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A study of institutional evaluation of universities in Malaysia

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Ohio University, 1987

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**A STUDY OF INSTITUTIONAL EVALUATION
OF UNIVERSITIES IN MALAYSIA**

**A Dissertation Presented to
the Faculty of The College of Education
Ohio University**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy**

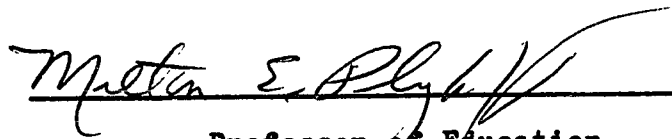
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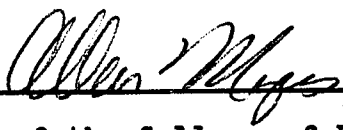
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This dissertation has been approved
for the School of Applied Behavioral Sciences
and Educational Leadership and the
College of Education
Ohio University

by



Professor of Education



Dean of the College of Education

Acknowledgements

I wish to extend my sincere appreciation to those who spent time and effort reviewing this work. Particular thanks to members of my committee, Dr. Gary O. Moden, Dr. James H. Thompson, and Dr. Allen Myers. Above all, special thanks to my advisor, Dr. Milton E. Ploghoft, who provided guidance and encouragement above and beyond the call of duty.

A special thanks to all the six regional accreditation agencies and other accreditation agencies for their assistance and support, to the officials of the universities involved, and to Dr. Christine Freeman for her patience and assistance in editing the work.

I dedicate this dissertation to my parents, and to the memory of my granny, who made me aware of the value of education.

My deepest appreciation to my wife, Noorsiah Omar, and my children, Arman, Aaida, Azlin, Samir, and Safinaz, for their encouragement and sacrifice during my graduate studies.

I am also indebted to those who, directly or indirectly, provided support and assistance to the study. Lastly, my acknowledgement to my sponsor, Universiti Teknologi Malaysia.

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Abstract

Title: Institutional Evaluation of Universities in Malaysia
Author: Asarudin B. Ashari, Ph. D. April 13, 1987
School: Applied Behavioral Sciences and Educational Leadership, College of Education, Ohio University

The purpose of this study was to develop standards for institutional evaluation of universities in Malaysia. Based on a review of pertinent literature, a framework of standards for institutional evaluation of universities in Malaysia was developed. The primary source of data for the study was from the interviews with the research population. A total number of twenty-one administrators from various universities in Malaysia was interviewed. After the interviews were completed, a frequency analysis was compiled for the appropriate questions. Answers to the open-ended questions were summarized and organized specifically for content analysis.

Throughout the study, the researcher found that all those interviewed wholly agreed, without exception, that institutional evaluation is important as a requirement to the institutions of higher learning in Malaysia. The questions were, how would the evaluation be conducted and who would conduct them?

The tabulated results of the majority of those interviewed--ranging between 80-100%--agreed that it would be

appropriate to include the following standards as factors in institutional evaluation: institutional integrity; educational programs and curricula; outcomes; student services and activities; faculty; institutional support services and resources; governance, administration and leadership; financial and planning; instructional resources and equipment.

Some respondents--ranging between 5-15%--felt that many of the standards needed some modifications, particularly graduate and undergraduate admission, placement, and tuition and payment policies. A few respondents--ranged between 5-10%--felt that it would be inappropriate to include particular aspects of these standards as factors in institutional evaluation. These included specific aspects of student services relating to recruitment, admission and tuition; specific aspects of faculty relating to salary and academic freedom; specific aspects of governance, administration and leadership, the governing council contribution, and social affairs; and specific aspects of financial resources and planning relating to the institution's investment portfolio.

Implications of this study focused on discussion and implications of the results of the study in general and its usefulness in the establishment of an improved system of evaluation in universities in Malaysia. In preparing to

implement standards considered by the sample population to be acceptable with modification, careful exploration and examination of the reasons for the nature of the requested modifications should be required before they can be appropriate at the local level.

Approved: Milton E. Blyhoff

CHAPTER I

Introduction

The public accountability of institutions is an old idea, but it has taken on new meanings in the last decade. These new meanings emphasize more than fiscal standards; they are concerned with whether or not social institutions are doing an effective job and whether they are effectively using the resources they have (Folger, 1977).

Universities are responsible for providing instruction, research and public service programs that are effective, efficient and relevant to public needs. Societies expect universities to "contribute to the economic well-being of the individuals and societies" (Radford, 1986). These expectations for education are important to the universities because general public attitudes about the worth of education translate into the quality of public education. Universities, therefore, should play a leading role in the development of the societies and the nations in which they exist, for they can be considered an important source of social and economic investment.

In developing countries, universities are both expensive to establish and to run. As a result, universities have depended on the government to a large extent for their maintenance. As a direct consequence of this sense of

obligation, universities emphasize their role as agents of change and development in developing countries.

The strength of an institution is based in part on the academic attainments and occupational performances of its graduates. In fact, the graduate often represents the perception that the public has about the institution. Reputations have frequently been shown to correlate with quantifiable indicators of both human and material resources in higher education, from sheer institutional size to library holdings, financial resources and alumni achievements (Lawrence & Solmon, 1981).

Academic program evaluation has been an integral part of higher education throughout its history, and is intrinsic to the process of determining what knowledge is the most worthwhile and how it is to be organized, developed and communicated. Evaluation is also involved in the allocation of limited resources (Katz et al., 1980).

The need for evaluation of educational programs and institutional services in higher education is quite evident when higher education is in a period of rapid growth (Fisher, 1985); the academic reputation of an educational institution is determined by an assessment of many components that comprise its educational environment.

In most other countries, the establishment and maintenance of educational standards is the responsibility

of a central government bureau. In the United Kingdom, institutional evaluation is under the jurisdiction of the Ministry of Education, namely, the University Grants Committee; its purpose is "to enquire into the financial needs of university education in Great Britain; to advise the Government as to the application of any grants made by Parliament towards meeting them; to collect, examine and to make available information relating to universities throughout the United Kingdom and to assist, in consultation with the universities and other bodies concerned, the preparation and execution of such plans for the development of the universities as may from time to time be required in order to ensure that they are fully adequate to national needs" (Secretary of State for Education and Science, 1968). Accreditation of higher education institutions is done by the British Accreditation Council for Independent Further and Higher Education. Basically, the role of the council is to "monitor the standards of independent further and higher education in the United Kingdom" (BACIFHE, 1986).

In Malaysia, institutional evaluation is not a routine organizational procedure; it is still in its infancy of implementation, even though there exists a substantial amount of material and research on programs and curricula for higher education.

Statement of the Problem

The problem of this study is to develop standards for institutional evaluation of universities in Malaysia which will serve as a guide to higher education institutions as they strive for excellence and which can be used by evaluators as they assess institutional achievement.

Rationale for the Purpose Study

The establishment of an improved system of evaluation in universities is an important and necessary activity for the excellence of higher education. For this reason, it is necessary to improve both the quality and quantity of university evaluation in Malaysia. Universities can no longer rely on the old methods and concepts of institutional adaptation; thus, it is important to develop better techniques of evaluation to anticipate problems and changes. Even though, in Malaysia, there exists a substantial amount of material and research on curriculum, little has been reported on the primary and secondary activities of universities. In fact, institutional evaluation is still at an initial stage of implementation, with no standard instruments and procedures accompanying it. For this reason, the purpose of the present study is to offer criteria for institutional evaluation of Malaysian universities.

This study will be undertaken at a timely moment, when Malaysia is committed to expanding higher education

opportunities for the people of the country.

By attempting to formulate the standards of institutional evaluation, this study is intended to make a positive contribution toward achieving quantitative improvement and in helping the institution analyze its function, appraise its educational effectiveness, review its ongoing planning procedures, and discover means by which its work can be strengthened.

Overview of Research Procedures

A detailed explanation of research procedures applied to this study will be given in Chapter Three. The direction of this study was suggested by a review of the literature and by the evaluative procedures presently being used for Malaysian institutions. The study attempts to accommodate the individual characteristics and realities of these universities.

The following is a summary of the major steps taken for this study:

1. Based on a review of pertinent literature, a framework of standards for institutional evaluation of universities in Malaysia was developed.
2. Policies and procedures presently used for evaluation of universities in Malaysia were reviewed.

3. Officials (decision-makers) and experts of evaluation of universities in Malaysia were interviewed. These included associate vice-chancellors, registrars and directors of research related to each university.
4. Standards for the evaluation based on item three above were then formulated.

Research Questions

1. How are universities in Malaysia presently evaluated?
2. How should the standards of institutional evaluation be formulated to include the variables of services and academic programs?
3. How can standards of institutional evaluation be constructed to be practical, simple, and easy to apply to the current universities in Malaysia?

Assumptions

1. The research will develop standards for evaluation that are valid and reliable for institutional evaluation of universities in Malaysia.
2. This research will contribute to the improvement of the quality and quantity of higher education in Malaysia.

Limitations of the Study

The following were the limitations of this study:

1. The population selected for this study was limited to full-time academic staff of universities.
2. A few of the sample staff could not be interviewed because they were on official assignments outside the campus.
3. Certain sample staff held more than one portfolio; for example, an associate vice-chancellor of academic affairs was also the director of the department of research.
4. There were few available references on institutional evaluation of universities in Malaysia.

Definitions of Terms

Specialized meanings of the following terms were used in this study:

Academic Staff

Members of the university community who are mainly responsible for the teaching and research functions. They hold ranks, in ascending order, as tutor, assistant lecturer, lecturer, associate professor, and professor. This term is synonymous with the term "faculty members" as used in the American context.

Associate Vice-Chancellors

Executive members of a university who shall exercise general supervision under the instruction of Vice-Chancellor of the university over the arrangements for instruction, research, finance, administration, welfare and discipline in the university. The exercise of such powers may be conferred upon him (them) by the university's constitution and any statute, act or regulation.

Director of Department of Research

An administrative member of the university community who is mainly responsible for providing consultancy and research services in all areas related to the university.

Faculty

A unit within the university which organizes teaching and research programs in the discipline which gives the unit its name. This is synonymous with the terms "college" and "school" within the American university; thus, a Faculty of Education means the same as a College of Education or a School of Education.

Higher Education

Professional and academic education in institutions such as universities, colleges, technological and technical institutes and teacher training colleges.

Institutional Evaluation

The process of studying and analyzing the strengths and weaknesses of the institution and identifying problems or opportunities in order to begin work toward their solution or fulfillment.

University

An independent institution of higher education or higher learning offering a course of general studies leading to a bachelor's degree;

A part of a university offering a specialized group of courses leading to a master's or doctor of philosophy degree;

An institution offering instruction, research, and service to the society.

University and University College (Amendment) Act, 1975

An act to provide for the establishment, maintenance and administration of universities and university colleges and for other matters connected therewith.

University Court

The highest governing body of a university in Malaysia. It is the largest governing body of a university and is chaired by a chancellor who is the titular head of the university. The body is a non-executive, functioning as an official advisory body to the university.

University Council

The chief executive body of a university in Malaysia. The Council chairman is appointed by the Minister of Education.

University Senate

The highest academic body empowered with the supervision of the overall university instruction, research, examination and awards of degrees and diplomas. The senate is chaired by the vice-chancellor of the university.

Organization of the Study

Chapter I will present the purpose, need for and the scope of the study.

Chapter II will consist of a review of the literature, both general and specific, pertaining to the evaluation.

Chapter III will describe the procedures for the study.

Chapter IV will present the data and the findings.

Chapter V will include a summary, conclusions and recommendations.

CHAPTER TWO

Review of the Literature

This review of the literature is divided into two parts: evaluation and the conceptualization of educational evaluation; and institutional evaluation of higher education in the United States.

Evaluation and Conceptualization of Educational

Evaluation

Approaches to Educational Evaluation

Evaluators need appropriate conceptual frameworks to assist in determining and communicating about evaluation objectives and procedures and to provide grounds for judging evaluation designs and reports. Many attempts have been made in recent years to clarify the meaning of evaluation and to distinguish and to make a distinction between evaluation and other related concepts such as measurement or research. The literature contains many approaches regarding the conceptualization of evaluation and the determination of its application in education. Many of these approaches have been unappropriately referred to as "models" (e.g. the CIPP [Context, Input, Process, Product] Model, the Countenance Model, the Connoisseurship Model, the Discrepancy Model, the Responsive Model, or the Goal-Free Model) in spite of the fact that none of them includes a sufficient degree of complexity and completeness

that is suggested by the term "model."

Definition of Evaluation

Definitions of evaluation may vary among individuals or groups, but the most well-known definition originated with Ralph Tyler. His formulation of the evaluation process is straight-forwardly based on the concept of objectives. In his classic monograph, Basic Principles of Curriculum and Instruction (1950), he asserts: "The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized ... However, since educational objectives are essentially changes in human beings, that is, the objectives aimed at are to produce certain desirable changes in the behavior patterns of the students, then evaluation is the process for determining the degree to which these changes in behavior are actually taking place" (p. 69).

Another widely accepted definition of evaluation has been that of providing information for decision-making, a definition suggested by various leading evaluators such as Cronbach (1963), Stufflebeam (Stufflebeam et al., 1971), and Alkin (1969). Evaluation is the process of determining the kinds of decisions that have to be made based on collected data (Alkin, 1973).

In recent years, a considerable consensus has been reached among evaluators regarding the definition of

evaluation as the assessment of merit or worth (Eisner, 1979; Glass, 1969; House, 1980; Scriven, 1967; Stufflebeam, 1974); "an educational evaluation study is one that is designed and conducted to assist some audience to judge and to improve the worth of some educational objects" (Stufflebeam & Webster, 1980, p. 6); or as an activity comprised of both description and judgement (Guba & Lincoln, 1981; Stake, 1967). Recently, a joint committee on standards for evaluation published their definition of evaluation as "the systematic investigation of the worth or merit of some object" and the object of evaluation as "what one is looking at in an evaluation: a program, a project, or instructional materials" (Joint Committee, 1981, p. 12).

The Stanford Evaluation Consortium group, in expressing an exception to that consensus regarding the judgemental definition of evaluation, defined evaluation as "systematic examination of events occurring in and consequent of a contemporary program--an examination conducted to assist in improving this program and other programs having the same general purpose" (Cronbach et al., 1980, p. 14). In short, educational evaluation is a systematic description of educational objects and/or an assessment of their merit and worth. Merit is a context-free value and is an intrinsic property of an entity evaluated, whilst worth is a context-determined value and is an extrinsic property of the

evaluand.

Functions of Evaluation

Educational evaluation can serve four different functions: (1) formative; (2) summative (3) sociopolitical; and (4) administrative. Scriven (1967) was the first to suggest a distinction between the formative and summative functions when referring to the major roles of evaluation, although he was not the first to realize the importance of such distinctions. Later, referring to the same functions, Stufflebeam (1972) suggested a distinction: proactive evaluation intended to serve decision-making and retroactive to serve accountability. Formative evaluation is basically carried on for the improvement and development of an ongoing activity. On the other hand, summative evaluation is used for accountability and selection. It is often required by sponsoring agencies with the evaluator assuming the responsibility of reporting to the decision-makers (Borich, 1974; Granton & Legge, 1978; Popham, 1974; Worthen & Sanders, 1973; Wood & Davis, 1978).

The third function of evaluation, the psychological or sociopolitical function, is intended to improve motivation and to increase awareness (Cronbach et al., 1980; House, 1974; Patton, 1978). Lastly, evaluation is also used for the exercise of authority (Dornbush & Scott, 1975).

Although the general perception seems to be that there

are no clear-cut roles for evaluation and that it can serve deliberately more than one function, some evaluators (Alkin, Daillak, & White, 1979; Cronbach et al., 1980) have expressed a clear preference for the formative function of evaluation.

Despite disagreements about the various functions of evaluation most researchers agree that it is important to determine a specific function at an early stage. Planning should also include a consideration of the sources, scope, criteria, and methodology of an evaluation.

Sources of Evaluation

Any entity can be an evaluation object, though the most common in writings of the major authors in the evaluation literature in education may focus on students, projects, programs, and instructional materials (Alkin, 1969; Provus, 1971; Scriven, 1967; Stake, 1967; Stufflebeam, 1969; Stufflebeam et al., 1971). The clear identification of the evaluation object is an important part of the development of any design. It helps to determine what kind of information should be collected and how it should be analyzed and it keeps an evaluation focused and helps to clarify and resolve value conflicts and any potential threat to stakeholders and others likely to be affected by the evaluation (Guba & Lincoln, 1981).

Focus of Evaluation

In recent years some interesting attempts have been made to extend the scope of evaluation variables in various evaluation models (Alkin, 1969; Provus, 1971; Stake, 1967; Stufflebeam, 1969, 1974; Stufflebeam et al., 1971). Stufflebeam's CIPP Model suggests that evaluation focus on four variables for each evaluation object: (1) its goals, (2) its design, (3) its process of implementation, and (4) its outcomes. According to this approach the evaluation of an educational project, for example, would be an assessment of (1) the merit of its goal, (2) the quality of its plan, (3) the extent to which those plans are being carried out, and (4) the worth of its outcomes.

Eisner's formulation rests on twin concepts of educational connoisseurship and educational criticism; connoisseurship is the "art of perception that makes the appreciation of such complexity possible" (Eisner, 1975, p. 1).

Guba and Lincoln (1981), expanding Stake's Responsive Education Model (Stake, 1975) and applying the naturalistic paradigm, suggested that the evaluator generate five kinds of information: (1) descriptive information regarding the evaluation object, its setting, and its surrounding conditions; (2) information responsive to concerns of relevant audiences; (3) information about relevant issues;

(4) information about values; and (5) information about standards relevant to worth and merit assessments.

To conclude, four groups of variables should be considered regarding evaluation of each object: (1) the goals of the object, (2) its strategies and plans, (3) its process of implementation, and (4) its outcomes and impacts.

It is obvious that a wide variety of information should be collected by evaluation regarding the evaluated object. It should not limit itself to the narrow scope of evaluation regarding outcomes or results but should instead focus on some of them according to identified priorities or practical constraints.

Criteria of Evaluation

One of the most difficult tasks in evaluating education is choosing the criteria to be used to judge the merit of an evaluation object. Provus (1971) and Tyler (1950) commented that this task looks easy to those who think that evaluation should attempt to determine whether goals have been achieved, but they partially ignore the issue of evaluation criteria. What they actually do is use "goal achievement" as the evaluation criterion without having justified its being an appropriate one (Nevo, 1983).

Another way to avoid the issue of evaluative criteria is to ignore the judgemental nature of evaluation. Those who defined evaluation as an information collection

activity to serve decision-making or other purposes (Alkin, 1969; Cronbach, 1963; Stufflebeam, 1969) did not have to deal with the problem of choosing evaluation criteria.

Apparently, achieving important stated goals is one possible basis for evaluation criteria. Alternative bases for evaluation suggested by the literature might be responding to identified needs of actual and potential clients (Joint Committee, 1981; Patton, 1978; Scriven, 1972b), responding to ideals or social values (Guba & Lincoln, 1981; House, 1980), meeting agreed-upon standards and norms (Eisner, 1979; Guba & Lincoln, 1981; Stake, 1967) or recognizing the quality of alternatives (House, 1980; Scriven, 1967). Stufflebeam discusses "criteria scales" not "goal scales", adding, "that evaluators should pay no attention to goals" (Popham, 1974). In many cases, multiple bases are used.

The Evaluation Population

Those who define evaluation as providing information for decision-making (Alkin, 1969; Cronbach, 1963; Stufflebeam et al., 1971) seem to have a clear opinion as to who has to be served by evaluation. They identify the relevant decision-makers and attempt to determine their information needs. Others (Cronbach et al., 1980; House, 1980) reject the notion of serving "decision-makers" because of the threat of co-option or over-simplification of social

and organizational processes. Cronbach and his associates (1980) are inclined to serve the "policy-shaping community" rather than some kind of managerial decision-maker.

If evaluation is to be useful at all, it has to serve the information needs of all actual and potential parties interested in the evaluation object. It is the responsibility of the evaluator(s) to delineate the stakeholders of an evaluation and to identify or project their information needs.

Design for Educational Evaluation

Process. The process used for evaluation is a methodological procedure or plan to guide the evaluator. The desired aspects of precision, specification and verification may be impractical and difficult if not impossible to procure because of the complexity of education, the diversity of the results, the subjective rather than quantitative nature of some factors, and the involvement of economic and political factors. One procedure may not be more advantageous than another, but each procedure does entail an approach with a different perspective (Dressel, 1976; Micek, 1974; Rist, 1979; Wood & Davis, 1978; Braskamp, Note 3).

Tyler (1950) recommended the following evaluation process: (1) stating goals in behavioral terms, (2) developing measurement instruments, (3) collecting data,

(4) interpreting findings, and (5) making recommendations.

According to Stake's Countenance Model, (Stake, 1967) the evaluation process should include: (1) describing a program, (2) reporting the description to relevant audiences, (3) obtaining and analyzing their judgements, and (4) reporting the analyzed judgement to the audiences. Later on, in his Responsive Evaluation Model Stake (1975) suggested a continuing discussion between the evaluator and all other parties associated with the evaluated.

Provus (1971) proposed a five-step evaluation process including, (1) clarifying the program design, (2) assessing the implementation of the program, (3) assessing its short-term results (4) assessing its long-term results, and (5) assessing its costs and benefits.

The Phi Delta Kappa Study Committee on evaluation (Stufflebeam et al., 1971) presented a three-step evaluation process: (1) delineating information requirements through interaction with the decision-making audiences, (2) obtaining the needed information through formal data collection and analysis procedures, and (3) providing the information to decision-makers in a communicable format.

Scriven (1972a) has suggested nine steps in his Pathway Comparison Model. Guba and Lincoln (1981) suggested that a naturalistic-responsive evaluation be implemented through a process including the following four

stages: (1) initiating and organizing the evaluation, (2) identifying key issues and concern, (3) gathering useful information, and (4) reporting the results and making recommendations.

Regardless of its method of inquiry, an evaluation process should include the following three activities: (1) focusing on the evaluation problem, (2) collecting and analyzing empirical data and (3) communicating findings to evaluation audiences. There is more than one appropriate sequence for implementing these activities, and any such sequence can be repeated several times during the life span of an evaluation study.

Methods of Inquiry

In recent years various methods of inquiry into the field of educational evaluation have been introduced. In addition to traditional experimental and quasi-experimental designs (Campbell, 1969; Stanley, 1972; Cook & Campbell, 1976), many other methods have become legitimate for conducting evaluation: naturalistic methods (Guba & Lincoln, 1981; Patton, 1980), jury trials (Wolf, 1979), case studies (Stake, 1978), art criticism (Eisner, 1977, 1979), journalistic methods (Guba, 1978), and the modus operandi method (Scriven, 1974). Some methodologists still advocate the superiority of certain methods such as experimental design (Boruch & Cordray, 1980; Rossi, Freeman, & Wright,

1979) at one extreme, but overall there seems to be increasing support for a more eclectic approach to evaluation methodology. At the present stage of the art, an a priori preference for any specific method of inquiry is not warranted.

Who Should do Evaluation?

The evaluation literature suggests two important distinctions that should be taken into account when deciding who should do an evaluation. The first is the distinction between an internal evaluator and external evaluator (Scriven, 1967, 1975; Stake & Gjerde, 1974; Stufflebeam et al., 1971). The second distinction is between a professional evaluator and an amateur evaluator (Scriven, 1967). In either case, evaluation should be conducted by individuals or teams possessing (1) extensive competencies in research methodology and other data analysis techniques, (2) understanding of the social context and the unique substance of the evaluation object, (3) the ability to maintain correct human relations and to develop rapport with individuals and groups involved in the evaluation, and (4) a conceptual framework to integrate the above-mentioned capabilities.

Standards of Evaluation

Several attempts have been made in recent years to develop standards for evaluations of educational and social

programs (Evaluation Research Society, 1980; Stufflebeam et al., 1971; Tallmadge, 1977; U.S. General Accounting Office, 1978). In spite of the fact that some writers (Cronbach et al., 1980; Stake, 1981) have criticized the rationale for setting standards as being premature at the present state of the art of evaluation, there seems to be a great deal of agreement regarding the scope and content of such standards. Boruch and Cordray (1980) analyzed six sets of standards and reached the conclusion that there has been a large degree of overlap and similarity among them. The Joint Committee on Standards for Education Evaluation (1981) defined standards as "principles commonly agreed to by people engaged in the professional practice of evaluation for the measurement of the value of the quality of an evaluation" (p. 12) and they published an elaborate and comprehensive set of standards, which are divided into four major groups (p. 13): (1) utility standards (to ensure that evaluation serves practical information needs), (2) feasibility standards (to ensure that evaluation is realistic and prudent), (3) propriety standards (to ensure that evaluation is conducted legally and ethically), (4) and accuracy standards (to ensure that evaluation reveals and conveys technically adequate information).

Institutional Evaluation

Institutional evaluation is "a process of studying and analyzing the strengths and weakness" of an institution (Popham, 1975, p. 34), which would then find it necessary, "where problems or opportunities are identified, to begin work toward their solution or fulfillment" (Middle States, 1981, p. 5). To preserve and improve the quality of an existing program, an evaluation to determine its strengths and weaknesses is required. To give a fair assessment, this does not mean an equal number of strengths and weaknesses should be uncovered, but only that each one be recognized, thus enabling all aspects to be addressed in an appropriate manner (Joint Committee, 1981; Stufflebeam & Webster, 1980). An assessment must be made of each component, noting that if particular aspects were not available for the students, this would require the institution to adjust its goals (Shirley & Volkwein, 1978; Wood & Davis, 1978).

Process of Institutional Evaluation

The need for evaluation of educational programs and institutional services in higher education is quite evident when higher education is at its period of rapid growth (Fisher, 1985). The aim of evaluation must be to understand, evaluate and improve, not simply to defend. Institutional evaluation is not intended to prove but to improve (Stufflebeam et al., 1971): "it is a process rather than an

end product" (Cooley & Lohnes, 1976).

Evaluation involves a continuing process designed to help an institution analyze its functions, appraise its educational effectiveness, review its ongoing planning procedures, and discover means by which its works can be strengthened.

Institutional evaluation should have overall academic improvement as its ultimate objective. Ultimate does not mean exclusive, however. Improving academic quality may require difficult decisions about reallocating resources and decisions based on prior analyses of such factors as departmental or college quality, the need or demand for particular resources, and the centrality of programs and activities to the institution's goals and objectives.

The Concept of Institutional Evaluation

In higher education, the concept of quality is often used interchangeably with the concept of effectiveness (Cameron, 1984). In evaluating the quality of an institution, one should examine the professionalism and morale of the staff, the physical facilities, the allocation of financial resources for student services, and the level of sensitivity about ethnic concerns and adherence to the best ethical practices (Kuffman, 1984). In short, institutional evaluation is the overall assessment of the institution as a whole: evaluation of its primary

activities, including instruction, research and public services, and its secondary activities, including student services, administrative services, and auxiliary enterprises (Scott, 1984, p. 4).

