institution's focus on the topic of leadership.

Planning

McHugh College was involved in intense planning for the twenty-first century. The administration, faculty, staff, students, alumnae, the Board of Trustees, and area citizens participated in discussions regarding the institution's mission, vision, and goals (figure 1). Among several of the areas needing to be addressed, the following college-wide recommendations were made:

1. Describe the College mission. (completed)
2. Based on the mission, describe the vision of the College as viewed from the President's perspective (overall goals and subgoals).
3. Considering the President's vision, describe the strategic vision in concrete terms using factual and statistical information from the planning office. Include goals regarding student bodies, faculty, staff, programs, services for both campuses. First draft to Administrative Council, then to academic and administrative department heads, asking them for implications for their department, including financial implications.
4. Based on reports from departments regarding strategic vision, establish specific priorities for goals and needs, including funding implications.
5. Establish guidelines for maintaining levels of service in administrative and student service areas.
6. Develop plan during summer 1987 for review by departments in fall 1987.
7. Present plan to Board in November, including a budgetary plan.
8. Relate budgeting and planning in budget process for 1988-89.
9. Continually revise and update plan as new needs are identified and as program review process suggests revisions.

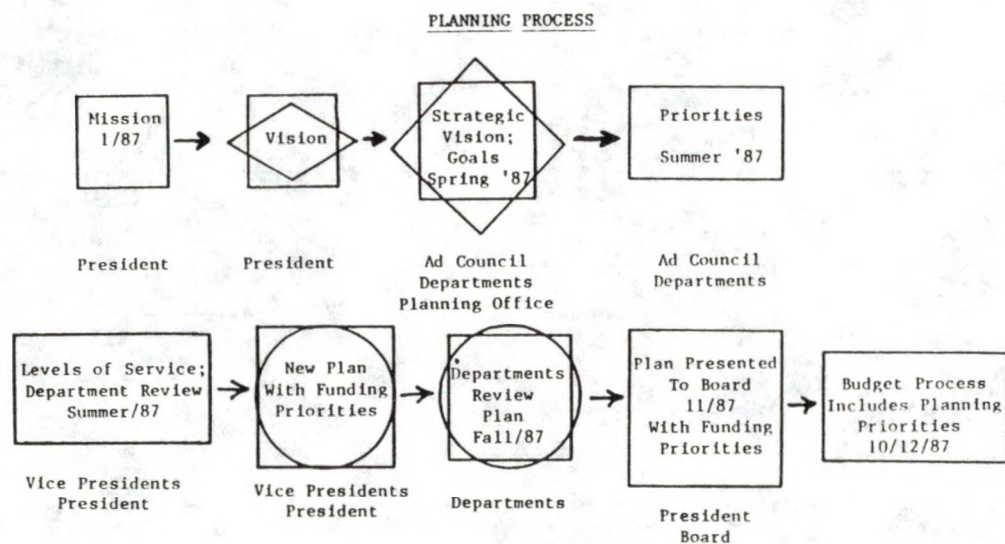


Fig. 1. Blueprint for Action = Strategic Plan 1987

- to maintain the focus as a comprehensive college, with a balance between liberal arts and professional programs, but determine specific academic priorities which will become the hallmark of the College
- to include a strong liberal arts component for all students
- to highlight the Catholic nature of the College through the theology department, campus ministry visibility, and preservation of the cultural heritage of the Sisters
- to continue the examination and analysis of academic departments in 1988, with a view to reallocating resources in order to strengthen certain academic programs.

Goals

According to its current "Strategic Long Range Plan," McHugh College stated the following goals:

- 1) to maintain a full-time equivalent enrollment of 1,950 students of varying ages and backgrounds
- 2) to develop a student-centered institution which models collaboration, cooperation and accountability throughout to provide a personalized environment in which all persons (faculty, staff, administrators as well as students) are encouraged and affirmed in their attempts at leadership
- 3) to strengthen and direct the academic mission of the college so women can realize their potential as self-directed human beings and as creators of a just world.

To accomplish these goals, McHugh College adopted a commitment to build on the strength of the liberal arts, search for women to become involved in the sciences and math/computer sciences area, develop ecumenical and inter-faith programs to serve its diverse populations, continue to emphasize the college's role as a women's college, and integrate research and scholarship on women and on social justice into the curriculum.

Sponsorship

As planning occurred, the Strategic Long Range Planning Advisory Committee noted that attention needed to be given to the role of the sponsoring body, the religious Sisters. They stated that the college must "recognize and reaffirm the role and the importance of the Sisters during a time of transition in the College."

Roman Catholic Nature of the College

In examining itself as a Catholic college, the faculty, staff, and administration said that they were committed to continue discussion discerning what it means today to be a Catholic institution of higher education. They were determined to continue "to provide an atmosphere of critical scholarship, honest inquiry and reflective faith." Students would be given the opportunity to grow in knowledge and appreciation of the Catholic and Christian tradition. The students would be "expected to develop a religious vision of life and a set of consistent values in terms of which they will be able to make responsible moral decisions."

Computer Literacy

According to the Five Year Plan for Academic Computing, McHugh expected to expand its use of the computer.

The overall purpose and goal of this plan is to fulfill the mission of the College by providing maximum access and encouragement to all students, especially women, in using computers to facilitate learning in the liberal arts and in professional curriculum areas.

Mission and Vision

The administration, faculty, staff, and students at McHugh College began to articulate the plans and designs for carrying out the goals, as determined in their long-range planning activities, into the twenty-first century. The president, following discussion by all constituencies, was in the process of revising the college's mission statement in light of today's needs.

The president developed a "Vision Statement" (still in draft stage) in which she stated:

Leadership development will become the distinctive mark of McHugh College by the year 2000. Leadership development, at the college, will be defined as articulated in the leadership statement of 1988, "Preparing students to become ethical, effective leaders who:

- live a commitment to the values of justice and caring,
- act from a strong self-concept,
- think critically and creatively,
- communicate and interact effectively within groups,
- take risks willingly,
- exercise power appropriately,
- articulate a positive sense of direction,
- and evoke hope."

Leadership will be a prevailing concept within which McHugh College will emphasize academic quality, service to students and social justice.

McHugh intended to become a leader among Catholic women's colleges. It sought to be known for its academic quality, comprehensive curriculum, focus on ethical leadership, and its emphasis on spirituality, especially in the Catholic tradition.

The college will continue to emphasize the liberal arts as the foundation for all knowledge and to integrate professional programs with the liberal arts core. The Catholic character of the college will be demonstrated by the values and programs existing on the campus and those provided to off-campus groups, especially those which promote leadership and ethics.

Program Review

In 1979-80 all departments underwent a simultaneous program review. The results of the review assisted the Educational Policies Committee in improving "the quality of the academic programs of the College, while at the same time achieving cost effectiveness." Though helpful, this review presented concerns about the motivation and justification of the process.

With the help of a Project Lodestar grant in 1981, partially funded by the American Association of Colleges, the College developed a systematic, cyclical program review process for all academic and administrative programs. The formal process began during the 1985 calendar year.

Program review was a built-in feature of McHugh's teacher education programs. "The first formal evaluation of objectives was conducted in 1939-42 when the college participated in the Teacher Education Study sponsored by the American Council on Education." Again in 1957-59, McHugh College evaluated its teacher education programs. After 1959, evaluation of the teacher education programs occurred regularly at McHugh.

According to the National Council for the Accreditation of Teacher Education (NCATE) and the state teacher education approving body's guidelines, McHugh was on a systematic evaluation cycle and in the college-wide program review process. Because McHugh was scheduled for an NCATE and state review in 1990, it had not been reviewed using the college-wide guidelines and procedures.

Within the past eight years McHugh took part in both a full and interim NCATE review. They also participated in the required state

review. As stated earlier, in both of these reviews, McHugh addressed the institutional mission statement as well as national and state education standards.

The faculty indicated they reviewed the departmental goals at the end of each academic year. As needed, they revised or modified the goals for the next year. While no such evidence of this evaluation was found in departmental minutes, all of the faculty interviewed agreed that it occurred.

Purposes

As stated in the institution's planning and program review document, the definition of program review at McHugh included:

a systematic and comprehensive evaluation of existing academic and administrative programs of the college. . . . The primary purpose of program review is to insure, maintain or improve quality of programs.

The purposes of program review included the following:

- to involve departments in an assessment of their current objectives and activities in relationship to college-wide goals;
- to identify, for each department, the resources used (personnel, finances and facilities) and the resources which are needed to accomplish departmental goals;
- to provide a basis for recommendations regarding 1) internal allocations and 2) reallocations;
- to serve as a building block in an ongoing planning process which will make planning and resource allocation increasingly rational and effective processes.

Cycle

The program review audit planned to occur on a staggered five-year, systematic cycle. Following an evaluation of the audits completed during the 1986-87 academic year, a recommendation called

for a complete departmental audit on a seven-year cycle. In the fifth year of the seven-year cycle, a paper review would occur. Because of the large number of reviews and the depth of consideration, it was thought lengthening the cycle would improve the process.

Process

The program reviews began with each new calendar year. Steps within the process included (1) inservice training from the Director of Institutional Planning and Program Review, (2) completion of a written self-study by the department being reviewed, (3) evaluation of the department and written report by external reviewers, (4) review of the written report by the department being reviewed and the Institutional Planning and Program Review Committee, (5) recommendations made by the full Institutional Planning and Program Review Committee and forwarded to the President, and (6) decisions made regarding the program.

Prior to the commencement of the program review, the Director of Planning and Program Review provided inservice training to the faculty of the departments to be reviewed. Further assistance was provided by the Director of Planning during the review on an "as needed" basis.

Self-Study

Beginning early in the new calendar year, faculty in departments being reviewed undertook a self-study at which time they reviewed their programs, funding, staff, curriculum, and students. The self-study included a description of the departmental mission and philosophy in relationship to the college mission. Of particular

importance, in the present review guidelines, was the request for information of the program's "integration of women's scholarship and social justice in the curriculum." While documentation stated happenings of the past five years, the department was asked to address plans for the next five years. They were asked to address how the departmental plan related to the college's strategic long-range plan.

Criteria addressed in the self-study and assessment of programs included a description of the (1) centrality of the program to the college, (2) quality of the program, (3) cost effectiveness, (4) demand, and (5) advantage. Departments were asked to do the following:

measure an academic program against the mission/vision statement; include how it demonstrates integration of mission components and how it fosters human service, ethics, social justice, holistic general education

measure academic program against criteria of the field of study. Demonstrate commitment to standards of excellence for this field and these students.

The departmental faculty were further asked to determine the following:

degree to which current level of institutional investment in program or service is warranted

degree to which program reflects needs of society

degree to which the program holds a unique appeal for students.

Reviewers

External

Following the completion of the self-study, a team of external reviewers was brought in to assist with the review. The composition and number of reviewers engaged were determined by whether the department under review was also undergoing an accreditation review. If an external accreditation review was also in process, the number of

reviewers was determined by agency requirements. If no external agency accreditation review was required, the usual number of external reviewers was two. The external reviewers were chosen for the following reasons:

acknowledged expertise in the discipline or profession;

demonstrated leadership in the discipline or profession, exhibited through professional association involvement, offices, and publications;

wide range of experience in the discipline, (preferably including administrative experience and experience with several institutions).

Typically, the external reviewers were chosen from one school that was geographically close and the other farther away. Also important was that the reviewers came from institutions similar to McHugh. In most cases, external reviewers were not chosen from schools with whom McHugh had frequent contact.

Internal

One month following the completion of the external review a report was submitted, by the external reviewers, to the Director of Planning and the Planning Subcommittee dealing with the program which was being reviewed. This report was examined by the department being reviewed and a response was prepared. It was also examined by the Planning Subcommittee. On the basis of the departmental response and the subcommittee's review, the full Institutional Planning and Review Committee provided recommendations for action to the appropriate administrative officers.

Program Review Decisions

The final decision regarding action to occur was made by the appropriate administrative officers. "The resulting agreements between departments and the administration should then serve as the framework for departmental activities for the next five years."

CHAPTER V

BAILEY COLLEGE

Introduction

History

Bailey College was established in 1891 by a group of Norwegian Lutheran immigrants. Owned and operated by the congregations of the Evangelical Lutheran Church in America, Bailey College matured and grew into a liberal arts college. As a coeducational college of the arts, literature, and sciences, the institution's first classes were offered in 1912.