Institutional evaluation is undoubtedly one of several forces that have encouraged and facilitated participatory decision-making in administrative councils and open policy deliberations in academic governance (Fincher, 1985).

Quality and Excellence

Most academic institutions continue in their pursuit of higher quality and look upon institutional evaluation as an effective means of attaining it (Chambers, 1984). A key indicator of genuine academic quality is precisely an institution's ability to admit that it can be improved and its ability to handle the evaluation process objectively, rather than defensively. Consequently, evaluation promotes flexibility and adaptability but generates conflict with those who desire the security of continued stability (Dressel, 1976). Evaluation both promises and threatens, and both aspects are essential to its success. If no one feels threatened, the evaluation is not sufficiently penetrating, and if it holds no promise to anyone that decision-making will lead to improvement, it is a waste of resources.

"Evaluation itself," according to Millard, "does not

determine institutional or program quality. It may assess it. It may help enhance it. But educational quality is a characteristic of the institutions or programs" (1983, p. 33). The primary commitment to educationally sound effectiveness and to the effective means of attaining it rests with faculties, administrators, trustees, students and alumni. If they will not accept this commitment, no one else can accept it for them.

Accrediting Agencies and the Evaluation

The non-governmental accreditation of institutions and programs is a uniquely American process. Accreditation is a "system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity, and quality" (The Council on Postsecondary Accreditation, 1986).

The world of accrediting is divided into two parts-- institutional (sometimes called regional) accreditation and specialized (or program) accreditation. Institutional accreditation deals with the entire institution and is conducted by the elected commissions, small professional staffs, and volunteer consultants and evaluation team members in six accrediting regions of the United States of America.

Specialized accreditation works with constituent programs or clusters of programs within postsecondary

institutions. More than forty specialized accrediting agencies are recognized by the Council on Postsecondary Accreditation and even more are recognized by the U.S. Office of Education. Not every institution with programs for which an accrediting agency exists seeks accreditation from the agency. But institutions do have relationships with more than one agency.

In table 1, the major contrasting characteristics of the two general types of accreditation are listed (Kells, 1980, p. 10).

Table 1

Charateristics of Two Types of Accreditation

Institutional	Specialized
1. Deals with entire institution.	Deals with programs.
2. Organized by regions.	Organized nationally.
3. Focuses somewhat on general, qualitative standards.	Relies heavily on standards--some of which may be quantitative.
4. Heavily emphasizes ascertaining whether institution appears to be achieving its goals and is functioning in a way that will permit it to continue to do so.	Focuses somewhat on goal achievement. Emphasis is more on ascertaining which programs meet standards of good practice in the field.
5. Relies heavily on institutional self-study.	Increasingly emphasizes self-study.

The self-study evaluation for the purpose of accreditation will generate information regarding the uniqueness or individualness of an institution (AHEA, 1975; Dressel, 1976; Lehman, 1950; Semrow, 1977). Institutions bear a large responsibility for making accreditation work as a major tool for improving educational practice and excellence. Accreditation entitles institutions to the confidence of the educational community and public they serve.

Historical Evolution of Accreditation in America

Descriptions of academic programs during the period 1642-1950 occupy only limited space in histories of colleges and universities, often being overshadowed by discussion of a shortage of funds, political problems, building planning, student life, and faculty activities. Evaluation of academic programs during these three centuries often can be inferred only from estimates of faculty versus trustee or legislative decision-making on academic affairs.

The early American colleges continued the British heritage. The classical curriculum prevailed at Harvard and at William and Mary (chartered in 1693) with little change for a century. They were established in the British classical tradition for the purpose of educating clergymen and political leaders. As other early colleges were established after 1700, most of them copied the classical

curriculum and "for all practical purposes no curriculum change occurred from the founding of Harvard until the American Revolution" (Harclerod, 1948, p. 46). Proposed changes in educational programs were considered either unnecessary or somewhat heretical.

During and after the Revolutionary War, the state moved into American higher education. The discoveries in science and the development of commerce created a situation requiring change in social institutions, including colleges. Benjamin Rush, who was in favor of a national system of education, was interested in making American education more secular, scientific, and more generally practical (Hofstder and Smith, 1968). Thomas Jefferson wanted higher education to be decentralized and publicly funded. His suggestion was strongly supported by the state legislature. Jefferson's unique academic program encompassed eight separate schools: ancient language, modern language, mathematics, natural philosophy, natural history (mostly chemistry), moral (and mental) philosophy, anatomy and medicine, and law.

In the early 1820s, George Ticknor of the Harvard faculty led a movement to establish departments, to eliminate instruction by class levels, and to provide an "elective" system. The students' "Great Rebellion" of 1823 led the overseers themselves to make a major external evaluation of the entire college program. They approved

many changes in a new set of statutes in 1825.

From the 1850s to 1950s academic program change was at flood stage almost constantly. In 1862, Congress reacted to society's demands for educational change and passed the Morrill Act, which provided support for public colleges and, later, universities emphasizing agriculture and mechanical arts.

In addition to the land grant colleges, the truly enormous diversity of American higher education erupted during this period to meet the widely varied requirements of an increasingly complex society.

Regional and specialized programmatic accreditation, both voluntary in nature, started up and expanded in the late 19th century. Originally, the higher education institutions joined together to establish standards of educational quality by which to evaluate high schools and to ensure that their graduates were well prepared to perform in college; for example, the University of Michigan, beginning in 1871, sent professors to inspect Michigan schools. If these inspectors recommended that these schools be accredited, their graduates were admitted to the university without additional formal examinations (Geiger, 1970). The regional institutional accrediting bodies grew from this base and organized themselves for both secondary and collegiate level accreditation. One of the primary

functions of these regional accrediting associations was to promote good relationships between secondary schools and higher learning institutions by agreeing upon such issues as college admission standards and requirements. In nearly every instance, accrediting activities by state universities had their origin in relations with secondary schools.

The conference of the Massachusetts Classical and High School Teacher Association with Charles W. Elliot at Harvard in 1884 led to the creation in 1885 of the England Association of Colleges and Secondary Schools.

In 1885, the North Central Association of Colleges and Secondary Schools was organized to establish closer relations between colleges and secondary schools. The College Association of Pennsylvania was established in 1887, later becoming the Middle States Association of Colleges and Secondary Schools in 1889; the Southern Association of Colleges and Secondary Schools was organized in 1895. The North Central Association adopted its first standards for colleges which were based upon the following categories: (1) definition, (2) admission, (3) faculty-size, (4) faculty-training, (5) faculty-service, (6) size of class, (7) preparation of students' advanced study, (8) general standards, (9) faculty-training, (10) finances, (11) libraries and laboratories, (12) secondary schools, (13) professional departments, and (13) inspection.

Two additional regional associations were organized in the 20th century: Western in 1935 and Northwest in 1971 (Donaldson, 1972). Also, during the early part of the century, in 1917 and 1918, standards were announced for teachers college and junior colleges.

The first uniform entrance-examination committee was organized in 1894, and in 1901 the College Entrance Examination Board (CEEB) was created. Eastern institutions began to adopt the standard examination and formed the New England College Entrance Certificate Board.

In 1914, the Association of American Universities Committee (AAU) published the first list of undergraduate institutions. It continued its evaluating function until 1948. The North Central Association, as the regional association, took on the general collegiate accreditation in 1913, and it published its first list of accredited institutions in 1916. The Southern Association published its first list of accredited colleges and universities in 1920, and the Middle States Association published its list of accredited higher education institutions in 1921.

State regulatory agencies for higher education institutions first started during the period following the Revolutionary War and developed gradually prior to 1950. In 1784, the New York legislature established the Board of Regents and University of the State of New York as a

corporate body to control all of the higher education institutions in the state. By 1900, five other states had established the Board of Regents in their constitutions: Nevada (1864), Florida (1885), Montana (1889), Idaho (1890), and South Dakota (1897). From 1900 to 1950, statewide governing boards were created in ten more states. The states which established these boards by 1950 were mainly those "with comparatively fewer institutions ... without numerous or large private institutions, states with relatively slow growth rates and limited fiscal resources at the time" (Millard, 1976, p. 27). However, as Berdahl (1971, p. 27) has pointed out, some of these boards "moved aggressively to reduce program duplication" (p. 9). Statewide coordinating and governing boards expanded rapidly during the period of 1950-70. Performance audits by other state agencies also began during this period. They were primarily managerial in nature and not directly related to academic programs.

Federal evaluation and controls, some affecting academic programs, began to get underway during this period. Federal program evaluation developed in four ways: (1) by funding elementary and secondary education programs intended to meet new social goals, (2) by distributing massive research and development funds which were closely tied to graduate degree programs, (3) by funding programs for

veterans and other students, and (4) by the use of voluntary accreditation to determine the eligibility of institutions to participate in federal funding programs.

The United States Bureau of Education was established in 1867; the basic purpose of this agency was to classify institutions rather than to determine whether they adhered to any set of standards aimed at quality controls.

Specialized programmatic accreditation began after 1900; for example, the Council on Medical Education of the American Medical Association began to inspect medical schools in 1906 and classified them into three levels in 1907. Numerous specialized accrediting associations have developed since, including those in such fields as architecture, business, theology, and law. Together with regional institutional accrediting, they became an important evaluative force by 1950 and increasingly thereafter.

After World War II, the six regional associations shared four purposes of accreditation, which were: (1) regulating admission, (2) establishing the minimum academic standards, (3) stimulating institutional self-improvement and (4) serving as a countervailing force to the many external and some internal pressures (Recio, 1982). During this period of time, educators were concerned with the issue of what higher education should be in terms of excellence. The main purpose of institutional evaluation

was to help improve the total effectiveness of institutions as a whole. In addition to this purpose of educational improvement, regional accreditation served a variety of other functions, such as offering aid to prospective students, their parents, guidance counsellors, admissions officers and registrars (Dickey & Miller, 1972).

The maintenance or improvement of academic standards was clearly dependent on two factors: the quality of the undergraduates entering the universities and the quality of the training provided by the universities themselves. The question was how to maintain the quality of education and at the same time provide an equality of educational opportunity (Kendel, 1949).

In early 1949 the regional associations formed a national committee of regional agencies to help coordinate their efforts and to publish a national list of their member colleges. In the same year, a national commission on accrediting was proposed by the Joint Committee on Accreditation. It was suggested that the role of the professional agencies in accreditation be reduced and assumed by the regional association. The national committee met much resistance, and finally its role was "to fill a place of leadership by formulating sound principles for accrediting and by serving as a guide and friendly counselor for all the diverse and numerous groups interested in the

accreditation" (Dicker & Miller, 1972, p. 20).

The Council on Post-Secondary Accreditation (COPA) was formed in 1975 by a merger of the Federation of Regional Accrediting Commissions of Higher Education (FRANCHE) and the National Commission on Accrediting (NCA). FRANCHE (1964-1975) represented the nine postsecondary commissions of the six regional accrediting associations. NCA (1949-1975), founded by the national institutional higher education organizations, recognized and monitored specialized or programmatic accrediting groups.

The new COPA organization was expanded beyond the original constituency of FRANCHE and NCA to include: the American Association of Bible Colleges, the Association of Independent Colleges and Schools, and the National Home Study Council. It also continued on its board of directors representatives of the institution-based national associations involved in NCA, which endorsed COPA as the lead organization for establishing policies and practices in postsecondary accreditation.

The accreditation of non-traditional educational programs is the current focus of accreditation. The push for innovation and for equal educational opportunity has led to the development of many different degree programs. Often these new institutions operate programs across state lines and within multiple geographical regions of

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accreditation. Some are questionable operations and others are genuine attempts to provide higher education to new groups in new ways. Certainly, this remains an important policy issue.

The accrediting process is continuously evolving. The trend has been from quantitative to qualitative criteria, from the early days of simple checklists to an increasing interest and emphasis on measuring the outcomes of educational experiences.

Throughout the evolution of its procedures, the aims of postsecondary accreditation have been and are to: foster excellence in postsecondary education through the development of uniform national criteria and guidelines for assessing educational effectiveness; encourage improvement through continuous self-study; assure the educational community, the general public and other agencies or organizations that an institution or program has clearly defined and appropriate objectives, maintains conditions under which their achievement can reasonably be expected, is in fact accomplishing them substantially, and can be expected to continue to do so; provide counsel and assistance to established and developing institutions and programs; and endeavour to protect institutions against encroachments which might jeopardize their educational or academic freedom.

Postsecondary education in the United States derives its strength and excellence from the unique and diverse character of its many individual institutions. Such qualities are best sustained and extended by the freedom of these institutions to determine their own objectives and to experience the ways and means of education within the framework of their respective authority and responsibility (Council on Postsecondary Accreditation, 1986).

Public, as well as educational needs must be served simultaneously in determining and fostering standards of quality and integrity in the institutions and such specialized programs as they offer. Accreditation, conducted through nongovernmental institutional and specialized organizations, provides a major means for meeting those needs.

Standards of Institutional Evaluation in the United States

Regional accrediting commissions scrutinize not only educational programs but also other aspects, such as student services, financial health, and administrative strength (Millard, 1983, p. 34). Together with the regional institutional accrediting associations, specialized accrediting associations have become an important evaluative force for academic quality control in America.

The standards used by each of the six regional

accrediting associations vary in format, emphasis, and terminology, but they share common concerns and assumptions about assessing institutional performance (Appendix A). The areas of concern include institutional purposes and objectives, organization and administration, financial resources, physical resources, library/learning center, student services, faculty, and educational programs.

Not all of these standards claim a direct or indirect relationship to institutional quality. Most regional accrediting associations agree that a relationship exists between institutional quality and standards for institutional purposes and objectives, educational programs, financial resources, faculty, and the library/learning center (Troutt, 1981).

Different accrediting associations justify these standards on the grounds of their relationship to institutional quality: for example, the Middle States Association sees the statement of institutional purposes and objectives as the major index of institutional quality. It views "the effectiveness of programs created to produce the results envisioned in the objectives as another index of quality" (Commission on Higher Education, 1978. p. 4). According to Southern Association (1976) standards, "The financial resources of a college or university determine, in part, the quality of its educational program" (p. 11).

Northwest Association (1975) standards, on the other hand, note that, "in final analysis, the performance of faculty determines the educational quality of the institution" (p. 29), while the Middle States Association (1981, p. 15) views "the library/learning center of paramount importance" in achieving institutional excellence.

Accreditation standards suggest that checking the curriculum is more reliable than checking the student. They are concerned about the effect of the educational process being viewed as an appendage to accreditation standards. North Central Association (1977) standards state that, "A direct assessment of educational and learning experiences in terms of desired outcomes should be undertaken" (p. 65). New England Association standards (Commission on Institutions, 1976, p. 1) ask, "does the institution have information about the postgraduate performance of its students? If so, what does this assessment suggest about the institution's programs and objectives?" Western Association (1975) standards indicate that "an institution is expected to provide evidence of educational outcomes in harmony with its objectives and appropriate processes" (p. viii). Middle States Association (1981) standards call for evidence of evaluation procedures which certify the effective learning outcomes of students when member institutions submit programs at variance with standards. These statements

illustrate a basic anomaly of accreditation standards: they encourage the direct assessment of educational quality but rely on more indirect measures for assuring institutional quality.

Summary

Several conclusions can be drawn from the literature on institutional evaluation of higher education. Though evaluation can have several functions, ranging from broad sociopolitical ones to narrower administrative ones, what is most important to any evaluation is that the primary function be specified and agreed upon at an early stage of the evaluation process. Careful consideration should also be given to the sources, scope, criteria, and methodology of an evaluation. Although researchers do not always agree on what the standards for evaluation should be, certain minimum standards are commonly recognized: an evaluation must be useful, realistic, proper (in ethical and legal terms), and, above all, accurate. The minimum requirement for the object of the evaluation--the institution itself--is that its primary goal be to understand and improve its own processes rather than to defend a status quo. In this way, the two sides--the evaluator and the evaluated--can work together cooperatively toward the common goal of overall academic improvement.

Accreditation is one means of ensuring that evaluation

is an ongoing process, for, in its simplest sense, it is a system for recognizing institutions that have met certain levels of quality and performance. Though, historically, accreditation agencies functioned to regulate admissions and to establish minimum academic standards, they presently serve the broader function of evaluation and stimulating improvement in higher education institutions.

CHAPTER III

Research Design and Methodology

This chapter presents the research methodology and procedures employed in attempting to establish standards for institutional evaluation of universities in Malaysia. The methodology and procedures consist of the following:

- . Review, analysis and synthesis of the literature
- . Study of the sample population and organizational structure and administration of universities in Malaysia
- . Formulation of standards of institutional evaluation and research instrument for the data collection
- . Data collection
- . Activities after interviews

Review, Analysis, and Synthesis of the Literature

The present study is based upon descriptive research, for this type of methodology serves several important functions in education. Descriptive research seeks to answer those questions about the present state of affairs that have implications beyond the limits of the individual subjects or other elements studied. In addition to studying present status, descriptive research investigates the meaning of what is being observed, interprets through

detected relationships what is viewed, establishes a climate for predictions, and investigates for the cause-effect direction of identified relationships.

Since it is scientific in nature, descriptive research follows the scientific approach to problem solving, utilizing information about criterion variables that represent characteristics or traits of human beings important to the teaching-learning process. It can also resolve many questions that are many times answerable only through studying current conditions and existing relationships (Hopkins, 1980). Descriptive research is also able to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately (Issac & Michael, 1971, p. 18).

Because descriptive research provides such a solid but broad starting point, it is often carried out as a preliminary step to be followed by research using more rigorous control and more objective methods. For example, a questionnaire or interview study might be used to establish the need for a vocational education program or to assess the pre-election status of voter attitudes toward a school bond election.

Descriptive research can be viewed as having two distinct parts. The initial phase--the study by description--provides the required data about present

conditions; the second phase--establishing the meaning--organizes and interprets the data by constructing, comparing, or identifying relationships and forming conclusions about what these data mean to education in general.

Descriptive research provides quantitative data that are generated to provide information that can be treated mathematically. The tools used in descriptive research have been divided into those used to collect data and those used to interpret the data.

Descriptive studies are primarily but not exclusively concerned with finding out "what is," for many studies do more than describe an existing situation (Borg & Gall, 1983, p. 354). Many of the more recent studies provide both a description of current status and a source of ideas for change and improvement.

Types of descriptive research. There are three types of descriptive research currently being used in education and behavioral sciences: survey studies (opinion/fact survey), relationship studies (case study/correlation study/causal-comparative study) and developmental studies (growth study/trend study) (Hopkins, 1980, p. 276). In practice, it may be difficult to assign a particular study to a single class, since the procedures may take on characteristics from more than one type.

The survey is a distinctive research methodology that owes much of its recent development to the field of sociology and social psychology. Studies involving surveys account for a substantial proportion of the research now being done in the field of education, perhaps because this form of research can cover a range of educational problems. The social survey, for example, usually involves the use of interview observation and questionnaire techniques as the foundation for a broad analysis of some phenomenon or problem (Borg, 1963).

Method of data collection--interview. The interview is a unique survey research method in that it involves the collection of data through direct verbal interaction between individuals. The interview situation can be extremely flexible, for a well-trained interviewer can make full use of a subject's responses in order to alter the interview situation (Borg & Gall, 1983 p. 436). Unlike the questionnaire, which provides no immediate feedback, the interview permits the researcher to follow up leads and thus obtain more data and greater clarity. The interview situation usually provides much greater depth than other methods of collecting data, and it allows the researcher to establish and maintain rapport with a respondent, or at least to determine when rapport has not been established. The primary advantage, then, of the interview is that it

provides a means of checking and assuring the effectiveness of communication between the respondent and the interviewer. The major disadvantages are that it is expensive and time consuming and requires trained interviewers.

The three broad types of interviews are structured, unstructured, and semi-structured (Borg & Gall, 1983). The structured interview follows a well-defined structure resembling the format of an objective questionnaire, allowing clarification and elaboration within narrow limits. It specifies questions and narrows the range of response. Respondents are usually given a brief series of specific and relatively brief questions that can be answered either by yes or no choices such as "do you favor federal aid to education as a means of providing each child with an equal educational opportunity?" or by selecting one of a set of alternative choices.

The unstructured interview has the advantage of flexibility; it gives the respondent broad freedom to express himself in his own way and in his own time. The interviewer does not employ a detailed interview guide but has a general plan that is intended to lead the respondent toward giving data that will meet the interviewer's objectives. Unstructured interviews also have some disadvantages. They are generally used to obtain information about highly personal and potentially threatening topics;

thus, the procedure must be constantly adapted to the respondent, and it is highly subjective and time-consuming.

The semi-structured interview is built around a core of structured questions and therefore has the advantage of being reasonably objective while still permitting a more thorough understanding of the respondent's opinions. However, semi-structured interviews require more training and skill on the part of the interviewer, who must be able to probe at significant points and avoid biasing tendencies.

Semi-structured interviews was used in the present study (Appendix A), for they provide the desired combination of objectivity, depth, and flexibility. The interviews were composed of a series of structured questions and a few open-ended question. Open-ended questions have the advantage of supplying only a good ground for communication--a frame of reference within which to react, without placing any constraint on the reaction. Though their content is dictated by the research problem, they impose no other restrictions on the respondent's answers. Open-ended questions provide a structure that allows for contingencies beyond the frame of reference. They are extremely flexible, and they enable the interviewer to clear up a misunderstanding, to ascertain a respondent's lack of knowledge, to detect ambiguity, and to make better estimates of the respondent's true intention, beliefs, and attitudes. They also allow unexpected responses

which may reveal significant information not anticipated by the research design.

Determining Research Population

When presenting a descriptive report, one must identify not only what data were obtained but also the exact nature of the population. The population of this study consists of the six universities in Malaysia. The oldest, the University of Malaya, was established in 1960, but its origin may be traced to earlier periods. The University of Science (Universiti Sains Malaysia) in Penang was instituted in 1969, followed by the National University (Universiti Kebangsaan Malaysia) in 1970. The University of Agriculture (Universiti Pertanian Malaysia) and the University of Technology (Universiti Teknologi Malaysia) were originally agricultural and technical schools but were elevated first to college status and then, in 1971 and 1975 respectively, to university status. The youngest is the University of Northern Malaysia (Universiti Utara Malaysia).

The following paragraphs will focus on an overview of each university in terms of an account of the pattern of events which led to their formation and of their goals, objectives and course offerings.

University of Malaya (Universiti Malaya)

The University of Malaya grew out of a tradition of service to society. Its predecessors, the King Edwards VII

College of Medicine founded in 1905 and Raffles College in 1929, had been established to meet the urgent demand in medicine and education. The two came together to form the University of Malaya in October 1949 so that they might perform together an even greater service, to help lay the foundations of a new nation by producing a generation of skilled and educated men.

Hence, the University of Malaya was established in October 8, 1949, as a national institution to serve the higher educational needs of the Federation of Malaya and Singapore. The growth of the university was very rapid during the first decade of its establishment, and this resulted in the setting up of two autonomous Divisions in 1959, one located in Singapore and the other in Kuala Lumpur (Federation of Malaya). In 1960, the governments of the two territories indicated their desire to change from division status to that of a national university. Legislation was passed in 1961 founding the University of Malaya on January 1st, 1960.

As to date, the faculties and centers of the university were as follows: (1) Faculty of Education; (2) Faculty of Law; (3) Faculty of Dentistry; (4) Faculty of Medicine; (5) Faculty of Engineering; (6) Faculty of Economics and Administration; (7) Faculty of Science; (8) Faculty of Arts and Social Sciences; (9) Institute of Advanced Studies;

(10) Islamic Studies; (11) Computer Center; (12) Language Center; (13) Center for Foundation Studies; Cultural Center; and (15) Boards of Studies.

For the academic session of 1985-1986, the total enrollment of undergraduates was 8,838 students out of which 4,189 were pursuing arts-based courses, 485 Islamic-based courses and 3,664 science-based courses. Simultaneously, a total of 406 students were pursuing various Masters courses and 124 were pursuing Doctorates of Philosophy (University of Malaya, 1986).

The University of Malaya has from the 1959/1960 session until the 1985/1986 session produced a total of 39,695 graduates in various fields, ranging from the arts to economics, science and medicine (University of Malaya, 1986).

University of Science (Universiti Sains Malaysia)

Established as the second university in the country in 1969, the University of Science was first known as the University Penang. The initiative to establish the university began in April 1962 when the Penang State Legislative Assembly adopted a resolution based on the following proposal that (Penang State Legislative Assembly Resolution, 1962, p. 3):

....In the interest of Penang especially and North Malaya as a whole, representation should be made to the University of Malaya authorities for action with

regard to the establishment of a University College, or an institution of similar status affiliated to the University of Malaya which could be the nucleus around which, ultimately, the University of Penang could be developed....

After the proposal was reviewed by the Higher Education Planning Committee in 1962 and later approved, the university was established in 1969.

Right from the onset, the university was given the mandate to provide, promote and develop higher education in the fields of natural science, applied sciences, pharmaceutical science, building science, humanities, and education as well as to provide for research and the accumulation, advancement, and dissemination of knowledge in these fields of study.

To date, of the schools established, six are applied science and technological based schools: the Schools of Electrical and Electronic Engineering; the School of Materials and Mineral Resources Engineering; the School of Industrial Technology; the School of Pharmaceutical Sciences; the School of Medical Sciences; and the School of Housing, Building and Planning. The three liberal arts schools are the School of Humanities, the School of Social Sciences, and the School of Educational Studies, while the four basic science schools are the School of Biological Sciences, the School of Chemical Sciences, the School of Physics, and the School of Mathematics and

Computer Science.

The School of Medical Science was established in 1979 in response to the urgent manpower needs of the medical and health services. Two more engineering schools, in Civil Engineering and Mechanical Engineering, will be set up in 1987 (Universiti Sains Malaysia, 1986).

The off-campus program started in 1971. Through this innovative approach students above the age of 21 are able to follow undergraduate courses on a part-time basis while still remaining in full-time employment, for a major part of their Bachelor's degree program. Students in this study program spend five years off-campus before coming on campus as full-time students to complete their respective study programs. The primary objective is to assist students in overcoming the imbalance in higher educational opportunities which exist between suitably qualified working adults and fresh school graduates.

Over the past fifteen years, some 1,132 off-campus students have successfully completed their academic objectives, of which 528 graduated with Bachelor of Social Science (B. Soc. Sc), 553 with Bachelor of Arts (B. A) and 251 with Bachelor of Science (B. Sc) degrees.