Among the many accrediting bodies, Bailey was accredited by the North Central Association of Colleges and Secondary Schools (NCA) and the National Council for the Accreditation of Teacher Education (NCATE). The teacher education program was also approved by the state teacher education approving agency.

Bailey was recognized recently, in a national publication, as one of fourteen larger comprehensive colleges that combined a strong liberal arts curriculum with career preparation. It also has been recognized for its strong academic quality.

Location

Bailey College was located in the midwest on 120 acres of land in the heart of a residential city which offered the convenience of

"small town living with many advantages of the big city."* It was near several other institutions of higher education. Students attending Bailey enrolled in classes at the neighboring colleges through a cooperative arrangement.

The teacher education program was housed in the Education Department. One chairperson was responsible for the administration of the kindergarten, elementary, and secondary programs.

Size

The enrollment of Bailey, at the time of this study, was approximately 2,500 students. Roughly two-thirds of the Bailey students lived on campus. The residential life at Bailey provided opportunities for people to learn to get along with each other. "It involves weeping with those who weep, rejoicing with those who rejoice. It means discovering a great deal about others and even more about yourself."

Bailey's students came from over fifteen foreign countries and forty states. Bailey College enrolled students from thirty different religions and denominations. Approximately 150 full-time faculty and forty part-time faculty were employed at Bailey.

Offerings

Bailey offered over forty subject majors at the undergraduate level. Because of its cooperative venture with the neighboring institutions of higher education, students from Bailey could take courses at these institutions if these same courses were not offered

*Citations referring to Bailey College documents or individuals will not be indicated. Also see appendix G for an identification of the sources of data.

at the home campus. In addition to the many academic opportunities on the various campuses, Bailey students, as well as the students from the cooperating institutions, shared many social and cultural events and library services.

Students at Bailey College had options for study in urban areas and abroad. Seminars abroad offered opportunity for study in Europe, Africa, and Asia. Students experienced firsthand the culture, home life, language, and the peoples in these lands. Within the United States, Bailey students experienced diverse living in large city, economically deprived sections of the United States. Students also studied for one semester at the nation's capitol.

The teacher education program included kindergarten through secondary education programs. Students majored in elementary education or one of the secondary areas: art, biology, business education, chemistry, English, French, German, health, home economics, Latin, mathematics, music, physical education, physics, science education, social studies, Spanish, or speech.

Mission

Bailey espoused as its mission "to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life."

The purpose of Bailey College's teacher education program was to prepare teachers for the elementary and secondary schools. The two functions of the program were as follows:

To provide professional training in the knowledge, skills and understandings specifically related to the teaching-learning process.

To cooperate with the other departments of the college in planning with each student in education a program of preparation in the liberal arts which will develop the student as a person, able and willing to accept professional responsibilities in a school community.

This emphasis on both the professional and the liberal arts aspects of teacher education recognizes the intellectual and the spiritual responsibilities of the teacher. Because the teacher wields a great influence in the lives of our children and youth, it is imperative that the schools be provided with teachers who are professionally of the highest competence in subject matter and techniques and who approach their professions with a sense of Christian vocation.

All the teacher education faculty, and many of the students and alumni who were interviewed, articulated all or parts of the Bailey College mission. One of the faculty members said, "I think it (the mission) pervades every muscle of the institution. I've never been on a college campus that was as conversant with the mission statement as we are here." Another member said the "mission includes both the Christian community issues and the liberal arts."

Students said the mission of Bailey meant they should prepare to be involved in church and political action. Speakers were brought in to address both church and political issues. Past speakers had addressed such issues as agriculture and race.

The alumni's recollection of the mission surfaced such aspects as sending "prepared" people into the world. One person said that emphasis was given to the liberal arts. Another emphasized the aspect of sending "holistic" persons into the world--persons who had developed all aspects of their lives.

Liberal Arts

A liberal arts education was seen as essential in the student's preparation for professional pursuits as well as in the

student's preparation for life.

Bailey is a liberal arts college of the church. As an institution of higher education, it seeks to enable students to develop as thinking, feeling, ethical human beings. A Bailey education encourages students to discover their interests, prepare for their careers, and acquire tools and motivation for a lifelong process of learning.

The historic liberal arts education endeavors to impart to students a workable philosophy of life and to give them the best possible education for life, no matter what professions or vocations are selected. The broad knowledge, penetrating insight, sense of evaluation, self-discipline and ability to make adjustments, which come through a liberal education, are the ingredients of leadership in every worthy field of endeavor.

Students were required to take a basic core curriculum. This core provided the "foundation and tools for the liberal arts approach to learning." Students were expected to develop strong written and oral communication skills, analytical and critical thinking skills, and computer literacy.

The core introduced them to the liberal arts approach to learning. Students took a yearlong communications course; five courses within the distribution of science and mathematics, the social and behavioral sciences, foreign language, foundations of civilization, literature, and the fine arts; two courses in religion; a physical education course which emphasized wellness and healthful life styles; and an integration course which dealt with the interrelatedness of the disciplines.

Preparing teachers at Bailey College implied that students received a solid preparation in the liberal arts. Assuming that the teacher education candidates would teach in a variety of areas, the departmental "Teaching Role Description" stated that the candidates for licensure needed to "have a strong liberal arts background as identified by the Core Curriculum."

The Bailey teacher education program addressed the importance of the liberal arts. The teacher education faculty reviewed their total program and articulated how they worked at "producing" graduates who were thoughtful, reflective, creative individuals steeped in the liberal arts. Program minutes indicated the faculty felt the liberal arts and teacher education programs complemented each other. The education faculty revised several courses to more strongly comply with the liberal arts recommendations as defined in the curriculum review document.

Individual teacher education course syllabi indicated how specific courses supported the mission of Bailey College. An example of this is evident in the "overall aims" of the combined "Instructional Media and Secondary Methods" course goals:

to grow toward becoming reflective, expressive teachers through class discussion (based on readings and memory of school experiences), through journal writing for exploration of ideas, through essay writing for cultivation of voice as professional educators, and through an I-Search project for question asking, resource exploration, and reflective, creative expression of issues

to grow in reflection and assessment of educational needs, choices and refinements made to facilitate individual students' learning and to establish and maintain healthy classroom relationships and learning climates to think philosophically about teaching methodology, recognizing that practice emerges out of a base of belief.

Later in the syllabus, this instructor wrote, "Our journal writing will emphasize reflective, evaluative, creative thought about teaching and learning."

Two other faculty members addressed the liberal arts aspect of the mission through their selection of readings and their attempt to get students to do more critical and reflective thinking. The investigator had difficulty obtaining evidence of specific ways in

which the faculty addressed the liberal arts within coursework.

Three of the individuals felt there was some conflict between outside agency requirements and the college's emphasis on the liberal arts. They indicated that they wished they could give greater emphasis to the liberal arts.

Addressing the concern that teacher education candidates lack a strong liberal arts background, the education faculty sought approval to increase the GPA requirement for students entering the teacher education program. They made the decision to increase the cumulative GPA to 2.5 in both the major courses and also the overall program.

The quality of students in teacher education has received national attention during the last several months. Recommendations of several national committees, state committees, accrediting bodies, and other educational professional groups have supported the advisability of assessing students' basic skills and knowledge of content for teaching before students are admitted to teacher education programs. It is felt that the best way to upgrade the quality of the teaching force is to apply stricter admission standards for students as they enter teacher education programs.

In addition to having a strong background in liberal arts education, Bailey College graduates were expected to attain competency in writing and speaking, computer literacy, and inclusive and global education. These areas of emphasis were addressed throughout the total curriculum.

All of the faculty in the teacher education programs who were interviewed indicated that they included writing, research, and speaking in their courses.

Writing/speaking are major components of many courses, including the courses in which clinical experience occur. The junior level courses require a considerable number of written responses to modules. EDUC 214 requires written

reactions to popular books in education. EDUC 421 requires a research paper on children with exceptional ability. EDUC 439 requires students to keep a daily journal. While students are in clinical settings, their grammar is evaluated during student presentations. Students may not student teach unless their writing and speaking skills are adequate.

The faculty said that inclusive education and global awareness were important components in their programs. "Understanding other peoples and their values is essential to being a thoughtful and informed citizen." Because of the interrelatedness of peoples throughout the world, responsible citizenship was taught.

Given the nature and mission of Bailey, education at the college should aim at catholicity and inclusiveness in order to counter the human tendencies towards prejudice and ethnocentrism. Whatever the prejudice, failing to integrate the experiences and perceptions of all people into descriptions and analyses of human culture and behavior limits our ability to understand and empathize with humanity.

Each discipline in a liberal arts context needs to recognize that its value ultimately lies in its efforts to understand the human condition and its acceptance of the responsibility for improving that condition. Once a discipline accepts this responsibility, it will necessarily become inclusive in approach, global in scope.

The teacher education faculty at Bailey addressed ethnic studies, global studies, and women's studies in their curriculum. Within several courses, students encountered such issues as sex stereotyping, the effect of bilingualism and dialects on language development and reading acquisition, and how test results are influenced by one's cultural background or disability. The students were helped to analyze their "own society's attitude toward people with different backgrounds." They also studied comparative education. Guest speakers were invited to "present positive role models of women in administration or policy making positions in education" as well as "the contribution of women to education." Because of the format of

several course syllabi, it was difficult to assess whether these issues were addressed in other classes.

Students could not recall how the teacher education faculty addressed the liberal arts in the curriculum. Four of the eight said that liberal arts was not addressed. Others said they felt it was addressed in "a roundabout way."

The ten alumni indicated ways in which the teacher education faculty addressed the liberal arts. One person felt she was prepared to teach her own students the way she was taught--to prepare them to be "thoughtful and informed." She said, "In their teaching they taught us how to think." Another said "the physical, psychological, and emotional emphasis was strong. It encouraged me in the thinking process." Another noted that the teacher education faculty "challenged them to think about what they were doing." One person recalled being "personally approached and encouraged by faculty members to be thoughtful and reflective."

College of the Church

As a college of the church, Bailey seeks to equip students with the knowledge, methods, attitudes and discipline needed for a lifetime of service to God and others.

Service is possible only in community. Bailey College is a community of people living and working together and caring about one another. The individual and the community are interdependent. The college seeks to foster an attitude of caring, which, ideally, will be shared with other communities throughout the world.

Within the liberal arts core, students were required to take two courses in theology. These courses attempted to acquaint the student with the biblical, historical, theological, and ethical perspectives of Christianity.

"Worship is at the heart and center of college life." Daily services provided opportunities for students, faculty, staff, and administration to come together for formal and informal worship. While attendance was not required, some of the teacher education faculty built this respite into their schedule. They indicated they saw this as an opportunity for faculty, administration, and students to pray, meditate, sing, and celebrate together. Weekly Communion services also provided time for celebration, prayer, and fellowship.

Students at Bailey were encouraged to express their Christianity by participating in one or more of the many organizations or activities offering service to others. Opportunities included activities such as volunteer groups which sponsored social justice programs, service to area churches, or assistance with the area's underprivileged.

Students were also encouraged to share with each other their values, beliefs, and that which was important to them. Through Bible study, retreats, residence hall devotions, and sharings, students had the opportunity to grow personally.

This concept of our shared life in Christ holds vital implications for Bailey. It means more than the college's offering courses in religion or having a daily chapel service. Rather, it involves the entire program of the college, for all of life is to be viewed as under the lordship of Jesus Christ. Considering education in the light of Christ, there can be no division between sacred and secular subjects.

The teacher education faculty felt they carried out the mission of being a college of the Church. All of the persons felt great freedom to address issues of value and belief in their classes. They indicated an attempt to model behaviors of being sensitive Christians: sensitive to others' feelings, values, and beliefs. They indicated

that frequently, although it was not planned, discussion within their courses would turn to a discussion of Christian values. Several indicated that frequently, after a worship service, the topic addressed during the service was brought up in their classes. One faculty member said, "Occasionally our discussion will revolve around the chapel talk of that day. We can talk about how we will act in a public school."

Students verified that the teacher education faculty addressed the spiritual growth aspect of life. One said, "Several of our teachers bring up Christianity regarding their own personal lives." Another said that the faculty encouraged them to attend chapel. One student said she talked with her instructors about the "Christian aspects of life." All eight of the students indicated that the teachers exemplified a Christian care and concern.

None of the alumni who were interviewed indicated that the "Christian" aspect of the mission was addressed. One said that "the spiritual aspect was weak. It could have been given greater emphasis." While they said that the Christian aspect of the mission was not discussed, most said that the interpersonal relations experienced were definitely "Christian" and the teachers "cared about the students." They said the teachers modeled the Christian life.

Institution-wide Activities

For an understanding of the teacher education program and how it fulfilled the institutional mission, one has to attempt to get a picture of the entire college program. Following is a review of some of the all-campus activities, guidelines, and procedures.

Ongoing Activities

Core Committee

Because of the curriculum revisions that were approved by the Faculty Senate, the Core Committee was asked to review all core courses in the college's curriculum. All faculty teaching a core course were required to state how their course(s) fulfilled the criteria as decided by the Faculty Senate. When proposing a new course, individuals were asked to address how the course showed evidence of meeting the curricular goals as determined in the curriculum review document.

The college's Core Committee developed a curriculum assessment grid for departments to use in demonstrating how their courses (individually and collectively) fulfilled the mission of Bailey College. The teacher education faculty complied with these requirements.

The curriculum committee designed an evaluation checklist for the "across the curriculum" goals. Each department analyzed their sequence of courses using this evaluation. The checklist for the academic "major" and the education courses are included with each program packet for the Board of Teaching Review.

The music document noted how they carried out these program review guidelines. They said that changes in the music program during the previous five years were initiated for several reasons:

- 1) the Music Department has identified the need to make curriculum revisions which will improve the preparation of our music education students and has responded to this need,
- or 2) the Music Department has responded to a mandate for change from an agency such as NASM, NCATE, the State Department of Education, or the State Approving Body.

Faculty Development

Bailey College administrators set faculty development as a high priority. Opportunities were provided for faculty to gain a clearer understanding of the meaning of the liberal arts and their discipline within the liberal arts. They were also given opportunities for study in theology and encouraged to participate in educational workshops that dealt with writing and usage of the computer. Support was provided individuals who participated in the summertime activities and to persons on a sabbatical.

The teacher education faculty at Bailey College participated in inservice programs for themselves, and provided inservice education to persons in the area. They attended summer workshops which dealt with Christian faith and the liberal arts. One of the newer faculty members indicated he had participated in a two-week study which dealt with the topics of Christian faith and the liberal arts. This program was planned specifically for new people. Its aim was to give them "a focus of how the liberal arts can be integrated into a Christian context." A stipend was granted for participation in this workshop.

The teacher education faculty actively participated in educational programs offered by the American Association of Colleges for Teacher Education (AACTE), the state teacher association, professional associations, and area teacher education associations. During the 1986-87 academic year, three faculty members participated in an AACTE regional "Knowledge Base Workshop." Two of the faculty stated they were actively involved in the state Reading Association. One indicated she presented a paper at the conference. She also presented a paper at the state Council of Teachers of English.

Others said they were active members of the local education association.

Evaluation

All of the faculty at Bailey participated in regular evaluations. Self-evaluation was conducted yearly. Nontenured persons were reviewed every two years and tenured persons every five years.

Individuals being reviewed, committee members on the peer review, and department chairs all responded to a standard set of questions. They were asked how the individual being evaluated carried out the basic goals, aims, and purposes of Bailey.

Individuals wishing to improve their teaching could request assistance from a staff member not associated with the formal evaluation process. Meant for the individual's own improvement, information gained from this evaluation was not used in the formal evaluation unless the individual chose to use it.

Individual teacher education faculty participated in the required self and institutional reviews. Three teachers shared self-evaluations. Evidence indicated they addressed the five "criteria for evaluation." The first criterion wondered how the individual was in "sympathy with the basic character and aims of the college."

Planning

In the early 1960s, Bailey administrators wrote a planning document charting "the academic program, campus expansion and faculty development during a decade of unprecedented growth." In the early 1970s, Bailey's ten-year planning document dealt with a

"reaffirmation of our basic commitments as a liberal arts college of the American Lutheran Church." They also "articulated new concepts in the areas of church relationship, campus community, professional growth of the faculty and curriculum development."

As planning began for the 1980s, direction was given to planning for the future. While the document was not meant to give detailed direction for the future, it did give general direction. As with previous documents, this planning document dealt with looking at a ten-year period. It was written principally for the Bailey community--"to those faculty and staff, as well as students and constituents who will be working with and supporting the College in the coming decade."

In planning for this ten-year future, the Bailey faculty, staff, students, and constituents were encouraged to keep in mind the traditions of the past and to be open to change. Three broad areas of concern emerged: the interdependence of nations, the growth and change in technology, and the change in structures in society--"the family, the economy, the government."

Goals

Faculty and administration determined that Bailey College should foster a campus-wide "consciousness of global interdependence, a habit of seeing issues with a global perspective." They determined also to "foster a sense of distributive justice and provide encouragement to be good stewards of resources as well as to share resources with others."

Because of the rapid change and growth in the use of technologies, concerned persons within the college determined to meet

these challenges by teaching students, faculty, and staff about modern technology and how to become effective users of technology. In addition, they decided to help shape and determine new technology.

Bailey faculty, staff, and students also accepted the challenge:

[to be] a community that affirms the unity of life together based on God's reconciling activity in Christ, a place that encourages diversity within the larger unity, that invites vigorous dialogue and debate, and that provides its members an opportunity to enjoy life together as they assume the strength to face an uncertain and complex future.

The president of Bailey articulated the central themes which needed to be dealt with during the next decade.

The first is that the mission of the college is ministry, a ministry with its source in "God's creative, redemptive and empowering action in and toward the world."

A second theme is the reaffirmation of the liberal arts. . . . And, central to the liberal arts is the role of values in education.

Another theme emerging from this document is the place of faculty as role model and mentor. Faculty are called upon to exemplify the liberal arts.

College of the Church

A liberal arts college of the Church accepted the obligation to provide a strong academic program. The promotion of learning and scholarship was itself spiritual formation. Training learners to become critical, reflective thinkers was an important mission.

Whether dealing with issues of global interdependence, technology, or social change, learners at a liberal arts college of the Church must have a broad base of preparation. Only then can they truly be considered capable of "influencing the affairs of the world."

Bailey College, as a liberal arts institution of the Church, has both a prerogative and a responsibility to provide

leadership in the kind of purposeful daydreaming that helps shape the future--both of the college and of society. This responsibility--inherent in the college's mission of preparing "thoughtful and informed" leaders for the future--has its basis in the college's Christian theological heritage, a heritage that contains within it both a model for understanding the importance of the relationship between past, present and future, and an imperative to engage actively in thinking and working in the future tense.

Mission

Bailey espoused, as its primary mission, the ministry of being inquirers and learners: to be an inquiring community, a learning community, and a critical and creative community. Within the context of a Christian community, the faculty, students, and staff were encouraged to pursue truth as readers, researchers, writers, and speakers. Participants were challenged to be critical and open to criticism. They were challenged to be creative thinkers and to be responsibly critical.

The liberal arts were affirmed as the basis in which one examined issues and values. "The liberal arts are the educational search for understanding, self-awareness, value orientation, and the examination of the dimensions of human needs and possibility."

Basically our commitment to the liberal arts is a commitment to two things: a) making and maintaining contact with materials and documents that raise valuational issues, that make us come to awareness of the dimensions of our nature--physical, spiritual, and mental--and that confront us with life-orienting questions; and b) theorizing in our disciplines while raising the value questions relevant to them: we must question our assumptions, warrant our priorities, reexamine our goals, and remain aware of the historical contingency of our thinking.

The Bailey College faculty and administration reaffirmed the challenge to prepare students for a career supported by the liberal arts. "Bailey College firmly believes that vocational preparation and

the liberal arts are not only compatible, but that together they provide an excellent foundation for both living and making a living." Preparation for this first career was done within the context of looking at all of life. "We do prepare students for careers, but our special emphasis, given our resources and tradition, is on educating students in intellectual and spiritual dimensions."

Liberal arts graduates, according to a general consensus of the academy, should be articulate in speech and writing, creative, and aesthetically sensitive; they should be critical and reflective thinkers and possess a knowledge and appreciation of their own cultural traditions as well as of the traditions of others. They should possess intellectual courage, adaptability and should become life-long productive members of society. They are to be whole persons who have successfully integrated their values and convictions into an ordered, coherent view of the world.

The liberal arts tradition at Bailey stressed the importance of having its foundation in values. It encouraged persons to engage in discussion of values along with theory and emphasized the necessity of integrating one's values and theorizing. "This concept of theorizing with values provides a framework for defining and clarifying the goals of a liberal arts education." This approach provided a solid guideline for assessing courses, programs, and activities.

Program Review

Program review at Bailey College was considered within the context of its institutional review. In the ten-year planning document written for the 1960s, the Bailey College faculty and staff were given the mandate to review the curriculum. The curriculum review document of the late 1960s set the stage for a review of the institution's total curricular offerings. This occurred again within the ten-year document developed for the 1980s. Institutional

curriculum review was considered integral to planning and improvement at Bailey.

Within the context of the ten-year institutional review of both the 1960s and 1980s, curriculum review was conducted on an institution-wide basis. A specific plan for review was recommended to address the core curriculum. Additionally, across-the-curriculum review was required by all departments in the areas of writing, computer education, and inclusive education.

Bailey College requested comprehensive evaluation from its constituents. Yearly, surveys were given to a random sampling of the first-, second-, and third-year students and all of the seniors. Information sought addressed how satisfactorily Bailey College reached its goals. In addition, surveys were sent to all third- and tenth-year alumni seeking the individual's perspective on the "adequacy" of preparation received at Bailey. Individuals were asked how well a specific area was addressed and how the individual felt it should have been addressed. This information was used by administrators, department faculties, and the governing board in discerning whether they were meeting the goals of the institution as a liberal arts college and whether they were preparing persons adequately for entering the work force and the world in which they lived.

"In teacher education, program review never ends." In addition to the review required by the institution, the Bailey teacher education faculty voluntarily chose to review their programs in accordance with the NCATE standards and the required state approving agency guidelines. The individual elementary and secondary program reports, which were submitted for state approval, all addressed how the majors fulfilled

requirements of the core curriculum.

The teacher education faculty participated in intense and frequent evaluation of their programs. Yearly, the teacher education program received evaluative information from a number of sources: students presently in the program, seniors, and employers of first-year, third-year, and tenth-year graduates. This firsthand information assisted them in making changes and revisions in the teacher education courses as well as in the total program.

The Office of Liberal Studies assisted the Education Department faculty, as well as other departments, with the third- and tenth-year departmental evaluations. They requested evaluative information from all of its graduates (for the appropriate years), summarized the information received, and presented it to the departments for their use. If the department requested additional assistance, the office personnel then aided the department faculty with interpreting the information. This help was provided on a request basis.

Purposes

Following the development and publication of a planning document, a curriculum review document was written. It set forth the goals and expectations of students and faculty and articulated "a curricular design that promised to facilitate these goals for academic life on campus." It defined a "coherent plan for a core curriculum, and the across-curricular emphasis on verbal skills, computer education, and inclusive education."

While there was no required plan of action for departmental program review, many departments chose to review their programs.

Departmental self-review was conducted primarily for the purpose of improvement. They engaged in frequent assessment of determining how satisfactorily their programs met students' needs. Another form of departmental review was that which was completed for the purpose of accreditation.

Individuals within departments were encouraged to seek assistance with determining ways to improve their courses. This assistance was provided through the Office of Liberal Studies and for the individual faculty member's benefit.

Bailey's teacher education programs were reviewed for the purpose of both accreditation and self-improvement. Elaboration was stated earlier in the chapter.

Cycle

At the departmental level two degrees of curriculum review occurred; one, initiated by the department for self-study, or (program review) occurred because of accreditation. Program review, for the purpose of self-study, occurred on an as-needed basis.

According to the National Council for the Accreditation of Teacher Education and the state teacher education approving agency guidelines, Bailey's teacher education program was on a systematic cycle of review and evaluation. It also participated in the college-wide program review process as outlined in the curriculum review document. Within the past eight years the Bailey College teacher education faculty participated in both a full and an interim NCATE review. Bailey also participated in the required state review. In both of these reviews, Bailey addressed the institutional mission and the national and state education standards.

Process

Carrying out its commitment to the liberal arts, the Bailey College faculty and staff determined to strengthen the core curriculum. A commission was formed to articulate the criteria and determine guidelines and procedures to be followed. Criteria were established. Individuals and departments involved in offering courses within the core were provided inservice education to meet these criteria. A Core Committee continues to review all course proposals in the core curriculum.