National University (Universiti Kebangsaan Malaysia)

A great deal of both interest and scepticism accompanied the establishment of Malaysia National University in 1970. The

university was the first degree-awarding institution in Malaysia which used the national language (Malay) as the medium of instruction in all its courses.

The stated goal of National University was to provide education and training and to conduct research in the various fields of science, the humanities and social sciences through the medium of the national language.

The university offered courses through various faculties and adopted a "liberal approach" to studies. In 1986 the following faculties and institutes had been established: (1) Faculty of Economics; (2) Faculty of Engineering; (3) Faculty of Islamic Studies; (4) Faculty of Business Management; (5) Faculty of Medicine; (6) Faculty of Physical and Applied Sciences; (7) Faculty of Life Sciences; (8) Faculty of Social Sciences and Humanities; (9) Faculty of Development Science; (10) Faculty of Science and Natural Resources; (11) Faculty of Law; (12) Institute of Malay Language, Literature and Culture; (13) Language Center; (14) Center For Education; (15) Center for Quantitative Studies; and (16) Matriculation Center.

The university has two branch campuses. Its branch campus in Kuala Lumpur houses the Faculty of Medicine while the other, in Kota Kinabalu (Sabah), houses the Faculty of Science and Natural Resources. The Faculty of Development Sciences will also be located in Sabah.

University of Agriculture (Universiti Pertanian Malaysia)

The University of Agriculture was officially established on October 4, 1971, by an Incorporation Order of His Majesty the King. Prior to establishment of the university, the authorities of the University of Malaya were responsible for providing agricultural training at diploma and degree levels. The diploma courses were offered by the College of Agriculture (from 1931) and the degree courses by the Faculty of Agriculture, University of Malaya (from 1959). Owing to the pre-war scientific and technological advancements in agricultural and related sciences as well as Malaysia's continuing dependence on an agricultural economy, it became apparent that there was a need for a new university to coordinate and further develop agricultural education. Towards this end, a merger between the College of Agriculture and the Faculty of Agriculture was conceived, resulting in the birth of the University of Agriculture Malaysia.

To date, the university has nine faculties, two centers and an institute: Faculty of Economics and Management; Faculty of Veterinary Medicine and Animal Science; Faculty of Agricultural Engineering; Faculty of Educational Studies; Faculty of Forestry; Faculty of Fisheries and Marine Science; Faculty of Agriculture; Faculty of Science and Environmental Studies; Faculty

of Food Science and Technology; Center for Extension and Continuing Education; Computer Center; and the Institute of Consultancy.

The Faculties and Centers offer 23 degree programs, nine diploma programs, one professional diploma program, one preliminary program, and several graduate studies programs, namely: Master of Agricultural Science, Master of Agricultural Engineering, Master of Veterinary Science, Master of Food Science and Technology, Master of Science, and Doctor of Philosophy.

The university's primary goal is to produce well-trained personnel in agriculture in order to meet the nation's manpower requirement in the agricultural sector. With a view to achieving this goal, the university provides all the necessary facilities including 1,24.57 hectares from within its main campus area, and 810 hectares of farm and forest areas within its Pucong complex.

The farms consist of established pasture land to cater to beef and dairy animals, poultry farms, and fish ponds; the rest of the areas have been developed for important crops such as rubber, oil palm, fruits, spices, beverages crops, coconuts, annuals, vegetables and other economic crops of the country.

The university farms' general objective is to provide practical field training on campus for the students while at

the same time facilitating research projects in all aspects of agriculture. It also aims to provide the students with maximum exposure to all the activities carried out on the farm particularly those of establishment, crop processing, marketing and livestock management.

Since the university began its academic program in 1973, it has produced a total of 9,296 students. Ten of them obtained Ph. D degrees, 49 Masters degrees, 3,349 Bachelor degrees in 22 fields and 5,888 diplomas in 10 programs.

Presently, the university has three campuses. They are administered under one system, as are the academic programs. In addition to these campuses, the university operates field station farms at various locations in Peninsular Malaysia.

University of Technology (Universiti Teknologi Malaysia)

The establishment of the Universiti Teknologi Malaysia (UTM) on March 14, 1972, was motivated by two interrelated factors: the manpower consideration and the emphasis which the government had placed in favor of the sciences and technologies over the humanities and social sciences (Mohamad Suffian, 1974).

Although it is the second youngest university, it is the oldest technical institution in the country. It began in 1925 as a technical school for the Public Works Department. Five years later it became the center for the training of technical assistants for the various government technical

departments. In 1941 it was proposed that the status be raised from technical school to technical college; however, owing to the outbreak of the Second World War, the scheme did not materialize until 1946. At that time it was the only institution in the country providing technical education at the tertiary level.

The courses offered then included architecture, civil engineering, electrical engineering (communication), electrical engineering (power), land survey, mechanical engineering, quantity surveying, and urban and regional planning.

In 1960 courses leading to the professional examinations of the Institutions of Civil, Electrical and Mechanical Engineering were offered (Federation of Malaysia, 1979). These courses were of university standard, and the results obtained by the students in external examinations had been encouraging. This success partly promoted the Higher Education Planning Committee (HEPC) to recommend in 1967 the conversion of the technical college into a full-fledged College of Technology with university status.

Subsequently, in 1971 the Ministry of Education formed a planning committee to consider the proposed upgrading, and on March 14, 1972, the National Institute of Technology Order 1972 was gazetted. The institute has since 1975 been renamed the University of Technology.

By 1986, the university had established the following faculties and institutes: (1) Faculty of Civil Engineering; (2) Faculty of Electrical Engineering; (3) Faculty of Mechanical Engineering; (4) Faculty of Chemical and Natural Resource Engineering; (5) Faculty of Science; (6) Faculty of Surveying; (7) Faculty of Built Environment; (8) Institute of Computer Science; (9) Center for Humanities Studies; (10) Unit of Instruction; and (11) Unit of Research and Consultancy.

The program courses are between three and six years duration, depending on the types of program involved: three years for the diploma level, four years for the bachelor level and six years for the master's level.

The main objective of the university is to produce competent technologists who are responsible to their creator and society. It is therefore the implicit goal of the university to provide, promote and develop higher education in the fields of science, engineering science, architecture, surveying, computer science and other related technological knowledge as well as to provide for research and the accumulation and dissemination of knowledge in these fields. Northern University of Malaysia (Universiti Utara Malaysia).

Malaysia's burgeoning educational needs and the acute shortage of places in the five local universities prompted the government to consider setting up a sixth university.

After the Cabinet studied and approved the working paper, the Northern University of Malaysia was established. The first class of 295 students registered for courses in July 1984.

The university was established with the specific aim of training future accountants, managers, economists and public administrators to meet the national needs both in the private and public sectors. To achieve its purpose, the university now offers a variety of programs designed to accomplish the following: analysis and transmission of knowledge and ideals; stimulation of the intellectual growth and creativity of the individual; development of professional activities; addition to the sum of knowledge; application of knowledge; and development of enlightened and more responsible citizens of Malaysia.

Currently the major academic programs are organized by the School of Economics and Public Administration and the School of Management and Accountancy. The School of Economics and Public Administration offers two degrees, the Bachelor of Economics (B. Ec) and Bachelor of Public Administration (B. PA); the School of Management and Accountancy offers the Bachelor of Business Administration (B. BA) and Bachelor of Accountancy (B. Acct). The School of Foundation Studies and the School of Languages and Scientific Thinking offer supporting courses intended to

provide a broad-based education to students.

There are plans to introduce the following programs in the future: Applied Science, Law, Education, Computer Science, Social Science and Industrial Arts. In addition, the university plans to introduce a program of postgraduate studies (Universiti Utara Malaysia, 1986).

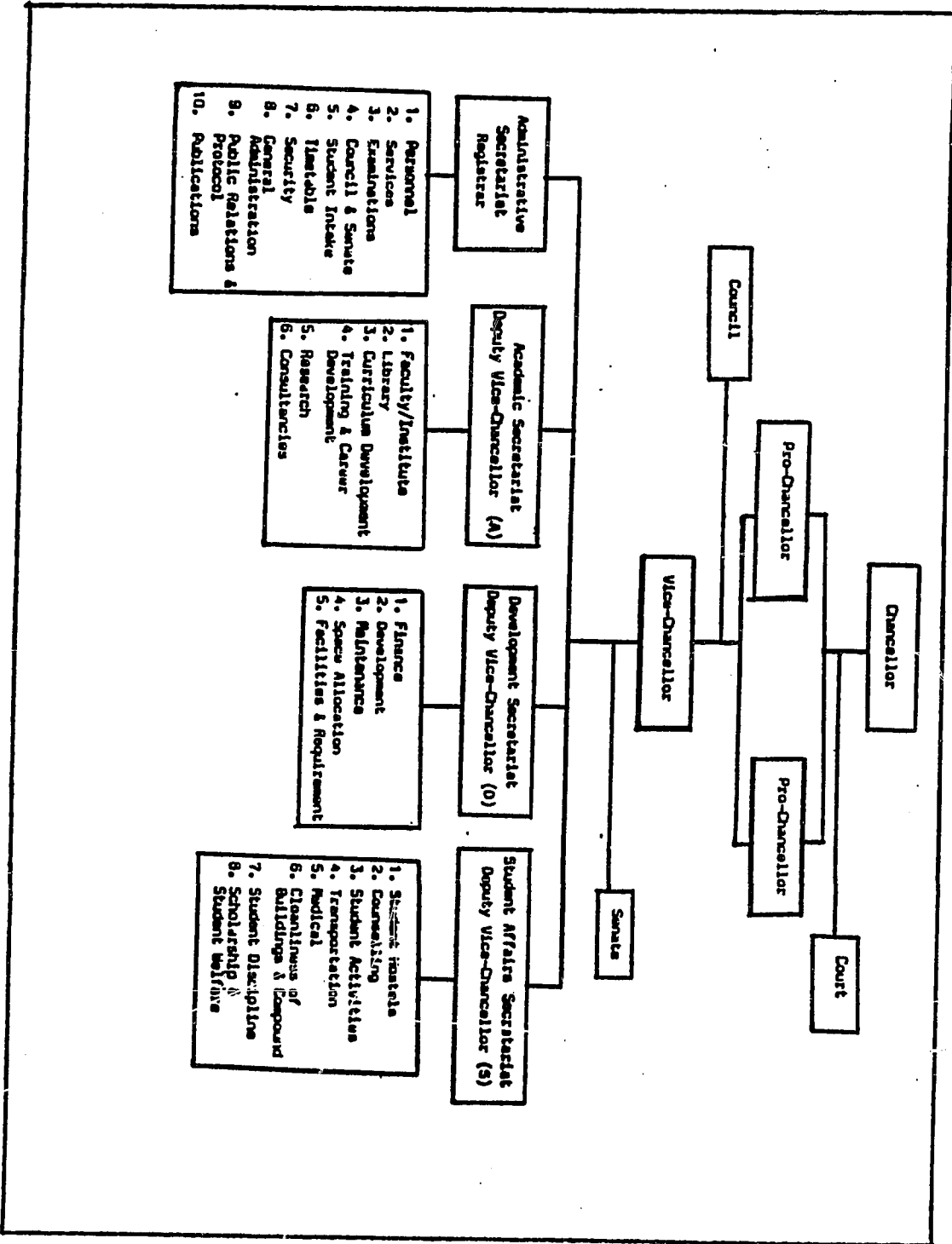
The Organizational Structure of Universities in Malaysia

The highest governing body of a university in Malaysia is the university's court. It is the largest governing body and is chaired by a chancellor who is the titular head of the university. Although it is the supreme governing body, much of the executive power lies within the council. The council, whose chairman is appointed by the Minister of Education, is the chief executive body entrusted with the power to run and direct the university.

The senate is the highest academic body empowered with the supervision of the overall university instruction, research, examination and award of degrees and diplomas. Its members include all professors, dean/directors, heads of departments and other academic representatives with the vice-chancellor as the chairman. The vice-chancellor is responsible for the execution of all university academic policies (see Table 2).

A faculty/institute/center, directly responsible to the senate, is the governing body entrusted with the supervision

ORGANIZATIONAL STRUCTURE OF UNIVERSITIES
IN MALAYSIA



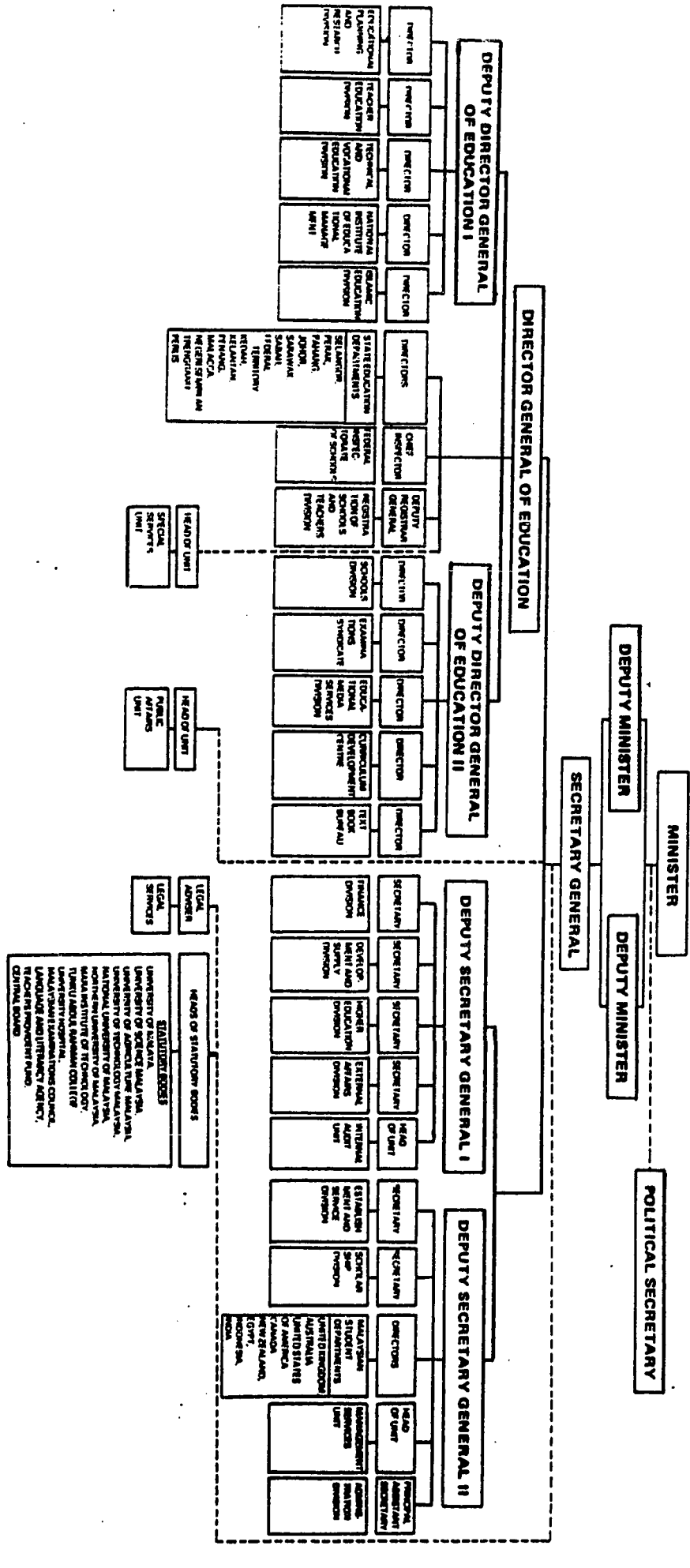
Source: University of Technology Malaysia.

for a specific academic discipline or group disciplines. Its members include the deputy deans, professors, and lecturers with the dean/director as chairman. It is responsible for all academic and operational matters affecting it.

The overall administration of the university is entrusted to its chief executive officer, the vice-chancellor. He is assisted by three deputy vice-chancellors (deputy vice-chancellor for academic affairs, deputy vice-chancellor for student affairs and the deputy vice chancellor for administration/development affairs). The faculty is administered by a dean who is the chief executive officer. He is assisted by at least one deputy dean and a minimum of one assistant registrar/administrative officer (National University of Malaysia, 1986).

The Parliament of Malaysia is responsible for the overall educational policy of the country. The Ministry of Education is responsible for major funding decisions for all areas of higher education including the universities. The Department of Higher Education (a division of the Ministry of Education), under the directive of the Ministry of Education, provides direction for the development of overall plans, both short- and long-term, that delineate objectives and priorities for post-secondary education in Malaysia (see Table 3).

ORGANIZATIONAL STRUCTURE: THE MINISTRY OF EDUCATION, MALAYSIA



Source: Educational Planning and Research Division, Ministry of Education, Malaysia.

Formulation of the Research Instrument

In formulating the research instrument, the literature relevant to standards of evaluation was analyzed in order to provide the general directions and procedures for evaluation of universities in Malaysia.

Information about the evaluation and accreditation system of universities in the United States and Malaysia was studied in books, journals and ERIC documents. In addition, letters were sent to accreditation agencies in the United States requesting information about present evaluation and accreditation systems and procedures (Appendix E).

An interview format was developed and interview questions were selected from a pool of questions derived from the literature review. The interview format was divided into two different parts: part one consisted of questions relating to interviewees' backgrounds and part two consisted of questions relating to the basic information required for formulating the standards of institutional evaluation of universities in Malaysia.

Part One: Background of the Interviewees

Part one has a combination of eleven structured and semi-structured questions. All were related to the interviewees' backgrounds in terms of their academic experience, formal courses in institutional evaluation during their college years, their involvement in

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Part Two: Standards of Institutional Evaluation

There are many criteria involved in formulating the standards of institutional evaluation of universities in Malaysia. After a thorough review of the literature, the following criteria were selected for this study as the basis for questions in part two:

- (1) institutional integrity;
- (2) educational programs and curricula;
- (3) outcomes;
- (4) student services and activities;
- (5) faculty;
- (6) institutional support services and physical resources;
- (7) governance, administration and leadership;
- (8) financial resources and planning;
- (9) instructional resources and equipment; and

An open-ended question relating to institutional evaluation was also included.

Standard One: Institutional Integrity

The standard of institutional integrity is placed first, because it includes mission, goals and objectives, and is thus important in all aspects of an institution's

operations. An institution's integrity is determined according to how an institution treats its constituencies, respects the public interest, and maintains responsibility for all its endeavors.

Meeting the Needs of the Society

A basic characteristic of excellence in an educational institution is the degree of awareness on the part of all concerned of its mission and goals in relation to its students, its supporters, and the community at large. The institution must define its mission and develop a clear, concise, and realistic statement of objectives. The missions and objectives of the institution must be consistent with its charter and/or other operating authority.

Despite great variations among the purposes of institutions of higher learning, there are certain common educational aims. Among these are the goals of providing instruction in a defined body of knowledge recognized to be at the collegiate level; of increasing students' interest in intellectual, social and religious values; and of offering specific preparation for employment and/or simply for life in society.

The institution's statement of its mission and objectives should be widely understood by its faculty, administration, and trustees. It should appear in appropriate institutional publications, including the

official catalog.

Institutional Reality

An institution's mission and objectives should give direction to all its educational activities and to its admission policies, selection of faculty, allocation of resources, and overall planning. These objectives should result in reasoned choices among potential activities so that, ideally, successful implementation of institutional goals could help in maintaining the institution's identity.

Standard Two: Educational Programs and Curricula

The principal focus of the total institution must be the education of students. The educational program in general and that of each instructional unit must be clearly related to the purposes of the institution and to the degree or certificates which it awards. This relationship between purposes and program must be demonstrated in admission policies, curricula content, graduation requirements and instructional methods and procedures.

Undergraduate Program

An undergraduate program, whether general, specialized, or professional, should encourage an appropriate integration of the humanities, the natural sciences, and the social sciences, by ensuring that at least a quarter of the student's program consists of courses from these areas.

Undergraduate degree programs must also contain a basic core of general education courses. One component of this core must be courses designed to develop skills in oral and written communication and in computational skills. Components of the core must be drawn from each of the following areas: the humanities or fine arts, the social or behavioral sciences, and the natural sciences or mathematics. Because the computer is an important means of both communication and computation, institutions should also provide basic computer instruction for the students (Southern Association of Colleges and Schools, 1986).

In each degree program, there must be an orderly, identifiable sequence of courses leading to the degree. An adequate number of hours must be required in courses above the elementary level, with appropriate prerequisites. The institution must clearly define what is meant by a major or an area of concentration and must state the minimum and maximum number of credits allowed for each. Provisions must be made for electives chosen from disciplines outside the student's area of specialization.

Undergraduate curriculum. In each curricular area in which a major is offered, the institution must assign responsibility for course or program oversight and coordination, as well as for curriculum development and review, to persons academically qualified in the field.

The administration and the faculty are responsible for the development of proposed academic programs and recommendations for submission to the governing council. They are also responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the council. There should be an institution-wide process to coordinate programmatic and curricular changes.

Undergraduate instruction. The instruction of students should be the central focus of the institution's resources and the services of the institution. Methods of instruction should vary with the discipline to be taught and with the abilities and experience of the student.

The effectiveness of instruction must be periodically studied. Methods of evaluating student performance should be developed, with variety in the means of assessment encouraged. The institution should evaluate the effectiveness of its standardized tests and comprehensive examinations, should assess the performance of graduates in advanced programs or employment, and should sample the opinions of former students.

For programs designed to prepare students for a specialized profession or occupation, the institution must demonstrate that an effective relationship exists between the content and current practices in the field of specialization.

Undergraduate admission. An important index of an institution's caliber is the appropriateness of its admission policy as evidenced in its requirements, standards, and procedures. The policy must be clearly stated and related to the institution's goals and resources.

In Malaysia, applications for admission to all undergraduate programs are made through the University Central Unit (set up by the Ministry of Education in collaboration with the six universities in Malaysia, where the processing of applications is carried out). Candidates selected from Malaysian citizens seeking admission must satisfy the following requirements:

Basic Education Requirements

The candidate must possess the Malaysia Certificate of Education (MCE) or Sijil Pelajaran Malaysia (SPM) or an equivalent qualification, with a pass in Bahasa Malaysia.

Higher Education Requirements

The candidate must have passed the Higher School Certificate Examination (HSC), or the Sijil Tinggi Persekolahan Malaysia (STPM)/ the Sijil Tinggi Persekolahan (STP) or its equivalent or suitable qualification and must have obtained at least the following passes at one and the same examination.

(a) For candidates who possess STP/HSC

(i) Two subjects at principal level and a pass in General Paper/Kertas Am or (ii) One subject at principal level and two subjects at subsidiary level and a pass in General Paper/Kertas Am.

(b) For candidates who possess STPM

(i) Two subjects at E grade and a pass in Kertas Am or (ii) One subject at E grade and two subjects at grade R and a pass in Kertas Am.

(c) For candidates who possess other qualifications with diploma in relevant fields from MARA Institute of Technology (ITM), or other universities in Malaysia.

School of Study Requirements

School of study requirements can be classified into: Science stream programs and arts stream programs. Different schools have different study requirements. Each candidate has to fulfill the requirement before he/she can be accepted to any of the chosen universities (Universiti Sains Malaysia, 1986-1987).

Equally important to the above requirements, an institution must clearly define and publish its policy on the admission of transfer students. It must provide documentation on advanced standing, whether by credit earned at another institution, by advanced placement examinations or through experiential learning.

There should be a clearly defined policy for academic dismissal, suspension and readmission of students. The readmission of students dismissed for academic reasons under this policy should be consistent with the recognized academic standards of admission to the institution.

The procedures established for implementing the institutional admission policies must be followed in the admission of all students. The institution must document information enabling it to select students whose interests and capabilities are consistent with its admission policies. In this regard, it is important that admission and retention policies not be compromised in order to maintain adequate enrollment.

Undergraduate completion requirements. An institution must state the requirement for each certificate and degree it awards. The statement of requirements must specify the number and distribution of general education credits to be completed, the minimum and maximum credits to be earned in the major or area of concentration, the total credits which must be earned, and the competencies which students must acquire in order to receive each certificate or degree. Completion requirements for an associate or baccalaureate degree must include competence in reading, writing, oral communications and fundamental mathematical skills.

Graduate Program

A graduate program comprises a course of study beyond the baccalaureate level usually leading to an advanced degree.

An institution initiating, continuing or expanding a graduate program must have curricula and resources substantially beyond those provided for an undergraduate program. Research, scholarly activity and/or advanced professional training are essential ingredients of graduate studies and must be properly supported by adequate resources. The institution must also provide for its graduate programs a competent and productive faculty, the library, computer and laboratory facilities adequate to support them, and an adequate administrative organization (Southern Association of Colleges and Schools, 1986).

In short, institutions must maintain strong educational programs at the master's and/or bachelor's levels before attempting doctoral programs, or they must justify their departure from the requirement.

An undergraduate institution planning to initiate its first graduate program, a graduate institution planning to initiate a program at a level higher than that already approved, or a graduate institution planning to initiate a program at the same level but substantially different from the degree already approved, must inform the Ministry of

Education. The institution also must be able to document that appropriate steps have been taken to secure approval from appropriate authorities.

Graduate admission. An institution should base its graduate admission policies on two considerations: (1) that the focus of graduate programs is generally on development of the university's instructors, scholars and researchers; and (2) that in certain professionally oriented programs, where research is not a major component, the focus is on exceptionally high performance. Admission criteria for all graduate programs must be published and must include the requirement that applicants submit, along with their formal applications, such documents as undergraduate transcripts and evaluations by recognized professionals in their fields of interest. When possible, interviews with the applicants should also be arranged.

Separate admission criteria must be formulated for each level of graduate work offered. Policies must clearly define probation or conditional admission, if applicable, including the requirements for conditional admission and specification of how long a student may remain in such status.

Admission criteria for each graduate program must be established with representation by the faculty responsible for instruction in that program. Provisions must be made

for publicizing both the general criteria for admission and any special admission criteria for individual programs.

Graduate completion requirements. The administration and faculty must be responsible for the development of proposed academic programs to be recommended to the governing council and the Ministry of Education. General completion requirements for the graduate degree(s) offered by an institution are determined by the senate representing the faculty and the school. Policies governing these completion requirements must include the following: the specified period of time in which the degree sought must be completed; requirements governing residency; thesis and dissertation requirements (when applicable); the minimum number of credit hours required for the degree; the minimum acceptable grade-point average; the level of academic progress at which the student should apply for candidacy; and the types of qualifying and exit examinations(s) which the candidate must pass. These requirements, along with any others developed by the institution, must be published and distributed to all incoming graduate students. If individual academic units develop special completion requirements for their graduate programs, these units must publicize statements concerning these requirements in the official catalog or bulletin.

Graduate curriculum. A graduate-level program should

provide for advanced levels of scholarship and competence in the area of specialization.

Each program should contribute to the personal growth of students by helping them to develop responsible, independent judgement, to weigh values, and to understand fundamental theory.

A program leading to a postgraduate degree normally includes the following requirements:

(a) Master's Degree

Applicants for courses leading to the award of a Master's degree should possess a Bachelor's degree, preferably with Second Class Upper Division Honors from a recognized university or relevant qualifications acceptable to the senate of the university. However, a candidate who is not in possession of the above qualifications can be considered for admission if he/she possesses relevant and suitable research experience whilst showing keen interest in pursuing a higher degree.

(b) Doctoral Degree

Applicants for admission to Ph.D. courses should ordinarily have obtained a Master's degree from a recognized university or equivalent qualifications acceptable to the senate of the university. In exceptional cases, the senate may admit those in possession of a Bachelor's degree.

(c) Malay Language Requirements

A candidate who is domiciled in Malaysia must be in possession of a credit in Malaysian Certificate of Education (MCE)/Sijil Pelajaran Malaysia (SPM) level or its equivalent before being permitted to register for a higher degree at any university. Foreign candidates will be required to study Malay and pass a prescribed examination which is equivalent to the Lower Certificate of Education (LCE)/Sijil Rendah Pelajaran (SRP) during their period of candidature at the university. Further, individual schools/centers are not precluded from specifying additional language requirements.

The Master's degree normally is the equivalent of at least one year or a maximum of three years of full-time graduate study. Most schools in any university in Malaysia offer postgraduate courses leading to the award of a Master or Doctor of Philosophy degree and the courses offered can be categorized under three broad areas: by research alone, by coursework alone or through a combination of research and coursework.

Whatever the choice is, the program must provide an understanding of research and the manner by which research is conducted. It must also provide an understanding of the subject matter, bibliography, theory and methodology of the field, and it should be able to demonstrate the means of certifying the knowledge and skills which the candidate has acquired.

A program leading to a doctoral degree is normally the equivalent of at least two years and a maximum of six years of full-time graduate study. In addition to the skills required of a master's candidate, the program must require a period of residency after admission to the doctoral program; substantial mastery of the subject matter, theory, bibliography, research and methodology of a significant part of the field, including any special language(s) or other skills necessary to its pursuit; and independent research competence as evidenced by a doctoral dissertation. The dissertation should augment or reinterpret the knowledge of the field. A doctoral degree must also require appropriate and regular means for determining candidacy status and fulfillment of degree requirements.

Provisions must be made for frequent systematic evaluation of graduate curriculum offerings and program requirements and for the constructive integration of research with instruction. Information gained from the follow-up of students is one method of testing the effectiveness of the graduate program.

In fulfilling their responsibilities to their constituents and providing community service, institutions may develop a variety of supplemental programs. Where programs in continuing education and special instructional

activities are offered, on or off campus, they should be integral components of the institution's total commitment. Provisions for such activities should include an adequate administrative organization, a competent faculty, a sound financial base, and appropriate facilities.

Programs need not be limited to traditional patterns of study. However, every program--whether in terms of its content, format, location, or time of scheduling--should be supported by sufficient institutional resources.

Graduate instruction. The effectiveness of a graduate program depends largely on the scholarly stimulation obtained when a group of students interact with faculty in complementary specialties. For this reason, graduate faculty members should be productive, creative scholars, readily accessible to their students. The institution should provide an environment which will encourage communication among students and between students and faculty.

There must be provision for assigning students to their directors, appointing their graduate committees and monitoring their academic progress.

Provisions must be made for systematic and frequent evaluation of graduate instruction and for the revision of the instructional process based on the results of this evaluation.

Continuing Education, Extensions and Other Special-Educational Activities

There are many institutions that have developed a variety of programs to fulfill their commitment to providing life-long learning for their constituents: continuing education, public and community service, and extension services. Examples of these special educational activities are external degree programs, off-campus educational programs, independent study programs, conferences and institutes, study abroad and mass media instruction.

An institution conducting programs in continuing education, extension and special educational activities must formulate clear and explicit goals for these programs and be prepared to demonstrate its effectiveness in achieving these goals. An institution initiating or expanding special educational programs for credit must demonstrate that it possesses the necessary resources to support such activities. Provisions for such special educational activities must include adequate administrative support, a sound financial base, access to a competent faculty, and appropriate support services.

The institution must be able to demonstrate that students completing these programs have the opportunity to acquire the same levels of knowledge and competencies as those students completing its regular programs.

Policies governing the granting of credit for special educational activities must be consistent with those of the total institution. The amount of credit for each course or program must be determined in advance.

Administrative responsibility must be clearly defined for each special activity. On-campus programs of a special activities nature, whether designated as continuing education or as adult, extension or public service activities, must be coordinated and governed by the policies of the institution.

Professional in-service programs. Professional in-service programs usually do not offer full degree programs, and the operations are governed by the administration of the institution. All the requirements herein relating to continuing education apply to these programs, with a special emphasis on the relationship between the center and the parent institution (if the programs are conducted outside the parent institution). The program referred to above is quite different from a continuing education center.

Off-campus programs. All courses taught in an off-campus location must maintain the academic integrity of the institution. Special attention should be given to ensure the appropriateness of the courses to the students. Courses requiring laborat

necessary resources are provided.

The institution must provide for a regular systematic evaluation of all off-campus classes to assess their appropriateness to the institution's purpose.

At any time, a full report of all off-campus activities which involve the granting of credit may be requested. The institution must be able to document that all necessary documents, if approved by the Ministry of Education, have been obtained for all off-campus activities.

Standard Three: Outcomes

The deciding factor in assessing the effectiveness of any institution is evidence of the extent to which it achieves the goals it has set for itself.

Formative Evaluation

An institution should have an effective mechanism for systematic self-evaluation. All areas of major concern, together with the persons who serve in them, should be evaluated periodically to determine their effectiveness in fulfilling institutional objectives.

The basic program review should begin with a careful review of each institutional program, curriculum, course, or other goal. Tests and measurements, among other means, should be used to discover if students demonstrate a mastery of the subject matter and the necessary development of skills, logical precision, and the ability to apply

knowledge. Efforts should be undertaken to assess student achievement in general as well as in specialized areas of the curriculum, on an inclusive as well as course-by-course basis, and when possible in comparison with student achievement elsewhere. Institutions should make frequent appraisals of the records of their graduates in education beyond the two- or four-year college level, survey alumni opinions, and solicit reports from employers.

Summative Evaluation

A plan for the measurement of outcomes may well include the following: an evaluation of undergraduate scholastic achievement, taking the form of a comparison of scores in standardized tests with the results of placement examinations taken at entrance; a study of the performance of graduates in senior colleges or in graduate and professional schools; long-term study of the achievements, both vocational and avocational, of the alumni based on data gathered periodically and systematically; and an intensive study of one class from entrance through graduation and beyond. All these may be part of the regular function of an internal institutional research program.

On the basis of current information, including that derived from evaluation processes, the institution should examine proposals to strengthen itself and to prepare itself to meet changing circumstances. Evaluation should be

a continuing process with planning to be a consistent, thorough and objective process, receiving the support necessary to make it effective.

Standard Four: Student Services and Activities

The institution must provide student services that support institutional objectives and assist students to achieve academic and personal growth while making progress toward their career goals.

The selection and support of students require a well organized student personnel program extending from recruitment to placement after graduation and an alumni organization, consistent with the institution's objectives and educational programs.

Student Recruitment

Recruiting shall be ethical and compatible with the institution's educational objectives. The allocation of an institution's financial resources for the purposes of recruitment shall be consonant with the stated philosophy and objectives of the institution.

Tuition and Payment Policies

The tuition and payment policies of an institution should be the responsibility of the bursar's office. Institutions may charge varying amounts of tuition and fees for different programs. All charges should be consistent for students enrolling at the same time and in the same

programs, however, and detailed financial records should indicate at all times the financial obligations of the student to the institution. The following are the minimum expectations (Accrediting Commission of the Association of Independent Colleges and Schools, 1982).

(a) The tuition and other charges, including the period for which the student is financially obligated, shall be clearly stated in the catalog of the institution or in a publication readily available to the students and the general public. The existence of any separate or comparable publication containing tuition rates, other charges, and financial policies must be referenced specifically in the catalog of the institution. The schedule of charges must be uniformly administered.

(b) The financial records of the student shall clearly show charges for tuition, fees, and other charges; the payment and dates of payment; and the balance due the institution after each payment.

(c) The enrollment agreement or catalog used by an institution must clearly outline the obligation of both the institution and the student. When an enrollment agreement is used, the institution is responsible for seeing that the student receives a copy of the completed agreement.

(d) The total tuition for any specific program offered by an institution shall be the same for all

similarly circumstanced persons who were enrolled under the same published tuition agreement.

(e) Announcement of changes in tuition or fees must state the effective date of change and be uniformly administered.

(f) Terms of payments may be varied by the institution from time to time and from person to person, so long as tuition charges are uniformly administered.

Refund policy. The institution must have a definite, equitable, and established refund policy for all offerings of at least a standard academic semester in length. This policy must be published in the catalog and uniformly administered to all students.

Student Success and Achievement

Evaluation of student learning or achievement and awarding of credit are based upon stated and distinguishable criteria.

The conferring of certificates, diplomas, or academic or specialized degrees by an institution shall be consistent with its objectives and in compliance with the Constitution and the Ministry of Education.

Certificates or diplomas normally are presented to those successfully completing a program of study which does not lead to a degree. Such programs usually are shorter than two academic years. Certificates and diplomas

are often interchangeably awarded. This discretion is left to the institution, but whichever is awarded should be defined by the institution in its official publications.

Admission Policy and Procedures

An important index of an institution's caliber is the appropriateness of its admissions policy as evidenced in requirements, standards, and procedures. The policy must be clearly stated and related to the goals and resources of the institution. Likewise, programs and services must be formulated in relation to the admission policy. There should be a demonstrated correlation between admissions policies and education practices. Procedures should place students in courses and programs in which their fundamental academic skills assure a reasonable probability of success at a level characteristic of the institution's expectations (Commission on Higher Education, Middle State Association of Colleges and Schools, 1982, p. 12).

Admission. The admission policy of an institution should be the responsibility of the administration and the governing council. It should be clearly expressed and openly published. The admission requirements, both quantitative and qualitative, should be related to the purpose of the institution. Colleges vary greatly in their purposes, and it is logical that admission requirements likewise will be different.

An institution must state the requirement for each certificate and degree it awards. The statement of requirements must specify the following: the number and the distribution of the general education credits to be completed, the minimum and the maximum credits to be earned, and the competencies which the students must acquire in order to receive each certificate or degree. Completion requirements for the associate or baccalaureate degree must include competence in reading, writing, oral communications and fundamental mathematics skills.

A sound admissions program also provides comprehensive and realistic information about charges, fees, and the availability of financial aid. Criteria for awarding scholarships, the nature and implications of grants and loans, and any conditions attached to financial aid should be clearly stipulated. The institution's explicit policy with respect to refunds of tuition, room and board, and other payments should also be generally available.

Student Services

A program of student services and activities should be designed to implement institutional objectives. They need to be carefully planned, well coordinated and successfully implemented.

Academic Advising, Counseling and Career Development.

The academic advising of students must be an institutional

responsibility of high priority. Each institution must provide the organizational structure and resources necessary to conduct an effective program of academic advisement. An effective orientation program should be made available to full- and part-time students.

The counseling of students concerning their personal needs is also an institutional responsibility of high priority. Each institution should have competent staff available for the personal counseling needs of students.

An effective career development program should include career information and planning, placement services, career counseling, testing services and follow-up activities. There should be clearly specific policies regarding the use of career development services by students, alumni and employers.

Records. The institution must have adequate student records for credit and non-credit courses. The management of information and record keeping services and the integrity of student records are critically important. Complete back-up files, such as facsimiles, microfilm or electronic data banks should be maintained. Security is paramount and access should be controlled by specific and carefully supervised policies. The institution must have policies concerning the kind of information which will be made part of the permanent record of each student, as well

as policies concerning retention and disposal of records.

It must establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records and the best interests of the students and the institution (Southern Association of Colleges and Schools, 1986).

Placement. All institutions should give careful thought to placement services for students. They must be aware of the special problems students may encounter in seeking transfer to a baccalaureate program or to graduate or professional schools. All students, not only those in technical, professional, or para-professional curricula, need to know about job opportunities, licensing and certification requirements, and many other kinds of information. Counselling is essential to any sound placement program, and it should be an integral part of the overall student personnel services.

Student behavior. The institution must publish a statement of student rights and responsibilities and make this available to the campus community. Clear and publicized policies on student rights, student conduct on campus, student discipline, and due process should be available to all students. The jurisdiction of judicial bodies (administrative, faculty and student), the disciplinary responsibilities of institution officials and all

disciplinary procedures must be clearly defined and broadly distributed.

Residence hall. When an institution provides on-campus housing, it must develop policies and procedures governing residence halls and should provide an adequate staff organization with responsibility for the administration of the residence. The staff should have sufficient academic training and experience to enhance the learning environment in the residence halls.

Student financial aid. Institutions are encouraged to develop programs of financial assistance which meet the needs of qualified students. They should help students plan for the most efficient use of financial aid and the student's own resources for education. There must be provision for an institution-wide coordination of all financial aid awards. All funds for these programs must be audited on an annual basis.

Health services. An institution must provide an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents. Professional health care should be readily available to residential students and, as appropriate, to others.

The extracurricular activities. In order to properly minister to the student's physical, mental and moral needs,

the institution should have a well-coordinated student program of extracurricular activities. The program should be diversified, so that it can both contribute to the personal development of students and be related to the total program of the institution. The program should provide an opportunity for students to participate in some type of competitive sports activity as regularly as their interests or abilities allow and should be limited to a point where they contribute to, but do not interfere with, the academic progress of individual students and the primary instructional programs of the institution. The institution shall provide guidance and supervision for these activities by qualified personnel and should make sure that such activities appropriately funded (Northwest Association of Schools and Colleges, 1984).

Intercollegiate and intramural athletic programs. The intercollegiate and intramural athletic programs, if offered by the institution, shall be a part of the total educational program. Where such programs are offered, these should be commensurate with the desire of the men and women to participate in team or individual sports, intramural as well as varsity competition, with ease of access to equipment and facilities.

Student Organizations, Activities, and Publications

An institution should have organizations and activities programs appropriate to its purposes and encompassing a wide range of student interests. If the institution has such programs, it must develop policies and implementation procedures governing the supervisory role of the institution over student activities.

Student publications can contribute to the establishment and maintenance of an atmosphere of responsible discussion. When these publications exist, the institution must provide a clearly written statement concerning their role and the control of their operations.

Traditional Moral Values and Religiousness

An institution should place no restriction on helping students develop a dedication to serving God in everyday life. Traditional religiousness is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental--in short, traditional rather than secular or modern.

Student Exchange Programs with Other Institutions

Student exchange programs with other institutions must be operated in strict adherence to a stated philosophy and purpose in harmony with and supportive of the institutional purposes. The institution's administration and faculty must have control of the student exchange program and contribute

to its ultimate direction with appropriate participation by students and oversight by the governing court.

All fiscal matters pertaining to the student exchange program must be controlled by the administration and must be accounted for through the institution's regular accounting and budgeting procedures.

Standard Five: Faculty

The primary responsibility of the teaching faculty is to supply the instruction necessary to make the curriculum effective. The institution should maintain a faculty that is academically qualified and numerically sufficient to perform the responsibilities assigned to it.

Selection of Faculty

The recruitment, appointment, promotion, and retention of well-qualified faculty members are matters of major importance. The policies and procedures to be followed in these activities should be clearly stated in institutional documents. An institution must be consistent in the process for recruiting and appointing its faculty. This process will normally involve the development of a pool of qualified candidates whose credentials have been validated with official transcripts and other appropriate documentation; confidential inquiries regarding the applicant's professional qualifications; and planned interviews, preferably on campus.

Professional and Scholarly Preparation

The preparation and qualifications of all members of the instructional staff should be suited to the field and level of their assignments. Those in the conventional academic fields should hold a balanced degree or present evidence of scholarship or creative achievement appropriate to their positions; those in professional or technical fields should have equally appropriate preparation and attainments.

Faculty Salary Scale and Benefits

Conditions of service should be equitable and administered ethically, and should provide faculty members with the opportunity for professional growth.

Academic Freedom and Professional Security

Academic freedom and job security are not synonymous and should not be contingent on each other. Academic freedom has to do with a method of inquiry rather than with the personal views of the inquirer. It gives the right and implies the obligation as a scholar to examine all data and to question every assumption. It debars one from preconceived conclusions. Academic freedom does not require neutrality on the part of either an individual or an institution. It is consistent with earnest and declared efforts to advance a particular point of view, if it be insisted that complete access to the facts underlie the

argument and that the argument can be plainly distinguished from the inquiry. To restrict the availability or limit the presentation of data or opinions, even though they may be completely erroneous, is to deny academic freedom (Commission on Higher Education, Middle States Association of Colleges and Schools, 1982).

Professional Growth

An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development takes place. Among the means of accomplishing this goal are leaves of absence for study and research, additional graduate work in the discipline, attendance at professional meetings, and in-service training such as instruction in computer usage. The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as instructors, scholars, and, especially in professional and occupational fields, practitioners.

The primary responsibility for the improvement of the educational program resides with the faculty. Provision should be made for regular and open communication among members of the faculty and between the faculty and administrative officers of the institution. The extent of

participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published in the faculty handbook. Faculties will normally conduct much of their business through such structures as committees, senates, councils and courts, operating within the broad policies determined by the administration and the governing court.

Faculty Loads

An institution must provide a faculty of an adequate size to support its instructional program and must have a plan for the equitable and reasonable assignment of faculty responsibilities--including classroom instruction, academic advising, committee membership, guidance of student organizations, research and service to the public. The institution should have suitable policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon either the quality or the quantity of the work they are employed to perform for the institution. The calculation of instructional loads should take into account such factors as number of preparations, number of students taught, the nature of the subject, and the help available from secretaries and teaching assistants.

Criteria and Procedures for Evaluation

An institution must conduct periodic evaluation of the

performance of individual faculty members. It must provide guidelines for the use of evaluation results in the improvement of the faculty and the education program. The evaluation must include a statement of criteria against which the performance of the individual faculty members will be measured. These criteria must be made known to all concerned.

Quality of Faculty's Performance

The total responsibility of each member of the faculty to the institution should be determined in such a way that he or she can make his/her maximum contribution toward carrying out the institution's purposes and at the same time enhance his or her own professional development. In the final analysis, the performance of the faculty determines the educational quality of the institution. Each institution should provide for continuing evaluation of faculty performance and for equitable recognition of faculty effectiveness (Northwest Association of Schools and Colleges, 1984).

Part-Time Faculty

The employment of part-time faculty can provide expertise to enhance the educational effectiveness of an institution. However, it must be properly controlled. Part-time faculty teaching courses for credit must meet the same requirements for professional, experiential and scholarly

preparation as their full-time counterparts teaching in the same disciplines.

Each institution must establish and publish comprehensive policies concerning the employment of part-time faculty. The institution must also provide for appropriate orientation, supervision and evaluation of all part-time faculty. Procedures which will result in providing students with reasonable access to part-time faculty for purposes of academic assistance must be clearly stated and made known to part-time faculty at the time of their employment.

Standard Six: Institutional Support Services and
Physical Resources

Each institution must provide a variety of services that support its educational purposes. An institution has the responsibility to establish staffing, programs and services for educational support which will reflect the following: the nature of the student population; the primary education goals of the institution; the opportunities for learning that must be present in the total educational program in order to achieve these goals; and the human, physical and fiscal resources required for the effective implementation of these services and programs.

Physical Resources

The physical facilities, including buildings,

materials, equipment and campus should be designed and maintained to serve the needs of the institution in relation to its stated purposes, programs and activities. The physical environment of the institution should contribute to an atmosphere for effective learning.

Classrooms, laboratories, and other areas for instruction should be properly equipped and adequate in number and size. These should be properly lighted and adequately equipped, conditioned and ventilated for their purposes and their use.

Adequacy of physical plant and facilities. Each institution must provide an environment that is conducive to good instruction, helps learning, and supports the institution's educational program.

The buildings, classrooms, equipment, furniture, grounds, instructional tools, instructional facilities, machinery, and other physical requirements of the educational program shall be appropriate and shall contribute to the achievement of the educational philosophy and objectives of the institution (the Accrediting Commission of the Association of Independent Colleges and Schools, 1985).

The physical plant shall meet the general tests of safety, usefulness, cleanness, maintenance, health, lighting, and compliance with any local, state or federal

laws governing physical facilities, particularly with respect to fire, safety and sanitation.

Building, grounds and equipment maintenance. An institution must develop a plan for the upkeep of its property--the routine maintenance, preventive maintenance and, where appropriate, deferred maintenance of buildings, equipment and grounds (including utility distribution and regularly recurring repairs). The plan, which must be implemented and maintained on an annual basis, should provide a program of institutional maintenance, the estimated cost thereof, and, where appropriate, an indication of when and how deferred maintenance is to be performed. There should be a written schedule of maintenance projects to be performed on a regular basis and a written record of those projects completed.

When an institution does not have its own campus but rents instructional facilities or when an institution does have a campus but rents facilities away from campus so as to extend its programs into the community, it must demonstrate that the facilities so used are instructionally adequate, especially where laboratories, specialized instructional equipment, library and learning resources are known to be necessary for acceptable graduate programs (Northwest Association of Schools and Colleges, 1984).

Of equal importance with knowing the resources

required and planning to meet those requirements are proper management and the use of the institution's plant, equipment, materials and fiscal resources. Careful planning of energy needs and utilization, necessary observance of safety and security requirements, and alertness to changing technologies are key considerations. To this end qualified personnel are needed, with particular attention to the professional training and experience of business and financial officers, laboratory specialists, heads of maintenance and security, and directors of auxiliary enterprises. Working conditions and compensation for operational staff should be in line with those prevailing locally in similar institutions.

Space management. There should be sufficient campus area to provide adequately for buildings and such activities as are related to the educational program of the institution. Space allocated to any institutional function must be adequate.

Sufficient rooms for classes of various sizes should be available to meet the instructional needs of the institution. Classrooms, laboratories, and other facilities should be properly scheduled for maximum utilization.

Space utilization studies should be made to determine actual needs before the addition of new facilities.

Safety and security. The institution must provide a healthful, safe and secure environment for all members of the campus community. Administrative responsibility for an environmental health and safety program must be assigned. A comprehensive safety plan must be developed and regularly evaluated. The plan should give special attention to the provision and use of adequate safety equipment in laboratories and other hazardous areas; to the modification of buildings, if necessary, to provide easy egress in the event of fire or other emergency; and to developing and familiarizing all building occupants with emergency evacuation procedures.

Facilities and master plan. The physical facilities, including buildings, materials, equipment and campus should be designed and maintained to serve the needs of the institution in relation to its stated goals.

The institution must maintain in writing a current facilities master plan that provides for the future orderly development of the institution. It should relate this plan to both the educational master plan and the long-range financial plan.

A master plan for campus development should be maintained. A topographical map should be part of this plan. Adequate landscaping should be utilized to divide the campus into attractive and useful areas. Satisfactory

parking space should be available, and whenever practicable, traffic should be banned from pedestrian areas.

It is strongly recommended that administrative officers and faculty members who are to occupy or direct the activities within a new building be consulted during the planning stages.

Salaries and Benefits for Support Personnel

The categories of those who are employed by a college or university are standardized by the policies from the Federal Treasury and Ministry of Education, but the benefits vary from institution to institution. An institution whose concern is to provide the continuity and expertise necessary to offer effective educational programs has to demonstrate the extent of its investment in personnel and the means by which it intends to provide such personnel in the future. The institution should implement procedures and criteria for faculty and staff appointment, retention, advancement, termination, and due process and these must be explicitly stated, published, accessible to all faculty and staff, and reviewed periodically.

Salaries and benefits accruing to faculty and staff should be adequate and consistent with the purposes of the institution. Policies on salaries and benefits should be clear, well-publicized, and equitably administered.

Evaluation on Performance of Support Personnel

The policies, regulations, and procedures concerning the institution's academic and non-academic evaluation and awarding of recognition of services should be matters of concern to an institution. These concerns have to do with the institution's ability to provide the continuity and expertise necessary to offer an effective educational program. Personnel evaluation criteria and procedures for the institution must be established and used equitably. The materials and personnel files from the evaluation should be properly kept and protected.

Standard Seven: Governance Administration and

Leadership

Organizatio and Administration

The administration of an institution of higher education has the responsibility for bringing together its various resources and allocating them effectively in order to accomplish institutional goals. The authority and responsibilities of each organizational component of the institution (governing council, administrative officers, faculty, students, and other significant constituencies) should be clearly described by means of a constitution or by-laws or some equivalent means. Provisions for the distribution of authority and responsibility should be depicted in a table of organization that represents the

institution's actual working order.

The governing court and the governing council. The governing court is the highest legal constituted body that holds the property and assets of the university in trust. The university council controls and supports an institution's plans and operation. The duties and responsibilities of the university court and university council must be clearly defined in an official document. This document must also specify the number of members, length of service, rotation policies, organization and committee structure, and membership, usually provided by staggered terms of adequate length. Each member of the court and council must be committed to the purposes of the institution. Always its advocate, and when necessary, its defender, the board bears major and usually legal responsibility for the institution's integrity and quality.

There must be a clear distinction, in writing and in practice, between the policy-making functions of the governing court and the executive responsibilities of those who carry out these policies.

Advisory committee. Whenever lay advisory committees are used by the institution, these committees should be active and their roles and functions clearly defined.

Official policies. Organization connotes the plans and operations of the institution for advancing its mission and

attaining its goals. Effective organization depends on carefully developed by-laws or a constitution, defining clearly the responsibilities of the governing council, the vice-chancellor or otherwise designated chief administrative officer, the dean and other officers, the faculty, and essential committees. Ordinarily, the by-laws or constitution will be established by the university court and passed by the Ministry of Education. The institution must publish the official documents which contain, but are not limited to, the following information: the duties and responsibilities of administrative officers, the pattern of institutional organization and governance of faculty, statements governing tenure or employment security, statements governing due process, and other institutional policies and procedures that affect the faculty, the administrative staff and other personnel.

It can be said that an educational institution is well established when it operates on clearly delineated procedures and can chart its organization graphically, but the particular organizational pattern will be determined by the nature of the institution and its circumstances.

Administration, organization and leadership. The primary task of the vice-chancellor and the administrative staff is educational leadership competent to establish conditions that provide good learning opportunities for

students, good working conditions for the faculty and the staff, and good communication processes both inside and outside the institution. Their second, but no less important, task is the management of resources in support of institutional objectives.