All faculty were required to indicate how their courses fulfilled the mission of the institution. Individuals proposing a new course needed to provide evidence indicating how they planned to meet the curricular goals. The college Core Committee developed a curriculum assessment grid, which departments could use to demonstrate how their departmental courses (individually and collectively) fulfilled the mission of Bailey College. The teacher education faculty complied and indicated the criteria their course(s) addressed.

Reviewers

Reviewers for the departmental self-review came from both on-campus and off-campus. In all situations at Bailey, faculty, staff, students, and alumni were invited to become involved in the review. Bailey also spent intense energy involving the local community members who were beneficiaries of their graduates' services to provide insight indicating how satisfactorily the graduates were prepared.

Internal

When the Faculty Senate made the decision to do a thorough review of the core curriculum, they recommended that assistance be provided to those wishing to review programs/courses. A staff position was created for providing consultative services in both individual and collective reviews. Consultative services were available to assist faculty in determining the type of review they wanted, the type of survey most appropriate, and the collection and interpretation of data.

External

Accreditation guidelines frequently determined the type of review that needed to occur and the examiners needed to carry out the review.

Program Review Decisions

Decisions made regarding programs were determined largely by the purpose of the review. Some decisions addressed directly improvements recommended because of external standard requirements. Departments that reviewed their programs for internal self-study were perceived to be freer to make program decisions.

Yearly the faculty decided on departmental goals. Having received insight from several sources (stated previously), the teacher education faculty reviewed goals presently in operation and modified them.

CHAPTER VI

COMPARISON AND ANALYSIS OF DATA

This chapter presents a comparison and analysis of the data collected relating to the McHugh College and Bailey College institutional mission statements and their influence on the teacher education programs at the two institutions. The chapter is divided into four sections. Within the first section, the institutional mission statements of McHugh College and Bailey College are compared and analyzed in relationship to the literature reviewed. In the second section, the investigator attempted to determine if the McHugh and Bailey College teacher education programs had statements of purpose or mission and, if so, how these reflected the institutional mission. Next, the investigator discussed a limited number of elements of the teacher education program (admission's criteria, course content, classroom climate, credit distribution) and assessed whether these components reflected the institutional mission. In the final section, the investigator analyzed whether program evaluation utilized the institutional mission and whether the institutional mission had any impact on budgeting and planning.

The Institutional Mission Statement

An institution's mission statement is "a broad statement of fundamental purposes" embracing "the social and intellectual

aspirations of the institution" (Caruthers and Lott 1981, p. 26). It should describe the college. It should tell the public the philosophy of the institution, the clientele it will serve, and the services it will provide (Caruthers and Lott 1981; Doucette, Richardson, and Fenske 1985; Dressel 1987; Peck 1985). According to Levy (1979), the mission statement should also influence the type of course content provided in the institution. Caruthers (1980) and Shirley and Volkwein (1978) said that most statements are not as clear and useful as they should be. According to Caruthers, they "are too ambiguous to provide a useful context for evaluating academic programs and establishing budget priorities" (1980, p. 85).

McHugh's college catalog and teacher education program review documents stated that the purposes of McHugh College were:

[to accept] as fundamental values: a commitment to broadly based liberal education as the foundation for all other learning; a commitment to developing the leadership potential of students; and a commitment to the Roman Catholic tradition and its demand for social justice, especially in relation to women.

The faculty, administration, students, and alumnae verified that these purposes were operable. McHugh College was committed to presenting a liberal arts education as the foundation for all other learning, that leadership was addressed both in and out of the classroom, that a Christian aura permeated the campus and the teacher education department environments, and that issues concerning women were addressed.

Bailey's college catalog stated that the purpose of Bailey College was "to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life." The statement indicated that this education was for

both men and women. While it did not say how it would be accomplished, it implied that the purpose of the education provided would prepare its clientele (men and women) to be thoughtful and informed. Bailey College did this by emphasizing the importance of the liberal arts. The purpose of this broad education was to influence the Christian life of these men and women. The faculty, administration, students, alumni, and constituents at Bailey College verified that this institutional mission statement was viable and meaningful. All of the faculty readily cited the mission statement. One faculty member said he felt the mission was an integral part of the happenings on the campus.

The investigator asserted that both McHugh College and Bailey College had mission statements that were broad statements of fundamental purposes. The McHugh College institutional mission statement seemed to more explicitly articulate the philosophy of the institution; it described the college more clearly. The McHugh College mission statement directly stated that it was a liberal arts college for women. From the mission statement, interested prospects would know that leadership of women and social justice concerns relating to women were stressed. They would also know that it was an institution influenced by Roman Catholic beliefs and traditions. Interviews confirmed that the liberal arts, women, and leadership elements of the mission statement were given high priority at McHugh. They said that the "Christian" element was more evident than the "Catholic." The investigator judged that the McHugh mission statement was a viable document.

The investigator asserted that the Bailey College mission statement, as it stood by itself, supported the literature which said that most current statements of institutional missions are too general. The Bailey College mission statement did not indicate what type of curricular program it offered. Its philosophy was to prepare "thoughtful and informed men and women." This statement, by itself, would not have provided the academic leadership necessary information for determining an appropriate curriculum for its clientele. The investigator judged that "thoughtful and informed" supported the literature that said many mission statements are too general. Although the statement in and of itself appeared abstract, the reality indicated that it was a viable, dynamic statement for the administration, faculty, students, alumni, and local citizens. Implied in the statement, "thoughtful and informed," was the common understanding that Bailey College was a liberal arts institution. Bailey's planning documents verified that the liberal arts were integral to Bailey's existence.

Based on evidence obtained through review of documentation and interviews with institutional officers, faculty, students, and alumni at both institutions, the investigator judged that the mission statements at both Bailey College and McHugh College were viable statements. McHugh's statement more clearly described its philosophy, clientele, and curriculum. To the person reading McHugh's mission statement, one would have a preliminary understanding of what McHugh planned to offer but would not have any indication that professional programs were offered. To the individual reading the Bailey College mission statement, one would not immediately ascertain the type of

curriculum offered. However, upon visiting the campus and/or talking with Bailey College constituents, one would gain a clearer picture of the type of curriculum offered.

Teacher Education Mission Statement and
the Institutional Mission Statement

Carnegie (1977), Caruthers (1980), and Shirley and Volkwein (1978) said that when an institution's mission statement was clearly articulated and well understood, it created a frame of reference for determining institutional and departmental priorities. In this section, the investigator attempted to determine whether the institutional mission statements of McHugh College and Bailey College created such frames of reference for the teacher education missions and purposes. To assist with determining answers to the research questions posed in chapter 1, the investigator prepared a composite profile for each individual institution (appendices F and G) indicating the location of evidence.

The McHugh College teacher education program did not have an articulated mission statement in any of its documents. Rather, it had a statement of objectives for the preparation of teachers in the national and state program review documents. There was no direct reference to preparing teacher education candidates within the context of a liberal arts education. Neither was there any reference to the Roman Catholic tradition, social justice, or any issues related to women. The statement of objectives addressed the competencies required by the state governing body and the national accreditation association.

Although documents regarding McHugh College's teacher education programs revealed no written mission statement, faculty, student, and

alumnae interviews verified that attention was given to the institutional mission. This is discussed in greater depth later in this chapter.

Bailey College's teacher education program had an articulated statement of purpose in the official document, the college catalog. While the statement of purpose did not directly address its relationship to the stated institutional mission, the teacher education statement of purpose did say that the teacher education department would "cooperate with other departments of the college in planning with each student in education a program of preparation in the liberal arts." It recognized the intellectual and spiritual responsibilities of teachers and indicated that the teacher education candidate would consider his or her profession "with a sense of Christian vocation." Another purpose statement of the teacher education program was "to provide professional training in the knowledge, skills, and understandings specifically related to the learning process."

There was disagreement among the Bailey College teacher education faculty as to whether the teacher education statement of purposes more strongly reflected the institutional mission or external requirements. One person did not know that there was a program mission. Others felt that frequently the departmental and institutional missions were in conflict; that greater emphasis was given to external standards. Another said the statement of purpose "strongly reflected the liberal arts component."

An analysis of the McHugh College teacher education statement of objectives and the Bailey College teacher education statement of purpose suggests that McHugh's teacher education statement of

objectives more strongly supported the literature which indicated that program missions are most frequently determined by accrediting agency requirements (Caruthers 1980). Nothing in their teacher education statement of objectives referred to the institutional mission statement. Bailey's teacher education statement of purpose was more difficult to assess. Their teacher education statement of purpose supported the inferred purpose of the institutional mission. The reference to the teacher education candidate's "Christian vocation" overtly referred to the institutional mission. The statement referring to providing "professional training in the knowledge, skills and understandings" more directly supported accrediting agency requirements.

The Teacher Education Program

According to Caruthers (1980), the mission statement should guide specific programs and assist faculty in determining program offerings. It should convey to the constituency, the students, information about the program's scope and offerings. The mission statement should also guide curricular policy and planning.

Although McHugh College's teacher education program statement of objectives indicated no direct relationship to the institutional mission, the teacher education program itself showed concern for the mission of the institution. Frequently faculty noted ways in which the teacher education programs supported the institutional mission. They indicated that specific attention was given to the liberal arts during program planning with individual students. Long discussions occurred among the faculty when they decided to implement the course "Teaching of Religion in the Elementary School." They indicated that

this course directly supported the Roman Catholic component of the mission. The faculty also indicated that when a new member was hired, they discussed whether the person being considered met both departmental and institutional needs.

Students and alumnae of McHugh College said that the teacher education faculty showed concern for a strong liberal arts foundation. They verified that faculty frequently addressed issues relating to female leadership. They agreed that, other than offering a course in the teaching of religion, the teacher education programs did not formally address the Roman Catholic character of the institution, but rather that a Christian aura existed.

The McHugh College teacher education program review documents indicated specific ways the teacher education programs supported the liberal arts. The latest state report addressed the fact that a program of general studies was designed to provide the students "with a wide range of knowledge in the arts and sciences basic to subsequent specialization." These same documents indicated that individual programs addressed the Catholic character of the institution and leadership of women (e.g., social studies, coaching, early childhood education, science, mathematics).

The Bailey College teacher education statement of purpose indicated that the teacher education program would prepare "thoughtful and informed men and women" by giving emphasis to both the professional and liberal arts aspects of teacher education. The faculty said they addressed the intellectual and spiritual responsibilities of the teacher. The national and state program review documents indicated that all of the teacher education programs addressed

these concerns. Faculty Senate minutes indicated the teacher education faculty addressed institutional requirements within the teacher education programs. The elementary education program was revised to comply with the core requirements. Program minutes indicated that six times within two years the teacher education faculty discussed ways in which their programs supported the core requirements and the college-wide writing and computer requirements. Faculty self-evaluations indicated that the faculty reviewed their courses in light of determining how the courses fulfilled the liberal arts and the writing and critical thinking competencies.

The literature said the institutional mission should guide specific programs, inform constituencies of the program's offerings, and guide curricular policy and planning (Carnegie 1977). The evidence provided previously indicates that the institutional missions of McHugh College and Bailey College influenced and guided planning and daily decision making within the teacher education programs at the respective institutions. In addition, the institutional program review guidelines, provided by each institution, confirmed that all programs addressed how their programs fulfilled the particular institution's mission.

Admissions' Criteria

As noted in chapter 4 and chapter 5, the teacher education faculties at McHugh College and Bailey College were concerned that students have a "strong liberal arts background." Because of this concern the teacher education faculties decided to increase the cumulative GPA to 2.5 for students entering their teacher education programs. This cumulative GPA, at the time of admission to a teacher

education program, was arrived at usually through completion of general education or liberal arts courses. The investigator inferred that both institutions believed that by raising the grade point average greater depth of preparation in the liberal arts occurred. No judgment was made regarding the breadth of preparation within the liberal arts courses.

The faculty at McHugh College determined it was essential for their graduates to have, in addition to a strong liberal arts preparation, proficiency in quantitative skills, computer literacy, and writing skills. The teacher education faculty indicated in several of the program review documents, program minutes, and student handbook ways McHugh teacher education candidates fulfilled these requirements prior to admission into a teacher education program (e.g., institutional proficiency tests, state required tests, coursework). Faculty interviews confirmed that these requirements were addressed.

The Bailey College program review documents and program minutes indicated a like concern regarding the teacher candidate's competency in basic skills (English and mathematics), thinking, and writing and computer literacy. Both Bailey College and McHugh College required evidence of competency in thinking, reasoning, and writing skills and computer literacy.

Course Content

Literature indicated that the institutional mission statement should assist faculty in determining curriculum and guide them in planning specific programs (Carnegie 1977; Caruthers 1980). The teacher education course syllabi at McHugh College indicated that several aspects of the institutional mission were addressed: the

Catholic character of the institution, one's faith development, private schools, women as competent professionals, private education, religion in education, prayer in the schools, sexism, nonsexist language, justice, science for women, computers, the importance of the liberal arts, women role models, cooperative learning, and opportunities for leadership.

The Bailey College teacher education syllabi indicated that the following inferred institutional mission components were addressed: career preparation, reflective thinking, writing, questioning, values, inclusive education (ethnic and global awareness), interactive learning, women's issues, and research. Program review documents also indicated that these topics were addressed. Student and faculty interviews confirmed that these inferred institutional mission components were addressed within the teacher education programs.

The investigator judged that the mission statements of Bailey College and McHugh College affected the teacher education program's daily decision making regarding issues addressed and content taught. The content presented gave evidence of the institution's priorities as stressed by Caruthers and Lott (1981) and Doucette, Richardson, and Fenske (1985).

Classroom Climate

Caruthers and Lott (1981) said that an institution's mission should embrace the social as well as intellectual aspirations of the institution. The faculty, students, and alumnae at McHugh College described ways they thought the campus and classroom climates were affected by the influence of the mission. The faculty indicated the need for women to have a strong liberal arts preparation. They

encouraged the women to consider leadership within the field of education. Several faculty used a cooperative learning (students working together) approach in their classrooms.

Faculty and students at McHugh College noted that the Catholic character of the college was not forced on them. They indicated it permeated the atmosphere including the faculty-faculty and faculty-student relations. Although the Catholic component of the mission was not directly addressed, there was an aura of Christian respect shown each other. One faculty member said, "We're a close-knit group." Others said they sensed the faculty felt a spirit of community. This carried over into their relationships with the students. Others felt that the atmosphere in their classrooms encouraged a sense of justice and the practice of ethics.

The students and alumnae gave similar responses regarding the classroom climate within courses. While some students could not specifically state whether their comments concerned a teacher in education or a teacher within the general college, they noted the atmosphere within their classes supported cooperative learning, the use of inclusive language, and a respect for them as women. Teachers were definitely strong role models. The students were unanimous in stating the atmosphere at McHugh was one of a caring community.

The teacher education faculty, students, and alumni of Bailey College agreed that the components of the institutional mission affected the classroom climate and atmosphere on the campus. Faculty indicated that students in their classes knew they could ask pertinent questions. One faculty member said, "I try to set up circumstances for them to ask real life questions. I try to convince them that they

are entitled to their questions." Other faculty members recounted that discussion of religious values, moral issues, and ethical issues was encouraged. An atmosphere conducive to reflection, questioning, and thinking was encouraged both in classroom discussion and in writing activities. One faculty member claimed "no issue or topic was irrelevant" in the classroom. Students knew they could bring up any topic for discussion. They felt respected and cared about by their teachers.

The teacher education faculty of Bailey College indicated classroom procedures fostered a respect for the individual. The pedagogy used within the classroom setting encouraged the students to be individuals, to ask thoughtful and reflective questions, and to address issues of value, ethics, and Christianity. The students and alumni interviewed verified that the atmosphere within the teacher education environment was a warm, sensitive, caring environment. Teachers encouraged a sense of self-esteem within the program.

While neither McHugh nor Bailey College required attendance at church services, the teacher education faculty at both colleges participated in worship services for personal reasons and to model the value they placed on these opportunities. Occasionally topics addressed during a chapel service came up for discussion within their classes. Faculty at both institutions indicated appreciation for this type of environment.

The investigator judged that the social environments at both McHugh and Bailey College were influenced by the institutional mission. A Christian aura affected the relationships and permeated the happenings at both institutions.

Credit Distribution

According to the Carnegie Foundation (1977), one of the functions of a mission statement is to "guide the academic leadership of a college in determining what educational programs are appropriate for accommodation in the institution's curriculum." Caruthers and Lott (1981), Doucette, Richardson, and Fenske (1985), and Levy (1979) indicate that the mission statement should be explicit about the institution's priorities (e.g., teaching, research, service, liberal arts/professional programs).

McHugh College claimed liberal arts education was important. All of its programs were built on a liberal arts foundation. Students were required to fulfill at least one-third of their total required coursework through completion of liberal arts courses.

Recognizing also that it was a Church-sponsored college, McHugh College required that, within the liberal arts, all students take four courses in philosophy or theology; at least one course needed to be taken in each area. Many of the students at McHugh took the larger number of courses in the area of theology.

Although Bailey College did not articulate in its mission statement that it was a liberal arts institution, it said, in supporting documents, it was a "liberal arts college of the Church." All students at Bailey College were required to fulfill at least one-third of their total required coursework through completion of liberal arts courses. They were required to take two courses in religion.

Students at both McHugh College and Bailey College were required to be proficient in writing and to be computer literate. The

programs were required to incorporate writing and computer literacy into coursework and/or programs.

The McHugh College faculty were required to indicate how they addressed aspects of leadership, specifically as it concerned women. The Bailey College faculty were required to indicate how they assisted their students with becoming thoughtful, reflective thinkers. The required courses at both institutions suggested these fundamental purposes.

Institutional Mission and Program Evaluation

Literature indicated that for program review to be most helpful and beneficial it should show a significant relationship to the institutional mission. When an institutional mission statement was clearly articulated and well understood, only then did it create a frame of reference for assessing program quality (Arns and Poland 1980; Barak and Berdahl 1977; Carnegie 1977; Caruthers 1980; Green 1981; Kelly and Johnston 1980; Shirley and Volkwein 1978). A strong mission statement and a program central to the mission would affect the budgeting and planning processes as well as program evaluation (Caruthers 1980).

According to the program review documents at McHugh College, it appeared that evaluation and assessment had been a high priority for a number of years. Within the Education Department, program review occurred on a regular basis since 1959. This review took place generally because of national accreditation and state approval. In McHugh's institutional planning and program review statement, mention was made of a total college program review required of all departments

in 1979-80. According to the Educational Policies Committee, this review assisted in improving "the quality of the academic programs of the College, while at the same time achieving cost effectiveness." Following this review, the college administration and faculty determined that it needed to develop a systematic, cyclical review process for all of its academic and administrative programs. Beginning in 1981, a systematic, cyclical plan was developed by which all programs would be reviewed. This plan was implemented during the 1985 calendar year.

The purposes of the McHugh College evaluation and review plan included providing an assessment tool for departments to use in evaluating their current objectives and activities in relationship to college-wide goals, identifying resources needed to accomplish departmental goals, providing a basis for making decisions regarding allocation/reallocation of resources, and serving as a building block for planning. Institutional officers stated that the primary purpose, "quality assurance and improvement," sought a process for reviewing all programs periodically. These reviews presented good information from outside sources and internal reviewers and would be most beneficial in determining priorities for the college. One institutional officer cited evidence of two reviews that provided good advice regarding restructuring within the departments.

At the time of this study, the teacher education department at McHugh College had not participated in the college-wide review. They were scheduled for the required college review in 1990, the same year their national accreditation and state approval review were scheduled. This college-wide review was the primary review and the

national or state review flowed from the internal review document. The primary impetus for the review was institutional internal use--all departments responded to the same questions regarding centrality of their programs to the mission, resources expended and needed to keep the programs viable, and planning for the future.

Information regarding McHugh's institution-wide review requirements and guidelines were obtained by reading both institutional and departmental sources: the institutional planning and program review document, the CAPHE (Council for the Advancement of Private Higher Education) criteria for assessing programs, the teacher education program review documents, and minutes of the institution's Educational Policies Committee. Interviews with members of the teacher education department and institutional officers verified that the plans as developed were operational. One faculty member from the Education Department was a member of the Institutional Planning and Program Review Committee.

Program review at Bailey College has taken place since the early 1960s. It occurred on a ten-year cycle and was conducted consistently within the context of institutional review and planning. Early in the 1960s, 1970s, and again in the 1980s, faculty, staff, administration, alumni, students, and constituents together determined the direction of Bailey College for the next ten-year period. Following intense planning in the early 1980s, all academic departments were directed to review their programs within the framework of the mandate as outlined in their institutional planning documents. Departmental program review documents, departmental minutes, and Faculty Senate minutes all indicated that the teacher education faculty

reviewed their programs within this context.

Utilizing Bailey College's planning document, a curriculum review document was written. This document contained guidelines for departments to use in reviewing their programs. The teacher education department used these guidelines and the accompanying "Assessment Checklist," developed by the college's Core Committee, in determining the ways their courses and programs supported the liberal arts and fulfilled the analytical, communication, and critical thinking skills and computer literacy skills required of every student. The investigator could determine no stated relationship between program review and budgeting. Program reviews did, however, determine direction for planning and improvement of quality. Institutional officers and faculty explained the primary purposes as providing direction for the future.

At both McHugh College and Bailey College program review occurred as part of a planned process within the institution. While these reviews often coincided with the reviews for accreditation, specific impetus was provided by the institution. All academic departments in both colleges participated in these program reviews. At McHugh College the service departments also participated. The internal program review guidelines at McHugh College indicated that reviews affected both budgeting and planning. The internal curriculum review guidelines at Bailey College did not directly state that reviews affected budgeting and planning. Evidence illustrated that these reviews affected program change.

The program review practices of both institutions gave evidence that program review was done for several purposes. Both

scheduled program review for the purpose of determining the centrality of their programs to their institutional missions and improving program quality. McHugh also did program review within the context of planning and budgeting.

CHAPTER VII

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND PROPOSED GUIDELINES

This chapter consists of four sections. First, a summary of chapter VI is presented. In section two the investigator drew some conclusions and identified several limitations. Next are listed some recommendations for areas of further study, specific recommendations for McHugh College and Bailey College, and, finally, a set of proposed guidelines for institutions to consider when establishing a program review process.

Summary of Findings from Chapter VI

Both McHugh College and Bailey College had institutional mission statements that permeated each institution. McHugh College's teacher education program did not have a statement of mission or purpose. Rather, it had a statement of objectives that reflected the national accrediting and state approving agency's standards. Bailey College's teacher education program had a statement of purpose. This statement of purpose reflected the inferred institutional mission of Bailey and the state and national accrediting agency standards.

McHugh College's institutional mission statement described McHugh's experience. The mission statement identified McHugh College as a liberal arts college. Documents revealed that leadership was

emphasized and issues of social justice, especially as they pertained to women, were addressed. Faculty and administration said that a Christian focus predominated. It was essential for the students/graduates to be proficient in writing, quantitative skills, and computer literacy.

Although the teacher education program did not have a program mission statement, the faculty indicated they considered the institutional mission statement when they did program review and planning. They also addressed the mission when they added new courses or recommended the hiring of new faculty. Individual faculty considered the components of the institutional mission when they planned courses.

Since 1959 the McHugh College teacher education department was involved in a cyclical, systematic program review process. This review was performed primarily for the purpose of accreditation. In the 1979-80 academic year all departments at McHugh College underwent a simultaneous program review. Following this review, a systematic, cyclical review process was developed and implemented in 1985. This process projected that programs would be reviewed every five years. In 1988 it was changed to a seven-year cycle, with a paper review after five years. The McHugh College teacher education department participated in a NCATE full review in 1980 and in the NCATE interim review in 1985. It was scheduled for the institution-wide program review in 1990. Each department was required to consider the centrality of their programs to the institution's mission. Each department was also required to review their programs in light of long-range planning and budgeting.

The Bailey College institutional mission statement was perceived to be viable for the groups directly connected to Bailey. Although the investigator judged the Bailey College mission statement as quite general, those interviewed said it was meaningful for all affiliated with Bailey College's academic programs. Bailey's institutional mission statement inferred that Bailey College was a liberal arts college. The mission statement did not directly address that it was a college of the Church, but it did address this component in supportive documents. The mission statement, however, did address the "Christian life." Persons affiliated with Bailey said they experienced the "Christian" emphasis as espoused in the mission statement.

Data showed that Bailey College's mission statement affected the teacher education program. Although the institutional mission statement was judged quite general, data collected indicated that persons connected with Bailey had an understanding of Bailey's implied mission--that of being a liberal arts college of the Church. The teacher education faculty addressed the liberal arts component of the mission and the implied college of the Church component.