Institutional Advancement

Each institution should have a program of institutional advancement, which may include programs in development and fund raising, institutional relations and alumni affairs. The programs under institutional advancement must be directly related to the purposes of the institution and must have the support of the governing council, administration, faculty, staff, student body, friends and alumni.

Alumni affairs. Every institution should keep current and accurate records of the names, addresses, occupations, and accomplishments of alumni. One method of collecting the data is through periodic surveys of former students.

The relationship between the institution and its alumni should be one that encourages former students to participate in the growth and development of the institution and to assist in the evaluation of institutional effectiveness.

Publications. Publication policies regarding institutional advertising and student recruitment must exhibit integrity and responsibility. Publications must be

prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and reflect the current status of the institution. When publishing a catalog, institutions should keep in mind the reading public for which such publications are intended.

Inter-Department Group Working Relationship

Both the governing court, governing council and the administrative staff should give active support to the development of an instructional staff of high quality. The academic staff should have a major role in developing and conducting the academic program and in maintaining the standards and conditions that pertain directly to instruction and research. Academic staff committees, whether statutory or ad hoc, are ordinarily essential to the smooth operation of an institution.

Internal communication is paramount to promote and sustain good working relations and healthy institutional morale. Systematic and continuous efforts must be devoted to maintaining the flow of essential information to and from all parties concerned with an institution's welfare.

Within the policies established by the governing court, provision should be made for the consideration of student views and judgements in those matters in which students have a direct and reasonable interest.

Policies and Procedures for Effective Institutional Management

The administration of an institution of higher education has the responsibility for bringing together its various resources and allocating them effectively in order to accomplish institutional goals. The management is concerned with every aspect of the institution's organization and operation. A first essential for a strong institution is a carefully planned administrative organization which coordinates all its resources effectively towards the accomplishment of the accepted institutional purposes. This organization should provide for responsible participation in decision-making and for execution and evaluation by the various constituent groups. The complexity of the organization will necessarily vary with the nature and scope of the educational programs offered, but both its structure and the accompanying operation procedure should be clearly defined and understood by all who are involved. Ample opportunities for communication throughout the institution are highly important.

An institution should carefully and systematically examine all of its employment and personnel policies to be sure that they are designed to apply to qualified persons. The duties and responsibilities involved in the operation of the business office and in plant and campus maintenance

should be clearly defined and specifically assigned. There should also be clear lines of responsibility for campus security, fire protection and traffic safety.

The governing court should act as a body politic; it should not be subject to pressures and should protect the institution from the same. The court should have a clear idea of its general duties and responsibilities and should seek to define them in an official policy statement. A clear differentiation between the policy making function of the board and the executive responsibilities of those who carry out these policies is essential. The administrative officer should be free to operate within court policies, according to a carefully developed administrative code. Such conditions are basic to the exercise of effective, farsighted leadership in institutional development and advancement of objectives.

Social Affairs with Respect to Student; Faculty and Staff Personnel

An institution should offer developmental or remedial programs in basic skills to relevant individuals in need. An institution should also, create and maintain a governance that is genuinely responsive to the concerns of everyone at the institution and to assure individuals the opportunity to participate or be represented in making any decisions that affect them.

Planning System

The nature and quality of institutional planning--both short-term and long-term range--are the basic indicators of sound administration. While plans are always subject to change, without them an institution can quickly lose its sense of purpose and direction. Planning activities are useful means of involving appropriate constituencies in the ongoing development of the institution--the institutional development plan and program development plan--but they must be more than merely time-serving exercises. In its best sense, institutional planning stimulates imaginative, creative proposals and approaches for strengthening the institution and enhancing its educational effectiveness, and includes means for implementing the plans.

An institutional development plan should be based on a working definition of the term "adequate resources" as it applies to plant, equipment, materials and money to support the work of instruction for its particular student body. Any serious deficiency is bound to attenuate the quality of work done and in the long run to prevent or delay attainment of goals and objectives.

Continuous self-study is an essential ingredient of such planning in a regular and systematic program of internal institutional research. Systematic review of resources utilization should be an integral feature of

ongoing institutional self-study (Commission on Higher Education, Middle States Association of Colleges and Schools, March 1984).

System of Statistical Information, Personnel Administration, Acquisitions and Supplies, Warehouse, and System for General Purchases

It is essential to efficient operation that a system of statistical information, personnel administration, acquisitions and supplies, warehouse and general purchase be maintained centrally. The administration and governing council should protect responsible purchasing officials from improper pressures from external political or business interests. A logical adjunct of the purchasing function is a system of well-organized store-rooms such as those for the physical plant, library, office and laboratory supplies and an inventory system appropriate to safeguarding institutional equipment from loss.

Governing Council's Contribution to Improve the Institution

The university council is expected to serve the public interest by accepting legal responsibility for seeing that the institution is what it is intended to be, that it fulfills the announced mission and goals for which it was founded, and ensures its continuance.

The governing council controls and supports an institution's plans and operation.

The responsibilities of the governing council include establishing broad institutional policies and securing financial resources to support adequately the institutional goals. The board protects the institution from external pressure antithetical to institutional autonomy and integrity. The council is ultimately responsible for the quality of the institution through an organized system of institutional planning and evaluation. It discriminates among roles and responsibilities of various persons or bodies, and provides stability and continuity to the institution.

Any advertising promotions literature used by an institution must be presented in such a manner as to be factual with respect to services offered or benefits received.

The effectiveness of an institution is demonstrated-- however partially--through the attitudes and achievement of those who have attended the institution. The relationship between the institution and its alumni should be one that encourages former students to continue to participate in the growth and development of the institution and to assist in the evaluation of institutional effectiveness. The institution should gather data which provide information relating careers of graduates to institutional goals. One method of collecting the data is through periodic surveys

of former students. Institutions are encouraged to maintain up-to-date records on the location of former students (Southern Association of Colleges and Schools, 1986).

Standard Eight: Financial Resources and
Planning

The financial resources of a higher education institution determine, in large part, the quality of its educational program. Conversely, the quality of the educational program affects the ability of an institution to increase its financial resources. The adequacy of an institution's financial resources is judged in relation to its basic purposes, the diversity and scope of its programs, and the number and type of its students.

Financial planning for the future within each educational institution is a condition of wisely guided development. Planning should include specific projections of income from each source, specific plans for major categories of expenditures, and plans for the increase and use of capital.

Sources of income for educational institutions are subject to variation with fluctuations of the economy. Federal appropriations, appropriations from other supporting bodies, annual giving programs, tuition and fees, and income from each endowment are subject to fluctuation.

Financial Budgeting and Planning

Financial budgeting and planning are realistic and are based upon academic planning. The institution has an annual budget and short-range and long-range plans for financing its anticipated operation and capital expenditures. Budgets and financial plans consistently relate to educational plans and reflect commitments to educational programs. Careful and consistent planning of both revenues and expenditures ensures the institution's future.

The budget is a statement of estimated income and expenditures for a fixed period of time (usually the fiscal year of the institution). An annual budget in appropriate detail is essential to proper operation, and its preparation and execution must be preceded by sound educational planning. It follows that the instructional budget should be substantively developed by academic officers or deans, working cooperatively with department heads, appropriate members of the faculty and administration, and representatives of the business office.

Similarly, budget for other areas should be developed after consultation with appropriate officers of the institution. The business office may assist in assembling and compiling the budget requests, preparing income estimates, and advising the chief executive officer in

the determination of budgetary allocations.

The budget is presented by the bursar through channels to the governing council for final approval. In reviewing the budget, the governing council should focus on matters of broad policy and normally should not concern itself with details.

Sources of income, distribution of expenditures, operating budget, indebtedness, surpluses, audits, capital outlay, and sound financial management are matters of vital importance in institutional evaluation. As far as possible, the organization of the business office and the control of financial resources should always reflect the fact that financial resources are tools of educational enterprise, never the reverse.

Management System for Accounting and Financing

The management of an institution is an important process of working with and through others to achieve organizational objectives in a changing environment.

With limited resources available, management of higher education institutions is a crucial procedure. An institution must design a management system, maintained and managed so that the institution can exercise its function and achieve its purposes.

The administration of financial resources should be centralized under the bursar's office reporting to the vice-

chancellor's office. The design of the business office organization must be consistent with the institution's purpose and with the volume of its business or financial transactions. The bursar must report regularly to the governing council and the vice-chancellor on the institution's financial and business operations.

In addition to that, an institution must adopt an accounting system that follows the generally accepted principles of institutional accounting. The bursar is responsible for preparing financial reports for appropriate institutional officials, council officers and outside agencies. Periodic written reports to the vice-chancellor of the institution are essential.

An annual audit with a certified report must be made by competent certified public accountants or an appropriate governmental auditing agency. The auditors must not be directly connected with the institution either personally or professionally.

A program of internal auditing and control should be maintained to complement the accounting system and external audit.

All funds for which the institution is responsible must be audited on the basis of a fiscal year.

Investment Management

The institution must have a written statement of its

investment policies and guidelines approved by the Ministry of Education. The policies and guidelines should set forth the following for the investment manager(s): the investment goals of the institution; conditions governing the granting or withholdings of investment discretion; a description of authorized and prohibited transaction; and the criteria that will be used for performance measurement of both short- and long-term investments.

Members of the institutional governing court should be aware of their fiduciary responsibility for the institution and their responsibility for securing the maximum investment return consistent with the approved investment policy. They should avoid involvement in conflict-of-interest situations.

System for Demonstrating Accountability

A standard educational institution accounting and auditing system is imperative. To demonstrate accountability in the system, an external independent audit should be conducted annually on a schedule basis and reviewed by the council. Particular care must be taken to account for federal monies, restricted funds, grants or other specially designated funds. An audit is a key measure of the outcomes of institutional planning and budgeting.

Standard Nine: Instructional Resources and
Equipment

All resources of a college or university exist to implement the educational program and thereby accomplish institutional purposes. Instructional resources encompass instructional development functions as well as direct instructional services. Instructional resources are an important component of learning resources.

The instructional resources, audiovisual teaching equipment, and instructional equipment shall serve the needs of the institution's educational program.

The instructional resources may be consolidated or may be distributed throughout the educational facility. Easy access to and use of reference materials and periodicals are of prime importance in determining if the institution is meeting the educational needs of its students and faculty. Availability and utilization of audiovisual equipment should also be evaluated (Accrediting Commission of the Association of Independent Colleges and Schools, 1985).

An up-to-date inventory of the instructional materials and equipment available to students shall be maintained by the institution.

Budget allocations for instructional materials shall be appropriate to meet the educational philosophy and the objectives of the institution's programs.

Financial Resources and Budget

The institution should be financially stable. Its resources should be sufficient to carry out its objectives and adequately support its programs and activities, now and in the foreseeable future.

It should have control of its financial resources and budgetary process and be free from undue influence or pressure from external funding sources or agencies. The process by which the institution's budget is established, and resources allocated, should be clearly defined and consistently implemented. Financial resources should be managed prudently, economically, and with due regard for legal and contractual requirements. An external audit of financial resources and transactions should be performed annually and viewed by appropriate individuals or responsible groups within the institution (Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 1983).

Financial statements, audits and other reports of the fiscal condition of the institution should employ, whenever possible, a format in customary use among institutions of higher education.

Physical Facilities and Instructional Support

Each institution must provide a variety of services that support its educational purposes. These support

services include the library; instructional support services; computer services; and those services that complement the educational, social, moral and physical development of the student.

Physical facilities. The physical facilities, including buildings, materials, equipment and campus, should be designed and maintained to serve the needs of the institution in relation to its stated purposes. Physical plant--buildings, grounds, and equipment--should be adequate to support the objectives of the institution and to meet the needs of the students. It should be well-maintained and should conform to applicable legal requirements, especially those concerned with access, safety, and health.

(1) Buildings:

There should be sufficient campus area to provide adequately for buildings and such activities as are related to the educational program of the institution. A good institution deserves good housing and equipment, for they make better teaching possible. Suitable buildings promote economy and convenience in scheduling, heightened usefulness and efficiency, attract students and faculty, and may also enhance the institution's prestige. Lack of facilities limits an institution's potential; deferred maintenance results in deteriorating pride in the institution.

Of equal importance with knowing the resources required

and planning to meet those requirements are proper management and use of the institution's plant, equipment, materials and fiscal resources. Careful planning of energy needs and utilization, necessary observance of safety and security requirements, and alertness to changing technologies are key considerations.

(2) Laboratories and Workshops:

Laboratories, workshops and other areas for instruction should be properly equipped and adequate in number and size. Classrooms, laboratory and other facilities should be properly scheduled for maximum utilization. Items of laboratories equipment, instructional facilities, furnishings, and expenditure should be adequate to meet institutional needs.

(3) Library:

The library is of paramount importance to the students and faculty. The types and variety of books and other materials will depend on the nature of the institution, and they must relate realistically to the institution's educational goals, curricula, size, complexity or degree level, and the diversity of its teaching, learning, and research requirements. The library and learning resources program shall be administered as part of the instructional program by qualified professional staff, with representatives of the faculty acting in an advisory

capacity. The number of library and learning resources personnel and their competencies must be based upon the specific objectives established for the program.

(i) Services:

The basic services must include an orientation program designed to teach new users how to obtain individual assistance, access to bibliographic information, and access to materials. Any one of a variety of methods, or a combination of them, may be used for this purpose: formal instruction, lectures, library guides and user aids, self-paced instruction and computer-assisted instruction.

The library should offer point-of-use instruction, personal assistance in conducting library research and traditional reference services. Professional assistance should be available at convenient locations when the library is opened.

The library must provide adequate records of on-campus materials through catalogs, indexes and bibliographies; access to information sources regardless of location through standard indexes and bibliographies; and, where appropriate, access to external bibliographic data bases.

The library must have adequate physical facilities to house and service the library collections and to make them easily available; up-to-date equipment in good condition for using print and non-print materials; provision for rapid

access to any remotely stored materials; provisions for interlibrary loan agreements; and an efficient and appropriate circulation system. The library must provide students with opportunities to learn how to access information in a variety of formats so that they can continue life-long learning. Librarians must work cooperatively with the teaching faculty in assisting students to use resource materials effectively.

An institution must provide appropriate library services at off-campus locations where credit courses are offered to ensure that these courses receive the same level of library support as that given to equivalent on-campus courses (Southern Association of Colleges and Schools, 1986).

An institution must provide appropriate library service at off-campus locations where credit courses are offered to ensure that these courses receive the same level of library support as that given to on-campus courses. This obligation can be met by developing a branch library or by making contractual arrangements with libraries in the geographic area. Competent library personnel should be assigned the planning duties entailed in providing these services and in ascertaining their continued adequacy. When contractual agreements are reached, they must specify the level of service and type of access to be provided for

students and faculty.

(ii) Collections:

The library collections must be sufficient to support the educational, research and public service programs of the institution. Institutions offering graduate work must provide library resources substantially beyond those required for the bachelor's degree. Librarians, teaching faculty and researchers must share in the development of collections, and the institution must establish policies defining their involvement.

Each library must have a policy governing the principles of selection and weeding.

(iii) Staff:

The library must be adequately staffed by librarians and other professional staff who can demonstrate their competence using criteria comparable to those for other faculty and staff. The staff should be given sufficient responsibility and allocated sufficient funds to facilitate optimum functioning.

Since professional or technical training in specialized areas is increasingly important in meeting user needs, professionals with specialized non-library degrees may be employed, where appropriate, to supervise these areas.

The library support staff must be adequate to carry out responsibilities of a non-professional nature.

Qualifications (skills needed) for these support positions should be defined by the institution.

The chief librarian must be a well-qualified professional whose administration of library services contributes to the educational effectiveness of the institution. Organizational relationships, both external and internal to the library, should be clearly specified. Status and privileges of library staff should be commensurate with the significance and responsibilities of their positions. The library in the best sense is a classroom, and the level of excellence in the professional staff is measurable in part by to the extent to which they are active participants in teaching and learning, not merely custodians of books, reference collections, or other institutional materials and equipment.

(iv) Institutional Relationship:

In order to increase the ability of the library to provide the resources and services needed by its users, cooperative relationships with other libraries and agencies should be considered. However, these relationships must not be used by institutions to avoid responsibility for providing their own adequate and accessible library resources and services. In all cases of cooperative arrangements, formal agreements must be established, thereby safeguarding the integrity and continuity of library

resources and services. The effectiveness of such cooperative arrangements must be regularly evaluated.

Instructional support. To support its curriculum, each institution must provide a variety of facilities and instructional support services, i.e, educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skills centers. These services should be organized and administered so as to provide easy access for faculty and student users, should be adequate to allow the fulfillment of institutional purposes to support the educational process, and should contribute to the effectiveness of learning and to the wise and efficient use of resources.

An institutional development plan should be based on a working definition of the term "adequate resources" as it applies to plant, equipment, materials and money to support the work of instruction for its particular student body. Any serious deficiency is bound to attenuate the quality of work done, and in the long run to prevent or delay attainment of goals and objectives.

Data Collection

Data collection procedures. The primary source of data for the present study was from the interviews with the research population. The work in Malaysia began with the setting up of appointments before the interviews started. A

total number of twenty-seven administrators from various universities were contacted--six associate vice-chancellors of academic affairs, six associate vice-chancellors of administration affairs, five associate vice-chancellors of student affairs, six registrars and four directors of research.

The initial plan was that the first group of respondents to be interviewed would be from those universities around the capital, Kuala Lumpur, followed by those from the universities surrounding it, Bangi and Serdang. Later, it was decided to begin the interviews with respondents from universities in the northern part of the Peninsula, Penang and Jitra. A period of seven to ten days was allotted for each university.

At least five interviews were scheduled at each university--three interviews with the associate vice-chancellors one interview with the registrar, and another with the dean/director of the university's research department. Each interview was scheduled for a two-hour period.

Responses. A total of twenty-one responded to the interviews (see Table 4): two were from the University of Malaya (Kuala Lumpur), four from the National University (Bangi), four from the University of Science (Penang), four from the University of Technology (Kuala Lumpur) and four

from the Northern University of Malaysia (Jitra).

Table 4

Responses to Data Gathering Procedure: By Universities

Universities	Contact Attempted	Responses Interviewed
University of Malaya	5	2 (40%)
National University of Malaysia--UKM	4	4 (100%)
University of Science Malaysia--USM	5	4 (80%)
University of Agriculture Malaysia--UPM	4	4 (100%)
University of Technology Malaysia--UTM	5	4 (80%)
Northern University of Malaysia--UUM	4	3 (75%)
	----- 27 (100%) -----	----- 21 (77.8%) -----

Individually, five were vice-chancellor of academic affairs, four were vice-chancellor of student affairs, four were vice-chancellor of administration and development affairs, six registrars, and two were directors of research (Table 5).

During the interview period, a minor problem was encountered: the University of Malaya was having its annual commencement, and most of its target respondents were either on official duties or on vacation. Other minor problems were

related to the long distance travelling and reschedule of appointments due to last minute changes in the official schedules or duties of the individuals and administrators concerned.

Table 5

Responses to Data Gathering Procedure: By Individual Academic Status

Sample Group	Contact Attempted	Responses Interviewed
Associate Vice-Chancellor of Academic Affairs	6	5 (83.3%)
Associate Vice-Chancellor of Administration Affairs	6	4 (66.7%)
Associate Vice-Chancellor of Student Affairs	5	4 (80%)
Registrar	6	6 (100%)
Director of Research	4	2 (50%)
Total Participation	27 (100%)	21 (77.8%)

Activities After Interviews

Data processing. After the interviews were completed, each was typescripted and processed according to the following pattern:

- . Background of the interviewee;
- . What is to be included in the standards;

- . What is not to be included in the standards;
- . What is to be accomplished;
- . General comment about institutional evaluation.

Data analysis. A frequency analysis was compiled for the appropriate questions. Answers to the open-ended questions were summarized and organized specifically for content analysis.

CHAPTER IV

Presentation of Data and Discussions of the Findings

This chapter includes presentation of the data and findings derived from the interviews with the population of this study. The results of the findings, which were related to institutional evaluation of universities in Malaysia, will be discussed in detail.

Data on the Background of the Interviewees

The first part of the interview was related to the background of the interviewees. All of the individuals interviewed were members of the staffs of public universities in Malaysia, all were employed by the federal government and all were tenured.

Years of working in the present institution. Most of the interviewed sample had been working for more than five years in the present institution, whilst three of them

Table 6

Number of Years Working in the Present Institution

One to two years (between 1984-1986)	: 3 (14.3%)
Three to four years (between 1982-1986):	0
Five or more years (between 1982-1986)	: 18 (85.7%)

from the Northern University of Malaysia had worked less than two years (see Table 6).

Professional and academic background. Eleven of the sample population had their full professorship title; two of them had associate professorships, and eight had no professional rank. The latter were registrars and deans/directors of the research department (see Table 7).

Table 7

Professional Titles of the Interviewees

Professor	: 11 (52.4%)
Associate Professor	: 2 (09.5%)
Others	: 8 (38.1%)

Eleven of the sample interviewed held the doctor of philosophy degrees, four had masters of science, three had masters of arts, and the final three had bachelors degree or other academic qualifications. All those interviewed were

Table 8

Academic Qualifications of the Interviewees

Masters of Arts	: 3 (14.3%)
Masters of Science	: 4 (19.0%)
Doctor of Philosophy:	11 (52.4%)
Others	: 3 (14.3%)

verified in their academic fields of specialization (see

Table 8).

Only three of the sample population had taken some kind of course in evaluation during their college years (see Table 9).

Table 9

Formal Courses in Institutional Evaluation

Yes	:	3 (14.3%)
No	:	18 (85.7%)

Most of them had, however, been exposed to evaluation procedures during their years in the profession (see Table 10).

Table 10

Informal Ways of Being Involved in Institutional Evaluation Experienced by the Interviewees

Attending workshops or conventions	:	10 (47.6%)
Faculty in-service programs	:	7 (33.3%)
Self-study	:	14 (66.6%)
Member of institutional evaluation committee	:	5 (23.8%)
Member of curricular committee for program evaluation	:	8 (38.1%)
Member of higher education planning committee	:	6 (28.6%)
Others	:	7 (33.3%)

Most of the evaluation at higher education institutions in Malaysia has been implemented by institutional administrators and planners for the purpose of enquiring into the financial needs of the institutions and also to prepare plans for the universities' development. Other than that, evaluation is not considered to be a routine administrative procedure.

Table 11

Individuals or Groups Involved in the Evaluation Process at Malaysian Universities

Administrators	: 19 (90.4%)
Faculty	: 17 (80.6%)
Students	: 3 (14.3%)
Alumni	: 3 (14.3%)
University planners	: 16 (76.2%)
Members of public sector	: 3 (14.3%)
Members of private sector	: 3 (14.3%)
Members of professional associations	: 10 (47.6%)
Members of higher education planning committee	: 5 (23.8%)
Others	: 1 (04.8%)

Program evaluation has been commonly implemented as a means to achieve academic excellence. More often than not,

the faculty, individually, implemented self-study evaluation for programs they taught and for their own class teaching. Members of professional associations would evaluate existing programs, related to their profession, when invited by the individual university (see Table 11).

Annually, members of the public sector from the Ministry of Finance and the Ministry of Education would audit the financial activities and standing of a particular university. This is a routine procedure for any government institution in the country. In addition, alumni members of the private sector would occasionally give feedback reports to a particular university in relation to the performance of university graduates in their jobs.

Members of higher education planning committees will annually study the new course outline proposal from each university in order to avoid overlapping of similar programs at existing universities.

All of those who were interviewed agreed that evaluation could contribute to changes in the institution and that institutional evaluation is important to improvement.

Data Analysis Related to Formation of Standards
of Institutional Evaluation

Responses to Standard 1: Institutional Integrity

Most of the individuals interviewed agreed that

institutional integrity should be at the top of the list because of its importance in all aspects of an institution's operation. In meeting the needs of the community, every institution must define its mission and develop a clear, concise, and realistic statement of objectives. Its

Table 12

Responses to Standard 1: Institutional Integrity--
Institutional Reality; Meeting the Needs of the Community

KEY: I Appropriate

II Appropriate
with Modification

III Not Appropriate

	I ---	II ---	III ---
INSTITUTIONAL INTEGRITY (Mission, Goals and Objectives)	18 (85.7%)	3 (14.3%)	0
Institutional Reality	17 (80.9%)	4 (19.1%)	0
Effectiveness of Goals and Objectives in Helping to Maintain Institution's Identity	15 (71.4%)	6 (28.6%)	0
Meeting the Needs of the Community	15 (71.4%)	6 (28.6%)	0
Consistency of Policies with Institutional Goals and Objectives	16 (76.2%)	5 (23.8%)	0

institutional reality as expressed in its statement of mission and objectives should give direction to all the

institution's educational activities in parallel with its identity.

Three of the respondents suggested that the universities should be "cautious" in its implementation of mission and objectives because the needs of the community at large change with the times. Each segment of the community differs in its needs, especially a community of multi-ethnics and several cultures, such as that of Malaysia (see Table 12).

Responses to Standard 2: Educational Programs and Curricula

Most of those interviewed agreed with the statement that the educational program in general, and that of each instructional unit, must be clearly related to the purposes of the institution and to the degrees or certificates which it awards. One person suggested that educational programs and curricula should be in line with the constitution and political decisions passed by the Parliament.

Graduate program. Most universities in Malaysia cater to undergraduate programs, and the majority of Malaysian graduate students are trained in overseas institutions of higher education. All those interviewed agreed that graduate programs are beginning to increase in number. The focus of graduate programs has generally been on the development of instructors of higher education institutions, especially universities, teachers' colleges, and community colleges;

the programs have also attempted to encourage exceptionally high performance for administrators and researchers from the various ministries of the federal and state governments.

The interviewees also agreed that, in relation to long-term planning, attainment of quality in graduate educational programs would be central to institutional evaluation. They suggested that institutional policies and procedures should be designed to assure and maintain high quality in all aspects of the institution.

Table 13

Responses to Standard 2: Educational Programs and Curricula--Graduate Program

	I ---	II ----	III -----
KEY: I Appropriate			
II Appropriate with Modification			
III Not Appropriate			
EDUCATIONAL PROGRAMS AND CURRICULA	20 (95.2%)	1 (4.8%)	0
Graduate Program	21 (100%)	0	0
Graduate Completion Requirements	19 (90.4%)	2 (9.6%)	0
Graduate Curriculum	19 (90.4%)	2 (9.6%)	0
Graduate Instruction	19 (90.4%)	2 (9.6%)	0
Graduate Admission	13 (61.9%)	8 (38.1%)	0

The correlation between purposes and educational programs must also be demonstrated quantitatively and qualitatively in the policies of admission, content of curricula, requirements for graduation, and instructional methods and procedures (see Table 13).