Since 1960 the Bailey College teacher education department has been involved in cyclical, systematic program review. A full NCATE review occurred in 1980 and an interim NCATE review followed in 1985. These were conducted primarily for the purpose of accreditation. Institutional review at Bailey College was part of the tradition. In the late 1960s and again in 1983 Bailey faculty and administration produced planning documents that all departments utilized when they reviewed programs. Although departmental review was not required, all

departments participated in institutional review. Evidence did not indicate that these reviews were linked to budgeting and planning. Documents and interviews indicated that program changes occurred because of the 1980's review.

Conclusions and Discussion

The major research questions addressed the following concerns:

1. How did the institutional mission influence the operation of the teacher education program?
2. How did the teacher education faculty use the institutional mission in evaluating its program performance?
3. Comparing the two institutions reviewed, what are the commonalities and differences in their review practices?

The investigator attempted to determine how the program mission reflected the institutional mission; how the program itself reflected the institutional mission; and how program admission criteria, course syllabi, course content, classroom climate, and total credit distribution were influenced by the institutional mission. Further discussion will address how the teacher education faculty used the institutional mission in evaluating programs: how program documents addressed the specific components of the institutional mission, whether documents and records indicated regular assessment of the components of the institutional mission, whether student and alumni evaluations indicated that the program addressed the institutional mission, and whether changes occurred bringing the program into closer alignment with the institution's mission.

Teacher Education Program

McHugh

Because there was no teacher education program mission at McHugh, the investigator concluded that the institutional mission had no influence on the teacher education mission. The statement of objectives dealt only with accreditation standards. It did not allude to any of the components of the McHugh institutional mission. This could have occurred for several reasons. For instance, it could have happened that the program did not have a mission statement because most degree requirements were stated in terms of course requirements and provided no sense of relationship to the mission of the institution (Carnegie 1977). Or as Caruthers (1980) said, it could be that the institutional mission was revised because of some external influence (e.g., new executive officer, a legislative mandate, financial exigency), and the departmental statement of objectives had not yet been reviewed and revised and brought into alignment with the institutional mission. Because the program had a reputation of providing quality graduates, the faculty, alumni, and local constituencies felt no need to question whether the program objectives supported the institutional mission. Or, because the institution was operated by a group of religious women and several of the teacher education faculty were Sisters, there may have appeared to be no reason to question whether the program objectives supported the institutional mission. Most likely this finding resulted from a combination of these possibilities.

There appeared to be no relationship between the institutional mission and the program's statement of objectives. Nevertheless, the institutional mission apparently influenced the teacher education

program. Several examples illustrate this finding. The admission's criteria stated that students needed to have a cumulative GPA of 2.5 at the time of admittance to a teacher education program. The teacher education faculty implied that this GPA enhanced the students' "grounding" in the liberal arts. Several of the program reports prepared for the state department indicated that the faculty perceived the value of addressing the liberal arts, "Catholicity," and leadership of women. All of the reports indicated that the students needed to have a "strong liberal arts background." They stated further that the students were required to demonstrate proficiency in writing and quantitative skills. Several of the programs (e.g., music, social studies, home economics, foreign languages, and physical sciences, elementary education) provided examples indicating the ways in which their programs were committed to the liberal arts. The coaching and elementary education programs, the REAP (Re-entry Adult Program) and early childhood toddler and infant care certificate programs, all indicated ways these programs encouraged women to take leadership roles in their fields of expertise and the community at large. Several faculty identified ways that the Catholic element of the institutional mission was addressed. Students could take between one and three courses in theology to fulfill the liberal arts requirement. They could participate in "Catholic" activities (e.g., attendance at Eucharist, faithsharing activities, marriage preparation, liturgical ministry, reconciliation services). The elementary education program indicated that students could take the course "Teaching of Religion." Other courses or programs (e.g., "Introduction to Education," social studies, Spanish) indicated

they addressed the Catholic character of the institution. Several teacher education faculty described ways the classroom climate provided an atmosphere of Christian respect, an element perceived as supporting the Catholic character of the institution. Again, there may be several reasons why the institutional mission had an influence on the teacher education programs. It seemed that the teacher education faculty members were committed to the mission; thus, they instinctively incorporated the institutional mission components into the teacher education program. Or because the program had a good reputation and the faculty knew what the students and public expected from the program, no one questioned whether the institutional mission components were addressed. McHugh had a long-standing tradition of providing quality teacher education graduates. There may have been an expectation that the teacher education faculty would continue producing a similar quality of graduates. Also, many of the teacher education faculty had been at McHugh for several years. They had many opportunities to discuss how the institutional mission applied to the teacher education program. They may have had an unwritten understanding of how the institutional mission was addressed. The investigator concluded that the teacher education program was influenced by the institutional mission, even though there was no stated teacher education mission, because the teacher education faculty were committed to the institutional mission, had worked together a number of years, and were dedicated to the cause of preparing quality teachers.

The total credit distribution requirement of McHugh College stipulated that all students take one-third of all coursework in the liberal arts. Students were allowed to take one to three courses

in theology. Faculty indicated this requirement supported both the liberal arts and Catholic elements of the mission. Several reasons may account for this stipulation. It may be that the faculty, as a whole, supported the liberal arts and, therefore, they decided that one-third of the coursework must be taken in the liberal arts.

Another possible explanation is that the college faculty were essentially supportive of McHugh as a Catholic college, and they approved the possibility of a student's taking as many as three courses in theology to fulfill the liberal arts requirement. One might even expect that the sponsoring body, the members of the religious order, the Sisters, required that the students take a specified number of courses in theology. Or parents and alumni may have encouraged the institution to require a strong emphasis on the Catholic character of the institution, thus supporting the requirement of a greater number of courses in theology. One might even surmise that the students themselves decided that it was important to take the majority of the courses (fulfilling the philosophy and theology requirement) in the area of theology. The probability is that all of these explanations contribute to a greater or lesser degree in accounting for the stipulation regarding the total credit distribution.

Bailey

Because the Bailey College institutional mission statement was quite general, the investigator found it difficult to ascertain how the institutional mission influenced the teacher education mission and program. However, the Bailey teacher education program statement of purpose did reflect the implied mission of Bailey College--that of

being a liberal arts college and the stated components of preparing students to be dedicated Christians. The Bailey College teacher education statement of purpose referred to the liberal arts and to the Christian life components of the mission. Interviews with institutional officers, teacher education faculty, students, and alumni all supported the notion that Bailey emphasized the liberal arts. There may be several reasons why the teacher education statement of purpose addressed the implied liberal arts and the stated Christian life components of the institutional mission. First, one might assume that all undergraduate Lutheran colleges having teacher education programs are liberal arts colleges, thus it was understood that the Bailey teacher education program was built on a liberal arts foundation. It may be that the Bailey teacher education faculty, students, alumni, and local citizens took for granted that Bailey emphasized the liberal arts. Furthermore, being a college sponsored by the Lutheran Church, one would expect that the Christian life would be emphasized, thus the teacher education program statement of purpose assumed these two aspects needed to be stressed.

Even though the institutional mission statement was general, it had a positive influence on the teacher education program. Several examples support this finding. Students were required to have a cumulative GPA of 2.5 at the time of admittance into a teacher education program. The faculty implied that this GPA strengthened the students' "grounding" in the liberal arts. In all of the program reports prepared for the state department, the teacher education faculty were cognizant of the importance of the liberal arts, written and oral communication skills, analytical and critical thinking skills,

and the need for students to be computer literate. Faculty attempted to get students to be "thoughtful, reflective, creative" thinkers. The investigator located minimal evidence in course syllabi (e.g., "Instructional Media and Secondary Methods") that addressed the liberal arts and the component "thoughtful, reflective, and creative." Because of the format of the elementary methods syllabi, no evidence was obtained indicating reference to the institutional mission. However, faculty addressed the liberal arts. In the foundations and several secondary education course syllabi, faculty addressed such areas as ethnic studies, global studies, and women's studies--components that fostered the students becoming "thoughtful and informed." Faculty indicated that students were required to take two courses in theology. Additionally, worship services occurred daily, and faculty and students were encouraged to attend. The teacher education faculty indicated that, following a worship service, discussions occasionally occurred in classes. Students related discussion to the profession. The investigator considered explanations of why the Bailey College institutional mission appeared to influence the teacher education program. One reason might be that the institution was Lutheran and it was expected that colleges supporting the Lutheran tradition promoted programs that fostered thoughtful, reflective, and creative thinking; study in the liberal arts; and an atmosphere supporting Christian respect. Another might include that most or all of the teacher education faculty were Lutheran, therefore supportive of the Lutheran tradition. Yet another reason might be that the majority of the teacher education faculty were personally educated in liberal arts institutions and thus believed in the value of a liberal arts education.

One or more of these reasons account for the influence the institutional mission had on the teacher education program.

The total credit distribution requirement of Bailey College stipulated all students needed to complete one-third of all coursework in the liberal arts. Within this requirement students were required to take two courses in theology. Faculty believed this requirement supported both the inferred element of the liberal arts and the stated Christian life component of the mission. One might expect that the faculty and administration as a whole supported the liberal arts and therefore decided that one-third of the required courses be taken in the liberal arts. One might further assume that the college faculty, as a whole, were supportive of Bailey as a college within the Lutheran tradition and therefore required that the students take at least two courses in theology. One might also assume that the sponsoring body, the Evangelical Lutheran Church of America, required students attending Lutheran institutions to take a specified number of courses in theology. And parents and alumni probably expected the institution to foster a Christian emphasis. Finally, one might predict that many students would decide it was important to take a specified number of courses in the area of theology.

Evaluation of Program Performance

The institutional mission statements of both McHugh College and Bailey College had significant influence on the evaluation of program performance at each institution. Both institutions employed program review practices that required academic departments to review programs in relationship to the institutional mission.

McHugh

Institutional program review occurred at McHugh College in 1979. Following a review of all of the academic programs during the 1979-80 academic year, McHugh College revised and implemented a systematic, cyclical program review process during the 1985-86 academic year. All academic and service departments were required to participate. They addressed each component of the institutional mission and reviewed programs in relationship to planning for the future. They determined budget projections for the continuation, revision, or elimination of programs. The teacher education department had not yet participated in this review; thus, it was not possible to indicate how the teacher education faculty evaluated programs in relationship to the institutional mission, budgeting, and planning.

The McHugh teacher education department did, however, participate in a systematic, cyclical (NCATE and state) review of programs. They requested that students and alumni evaluate their programs. They were to indicate how well the programs prepared them for their profession and how well prepared they felt in the liberal arts. Based on suggested recommendations, faculty made program/course changes that brought the program into alignment with the institutional mission. They implemented the "Teaching of Religion" course. In the "Introduction to Education" and the "Issues" courses they addressed issues pertaining to Catholic schools, women, and the value of a liberal arts education. They also assessed how the program attended to issues pertaining to women and leadership by women. Teacher education faculty of McHugh utilized the institutional mission in evaluating program performance for several reasons. The Board of

Trustees may have required all programs to be evaluated in a specific manner. Also, new institutional leadership occurred. Program review may have been chosen as a method for the new administration to get a picture of the perceived relationship of programs to the institutional mission. One might also expect that program review was necessary for aiding the administration in making decisions regarding the continuation, revision, or elimination of programs and the allocation or reallocation of resources. One could even assume that program review was taken seriously at McHugh, and the teacher education faculty aimed to demonstrate how the programs supported the mission. The most likely reason was that the new leadership decided it was important to link program review to budgeting and planning.

Bailey

Institutional review occurred in all of Bailey College's academic departments. In the late 1960s institutional curriculum review occurred. Again in 1984 the administration and faculty outlined a plan that required all academic departments to review programs in relationship to the institutional mission. All of the Bailey College teacher education programs were reviewed following the proposed institutional process. They also reviewed the teacher education programs utilizing NCATE and state agency standards. Following the institutional process, the teacher education faculty assessed how programs supported the institutional mission. An example of this was shown in the Music Department's report, prepared for the state department. All of the teacher education programs articulated a general statement addressing the institutional mission. However, there was no evidence indicating the institutional review was related to

budgeting or planning. Several explanations may reveal why Bailey College required academic departments to review programs in relationship to the institutional mission. The Lutheran Church may have required it and the Bailey College faculty and administration complied. Or since a curriculum review had not occurred since the late 1960s, the administration decided it was time for review. The current leadership had been at Bailey for some time and apparently had an understanding of how the programs supported the institutional mission; thus, they considered it unnecessary to do curriculum review on a regular basis. Current literature has addressed the liberal arts nationally. This may have motivated the academic leadership to review the curriculum and to articulate how Bailey College's programs supported the liberal arts. There existed little apparent relationship between program review and budgeting and planning. This may have resulted for several reasons. One, Bailey was financially stable; thus, there was no reason to address budget issues. Another explanation is that budgeting and planning occurred in another realm; thus, there was no need to seek input from department members. It is very likely that one or more of these reasons are applicable for relating how program review occurred at Bailey and why it appeared to not be related to the budgeting and planning process.

Commonalities and Differences in Review Practices

Both McHugh College and Bailey College required program reviews to be completed in the institutions. Bailey College required that academic programs be reviewed for the purpose of determining how the programs supported the institutional mission--primarily that it

was a liberal arts college. McHugh College required that program review occur in all academic and administrative service departments. The faculty were required to describe how the programs exemplified the institutional mission--that it was a Catholic, liberal arts college that showed concern for issues of social justice, especially as they pertained to women. Program reviews at McHugh were required to address program improvement and needs for budgeting and planning purposes. There may be several reasons why each institution conducted program review as they did. One reason both institutions participated in program review was apparently because they were private, church-related institutions; thus, they had a sense of the need to be accountable. Yet, Engdahl and Barak (1980) would not support this explanation. They suggested that private, four-year colleges were among those least likely to be involved in an internal program review activity at this time in history. From a different perspective, both institutions needed to provide evidence that their programs supported the liberal arts. Or they may have required program review as a means of "justifying" the liberal arts foundation along with their professional programs (Carnegie 1977). The leadership of both institutions understood that it was good for programs to be reviewed occasionally. However, the program review practices may have differed at the two institutions because one employed predominantly female administrators and the other predominately male administrators, and their styles of leadership varied on the basis of gender. Another reason might be related to the length of time each institution's leader held the office of president. Program reviews probably varied because of the financial support at each institution. Most likely the reviews were

similar and different based on a combination of these possibilities.

Limitations of This Study

There were several limitations in this study; thus, no definitive conclusions could be drawn. First, the study was limited to determining the influence of the institutional mission statement on the teacher education programs at only two institutions. For more definitive conclusions to be drawn, further study would need to be undertaken at a larger number of institutions.

Another significant limitation was the reality that McHugh College's teacher education program had not been reviewed by utilizing the present institutional program review guidelines. Therefore, it was not possible to draw conclusions regarding the impact the program review had on budgeting and planning within the teacher education program. One could only infer what might have happened based on what occurred in other departments that had participated in program review using the present guidelines.

A third limitation was that it was difficult to determine the degree of influence the McHugh College institutional mission statement had on the teacher education program, because the teacher education program did not have a program mission statement that was congruent with the institutional mission.

Another limitation was that the Bailey College institutional mission statement appeared general. One can only wonder what the realities might have been had the mission statement been more explicit regarding the purpose of Bailey College. Further, one wonders how the teacher education mission statement might have been articulated and what influence it might have had on the teacher education program and

on budgeting and planning.

A fifth limitation was that it was not possible to interview the same number of elementary and secondary students/alumni at both institutions. Due to the time of the data gathering and the fact that students could voluntarily participate in the study, a different number of students was interviewed on each campus. Because the investigator was given a listing of all the elementary and secondary alumni for the specified dates at one college and a listing of only ten at the other institution, the investigator was not able to interview the same number of alumni from each institution.

Recommendations

General

Considering the conclusions drawn from this study, the limitations of the study, and the information gleaned from the literature reviewed, the investigator offers the following recommendations to institutions and their teacher education departments when they prepare or review their programs in light of their institutional mission statements.

1. The institutional mission statement should be clearly articulated in order for potential audiences to be able to understand the primary purpose of the institution.
2. The institutional mission statement should be general enough to give an understanding of the broad purposes and intents of the institution, yet clear and concise enough to be helpful to departments for determining the centrality of present or new programs to the mission.

3. The institutional mission statement should be comprehensive enough to be useful for providing direction for all the programs the institution offers or wishes to offer.
4. The institutional mission statement should identify the clientele it plans to serve.
5. The institutional mission statement should provide the philosophical basis for the programs that are most appropriate to the institution.
6. The institutional mission statement should be stated distinctly so that departmental programs can articulate program mission statements which demonstrate alignment of the program to the institutional mission.
7. The institutional mission statement should create a frame of reference for determining institutional and departmental priorities, assessing the quality of programs, and allocating resources (Carnegie 1977; Caruthers 1980; Shirley and Volkwein 1978).

Further Study

The investigator recommends that further review occur in other church-related, undergraduate, liberal arts institutional mission statements. Further study would help for the following purposes:

1. to determine the relationships between institutional missions and program missions
2. to determine the relationship between budgeting and planning, and program review and evaluation
3. to determine if programs have been eliminated or made stronger primarily because of program review which was

done in connection with planning and budgeting.

McHugh College

The investigator offers the following recommendations to the faculty, staff, and administration of McHugh College.

1. The McHugh College faculty, staff, students, alumnae, and administration should clarify which aspects of "Roman Catholic" they wish to address.
2. The teacher education faculty should articulate a program mission statement which corresponds to the institutional mission statement, and includes the national teacher education accrediting and state approving agency standards.
3. The teacher education faculty together should review their teacher education practices and determine the ways they want these to address the institution and program missions.
4. Individual teacher education faculty members should specify in their course syllabi and course outlines aspects of the institutional and program missions they will address.

Bailey College

The investigator offers the following recommendations to Bailey College faculty, staff, and administration.

1. The faculty, staff, and administration should articulate a clearer, more explicit institutional mission statement.
2. The faculty, staff, and administration should determine which aspects of the Church relationship they will address.

3. The teacher education faculty should review their present statement of purpose and align it with the institutional mission and address the national teacher education accrediting agency and state approving body standards.
4. The teacher education faculty should review their teacher education practices, especially admission's criteria, course syllabi, and classroom climate, to determine if these areas are to be addressed and, if so, articulate ways each of these aspects is to address the institutional and program missions.
5. The individual teacher education faculty members should state, in their course syllabi and course outlines, those aspects of the institutional mission and the program mission they will address.
6. The Bailey College faculty, staff, and administration should develop a cyclical, uniform departmental program review process that will assist departments in doing program review and that is linked to budgeting and planning.

Proposed Guidelines

Principles

Kells (1981) and Mims (1978) said the most successful model of a program review process was user-oriented and beneficial to the persons involved. Kells recommended program review be an internally oriented process that will aid in yielding valuable insights.

The purpose within this section is to propose a model for program review in church-related, undergraduate, liberal arts

institutions. This model should not be considered the model, but rather a model. It should be adapted and revised to meet the needs of the institution.

It is recommended that institutions considering implementing a program review process develop these plans according to a set of principles used to establish procedures. It is recommended that these guiding principles include the following:

1. The process should reflect shared responsibility by administration, faculty, and staff.
2. An overall coordinating group should be established to set policy, develop guidelines, articulate standards or criteria to be addressed during the review process, and monitor the reviews.
3. Every program being reviewed should articulate a clear statement of purposes and goals for the review.
4. All involved in the program being reviewed should be involved in all phases of the review.
5. Institutional assistance (e.g., data gathering, secretarial) should be provided to the department undergoing review.
6. Reviews should be ongoing, cyclical, systematic, qualitative and quantitative, and comprehensive.
7. Reviews should be positive but realistic.
8. Reviews should be linked to the academic planning, budgeting, and decision-making processes of the institution.

9. Reviews should be as objective as possible (Arns and Poland 1980; Barak 1982; Craven 1980a; Engdahl and Barak 1980; Kells 1981; Muntz and Wright 1980; Stepsis 1978).

Process

Utilizing the principles stated previously, the investigator articulated a model that would be both practical and helpful. This model identifies the groups that are to be involved in the process and the duties each performs.

1. Board of Trustees:

- Articulate a policy regarding program review for the institution
- Determine the purpose and scope of the review and its relationship to other aspects (e.g., planning, budgeting) within the institution
- Determine frequency, cycle, and types of reviews
- Make decisions regarding the continuation, modification, or elimination of programs and the allocation or reallocation of resources

2. President and Institutional Officers:

- Provide the leadership, motivation, and resources for carrying out program review within the institution
- Appoint a committee (comprised of administration, faculty, and staff) to develop the process for program review for the institution
- Recommend the continuation, modification, or elimination of programs and the allocation or reallocation of resources

3. Institutional Planning and Review Committee:

- Articulate objectives for the review
- Recommend the cycle and process for program review within the institution
- Provide inservice training to departments beginning review
- Recommend the process for selecting examiners and the role and responsibilities of the examiners: (1) internal to the college but external to the department, and (2) external to the college
- Recommend the type of quantitative and qualitative data needed to make the review comprehensive and worthwhile
- Assist departments if help is requested (e.g., interpreting data, preparing the self-study)
- Monitor the review process
- Make recommendations to the President and appropriate institutional officers regarding the continuation, revision, or elimination of programs
- Evaluate the review process and recommend revisions

4. Institutional Staff:

- Provide quantitative data
- Provide clerical assistance

5. Department/Program Being Reviewed:

- Participate in the program review process
- Prepare the self-study
- Review all of the programs within the department and the courses within the programs to determine whether these

programs/courses are supportive of the institutional mission

- Make recommendations for change
- Select examiners
- Evaluate the review process and recommend revisions

6. Examiners:

- Audit all programs' self-study documents
- Write a report of the findings and make recommendations regarding improvements, changes, elimination of programs.

The Board of Trustees should set policy and make decisions regarding the continuation or elimination of programs and the allocation or reallocation of resources. It is the Board's responsibility to determine if the institution will participate in program review. If they determine that the institution will conduct program reviews, they should also determine the scope of the review and the reasons for and purposes of the review.

The President and Vice-President for Academic Affairs should provide the leadership, motivation, and resources for carrying out this process. The President with the advice of the institutional officers should appoint a program planning and review committee to develop guidelines and procedures for the review. This institutional planning and review committee should be comprised of representatives of the administration, faculty, and staff. It should be the responsibility of the administrative officers to recommend the continuation, modification, or elimination of programs and the allocation or reallocation of resources.

It should be the responsibility of the Institutional Planning and Review Committee to articulate the objectives of the review and a process for program review within the institution. The committee should recommend the frequency and cycle of reviews, the criteria for reviews, the process for selecting examiners for the department/program being reviewed, articulate the lines of communication between administration and personnel within the program being reviewed, establish the procedures and guidelines to be followed during the review (e.g., inservice education for persons involved in the review, self-study), monitor the process, review the recommendations of the examiners and the department, and forward recommendations to the President and appropriate institutional officers.

Institutional staff, particularly the institutional research person, should provide appropriate quantitative data to the department/program being reviewed. These data should come primarily from one office in order that the data received by all departments be consistently reported. Additional staff should be provided departments doing reviews. Clerical assistance and additional financial resources should be provided departments when needed in order that they are able to satisfactorily complete the study within the specified time.

It is essential that all persons in the department be involved in the program review process. It is they who will write the self-study. The department members should review the departmental mission statement, goals, and objectives and review their programs as a unit and individually to determine if programs offered are supportive of the institutional mission. It is necessary that individual faculty members review their course goals, objectives, and

content to determine course support for the institutional mission. If individual courses or the total program do not appear aligned with the institutional mission, it is necessary for the department to determine whether they will revise the course/program, recommend that it be dropped, or change the mission of the program. Members within the department will be required to take an objective stance toward the review of their programs. It is essential that departments and faculty members within departments see their programs as part of the total picture.

The external examiners may be comprised of persons external to the department/program being reviewed but within the institution or may be external to the institution. It is their responsibility to review thoroughly the self-study prepared by the department, audit all of the programs being evaluated, and prepare a written report of their findings. It is their prerogative to develop recommendations regarding program changes. This report is then presented to the Institutional Program Planning and Review Committee who, in turn, will present it to the department members and the administration for their review and response.

Institutions/Departments that have a systematic, ongoing, qualitative program review process that is quantitative and comprehensive will have a clearer understanding of who they are, why they offer the programs they offer, and what type of clientele they wish to retain/attract. This type of program review process must be integrally connected to the planning and budgeting process. It will enable the faculty, staff, and administration to determine the direction for the future. It will assist them in determining resource

allocations for present as well as new programs. It will give clear messages to the public regarding the type of institution and its perceived strengths and purposes. As Muntz and Wright said,

Success will depend in significant measure upon the ability to pursue a clearer definition of institutional mission, to fulfill that mission through appropriate program implementation, and to translate mission priorities into allocation patterns for program improvement (1980, p. 41).