Undergraduate programs. All interviewees agreed that it was appropriate to include undergraduate programs

Table 14

Responses to Standard 2: Educational Programs and Curricula--Undergraduate Program

	I	II	III
	---	----	-----
KEY: I Appropriate			
II Appropriate with Modification			
III Not Appropriate			
EDUCATIONAL PROGRAMS AND CURRICULA	20 (95.2%)	1 (4.8%)	0
Undergraduate Program	20 (95.2%)	1 (4.8%)	0
Undergraduate Completion Requirement	19 (90.4%)	2 (9.6%)	0
Undergraduate Curriculum	19 (90.4%)	2 (9.6%)	0
Undergraduate Instruction	19 (90.4%)	2 (9.6%)	0
Undergraduate Admission	13 (61.9%)	7 (33.3%)	1 (4.8%)

in the institutional evaluation. Since the majority of the students are in the undergraduate program, the interviewees felt that evaluation of the undergraduate curriculum, instruction, requirements for graduation, and admission were appropriate subjects for constant evaluation, with the exception of one interviewee who disagreed about undergraduate admission being evaluated at all (see Table 14).

Continuing education, extension and other special educational activities. Most of the interviewees agreed that institutions should conduct programs in continuing education, extension and special educational activities and should formulate clear and explicit goals for these programs and be prepared to demonstrate their effectiveness in achieving these goals. They also believed that it is appropriate that these criteria be included in the standards of institutional evaluation (see Table 15).

Only the University of Science is directly involved in off-campus programs, and interviewees from this university agreed that the program was an appropriate subject for evaluation.

Most interviewees agreed that each university should develop a variety of programs specifically to provide life long learning for their constituents and that the programs should be focused on the country's contemporary needs.

Table 15

Responses to Standard 2: Educational Programs and Curricula--Continuing Education, Extension and Other Special Educational Activities

KEY: I Appropriate

II Appropriate
with Modification

III Not Appropriate

	I ---	II ---	III ---
EDUCATIONAL PROGRAMS AND CURRICULA	20 (95.2%)	1 (4.8%)	0
Continuing Education, Extension and Other Special Educational Activities:			
Professional In-Service Programs	19 (90.4%)	2 (9.6%)	0
Off-Campus Programs	4 (19.1%)	3 (14.3%)	0

Responses to Standard 3: Outcomes

Assessing the effectiveness of any institution must be based on evidence of the extent to which it has achieved the goals it has set for itself. Although this is difficult to evaluate, the necessity of seeking it is inescapable. The interviewees agreed that only through evaluation of outcomes was the public assured of the level of institutional performance and made aware of areas needing attention.

Studies of outcomes should accumulate useful data for institutional research and development. Institutional research can provide significant information on all phases of college or university programs. Utilization of such data was thought to be a measure of an institution's sophistication in the use of the self-study process and of its understanding of the data needed for sound planning (see Table 16).

Table 16

Responses to Standard 3: Outcomes--Formative Evaluation;
Summative Evaluation

Key:	I	II	III
	I	II	III
	---	-----	-----
	I	II	III
	---	-----	-----
OUTCOMES	18 (85.7%)	3 (14.3%)	0
(Institutional Effectiveness)			
Formative Evaluation:	21 (100%)	0	0
Institutional Self	21 (100%)	0	0
Evaluation			
Program Self Evaluation	19 (90.4%)	2 (9.6%)	0
Summative Evaluation:	19 (90.4%)	2 (9.6%)	0
Self Evaluation	19 (90.4%)	2 (9.6%)	0
Final Report			

Responses to Standard 4: Student Services and Activities

A program of student services was considered one of the most important. It should not only motivate the students toward significant academic achievement, but may, also, establish meaningful associations among students, faculty and administration and can furnish ample opportunities for the development of numerous individual talents.

Table 17

Responses to Standard 4: Student Services and Activities--
Student Success and Achievement

	I ---	II ----	III -----
KEY: I Appropriate			
II Appropriate with Modification			
III Not Appropriate			
STUDENT SERVICES AND ACTIVITIES	17 (80.9%)	4 (19.1%)	0
Student Success and Achievement:	20 (95.2%)	1 (4.8%)	0
Student Achievement	20 (95.2%)	1 (4.8%)	0
Attendance and Cancellations	18 (85.7%)	3 (14.3%)	0

Student success and achievement. The interviewees chose student success and achievement as the most important

criteria under the standard of student services and activities. They agreed that institutions should demonstrate their commitment to high standards of teaching and scholarship (see Table 17). Only through this commitment

Table 18

Responses to Standard 4: Student Services and Activities

--Student Services

KEY: I Appropriate

II Appropriate
with Modification

III Not Appropriate

	I ---	II ----	III -----
STUDENT SERVICES AND ACTIVITIES			
Student Services	20 (95.2%)	1 (4.8%)	0
Academic Advising, Counseling, and Career Development	18 (85.7%)	3 (14.3%)	0
Health Services	18 (85.7%)	3 (14.3%)	0
Records	17 (80.9%)	4 (19.1%)	0
Intramural Athletics	17 (80.9%)	4 (19.1%)	0
Intercollegiate Athletics	17 (80.9%)	4 (19.1%)	0
Student Financial Aids	16 (76.2%)	5 (25.8%)	0
Residence Hall	16 (76.2%)	5 (25.8%)	0
Placement	13 (61.9%)	8 (38.1%)	0

would specific intellectual and/or affective or creative capabilities and specific occupational or professional skills on the parts of the students be developed.

Interviewees suggested that the institutions should have a definite, equitable, and well established attendance and cancellation policy for all offerings of at least a standard academic semester in length. Evaluation of the implementation of this policy was felt to be appropriate.

Student services and activities. All the criteria suggested for student services and activities were agreed to by the interviewees as being appropriate as a component in institutional evaluation (see Table 18). In their view, slight modifications should be made to all the criteria suggested, especially with placement, student financial aid and residence hall.

It was important that financial aid, management of residence hall, student placement and health services be frequently checked for their excellent performances. The administration should know whether health services were available to students and how they were staffed and financed. To be aware of residence hall programs and food service operations. To know whether placement services are available to students, both part-time and full-time; and, lastly, to understand the nature of financial assistance, including amounts available, numbers of students assisted

during the past academic years, number of scholarships, etc. Evaluation could also indicate whether qualified students were denied financial aid because of insufficient funds.

Evaluation on intramural and intercollegiate athletics programs was felt to be appropriate because it can pinpoint the areas of coordination and diversification in these two programs. It could also describe the major categories of extracurricular activities supervised by student personnel services and the sources of funding for these activities.

Traditional moral values and religiousness. Freedom of religious practices is allowed on campus, because these practices are felt to be important to educate students in a particular religious heritage, to help them become aware of, and to understand, the potentialities of a full-time religious vocation, to develop their abilities to understand and defend a theological position, and to help them develop a dedication to serving God in everyday life. Thus religious activities could stabilize order and morality on the campus. Evaluation was felt to be appropriate, for it could indicate the directions that student participation takes (see Table 19).

Student organizations. All student activities on campus are monitored by the Universities, Universities and College (Amendment) Act 1975. Evaluation of student activities and organizations was thought to be appropriate

(see Table 19). It could describe the nature and purpose of activities and the operation of the associations, how activities were financed, and to what extent students participated in institutional policy deliberations.

Student exchange programs with other institutions.

Even though this program was not widely practiced among Malaysian universities, each university has its own international exchange program which is related to its own fields of study. This program has become increasingly important as the advancement of technologies have become more complex. Evaluation of this program was considered

Table 19

Responses to Standard 4: Student Services and Activities--
Traditional Morality; Student Organizations; Student
Exchange Programs with Other Institutions

	KEY:		
	I	II	III
	I	II	III
	---	---	---
STUDENT SERVICES AND ACTIVITIES			
Traditional Morality and Religiousness	18 (85.7%)	3 (14.3%)	0
Student Organizations	17 (80.9%)	4 (19.1%)	0
Student Exchange Programs with Other Institutions	16 (76.2%)	5 (25.8%)	0

to be appropriate for its long- and short-term planning and development (see Table 19).

Student recruitment. Even though the majority of interviewees agreed to the appropriateness of student recruitment as part of the standard institutional evaluation, there was opposition to the appropriateness of other aspects of student success, notably the registration agreements and admission (see Table 20). The interviewees believed that the institutions should have the privilege to enroll all types of students and should possess the right to advertise and to establish its own admissions criteria parallel to its goals and philosophy.

However, interviewees also agreed that the institution should not permit the "selling of jobs or money" in the name of education or training. Recruitment should be ethical and accomplished with full disclosure. All scholarships, loans, and institutional grants-in-aid should be fully disclosed and available to all eligible students. The same disclosure standards should apply to tuition and other charges, and the institution's refund policy should be explained fully to students prior to enrollment.

Few of the interviewees opposed the evaluation of tuition and payment policies. It is up to the institution, they suggested, to formulate the policies for collecting and refunding money, with all students entitled to fair and

equitable financial treatment by the institution,
understanding both their rights and those of the institution

Table 20

Responses to Standard 4: Student Services and Activities--
Student Recruitment; Admission Policy and Procedures;
Tuition and Payment Policies

KEY	I Appropriate		
	II Appropriate with Modification		
III Not Appropriate			
	I	II	III
	---	----	-----
STUDENT SUCCESS AND ACTIVITIES			
Student Recruitment:	15 (71.4%)	5 (25.8%)	1 (4.8%)
Advertising and Promotions	14 (66.6%)	3 (14.3%)	4 (19.1%)
Recruitment	14 (66.6%)	6 (28.6%)	1 (4.8%)
Admission Policy and Procedures:	15 (71.4%)	5 (25.8%)	1 (4.8%)
Registration Agreements	17 (80.9%)	2 (9.6%)	2 (9.6%)
Admission	13 (61.9%)	7 (33.3%)	1 (4.8%)
Tuition and Payment Policies:	12 (57.1%)	8 (38.1%)	1 (4.8%)
Procedures for Collecting Money	16 (76.2%)	4 (19.1%)	1 (4.8%)
Rates	15 (71.4%)	5 (25.8%)	1 (4.8%)
Refunds and Collecting Money	14 (66.6%)	5 (25.8%)	2 (9.6%)

in this area.

Responses to Standard 5: Faculty

All those interviewed agreed that it was appropriate to include faculty in the standard of institutional evaluation (see Table 21). With the exception of faculty salary scale and benefits and academic freedom and professional security, no opposition was shown to the

Table 21

Responses to Standard 5: Faculty--Professional Growth;
Professional and Scholarly Preparation; Faculty Loads;
Quality of Faculty's Performance

KEY	I	Appropriate			
			I	II	III
	II	Appropriate with Modification	---	----	-----
	III	Not Appropriate			
FACULTY			19 (90.4%)	2 (9.6%)	0
Professional Growth			19 (90.4%)	2 (9.6%)	0
Professional and Scholarly Preparation			17 (80.9%)	4 (19.1%)	0
Faculty Workloads			17 (80.9%)	4 (19.1%)	0
Quality of Faculty's Performance			17 (80.9%)	4 (19.1%)	0

suggested criteria. In most cases slight modifications to the criteria was essential.

Professional growth. Criteria for promotion of the employed faculty could be developed by evaluating professional growth, which is important because promotion is considered to have a positive influence upon the morale and professional development of the faculty.

Professional and scholarly preparations. Modifications were suggested to the criteria of professional and scholarly preparations (see Table 21). Revisions of professional staff development programs should be made if a certain number of weaknesses are found. In addition, the amount and quality of scholarly activity at the institution should also be evaluated.

Faculty workloads. The interviewees agreed that it is appropriate to include faculty workloads in the standard of institutional evaluation (see Table 21). Workloads reflect the institution's purpose and proper use of the training which each faculty member possesses, thus allowing for professional growth and opportunities for renewal. The modification suggested was that the criteria for determining faculty workloads should be cooperatively developed and clearly stated. All workload factors were to be considered, e.g., class size, number of preparations, contact hours, nature of subject matter, level and mode of instruction, student advising, assistance available, time engaged in research and maintaining academic competency, and other

institutional assignments.

Quality of faculty performance. There was no opposition to evaluation of the quality of faculty performance (see Table 21). The interviewees agreed that effective instruction was related to instructional load and that each institution must conduct periodic evaluation of the performance of individual faculty members. The evaluation must include a statement of the criteria against which the performance of the individual faculty members will be measured, and the criteria must be made known to all concerned.

Selection of faculty. All interviewees agreed that it is appropriate to include the selection of faculty in the standard of institutional evaluation (see Table 22). About 26% of the interviewees suggested that procedures for the selection of faculty be modified so that the recruitment, appointment, and promotion of faculty members could be decided by the university council in line with university philosophy. They also agreed that the policies and procedures to be followed in these activities should be clearly stated in institutional documents.

Part-time faculty. The interviewees agreed that the intake of part-time faculty must be properly controlled. Part-time faculty performance must periodically be evaluated in the same manner as full-time faculty (see Table 22). It

was advised that each institution establish and publish comprehensive part-time faculty employment.

Faculty salary scale and benefits. It was agreed that the faculty salary scale and the program of benefits were appropriate to include in the standard of institutional evaluation. These should be regularly and frequently evaluated to keep them current with changing economic,

Table 22

Responses to Standard 5: Faculty--Selection of Faculty;
Criteria and Procedures for Evaluation; Part-Time Faculty;
Faculty Salary Scale and Benefits

KEY	I	II	III
	Appropriate	Appropriate with Modification	Not Appropriate
FACULTY	I ---	II ----	III -----
Selection of Faculty	16 (76.2%)	5 (25.8%)	0
Criteria and Procedures for Evaluation	16 (76.2%)	5 (25.8%)	0
Part-Time Faculty	16 (76.2%)	5 (25.8%)	0
Faculty Salary Scale and Benefits	15 (71.4%)	5 (25.8%)	1 (4.8%)
Academic Freedom and Professional Security	13 (61.9%)	7 (33.3%)	1 (4.8%)

political and social conditions. Since the federal

government is in full control of the salary implementation, representatives from universities should be invited to participate in the federal salary scale review board.

Academic freedom and professional security. All but one of the interviewees agreed that academic freedom and professional security should be evaluated (see Table 22), because a sound educational environment and an effective faculty performance require a climate of reasonable security and a framework of academic freedom. Thirty-three percent suggested that the academic freedom given to all academic staffs must be within the limits of the framework of the Universities, Universities College (Amendment) Act, 1975.

Responses to Standard 6: Institutional Support Services and Physical Resources

All those interviewed agreed that institutional support services and physical resources are appropriate for inclusion in the standard of institutional evaluation (see Table 23). Slight modifications were needed for each criteria suggested.

Physical resources. Physical resources, including buildings, equipment and campus, must be adequate to serve the needs of the institution in relation to its stated purpose, programs and activities. To update the data on these resources, the interviewees agreed that a systematic evaluation schedule was compulsory (see Table 23).

Table 23

**Responses to Standard 6: Institutional Support Services
and Physical Resources--Physical Resources**

KEY	I Appropriate	II Appropriate with Modification	III Not Appropriate	I	II	III
				---	----	-----
	INSTITUTIONAL SUPPORT SERVICES AND PHYSICAL RESOURCES	20 (95.2%)	1 (4.8%)	0		
	Physical Resources	21 (100%)	0	0		
	Adequacy of Physical Plan and Facilities	20 (95.2%)	1 (4.8%)	0		
	Building, Ground and Equipment Maintenance	19 (90.4%)	2 (9.6%)	0		
	Space Management	18 (85.7%)	3 (14.3%)	0		
	Safety and Security	17 (80.9%)	4 (14.3%)	0		
	Facilities and Master Plan	17 (80.9%)	4 (19.1%)	0		

In addition, a systematic planned approach to the future development of the facilities is needed to ensure that facilities are available to support planned institutional activities. A plan for the upkeep of its property might include routine management and preventive maintenance of buildings, equipment and grounds.

Planning should be both adequate and equitable: space

allocation for any function must be adequate for the effective conduct of the function, and physical resource planning should include provision for ready access to campus facilities for various constituencies, including the disabled. Planning should also consider changing technologies and appropriate security arrangements. Of equal importance with the resources required and the necessity to planning to meet those requirements are proper management and use of the institution's plant, equipment, materials and fiscal resources.

Institutions must maintain a master plan for campus development. A current master plan for facilities should provide for the institution's future orderly development and must be maintained in writing. This plan should be related to both the educational master plan and the long-range financial plan.

Evaluation of performance of support personnel.

Support personnel were felt to be of equal importance to the members of the faculty. Those interviewed suggested that evaluation of the administration and staff of the maintenance department should be compulsory in determining their organization, procedures, competence, and stability (see Table 24).

Salaries and benefits for support personnel. Even though salary schemes for staffs were taken care of by the

federal government, those interviewed agreed that it was appropriate to include this factor in the standard of institutional evaluation (see Table 24). Data obtained from the evaluation could be beneficial to the salary review board.

Table 24

Responses to Standard 6: Institutional Support Services and Physical Resources--Evaluation of the Performance of Support Personnel; Salaries and Benefits for Support Personnel

KEY	I	Appropriate			
	II	Appropriate with Modification			
	III	Not Appropriate	I	II	III
			---	----	-----
INSTITUTIONAL SUPPORT SERVICES AND PHYSICAL RESOURCES					
		Evaluation of Performance of Support Personnel	18 (85.7%)	3 (14.3%)	0
		Salaries and Benefits for Support Personnel	16 (76.2%)	4 (19.1%)	1 (4.8%)

Responses to Standard 7: Governance, Administration and Leadership

The suggested criteria for governance, administration

and leadership was considered to be appropriate for inclusion in the standard of institutional evaluation (see Table 25). Everybody interviewed agreed, because the responsibility of the university council is to serve the public interest by accepting legal responsibility for

Table 25

Responses to Standard 7: Policies and Procedures for Effective Institutional Management; Planning System

KEY	I	Appropriate	I	II	III
	II	Appropriate with Modification			
	III	Not Appropriate			
GOVERNANCE, ADMINISTRATION AND LEADERSHIP			18 (85.7%)	3 (14.3%)	0
		Policies and Procedures for Effective Institutional Management	21 (100%)	0	0
		Planning System	21 (100%)	0	0
		Institutional Development Plan	20 (95.2%)	1 (4.8%)	0
		Program Development Plan	20 (95.2%)	1 (4.8%)	0

seeing that the institution is what it was meant to be, that it fulfills the announced mission and goals for which it was founded and ensures its continuance.

Policies and procedures for effective institutional management. There was no opposition or modifications to the standard of policies for effective institutional management. Everybody fully agreed to it.

Planning system. The planning system was considered to be very important to any institution, and those interviewed agreed to include it in the standard of institutional evaluation (see Table 25). The first essential for a strong institution is a carefully planned administrative organization which coordinates all its resources effectively toward the accomplishment of accepted institutional purposes. Continuous self-study was an essential ingredient of such planning in a regular and systematic program of internal institutional research. Adequate communications are essential for effective implementation of institutional policy.

For the program development plan, those interviewed suggested that educational activities should be consistent with the institution's philosophy and objectives. The educational program should show evidence of a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both.

A comprehensive approach to a system of institutional planning takes into account not only the resources and processes of education but also evaluation of the results of

education and plans for the improvement of the institutional programs.

System of Personal Administration; Statistical Information; Acquisitions and Supplies; System of General Purchases; and Warehouse. The interviewees expressed concern over the suggested criteria for personal administration, statistical information, etc. An excellent system would coordinate all administrative and academic functions to best serve the institutional mission. They agreed that the criteria are appropriate as parts of a standard of institutional evaluation.

Inter-department group working relationship. There was no opposition to the criteria for inter-departmental relationships (see Table 26). The existence of internal communications between departments (academic and administration) is paramount to promote and sustain good working relationships and healthy institutional morale. Systematic and continuous effort must be devoted to maintaining the flow of information to and from all parties concerned.

Institutional advancement. Those interviewed agreed that institutional advancement should include programs in development, institutional relations and alumni programs affairs. These programs must be directly related to the purposes of the institution and, most important, must have

the support of the council, administration, staff, students, general public and alumni.

Table 26

Responses to Standard 7: Governance, Administration and Leadership--System of Statistical Information; Personnel Administration; Acquisitions and Supplies; Warehouse; System for General Purchases; Inter-Department Group Working Relationship; Institutional Advancement

KEY:	I	Appropriate			
	II	Appropriate with Modification			
III	Not Appropriate				
	I	II	III		
	---	----	-----		
GOVERNANCE, ADMINISTRATION and LEADERSHIP					
System of Personnel Administration; Statistical Information; Acquisitions and Supplies; System of General Purchases; and Warehouse	20 (95.2%)	1 (4.8%)	0		
Inter-Department Group Working Relationship	19 (90.4%)	2 (9.6%)	0		
Institutional Advancement	19 (90.4%)	2 (9.6%)	0		
Publications	18 (85.7%)	3 (14.3%)	0		
Alumni Affairs	16 (76.2%)	4 (19.1%)	1 (4.8%)		

The interviewees believed that publications, advertising,

and other communications concerning the institution's programs, services, activities, and personnel should emphasize the institution's educational opportunities and should represent them in language that is accurate, clear, and unambiguous. Institutions should keep in mind the reading publics for which such publications are intended.

Even though alumni activities in Malaysian universities are not in full gear, the interviewees agreed that the institutions should keep current and accurate records of the names, addresses, occupations, and accomplishments of alumni. The relationship between the institution and the alumni was thought to be important in the development of the institution.

Organization and administration. Everyone interviewed agreed that organization and administration are important in any institution, because administration is concerned with every aspect of institutional organization and operation. Evaluation of these criteria could help in coordinating all the resources effectively toward the accomplishment of accepted institutional purposes.

The governing council (majlis) and the governing court (jumaah) play a very important role in serving the institution. The court is important as an advisory body (not an executive power) and the council as a policy making

and executive body of the institution. Evaluation of these two bodies is essential in developing an effective, farsighted leadership in the institutional development and advancement objectives.

Table 27

Responses to Standard 7: Governance, Administration and Leadership--Organization and Administration

	KEY:		
	I	II	III
	I	II	III
	---	----	-----
GOVERNANCE, ADMINISTRATION AND LEADERSHIP			
Organization and Administration	18 (85.7%)	3 (14.3%)	1 (4.8)
Administration Organization	18 (85.7%)	3 (14.3%)	0
Official Policies	15 (71.4%)	6 (33.4%)	0
Advisory Board (University Court)	15 (71.4%)	5 (28.6%)	1 (4.8%)
Governing Council Organization	15 (71.4%)	5 (28.6%)	1 (4.8%)

The modifications suggested by the interviewees were related to official policies and organizational administration of the governing board. The policies should be parallel with the national policies of the country and

the governing board should stand firm in implementing the policies.

Governing council's contribution to improving the institution. Members of the governing council are chosen by the Ministry of Education because of their ability and willingness to serve the institution, primarily to ensure institution's academic integrity. In doing so, they should

Table 28

Responses to Standard 7: Governance, Administration and Leadership--Governing Council's Contribution to Improving the Institution

KEY	I	II	III
	Appropriate	Appropriate with Modification	Not Appropriate
	I	II	III
	---	---	---
GOVERNANCE, ADMINISTRATION AND LEADERSHIP			
Governing Council's Contribution to Improving the Institution	17 (80.9%)	3 (14.3%)	1 (4.8%)
Institutional Activities to Improve the Quality of Its Primary Service Area	19 (90.4%)	2 (9.6%)	0
Institution's External relation with Federal Government	16 (76.2%)	5 (23.8%)	0

act as a body not subjected to pressures from external or internal forces. Those interviewed generally agreed that it was appropriate to include the governing board's contribution to improving the institution in the standard of institutional evaluation (see Table 28).

Social affairs with respect to students, faculty and staff. Despite some opposition to an evaluation of the social affairs, the majority of the interviewees believed an institution should offer programs of social affairs to individual students, faculty, and staff as well as the majority at large (see Table 29).

Table 29

Responses to Standard 7: Governance, Administration and Leadership--Social Affairs with Respect to Students; Faculty and Staff Personnel

KEY	I Appropriate	II Appropriate with Modification	III Not Appropriate	I	II	III
				---	----	-----
GOVERNANCE, ADMINISTRATION AND LEADERSHIP						
	Social Affairs with Respect to:					
	Students	16 (76.2%)	4 (19.1%)	1 (4.8%)		
	Faculty and Staff Staff Personnel	16 (71.4%)	4 (19.1%)	1 (4.8%)		

Responses to Standard 8: Financial Budgeting and Planning

All those interviewed agreed that it was appropriate to consider financial budgeting and planning in the standard of institutional evaluation (see Table 30), because these elements are consistently related to educational plans and they reflect commitments to educational programs. Continuous evaluation or self-study is an essential ingredient of such planning in a regular and systematic program of internal institutional research.

Table 30

Responses to Standard 8: Financial Resources and Planning--
Financial Budgeting and Planning; Management System for
Accounting and Financing

KEY	I Appropriate	II Appropriate with Modification	III Not Appropriate	I	II	III
				---	---	---
FINANCIAL RESOURCES AND PLANNING	20 (95.2%)	1 (4.8%)	0			
Financial Planning	19 (90.4%)	2 (9.6%)	0			
Management System for Accounting and Financing	18 (85.7%)	3 (14.3%)	0			

Management system for accounting and financing. All those interviewed agreed that the management system for

accounting and financing be evaluated (see Table 30). In addition, institutions must adopt an accounting system that follows the generally accepted principles of institutional accounting. A program of internal auditing and control should be maintained to complement the accounting system and the external audit.

Table 31

Responses to Standard 8: Financial Resources and Planning--
Investment Portfolio

KEY	I Appropriate		
	II Appropriate with Modification		
III Not Appropriate			
	I	II	III
	---	----	-----
FINANCIAL RESOURCES AND PLANNING			
Investment Portfolio	16 (76.2%)	1 (4.8%)	4 (19.1%)
System for Demonstrating Accountability	16 (76.2%)	5 (25.8%)	0

Investment portfolio. Despite opposition among the interviewees, the majority still believed that the investment portfolio is an appropriate subject for evaluation (see Table 31). Many suggested that institutions should have a written statement of their investment

policies and guidelines and that these should be approved by the council.

System for demonstrating accountability. There was no opposition to evaluation of the system for demonstrating accountability (see Table 31). Many suggested that to demonstrate accountability in the system, an external independent audit should be constructed annually on a regularly scheduled basis and reviewed by the council.