APPENDIX A

LETTER OF CONFIRMATION

April 12, 1988

Dear

We talked by telephone several weeks ago concerning your participation in a research project which will assist me in meeting the dissertation requirements of my doctoral degree. I appreciated your commitment to participate.

The purposes of the research project are:

1. To investigate the ways in which the stated institutional mission influences the operation of the teacher education program
2. To investigate the ways in which teacher education faculty use the institutional mission statement in evaluating program performance
3. To develop a model for small church-related liberal arts institutions to follow in performing a self-study of their programs.

The research project involves your participation in an interview. The interview will be taped for the purpose of assisting me in verifying my notes and for eliminating the necessity of calling interviewees for additional information. Interview questions will be given interviewees at least one day prior to the interview. The interview and data will be treated confidentially. Anonymity of individual respondents will be assured.

Your assistance is requested in locating the documentation and arranging the interviews as we discussed by telephone. See the enclosure for a verification of these requests.

I would appreciate receiving written confirmation of the commitment of your participation in this study. In the interim I will call you and arrange the dates for my visit to your campus.

Following the gathering and compiling of the data, I will submit to you for review and verification a copy of the report regarding your institution. If you desire a summary of the analysis of both institutions and the proposed model, a copy will be furnished.

Your willingness to participate in the completion of this study is much appreciated.

Sincerely,

Ann Marie Biermaier, OSB

Enclosure

DOCUMENTATION NEEDED FOR THIS STUDY

The following documentation is requested for gathering information relating to the teacher education program between the dates of Fall 1983 and the present time.

- Program review documents
- Program minutes
- Program handbooks
- Program planning documents
- Course syllabi
- Admissions criteria and records
- Institutional review documents
- Institutional planning documents
- Institutional curriculum committee minutes pertaining to teacher education
- Administrative anecdotal records pertaining to the teacher education program

Student and alumni evaluations are requested for the dates between December 1983 and December 1984 and between December 1986 and December 1987.

The current college catalog and institutional mission statement are also needed.

INTERVIEWS ARE REQUESTED WITH THE FOLLOWING PERSONS

- Individual interviews with the President, Academic Dean, Assistant Academic Dean, and Director of Planning
- Individual interviews are requested with faculty who are full-time members of the institution and teach or supervise student teachers at least half-time in the teacher education program
- A group interview with ten students randomly selected who have completed or are completing their coursework and are preparing to student teach next semester. Five of the students should be persons majoring in elementary education. Five of the students should be persons who are majoring in a secondary education area.
- Telephone interviews with ten alumni, randomly selected, who graduated between the dates of December 1983 and December 1984. This group should include five persons who majored in elementary education and five who majored in a secondary education area.

APPENDIX B

INTERVIEW QUESTIONS (PRELIMINARY)

INTERVIEW QUESTIONS

QUESTIONS FOR VPAA

1. Does your institution do institutional review on a cyclical basis or is it done primarily at the time of accreditation? Could you tell me more?
2. What purposes are fulfilled in your institution's institutional review?
3. Does your institution do program review on a cyclical basis or is it done primarily at the time of accreditation? Could you tell me more?
4. What purposes are fulfilled in your institution's program review?
5. What guidelines are given to those who carry out program review? How are they provided?
6. What training is given those who carry out the program review? How is this done?
7. What support is given those who carry out the program review?
8. Is follow-up provided to departments at the completion of their department's program review? What type? How is this done?
9. Is the institutional mission statement addressed when hiring new faculty? How is this done?
10. Is the institutional mission addressed when reviewing faculty for tenure or promotion? For what purpose? How is this done?
11. Is there regular inservice with faculty addressing the relationship of the institution's mission to the daily happenings on the campus? How does this happen?

QUESTIONS FOR TEACHER EDUCATION FACULTY

1. Would you briefly describe your institution's mission statement? (If the person is not familiar with it, I will share with them the primary components of the statement.)
2. Does the administration regularly address the facets of the institutional mission at faculty assemblies or through memoranda? If so, how?
3. Does your institution do program review on a cyclical basis or is it done primarily at the time of accreditation? Could you tell me more?

4. What purposes are fulfilled in your institution's program review?
5. What guidelines are given to those who carry out program review?
How are they provided?
6. What training is given those who carry out the program review?
How is this done?
7. What support is given those who carry out the program review?
8. Is follow-up provided departments at the completion of their
department's program review? What type? How is this done?
9. Is the institutional mission statement addressed when hiring new
faculty? How is this done?
10. Is the institutional mission addressed when reviewing faculty
for tenure or promotion? For what purpose? How is this done?
11. Is there regular inservice with faculty addressing the
relationship of the institution's mission to the daily
happenings on the campus? How does this happen?
12. Do you purposely address any components of the institutional
mission in your coursework? Which ones? Why? How do you do this?
13. Does the institutional mission influence your interaction/behavior
with peers? Which parts? How does this occur?
14. Does the institutional mission influence your interaction/behavior
with students? Which aspects? Could you tell me more?
15. Do your teaching strategies reflect any aspects related to the
mission of the institution? Which ones?
16. Do the teacher education faculty discuss whether or not the
teacher education program supports the institution's mission?
How frequently do you do this? How do you go about addressing
this concern?
17. Do your student admission criteria reflect the institutional
mission? How?
18. Do your student admission procedures reflect the institutional
mission? In what ways?

QUESTIONS FOR STUDENTS IN THE TEACHER EDUCATION PROGRAM

1. Would you briefly explain your institution's mission statement?
(If they are not familiar with it, I will share with them the
primary components of the statement.)

2. Do you recall any instructors specifically discussing the relationship of teacher education to the institution's mission? In what context was this done?
3. Do the instructor's teaching strategies reflect any aspects of the mission? Which ones? Which aspects of the mission do they relate to?
4. Do any courses in the teacher education program reflect some of the elements of the institutional mission? Which ones? What do they deal with which relates to the mission?

QUESTIONS FOR ALUMNI IN THE TEACHER EDUCATION PROGRAM

1. Do you recall what _____ claimed as essential to the mission of their institution? (If not, share primary components)
2. Did the teacher education program help fulfill this mission? In which ways?
3. What particular teaching methods did your teacher education instructors use which reflected aspects of the institutional mission?

APPENDIX C
INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

QUESTIONS FOR INSTITUTIONAL OFFICERS

1. Does your institution do institutional review on a cyclical (every 5-7 years) basis or is it done primarily at the time of accreditation? If it is done in line with accreditation, is anything additional asked for? If it was done outside of the time of accreditation, what precipitated the review? Could you tell me more?
2. What purposes are fulfilled in your institution's institutional review? Are there any purposes other than re-accreditation? If so, what?
3. Does your institution do program review on a cyclical (every 5-7 years) basis or is it done primarily at the time of accreditation? If it is done in line with accreditation, is anything additional asked for? If it was done outside of the time of accreditation, what precipitated the review? Could you tell me more?
4. What purposes are fulfilled in your institution's program review? Are there any purposes other than re-accreditation? If so, what?
5. Do you have institutional guidelines for carrying out program reviews? What are they? How are they provided?
6. What training is given those who carry out the program review? How is this done?
7. What support is given those who carry out the program review?
8. Is follow-up provided to departments at the completion of their department's program review? What type? How is this done?
9. How is the institutional mission determined? Do departments, faculty, students, and/or alumni provide input in the determination of the institutional mission? How is this input sought?
10. Is the institutional mission dynamic or static?
11. In the formulation of the institutional mission, are there attempts to reconcile or avoid potential conflicts between departmental and college missions?
12. Is the institutional mission statement addressed when hiring new faculty? How is this done?
13. Do you regularly do inservice with the faculty addressing the relationship of the institution's mission to the daily happenings on the campus? Is this done at faculty assemblies, small group meetings or through memoranda?

14. Is the institutional mission addressed when reviewing faculty for tenure or promotion? For what purpose? How is this done?

QUESTIONS FOR TEACHER EDUCATION FACULTY

1. Would you briefly describe your institution's mission statement? (If the person is not familiar with it, I will share with them the primary components of the statement.)
2. How is the institutional mission determined? Do departments, faculty, students, and/or alumni provide input in the determination of the institutional mission? How is this input sought?
3. Is the institutional mission dynamic or static?
4. In the formulation of the institutional mission, are there attempts to reconcile or avoid potential conflicts between departmental and college missions?
5. Does the administration regularly do inservice with the faculty addressing the relationship of the institution's mission to the daily happenings on the campus? Is this done at faculty assemblies, small group meetings or through memoranda?
6. Does your institution do program review on a cyclical (every 5-7 years) basis or is it done primarily at the time of accreditation? If it's done in line with accreditation, is anything additional asked for? If it was done outside of the time of accreditation, what precipitated the review? Could you tell me more?
7. What purposes are fulfilled in your institution's teacher education program review? Are there any purposes other than re-accreditation? If so, what?
8. Do you have institutional guidelines for carrying out program reviews? What are they? How are they provided?
9. What training is given those who carry out the program review? How is this done?
10. What support is given those who carry out the program review?
11. Is follow-up provided to departments at the completion of their department's program review? What type? How is this done?
12. Is the institutional mission statement addressed when hiring new faculty? How is this done?
13. Is the institutional mission addressed when reviewing faculty for tenure or promotion? For what purpose? How is this done?
14. How is the departmental mission determined? Do faculty, students, and/or alumni provide input in the determination of the departmental mission? How is this input sought?

15. Does the departmental mission statement reflect the institutional mission statement?
16. Do the teacher education faculty discuss whether or not the teacher education program supports the institution's mission? How frequently do you do this? How do you go about addressing this concern?
17. Do you purposely address any components of the institutional mission in your teacher education program coursework? Which ones? Why? How do you do this?
18. Does the institutional mission influence your interaction/behavior with peers in your department? Which parts? How does this occur?
19. Does the institutional mission influence your interaction/behavior with students in the teacher education program? Which aspects? Could you tell me more?
20. Do your teaching strategies in the teacher education courses reflect any aspects related to the mission of the institution? Which ones?
21. Do the teacher education program student admission criteria reflect the institutional mission? How?
22. Do your student admission procedures reflect the institutional mission? In what ways?

QUESTIONS FOR STUDENTS IN THE TEACHER EDUCATION PROGRAM

1. What do you think the mission of this institution is? Would you briefly explain it? (If they are not familiar with it, I will share with them the primary components of the statement.)
2. Do you recall any instructors specifically discussing the relationship of teacher education to the institution's mission? In what context was this done?
3. Do the instructor's teaching strategies reflect any aspects of the mission? Which ones? Which aspects of the mission do they relate to?
4. Do any courses in the teacher education program reflect some of the elements of the institutional mission? Which ones? What do they deal with which relates to the mission?

QUESTIONS FOR ALUMNI IN THE TEACHER EDUCATION PROGRAM

1. Do you recall what _____ claimed as essential to the mission of their institution? (If not, share primary components)
2. Did the teacher education program help fulfill this mission? In which ways?
3. What particular interpersonal relations, content, or teaching approaches did your teacher education instructors use which reflected aspects of the institutional mission?

APPENDIX D

LETTER OF REVIEW AND VERIFICATION

St. Benedict's Convent
St. Joseph, MN 56374

November 29, 1988

Dear

Enclosed is a copy of the chapter I have written regarding your institution for inclusion in my doctoral dissertation. Having reviewed the documentation describing your institution and department, I have attempted to state your institutional mission, to determine whether or not personnel at all levels perceived that your department used the institutional mission in articulating a departmental mission, to indicate if and how the course syllabi and content supported the institutional mission, and to determine if and how the institutional mission was used in doing program evaluation.

According to the agreement I made with you in April of 1988, I indicated that I would submit to you for your review and verification the information written regarding your institution. May I ask you to read this chapter to determine accuracy of information and to check for any major omissions of information? Feel free to write right on the pages or add additional information if it would more accurately reflect the situation at that time.

Thank you for the time you will give to reading and verifying the information in this chapter. If you have any questions, please call me at 612-363-5100. May I ask you to please return this chapter and your indication of verification of accuracy of information as soon as possible but no later than December 16, 1988? I would like to get the completed copy of the dissertation to my advisor before Christmas.

Sincerely,

Ann Marie Biermaier, OSB

Enclosure

APPENDIX E

SOURCES OF INFORMATION: GENERAL

APPENDIX F

SOURCES OF INFORMATION: MCHUGH

APPENDIX G

SOURCES OF INFORMATION: BAILEY

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