Table 32

Responses to Standard 9: Instructional Resources and Equipment--Financial Resources and Budget

KEY	I	Appropriate			
			I	II	III
	II	Appropriate with Modification	---	---	---
	III	Not Appropriate			
INSTRUCTIONAL RESOURCES AND EQUIPMENT			21 (100%)	0	0
Financial Resources and Budget			19 (90.4%)	2 (9.6%)	0

Responses to Standard 9: Instructional Resources and Equipment

The criteria of instructional resources and equipment was considered by the interviewees as the second most important standard to be evaluated (see Table 32). They

suggested that in order to support its curriculum, each institution must provide a variety of facilities and instructional support services. These services should be organized and administered so as to provide easy access for faculty and student users, should be adequate to allow the fulfillment of institutional purposes to support the educational process, and should contribute to the effectiveness of learning and to the wise and efficient use of resources. Constant evaluation of these departments is essential.

Financial resources and budget. Interviewees agreed that human, physical, financial and equipment resources are important for student development services. Staff loads and budgets for these services must reflect the institutional goals. Constant evaluation of these services is important to ensure effectiveness and the consistency of these services with the students' needs and the institution's purposes.

Physical facilities and instructional resources. Every one interviewed agreed that it is appropriate to include physical facilities and instructional resources in the standard of institutional evaluation (see Table 33). These support services must provide a variety of services that support the educational program and the intellectual and cultural development of faculty and students.

The institution should have its own library or collection of learning resources. The interviewees suggested that each library should provide basic library services,

Table 33

Responses to Standard 9: Instructional Resources and Equipment--Physical Facilities and Instructional Resources

KEY	I Appropriate	II Appropriate with Modification	III Not Appropriate	I	II	III
				---	---	---
INSTRUCTIONAL RESOURCES AND EQUIPMENT						
	Physical Facilities and Instructional Resources	19 (90.4%)	2 (9.6%)	0		
	Laboratories and Workshops	20 (95.2%)	1 (4.8%)	0		
	Buildings	19 (90.4%)	2 (9.6%)	0		
	Library	19 (90.4%)	2 (9.6%)	0		
	Services	19 (90.4%)	2 (9.6%)	0		
	Collections	19 (90.4%)	2 (9.6%)	0		
	Staff	18 (85.7%)	3 (14.3%)	0		
	Institutional Relationship	17 (80.9%)	4 (19.1%)	0		
	Instructional Resources	20 (95.2%)	1 (4.8%)	0		

which may include the following: an orientation program,

designed to teach new users how to obtain designed to offer them individual assistance; access to bibliographic information; and access to materials. Any one variety of methods, or a combination of them, may be used for this purpose: information instruction, lectures, library guides and user aids, selfpaced instruction and computer assisted instruction.

Besides adequate study space and staff, the library should be encouraged to participate in the exchange of materials within library networks. The effectiveness of these arrangements must be regularly evaluated.

Summary

Although only about 14% of the interviewees had taken some kind of formal course in institutional evaluation, a large percentage of them had been involved in informal methods of evaluation--primarily through self-study (67%), workshops or conventions (48%), and curricular committees for program evaluation (38%). According to the respondents, evaluation at higher education institution in Malaysia is not a routine administrative procedure; instead, it is a process generally implemented by administrators and university planners for the relatively narrow purpose of inquiring into the institution's financial needs. Program evaluation is, however, often initiated in order to achieve the broader purpose of academic excellence. All those

interviewed agreed that institutional evaluation is supremely important to improvement in almost all areas of university functioning.

The tabulated results of the majority of those interviewed--ranging between 80-100%--agreed that it would be appropriate to include the following standards as factors in institutional evaluation: institutional integrity; educational programs and curricula; outcomes; student services and activities; faculty; institutional support services and resources; governance, administration and leadership; financial resources and planning; instructional resources and equipment.

Some respondents--ranging between 5-25%--felt that many of the standards needed some modifications, particularly graduate and undergraduate admission, placement, and tuition and payment policies. A few respondents--ranging between 5-10%--felt that it would be inappropriate to include particular aspects of these standards as factors in institutional evaluation. These included specific aspects of student services relating to recruitment, admission and tuition; specific aspects of faculty relating to salary and academic freedom; specific aspects of governance, administration and leadership, the governing council's contribution, and social affairs; and specific aspects of financial resources and planning relating to the institution's investment portfolio.

CHAPTER V

Summary, Conclusions, and Recommendations

The purpose of this study was to formulate the standards of institutional evaluation that would be useful to universities and higher learning institutions in Malaysia. A survey of the related literature revealed that standards of institutional evaluation appropriate for universities and higher learning institutions in Malaysia were virtually non-existent. The purpose of this study is to develop the criteria for and to extend the literature regarding institutional evaluation of universities in Malaysia. Hopefully, the results of this study can easily be utilized to fit the needs of these institutions.

Six universities in Malaysia were selected for the study. The researcher interviewed the universities' administrators, specifically the vice-chancellor of academic affairs, the vice-chancellor of student affairs, the vice-chancellor of development affairs, the registrars, and the director of research and consultancy from each university.

Nine standards were developed as an instrument of institutional evaluation of universities: institutional integrity; educational programs and curricula; outcomes; student services and activities; faculty; instructional support services and resources; governance, administration and leadership; financial resources and planning; and

institutional resources and equipment. The standards were discussed with the interviewees, and the interview results were then synthesized for this study.

The materials in this chapter were organized in the following general categories:

- . Discussion of the results and implications of this study.
- . Conclusions of the interviewees
- . Conclusions of the researcher

Discussions of the Results and Implications of This study

As part of an emerging developing country, Malaysia higher education institutions are facing great challenges. The demands of society, manifested both in terms of the quest for advancement of knowledge and the quest for opportunity, have placed extraordinary demands on higher education. At a time when resources are limited, institutions are assuming expanding responsibilities for traditional education, as well as public service.

If the universities are determined to improve their quality and to maximize utilization of resources, implementation of institutional evaluation is a means to achieve these goals. Through evaluation, a powerful evolutionary instrument is pointing the way to drastic institutional change for the better.

Conclusions of the Interviewees

Responses from the twenty-one participants interviewed indicated that there is a definite need to implement standards of institutional evaluation as an instrument of evaluation of universities and higher learning institutions in Malaysia. All participants stated that institutional evaluation and program evaluation should be the standard procedure for all universities in Malaysia. Preferences in formulating the standards of evaluation should be parallel to national needs, the needs of the under-privileged segments of the society, and the society at large, as well as being correlated with the mission, goals and objectives of the institution. They all agreed that the standards formulated by the researcher were appropriate and useful for the model of institutional evaluation. The standards have several strong points: it introduces the concept of self-evaluation, encourages a rational and analytical appraisal of the functioning of both the institutions and training programs, promotes systematization of both the education and the evaluation processes, is dynamic and operative, and provides continuous feedback.

Conclusions of the Researcher

The standards in this study were designed to be flexible in nature. In order to be used beyond the limits of the study, the standards need adaptations to compensate for the

institutional differences in size, programs specialization, location, and budget.

Throughout the study, the researcher found that all those interviewed wholly agreed, without exception, that institutional evaluation is very important as a requirement to institutions of higher learning in Malaysia. The questions were, how would the evaluation be conducted and who would conduct them?

Several suggestions were made by the interviewees. Evaluation should be grouped into two separate agencies--one for the institutional evaluation and another for program evaluation. Institutional evaluation should be conducted by the elected individuals, professionals from universities, related ministries from the federal government, and volunteer consultants from higher learning institutions. Members of the program evaluation agency should consist of top professionals in the field related to a particular educational program. The team may be from recognized professional associations or may be members of established higher learning institutions specialized in specific study program. They may be from national or international organizations.

The institutional evaluation agency should espouse institutional improvement and its achievement through the establishment of ongoing capacities for institutional

self-study and research. The program evaluation agency, in contrast, should espouse the certification of programs that are recognized for their excellence. These two agencies should identify institutional and program improvements and should recognize institutions and programs meeting standards of good practice.

Recommendations

An important observation noticed by the researcher is that, in preparing to implement standards considered by the sample population to be acceptable with modification, careful exploration and examination of the reasons or the nature of the requested modifications should be required before they can be appropriate at the local level.

Additional recommendations by the researcher were:

1. The possible follow up of this study, is to establish a model of institutional evaluation, using the formulated standards, specifically for universities and institutions of higher learning in Malaysia.
2. The standards formulated were general standards, applicable to all institutions. Additional standards could be formulated to fit the needs of a particular institution in relation to its area of specialization.
3. The standards were meant for public institutions of higher learning. Additional standards or certain

amount of modifications would be necessary for private institutions.

4. The standards can be used as references for future studies relating to institutional evaluation of universities in Malaysia.
 5. The standards should be submitted to the authorities of universities and institutions of higher learning, also to the authority of the Ministry of Education, Malaysia for further action.
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APPENDIX A

**INTERVIEW FORMAT: A STUDY OF INSTITUTIONAL
EVALUATION OF UNIVERSITIES IN MALAYSIA**

Appendix A

INTERVIEW FORMAT ON
A STUDY OF INSTITUTIONAL EVALUATION OF UNIVERSITIES
IN MALAYSIA

Part I:

1. Name of Institution: _____
2. Date of Interview : _____
3. Present Designation of Interviewees:
 - 3.1 Associate Vice-Chancellor of Academic Affairs : _____
 - 3.2 Associate Vice-Chancellor of Students' Affairs : _____
 - 3.3 Associate Vice-Chancellor of Development Affairs: _____
 - 3.4 Director of Research of Higher Education : _____
 - 3.5 Registrar : _____
4. Years of working in the institution.
 - 4.1 One to two years (between 1984-1986) : _____
 - 4.2 Three to four years (between 1982-1986) : _____
 - 4.3 Five or more years (between 1981-1986 or before): _____
5. Academic background.
 - 5.1 Professional Title
 - 5.1.1 Professor : _____
 - 5.1.2 Associate Professor : _____
 - 5.1.3 Others : _____
 - 5.2 Academic background
 - 5.2.1 Doctor of Philosophy : _____
 - 5.2.2 Masters of Arts : _____
 - 5.2.3 Masters of Science : _____
 - 5.2.4 Others : _____

6. Formal courses of educational or institutional evaluation during college years?

6.1 Yes :

6.2 No :

If the answer is Yes, please describe them (it)?

7. Informal ways or opportunity to learn about institutional evaluation.

7.1 Attending workshops or conventions : _____

7.2 Faculty in-service programs : _____

7.3 Self study : _____

7.4 Member of an institutional evaluation committee : _____

7.5 Member of curricular committees for program evaluation : _____

7.6 Member of Higher Education Planning Committee (HEPC) : _____

7.7 Others : _____

8 If you have participated in institutional evaluations, in which ways have you been involved?

9. Who has been involved in the evaluation process?

9.1 Administrators : _____

9.2 Planners : _____

9.3 Faculty : _____

9.4 Students : _____

9.5 Alumni : _____

9.6 Members of Public Sectors : _____

9.7 Members of Private Sectors : _____

9.8 Members of Professional Associations : _____

9.9 Members of Higher Education Planning Committees : _____

9.10 Others : _____

How are they involved in the evaluation process?

10. Do you think that institutional evaluation could contribute to institutional changes?

10.1 Yes : _____

10.2 No : _____

10.3 Uncertain : _____

If the answer is YES, in what way?

11. Is institutional evaluation important to institutional improvement?

11.1 Yes : _____

11.2 No : _____

11.3 Uncertain: _____

If the answer is YES, in what way?

Otherwise, suggest way/ways for institutional improvement.

Part II:

Please select the following responses; if you select responses, Appropriate with Modification OR Not Appropriate, please state your observations or suggestions.

KEY:

- I Appropriate
- II Appropriate with Modification
- III Not Appropriate

	I ---	II ----	III -----
STANDARD 1			
INSTITUTIONAL INTEGRITY (Mission, Goals and Objectives)	_____	_____	_____
1.1 Meeting the Needs of the Society	_____	_____	_____
1.1.1 Consistency of Policies and Procedures with Institutional Goals and Objectives	_____	_____	_____
1.2 Institutional Reality	_____	_____	_____
1.2.1 Effectiveness of Goals and Objectives in Helping to Maintain Institution's Identity	_____	_____	_____
 STANDARD 2			
EDUCATIONAL PROGRAMS AND CURRICULA	_____	_____	_____
2.1 Undergraduate Program	_____	_____	_____
2.1.1 Undergraduate Admission	_____	_____	_____

KEY: I Appropriate
 II Appropriate
 with Modification
 III Not Appropriate

	I ---	II -----	III -----
2.1.2 Undergraduate Completion Requirements	_____	_____	_____
2.1.3 Undergraduate Curriculum	_____	_____	_____
2.1.4 Undergraduate Instruction	_____	_____	_____
2.2 Graduate Program	_____	_____	_____
2.2.1 Graduate Admission	_____	_____	_____
2.2.2 Graduate Completion Requirements	_____	_____	_____
2.2.3 Graduate Curriculum	_____	_____	_____
2.2.4 Graduate Instruction	_____	_____	_____
2.3 Continuing Education, Extension and Other Special Educational Activities	_____	_____	_____
2.3.1 Professional In-Service Programs	_____	_____	_____
2.3.2 Off-Campus Programs	_____	_____	_____
STANDARD 3			
OUTCOMES (Institutional Effectiveness)	_____	_____	_____
3.1 Formative Evaluation	_____	_____	_____
3.1.1 Institutional Self-Evaluation	_____	_____	_____
3.1.2 Program Self-Evaluation	_____	_____	_____
3.2 Summative Evaluation	_____	_____	_____
3.2.1 Self-Evaluation Final Report	_____	_____	_____

KEY: I Appropriate
 II Appropriate
 with Modification
 III Not Appropriate

	I ---	II ----	III -----
STANDARD 4			
STUDENT SERVICES AND ACTIVITIES	_____	_____	_____
4.1 Student Recruitment	_____	_____	_____
4.1.1 Advertising and Promotions	_____	_____	_____
4.1.2 Recruitment	_____	_____	_____
4.2 Tuition and Payment Policies	_____	_____	_____
4.2.1 Rates	_____	_____	_____
4.2.2 Refunds and Cancellations	_____	_____	_____
4.2.3 Procedures for Collecting Money	_____	_____	_____
4.3 Student Success and Achievement	_____	_____	_____
4.3.1 Attendance and Cancellations	_____	_____	_____
4.3.2 Student Achievement	_____	_____	_____
4.4 Admission Policy and Procedures	_____	_____	_____
4.4.1 Admission	_____	_____	_____
4.4.2 Registration Agreements	_____	_____	_____
4.5 Student Services	_____	_____	_____

KEY: I Appropriate
 II Appropriate
 with Modification
 III Not Appropriate

	I ---	II ----	III -----
4.5.1 Academic Advising, Counseling and Career Development	_____	_____	_____
4.5.2 Records	_____	_____	_____
4.5.3 Placement	_____	_____	_____
4.5.4 Residence Hall	_____	_____	_____
4.5.5 Student Financial Aids	_____	_____	_____
4.5.6 Health Services	_____	_____	_____
4.5.7 Intramural Athletics	_____	_____	_____
4.5.8 Intercollegiate Athletics	_____	_____	_____
4.6 Student Organizations, Activities and Publications	_____	_____	_____
4.7 Traditional Moral Values and Religiousness	_____	_____	_____
4.8 Student Exchange Programs With Other Institutions	_____	_____	_____
STANDARD 5			
FACULTY	_____	_____	_____
5.1 Selection of Faculty	_____	_____	_____
5.2 Professional and Scholarly Preparation	_____	_____	_____
5.3 Faculty Salary Scale and Benefits	_____	_____	_____

KEY: I Appropriate
 II Appropriate
 with Modification
 III Not Appropriate

	I ---	II ----	III -----
5.4 Academic Freedom and Professional Security	_____	_____	_____
5.5 Professional Growth	_____	_____	_____
5.6 Faculty Loads	_____	_____	_____
5.7 Criteria and Procedures for Evaluation	_____	_____	_____
5.8 Quality of Faculty's Performance	_____	_____	_____
5.9 Part-Time Faculty	_____	_____	_____
STANDARD 6			
INSTITUTIONAL SUPPORT SERVICES AND PHYSICAL RESOURCES	_____	_____	_____
6.1 Physical Resources	_____	_____	_____
6.1.1 Adequacy of Physical Plant and Facilities	_____	_____	_____
6.1.2 Building, Ground and Equipment Maintenance	_____	_____	_____
6.1.3 Space Management	_____	_____	_____
6.1.4 Safety and Security	_____	_____	_____
6.1.5 Facilities and Master Plan	_____	_____	_____
6.2 Salaries and Benefits for Support Personnel	_____	_____	_____

KEY: I Appropriate
 II Appropriate
 with Modification
 III Not Appropriate

	I ---	II ----	III -----
6.3 Evaluation On Performance of Support Personnel	_____	_____	_____
STANDARD 7			
GOVERNANCE, ADMINISTRATION AND LEADERSHIP	_____	_____	_____
7.1 Organization and Administration	_____	_____	_____
7.1.1 Governing Board	_____	_____	_____
7.1.2 Advisory Committees	_____	_____	_____
7.1.3 Official Policies	_____	_____	_____
7.1.4 Administration Organization	_____	_____	_____
7.2 Institutional Advancement	_____	_____	_____
7.2.1 Alumni Affairs	_____	_____	_____
7.2.2 Publications	_____	_____	_____
7.3 Inter-Department Group Working Relationship	_____	_____	_____
7.4 Policies and Procedures for Effective Institutional Management	_____	_____	_____
7.5 Social Affairs with Respect to:			
7.5.1 Students	_____	_____	_____

KEY: I Appropriate
 II Appropriate
 with Modification
 III Not Appropriate

	I ---	II ----	III -----
7.5.2 Faculty and Staff Personnel	_____	_____	_____
7.6 Planning System	_____	_____	_____
7.6.1 Institutional Development Plan	_____	_____	_____
7.6.2 Program Development Plan	_____	_____	_____
7.7 System of: Statistical Information, Personnel Administration, Acquisitions and Supplies, Warehouse, System for General Purchases	_____	_____	_____
7.8 Governing Council's Contribution to Improving the Institution	_____	_____	_____
7.8.1 Institutional Activities to Improve the Quality of Its Primary Service Area	_____	_____	_____
7.8.2 Institution's External Relation with Federal Government	_____	_____	_____
STANDARD 8			
Financial Resources and Planning			
8.1 Financial Budgeting and Planning	_____	_____	_____
8.2 Management System for Accounting and Financing	_____	_____	_____
8.3 Investment Management	_____	_____	_____

APPENDIX B

DATA FROM THE INTERVIEW RESPONSES

- KEY: I Appropriate
 II Appropriate
 with Modification
 III Not Appropriate

	I ---	II ----	III -----
8.4 System for Demonstrating Accountability	_____	_____	_____

STANDARD 9

INSTRUCTIONAL RESOURCES AND EQUIPMENT

9.1 Financial Resources and Budget	_____	_____	_____
9.2 Physical Facilities and Instructional Support	_____	_____	_____
9.1.1 Physical Facilities	_____	_____	_____
9.1.1.1 Buildings	_____	_____	_____
9.1.1.2 Laboratories and Workshops	_____	_____	_____
9.1.1.3 Library	_____	_____	_____
9.1.1.3.1 Services	_____	_____	_____
9.1.1.3.2 Collect- ions	_____	_____	_____
9.1.1.3.3 Staff	_____	_____	_____
9.1.1.3.4 Institu- tional Relation- ships	_____	_____	_____
9.1.2 Instructional Support	_____	_____	_____

10. Lastly, do you have anything else to add that might contribute to the standards of institutional evaluation of universities in Malaysia?

Thank You

Appendix B

RESPONSE TO INTERVIEW ON
A STUDY OF INSTITUTIONAL EVALUATION OF UNIVERSITIES
IN MALAYSIA

Part I:

1. Name of Institution: _____
2. Date of Interview : _____
3. Present Designation of Interviewee:
 - 3.1 Associate Vice-Chancellor of Academic : 5
 - 3.2 Associate Vice-Chancellor of Students' Affairs : 4
 - 3.3 Associate Vice-Chancellor of Development : 4
 - 3.4 Director of Research and Consultancy : 2
 - 3.5 Registrar : 6
4. Years of working in the institution.
 - 4.1 One to two years (between 1984-1986) : 3
 - 4.2 Three to four years (between 1982-1986) : 0
 - 4.3 Five or more years (between 1981-1986 or before): 18
5. Academic background.
 - 5.1 Professional of the Interviewee:
 - 5.1.1 Professor : 11
 - 5.1.2 Associate Professor : 2
 - 5.1.3 Others : 8
 - 5.2 Highest academic degree achieved:
 - 5.2.1 Doctor of Philosophy : 11
 - 5.2.2 Masters of Science : 4
 - 5.2.3 Masters of Arts : 3
 - 5.2.4 Others : 3

6. Formal courses of institutional or academic evaluation attended, during college or professional working years:

6.1 Yes : 3

6.2 No : 18

If the answer is Yes, please describe them (it)?

7. Informal ways or opportunity to learn about institutional evaluation.

7.1 Attending workshops or conventions : 10

7.2 Faculty in-service programs : 7

7.3 Self study : 14

7.4 Member of an institutional evaluation committee : 5

7.5 Member of curricular committees for program evaluation : 8

7.6 Member of higher education planning committee : 6

7.7 Others : 7

8. If you have participated in institutional evaluations, in which ways have you been involved?

9. Who has been involved in the evaluation process?

9.1 Administrators : 19

9.2 Planners : 16

9.3 Faculty : 17

9.4 Students : 3

9.5 Alumni : 3

9.6 Members of public sector : 3

- 9.7 Members of : 3
private setors
- 9.8 Members of : 10
professional
associations
- 9.9 Members of : 5
higher education
planning
committee
- 9.10 Others : 1

How are they involved in the evaluation process?

10. Do you think that institutional evaluation could contribute to institutional changes?

- 10.1 Yes : 20
- 10.2 No : 0
- 10.3 Uncertain : 1

If the answer is YES, in what way?

11. Is institutional evaluation important to institutional improvement?

- 11.1 Yes : 21
- 11.2 No : 0
- 11.3 Uncertain : 0

If the answer is YES, in what way?

Otherwise, suggest way/ways for institutional improvement.

Part II:

Please select the following responses; if you select responses, II (Appropriate with Modification) OR III (Not Appropriate), please state your observations or suggestions.

KEY:

I Appropriate

II Appropriate
with Modification

III Not Appropriate

	I ---	II ----	III -----
STANDARD 1			
INSTITUTIONAL INTEGRITY (Mission, Goals and Objectives)	18	3	0
1.1 Meeting the Needs of the Community	15	6	0
1.1.1 Consistency of Policies and Procedures with Institutional Goals and Objectives	16	5	0
1.2 Institutional Reality	17	4	0
1.2.1 Effectiveness Goals and Objectives in Helping to Maintain Institution's Identity	15	6	0
STANDARD 2			
EDUCATIONAL PROGRAMS AND CURRICULA	20	1	0
2.1 Undergraduate Program	20	1	0

	I	II	III
2.1.1 Undergraduate Admission	13	7	1
2.1.2 Undergraduate Completion Requirements	19	2	0
2.1.3 Undergraduate Curriculum	19	2	0
2.1.4 Undergraduate Instruction	19	2	0
2.2 Graduate Program	21	0	0
2.2.1 Graduate Admission	13	8	0
2.2.2 Graduate Completion Requirements	19	2	0
2.2.3 Graduate Curriculum	19	2	0
2.2.4 Graduate Instruction	19	2	0
2.3 Continuing Education, Extension and Other Special Educational Activities	19	2	0
2.3.1 Professional In-Service Programs	17	4	0
2.3.2 Off-Campus Programs	4	3	0
STANDARD 3			
OUTCOMES (Institutional Effectiveness)	18	3	0
3.1 Formative Evaluation	21	0	0
3.1.1 Institutional Self-Evaluation	21	0	0

	I	II	III
3.1.2 Program Self Evaluation	19	2	0
3.2 Summative Evaluation	19	2	0
3.2.1 Self-Evaluation final Report	19	2	0
STANDARD 4			
STUDENT SERVICES AND ACTIVITIES	17	4	0
4.1 Student Recruitment	15	5	1
4.1.1 Advertising and Promotions	14	3	4
4.1.2 Recruitment	14	6	1
4.2 Tuition and Payment Policies	12	8	1
4.2.1 Rates	15	5	1
4.2.2 Refunds and Cancellations	14	5	2
4.2.3 Procedures for Collecting Money	16	4	1
4.3 Student Success and Achievement	20	1	0
4.3.1 Attendance and Cancellations	18	3	0
4.3.2 Student Achievement	20	1	0
4.4 Admission Policy and Procedures	15	5	1
4.4.1 Admission	13	7	1

	I	II	III
4.4.2 Registration Agreements	17	2	2
4.5 Student Services	20	1	0
4.5.1 Academic Advising, Counseling and Career Development	18	3	0
4.5.2 Records	17	4	0
4.5.3 Placement	13	8	0
4.5.4 Residence Hall	16	5	0
4.5.5 Student Financial Aids	16	5	0
4.5.6 Health Services	18	3	0
4.5.7 Intramural Athletics	17	4	0
4.5.8 Intercollegiate Athletics	17	4	0
4.6 Student Organizations	17	4	0
4.7 Traditional Moral Values and Religiousness	18	3	0
4.8 Student Exchange Programs With Other Institutions	16	5	0
STANDARD 5			
FACULTY	19	2	0
5.1 Selection of Faculty	16	5	0
5.2 Professional and Scholarly Preparation	17	4	0
5.3 Faculty Salary Scale and Benefits	15	5	1

	I	II	III
5.4 Academic Freedom and Professional Security	13	7	1
5.5 Professional Growth	19	2	0
5.6 Faculty Loads	17	4	0
5.7 Criteria and Procedures For Evaluation	16	5	0
5.8 Quality of Faculty's Performance	17	4	0
5.9 Part-Time Faculty	16	5	0
STANDARD 6			
INSTITUTIONAL SUPPORT SERVICES AND PHYSICAL RESOURCES	20	1	0
6.1 Physical Resources	21	0	0
6.1.1 Adequacy of Physical Plant and Facilities	20	1	0
6.1.2 Building, Ground and Equipment Maintenance	19	2	0
6.1.3 Space Management	18	3	0
6.1.4 Safety and Security	17	4	0
6.1.5 Facilities and Master Plan	17	4	0
6.2 Salaries and Benefits for Support Personnel	16	4	1

	I	II	III
6.3 Evaluation On Performance of Support Personnel	18	3	0
STANDARD 7			
GOVERNANCE, ADMINISTRATION AND LEADERSHIP	18	3	0
7.1 Organization and Administration	18	3	0
7.1.1 Governing Board	14	6	1
7.1.2 Advisory Committees	15	5	1
7.1.3 Official Policies	15	6	0
7.1.4 Administration Organization	18	3	0
7.2 Institutional Advancement	19	2	0
7.2.1 Alumni Affairs	16	4	1
7.2.2 Publications	18	3	0
7.3 Inter-Department Group Working Relationship	19	2	0
7.4 Policies and Procedures for Effective Institutional Management	21	0	0
7.5 Social Affairs With Respect to:			
7.5.1 Students	16	4	1
7.5.2 Faculty and Staff Personnel	15	5	1

	I	II	III
7.6 Planning System	21	0	0
7.6.1 Institutional Development Plan	20	1	0
7.6.2 Program Development Plan	20	1	0
7.7 System of: Statistical Information, Personnal Administration, Acquisitions and Supplies, Warehouse, System for General Purchases	20	1	0
7.8 Governing Council's contribution to Improving the Institution	17	3	1
7.8.1 Institutional Activities to Improve the Quality of Its Primary Service Area	19	2	0
7.8.2 Institution's External Relation with Federal Government	16	5	0
STANDARD 8			
FINANCIAL RESOURCES AND PLANNING	20	1	0
8.1 Financial Planning	19	2	0
8.2 Management System for Accounting and Financing	18	3	0
8.3 Investment Portfolio	16	1	4

	I	II	III
8.4 System for Demonstrating Accountability	16	5	0
STANDARD 9			
INSTRUCTIONAL RESOURCES AND EQUIPMENT	21	0	0
9.1 Financial Resources and Budget	19	2	0
9.2 Physical Facilities and Instructional Resources	19	2	0
9.1.1 Physical Facilities	20	1	0
9.1.1.1 Buildings	19	2	0
9.1.1.2 Laboratories and Workshops	20	1	0
9.1.1.3 Library	19	2	0
9.1.1.3.1 Services	19	2	0
9.1.1.3.2 Collections	19	2	0
9.1.1.3.3 Staff	18	3	0
9.1.1.3.4 Institu- tional Relationships	17	4	0
9.1.2 Instructional resources	20	1	0

APPENDIX C

STANDARDS OF INSTITUTIONAL EVALUATION:

A SAMPLE

Appendix C
ACCREDITATION STANDARDS

I. INSTITUTIONAL MISSION AND OBJECTIVES

Standard

An institution accredited by the Commission on Colleges must have defined its mission and have a clear, concise, and realistic statement of objectives. The Commission recognizes that there is a great variation in the purposes of institutions of higher learning. Missions and objectives are acceptable as a basis for accreditation by the Commission, however, only if they are within the general scope of postsecondary education as described in the eligibility requirements, are implemented in a manner which complies with the standards established by the Commission, and are consistent with the institution's charter or operating authority.

Each candidate or member institution also defines additional aims and emphases which reflect its particular character. Among them might be helping students to prepare for employment, for the next level of education, for specialized research and public service, or simply for life in society. Such goals are realistically determined in the light of such factors as the institution's founding purpose, the point of view it represents, the community in which it is located, and its resources--human, physical, and fiscal.

Equally important, and necessarily compatible with

institutional goals, are the objectives of particular units and curricula. Whereas institutional goals are generally framed in broad terms, these objectives ought to be more precise and geared directly to particular learning and understanding.

The institution's statement of mission should result from the efforts of both faculty and administration and must be approved by the governing board. The statement of mission and objectives should be widely understood in the institution and should appear in appropriate institutional publications, including the catalog.

The institution's statement of mission and objectives should give direction to all its educational activities and to its admission policies, selection of faculty, allocation of resources, and planning.

The statement should be periodically reappraised, within a program of ongoing self-study, to ensure that it provides an accurate portrayal of the institution and describes goals that are attainable to a reasonable degree. The institution should regularly assess the fulfillment of its mission and objectives by undertaking studies of its impact on students and graduates. To the greatest extent possible, the institution should endeavor to describe explicit achievements expected of its students and to adopt reliable procedures for assessing those achievements.

It is to be expected that an institution will, as a matter of course, periodically make changes and adjustments in its instructional programs, its facilities, and the services it provides for students. But when it contemplates a change of such magnitude as to alter its autonomy, sponsorship or the locus of control over it, or to offer a degree at a higher level than is included in its present accreditation, such a change is to be reviewed with the Commission before the change is put into effect.

II. FINANCE

Standard

The financial resources of the postsecondary institution determine, in large part, the quality of its educational program. Conversely, the quality of its educational program affects the ability of an institution to increase its financial resources. The adequacy of the financial resources of an institution is to be judged in relation to the basic purposes of the institution, the diversity and scope of its program, and the number and type of its students.

Source of income, distribution of expenditures, operating budgets, indebtedness, surpluses, audits, capital outlay, and sound financial management are matters of vital importance in accreditation. As far as possible, resources should always reflect the fact that financial resources are tools of the educational enterprise, never the reverse.

Financial planning for the future within each educational institution is a condition of wisely guided development. Planning should include specific projections of income from each source, specific plans for major categories of expenditures, and plans for the increase and use of capital resources.

Sources of income for educational institutions are subject to variation with fluctuation of the economy. State appropriations, appropriations from other supporting bodies, annual giving programs, tuition and fees, and income from endowments are subject to fluctuation. Private and church-related institutions should have a diversity of sources of income in order to assure stability. Each institution should give evidence of the cultivation and utilization of sources of income so that the combination is adequate to its needs.

Endowments are highly important to non-tax supported institutions. Although income from endowments is subjected to fluctuation, the financial base of an institution is strengthened by having income from this source. Complete endowment records should be maintained.

Institutions should provide for adequate financial reserves in the absence of endowments to assure stability of income.

Public, private, and propriety institutions shall exhibit adequacy and stability of income as measured by at least three years' history.

Income shall be measured per full-time equivalent student rather than in terms of gross amounts of income. Income shall also be measured by type of income, and ordinarily each of the traditional sources should collectively reflect adequacy and stability.

The debt status of an institution is also a factor of stability. At least three years' history of the amount borrowed (whether internally or externally) for capital outlay and for operating funds shall be maintained.

The amount of interest and principal paid on such debts, including a statement on operating income used in debt service, shall be maintained. Borrowing funds in significant amounts should be thoroughly justified. Well-developed and documented plans for repayment should be evident.

As far as practical at each institution, all business and financial functions should be centralized, preferably under a single business officer responsible to the president. The more important functions which should be performed by the chief business officer and his/her staff include assistance to the president in the preparation and operation of an appropriate system of accounting and financial reporting, the supervision of the operation and maintenance of physical plant, the procurement of supplies and equipment, the control of inventories, the financial management of

auxiliary enterprises, and the receipt, custody and disbursement of funds belonging to the institution. In accordance with policies carefully developed by the governing board, the endowment funds and other investments should be administered by an appropriate officer or committee designated by the board. On all these matters the president should report regularly to the governing board.

The chief business officer should be appointed by the governing board, upon the nomination of the president of the institution. Because of the numerous and varied responsibilities centered in the business office, selection of this officer is an important factor in the effective business management of the institution. The officer should be a well-educated person, experienced in handling educational business affairs. He/she should realize that the purpose of the office is to serve the institution and to assist the furtherance of its educational program.

There should be a well-conceived organizational plan assigning responsibilities of the various activities which together comprise the business office of the institution. The complexity of the required organization will depend upon the size of the institution and the volume of transactions of a business or financial nature.

The chief business officer should be one of the principal administrative officers of the institution along

with those in charge of academic administration.

In judging the adequacy of financial operation, basic educational and general expenditures for the fiscal year will be considered. Transfers and Auxiliary Enterprises will be considered separately. Encompassed here are research, public service, student services and all support costs (HEGIS and CUBA definition). In computing the expenditure per student, the educational and general expenditure is divided by the number of full-time equivalent students.

The institution must demonstrate the adequacy of financial resources for the support of specialized occupational, technical and professional programs. When progress depends upon external funding, stability of this income must be evident or procedures must have been established to provide control in case of emergencies.

Borrowing for capital purposes to provide for non-revenue-producing facilities may create a drain on resources otherwise available for educational purposes. Such debt should be carefully reviewed and justified.

It is recognized that educational institutions have responsibilities to be accountable to federal, state, and private interests that provide financial support. However, an educational institution can neither conduct a sound educational program if its operational procedures are set

by legislative act nor be properly administered if any agency either outside or superimposed upon the institution exercises undue and restrictive financial control. Once funds have been appropriated for an institution, budget making, establishment of priorities, and the control of expenditures are responsibilities of the institution under the jurisdiction of the governing board and subject to general policy provisions enacted by the legislature and to the commitments represented through the budgetary requests of the institution. State financial and administrative officials adversely affect the educational and academic process when they exercise specific and detailed control over matters which can and should be handled within the institution. Recognition by educational representatives of the responsibility of state officials for the post-audit function and the general enforcement of reasonable budgetary law is imperative; however, the educational function of an institution should not be hampered through the use of budgetary controls applied by financial officials outside the institution.

Budget revision should be made promptly, and when necessary, a revised budget or schedule of budget changes be developed and distributed.

The accounting system should follow the generally accepted principles of institutional accounting as they

appear in College and University Business Administration, published by the National Association of College and University Business Officers. An essential principle of the system of accounting is that the information derived therefrom facilitates uniformity of reporting for educational, statistical, and analytical purposes.

If federal and state examiners do not normally audit the institution, an annual audit with certified report shall be made by competent accountants employing as a guide Audit of Colleges and Universities published by the American Institute of Certified Public Accountants. The auditors should not be directly connected with the institution and should be selected at least partially on the basis of their experience, knowledge, and an avowed interest in institutional fund accounting. Federal, state and internal audit reports should be available for examination.

For proprietary institutions there should be added to the audit report above outlined a separate schedule indicating the disposition of proceeds, including detailed information on corporate income taxes paid, both state and federal, and on distribution to stockholders.

Member institutions should indicate fiscal resources adequate to support their offerings and should make available to the public a summary of their latest audited financial statement. In addition, proprietary institutions

shall annually make available a financial summary which should include as a minimum a list of company officers, a statement of profit and loss, expenditures, indebtedness, and companies which have a controlling interest in the institution.

An extensive and well-organized program of internal audit and control should be maintained to complement the accounting system and the external audit. All funds for financial aid and other special programs should be audited on a fiscal year basis.

III. PHYSICAL PLANT, MATERIALS AND EQUIPMENT

Standard

The physical facilities, including buildings, materials, equipment and campus should be designed and maintained to serve the needs of the institution in relation to its stated purposes.

There should be sufficient campus area to provide adequately for buildings and such activities as are related to the educational program of the institution.

A master plan for campus development should be maintained. A topographical map should be part of this plan.

Sufficient rooms for classes of various sizes should be available to meet the instructional needs of the institution. These should be properly lighted and adequately equipped, heated and ventilated for their purposes and their uses.

Space utilization studies should be made to determine actual needs before the addition of new facilities.

Classroom, laboratories, and other facilities should be properly scheduled for maximum utilization.

Laboratory requiring special facilities should not be offered unless the appropriate facilities are available.

Adequate land-scaping should be utilized to divide the campus into attractive and useful areas. Satisfactory parking space should be available, and wherever practicable, traffic should be banned from pedestrian areas.

It is strongly recommended that administrative officers and faculty members who are to occupy or direct the activities of a new building be consulted during the planning stages.

In the interest of economy and efficiency, the cost of maintenance and housekeeping should be evaluated and compared with the data and experience of other institutions.

When an institution does not have its own campus but rents instructional facilities or when an institution does have a campus but rents facilities away from campus so as to extend its programs into the community, it must demonstrate that the facilities so used are instructionally adequate, especially where laboratories, specialized instructional equipment, and library and learning resources are known to be necessary for acceptable graduate programs.

IV. LIBRARY AND LEARNING RESOURCES

Standard

The purpose of a library and learning resources program is to support and improve instruction and learning in ways consistent with the philosophy and evolving curricular programs of the institution. Its goals and objectives must be compatible with and supportive of the institutional goals and objectives. It shall constitute a central support of the entire educational program and assist in the cultural development of students, faculty, and the community it serves. It shall be capable of supporting basic research in academic majors, to the level of degrees offered. It shall provide services, resources, and facilities which encourage and stimulate such activities as individualization of instruction, independent study, innovation, effective use of resources, and community involvement.

Facilities, materials, and equipment shall be provided at a level of quality and quantity which will support and enhance the educational philosophy, goals, and objectives of the institutions. Facilities shall be adequate to accommodate a satisfactory percentage of users in an inviting and efficient atmosphere. Materials shall have the depth and breadth appropriate for the achievement of the goals and objectives of the library and learning resources program. Equipment shall be available in sufficient variety

and quantity to serve the needs of the users.

Services include providing convenient and comprehensive access to library and learning resources, assisting in effective utilization of the library and learning resources, providing instructional and faculty development functions, such as design and production of the instructional materials, and use of computer-based resources.

Adequate and dependable support must be provided to assure sufficient resources and services. Development and management of the budgets are responsibilities of the administrator(s) of the library and learning resources program.

The library and learning resources program shall be administrated as part of the instructional program by qualified professional staff, with representatives of the faculty acting in an advisory capacity. The number of library and learning resources personnel and their competencies must be based upon the specific objectives established for the program.

Whenever an institution provides programs, it must be demonstrated that library and learning resources services, fully adequate to the programs, are conveniently available and used by students and faculty.

Occasionally an institution will make library and learning resources services available to students and

faculty through specific arrangements with another institution or other agencies where the holdings and services are adequate to support the programs and capable of maintaining an adequate level of support. In such cases, it is incumbent upon the institution to demonstrate that these arrangements are fully effective, will continue to be so in the foreseeable future, and are capable of meeting the needs of prospective program changes and additions.

V. EDUCATIONAL PROGRAM

Standard

The educational program in general and that each instructional unit must be clearly related to the purposes of the institution, and to the degrees or certificates which it awards. This relationship between purposes and program must be demonstrated in the policies of admission, content of curricula, requirements for graduation (quantitatively and qualitatively) and instructional methods and procedures. An institution should have a well-defined and clearly expressed admission policy, so related to its educational purpose that it insures the admission of those students who can benefit from its educational program. The curricular offerings of an institution should be clearly and accurately described in published materials.

The principal focus of the total institution should be on the education of students. Instruction is the basic means to this end. Instructional techniques and policies should express the purpose of the institution as well as the specific objectives of the individual course.

VI. CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

Standard

Many institutions have developed a variety of supplemental and special educational programs in fulfilling their stated objectives, their public and community service demands, and their responsibilities to their constituents. Where continuing education and other special instructional activities exist, including public service functions, they should be integral components of the institution's total commitment. Some of these activities may be located in various academic or administrative units; many may be the responsibilities of a separate division. However, recognition, support, and coordination of all such activities should be achieved regardless of the particular administrative framework. Such coordination facilitates the collection of data for institutional reporting purposes, helps avoid unnecessary duplication, and can provide the general public with an identifiable constant for information regarding such activities.

A distinguishing characteristic of most continuing

education activities is the emphasis placed on serving the postsecondary needs of adults who are unable to participate on a full-time basis. The following are examples of such activities and should be reviewed:

External Degree Programs	Special Lecture Series
Off-campus Classes	Summer Sessions
Extension Programs	Non-credit Programs
Off-campus Centers	Workshops, Short Courses,
Media Instruction	Conferences and Institutes
Independent Study through	Foreign and Domestic Travel
Correspondence	Study
In-service and Relicensure	Study Abroad
Certificate and Credential	Community Service Programs
Programs	(Museums, Performing Arts
Testing and Evaluation	Centers)
Procedures for Granting	Experimental Learning Formats
Degree Credit	for Adults
Special Evening Programs	

The administration of these activities can be either centralized or decentralized, but there must be an identifiable administrative responsibility to provide coordination. The size of the staff and the financial support should be appropriate to the extent of the program and services offered. All activities must be consistent with the institutional goals and objectives, and the coordinating and/or administering unit must have the demonstrated support and recognition of the central administration which accepts responsibility for the quality of the programs.

Provision of an adequate and qualified faculty and staff to support these programs is essential to maintaining academic quality. Full-time faculty and staff should be

accorded the same recognition and benefits as other faculty and staff members of the institution. Adjunct faculty should meet the same standards as regular faculty and be given academic rank when appropriate. Recognition and service in these activities should be considered in the tenure and promotion evaluation of participating full-time faculty members. Policies governing the amount of teaching allowed, overloads, and compensation for full-time faculty members from other units assigned to these programs should be developed and approved jointly by the continuing education administrator and appropriate academic administrator.

Students participating in these activities are usually older, more career-oriented and engaged in full-time work. Student services need to be provided to meet their special needs. There shall be an equitable fee structure and refund policy for the part-time student, as well as available financial aid. Advertising and promotion information should be clear and precise so that students know exactly what can be expected and what can be gained as a result of participating in the activity. All advertising and promotional information by outside co-sponsoring agencies must be approved by appropriate institutional representatives. In order to determine the effectiveness of the offerings, adequate evaluation and follow-up of the students participating in these programs should be made.

Provision must be made for periodic assessment of needs in order to provide responsive programming. Program and course development should be done in consultation with user groups and, particularly in the case of credit offerings, the appropriate academic departments. Program and course continuity should be considered so as to provide for sequential offerings whenever possible. Evaluation of programs and courses must be established practice.

The granting of credit must be consistent throughout the institution, with academic departments responsible for approving in advance each course or program offering credit. Credit for special activities or experience, independent study, and intensive contact with an instructor should be compatible with regular practice and should require at least as much student effort as when a comparable amount of credit is allowed for more customary modes of educational experience. Contractual agreements with external agencies must assure that control of academic credit lies with the academic departments of the home institution. This includes approval of faculty and program content. The standard of one quarter hour of credit for thirty hours or one semester hour of credit for forty-five hours of student involvement should be maintained. Awarding academic credit for courses that cannot be used to satisfy degree requirements is normally not recommended.

Post secondary level courses and programs not offered for academic credit should be measured by Continuing Education Units (CEU's) or an equivalent measure. The amount of CEU's should be determined in advance by the appropriate administrative unit. (A CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. Attendance and evaluation are determinants in the awarding CEU's.)

Provision must be made for laboratory and other required facilities. Special arrangements for adequate library and learning resources support are necessary because of the unique requirements of the continuing education student.

An operationally separate unit is a degree-granting division or unit of an institution, located in a geographical setting separate from the parent institution or central administration, and authorized for a stated purpose in relation to the parent institution and the area served. It should normally be evaluated as an autonomous institution following the regular procedures for accreditation. Off-campus centers usually do not offer full degree programs, and their operations are governed by the parent institution. All the requirements herein relating to continuing education apply to these centers with a special emphasis on the

relationship between the center and the parent institution. The units referred to above are not to be confused with the degree-granting separate unit which is an arm of regular campus programs at some institutions and is quite different from a continuing education center.

An external or special degree program comprises a course of study different from traditional undergraduate degree programs, which may or may not require on-campus study or residence, and which relies almost entirely on independent study and examination. An institution inaugurating, continuing, or expanding an external or special degree program should develop specific policies and guidelines which include admission policies with special attention to the age and maturity of the students, to their educational achievement, to their vocational and vocational experiences, and to their goals and objectives. Guidelines concerning transfer of credit, credit by examination (e.g., College Level Examination Program of the College Entrance Examination Board and the institution's own examinations), credit for experimental learning, credit for prior learning, and residency requirements (periodic seminars and special sessions), if any, need to be established. Methods of evaluating a student's progress, including advising and counselling, should be explicit. Evaluation and examination procedures which determine that the

individual has successfully completed the degree requirements must be clearly outlined and fully developed.

Foreign and domestic travel study programs should not grant credit for travel "per se." Any travel which leads to academic credit should be planned with specific objectives in mind and in keeping with the student's degree plans. Resident centers abroad should maintain the same high standards as home campus programs, have a full-time resident director, and take advantage of foreign locations to enhance the study program.

The following policy statements of the Commission on Colleges provide additional information in relation to the standard on Continuing Education and Special Instruction Activities:

- Operationally Separate Units - I
- Study Abroad Programs - XII
- Innovation - XIII
- Statement on Accreditation and Non-Traditional Study - XIV
- Guidelines on Contractual Relationships with Non-Regionally Accredited Organization - XV
- Accreditation, Special Programs, and Off-Campus Educational Activities - XIII

VII. INSTRUCTIONAL STAFF

Standard

The selection, development, and retention of a competent faculty at all instructional levels is of paramount importance to all institutions. The effectiveness of the total educational program is determined

in large measure by the relationship between faculty objectives and institutional purposes or goals. A well-trained and oriented faculty who have had an opportunity to aid in the development of academic policies, who have a reasonable feeling of security in their positions, and who have adequate safeguards of their academic freedom, should be very effective in realizing the purposes and goals of the institution.

The preparation and experience of the faculty are significant factors in determining the quality of an institution and should be such as to further the purposes of the institution. The continuous professional growth of all members of the faculty should be encouraged, and the institution should assist members of the faculty to further their professional development.

Faculty members, in order to be effective teachers, must have security. It is vitally important that the teachers be provided with adequate salaries and a well-planned program of benefits to enable them to live in dignity and comfort. Salaries and benefits should enable the institutions to attract and retain a faculty commensurate with the achievement of the institutional purposes. The faculty salaries and the program of benefits should be regularly and frequently re-examined to keep them current with changing economic and social conditions. Faculty

security should also be implemented through faculty tenure provisions and safeguards for academic freedom.

The total responsibility of each member of the faculty to the institution should be determined in such a way that he or she can make his or her maximum contribution toward carrying out the purposes of the institution and at the same time enhance his or her own professional development.

In the final analysis, the performance of the faculty determines the educational quality of the institution. Each institution should provide for continuing evaluation of faculty performance and for equitable recognition of faculty effectiveness.

Institutions commonly employ some part-time faculty to achieve various purposes, but a core of full-time instruction with major professional commitment to the institution and with appropriate professional qualifications for the programs offered is deemed essential. Where such a core faculty does not exist, the institution must demonstrate clearly and definitively that its students and the institution itself are being well served without it.

VII. ADMINISTRATION

Standard

Administration is concerned (directly or indirectly) with every aspect of the organization and operation of an institution. A first essential for a strong institution is

a carefully planned administrative organization which coordinates all its resources effectively toward the accomplishment of the accepted institutional purposes. This organization should provide for responsible participation in decision making and its execution and evaluation by the various constituent groups. The complexity of the organization will necessarily vary with the nature and scope of the educational programs offered, but both its structure and the accompanying operation procedures should be clearly defined and understood by all who are involved. Ample opportunities for communication throughout the institution are highly important.

Information available to all, as in faculty manuals or handbooks, should include the duties and responsibilities of the chief administrative officers, the pattern of faculty organization, provisions regarding tenure and advancement, and all policies and regulations that affect members of the faculty, the administrative staff or other college personnel. An institution should carefully and systematically examine all its employment and personnel policies to be sure that they are designed to apply equally to qualified persons of any race, color, religion, sex, and national origin.

The duties and responsibilities involved in the operation of the business office and in plant and campus

maintenance should be clearly defined and specifically assigned. There should also be clear lines of responsibility for campus security, fire protection and traffic safety.

Members of the governing board should be chosen because of their ability and willingness to serve the institution. The board should act as a body politic, not be subjected to pressures (state, political, or religious) and should protect the institution from the same. The board should have a clear idea of its general duties and responsibilities and should seek to define them in an official policy statement. A clear differentiation between the policy making function of the board and the executive responsibilities of those who carry out these policies is essential. The administrative officer should be free to operate within board policies, according to a carefully developed administrative code. Such conditions are basic to the exercise of effective, farsighted leadership in institutional development and advancement of objectives.

IX. STUDENTS (Admissions, Registrar, Orientation, Advisement, Counseling and Testing, Financial Aids, Housing, Health, Extracurricular Activities, Athletics, Book Store, Placement, Alumni)

Standard

An institution should have and express a continuing concern for the total welfare of each student, including his/her physical and mental health, development of

capacities and talents, establishment of relationships with other persons, and motivation for progress and intellectual understanding. The institution should seek to know as much as possible about the background of its students and should keep this information current and appropriately confidential.

The institution should provide activities which will not only motivate the students toward significant academic achievement, but also will establish meaningful association among students, faculty, and the administration and will furnish ample opportunities for the development of numerous individual talents.

In order for the student personnel program to make its contribution to the total educational program, it requires the recognition, acceptance, and support of the administration and faculty. A well-trained, experienced person should be administratively responsible for the student personnel program and should enjoy comparable status to the other university or college administrators.

The institution has the responsibility to publish, and to make generally available, a catalogue which is to serve as a basic source of current institutional information and requirements. It should be more than a compendium of accurate educational information. Student regulations should be realistic and clearly stated. Information about student fees and charge, and the institution's explicit policy with

respect to refund of payment need to be included. (The Northwest Association's publication, "An Evaluation Device for College Catalogue," is considered to be very useful in evaluating catalogues.)

The institution has the responsibility to develop a student code of conduct which contains clearly spelled-out rules of conduct aimed at protecting freedom of expression and, at the same time, assuring the rights of all members of the institutional community and the maintenance of an atmosphere on campus which is conducive to educational endeavor.

The code should recognize and protect the right of students to engage in orderly and responsible dissent and provide avenues for dealing with such dissent so that students are not attracted to disruptive and violent action.

The code should also contain provisions for dealing in a fair and equitable manner with those who violate the provisions of the code or who are unwilling to operate in an orderly and responsible fashion. The adjudicatory part of the disciplinary system should be tied to the special character of the institution in the same way that the code and its regulations are, while adhering to the procedural guarantees embodied in the concept of "due process."

Admissions

Standard

The admissions policy of an institution should be the responsibility of the faculty, the administration, and the governing board. It should be clearly expressed and openly published. The individual (usually the Director of Admissions) or agency responsible for administering this policy should be clearly identified.

The admission requirements, both quantitative and qualitative, should be related to the purpose of the institution. Colleges vary greatly in their purposes, and it is logical that admission requirements likewise will be different.

The primary criterion for evaluating admission and retention requirements is the success of the students in the college programs to which they are admitted. In other words, student achievement should be consistent with the purposes of the institution.

The officer for admissions should be in a strategic position to enhance the relationships between his/her college and the secondary schools and the colleges it serves. He/she should share the responsibility of the institution to assure that recruiting activities and related publications portray the institution accurately and honestly.

The policy for the acceptance of transfer credit should be clearly defined. The quality of work for transferred credit should be in keeping with the quality required of all students of the institution.

The student transferring should be officially notified at the time of his/her admission of the exact status of his/her advanced standing.

There should be a clearly defined policy for the readmission of students dismissed from the college for academic reasons. The readmission of students dismissed under this policy should be consistent with the recognized academic standards of admission to the institution.

Registrar

Standard

Adequate record keeping is basic to the proper functioning of any institution. Traditionally, the Registrar is keeper of academic records of collegiate institutions. If no office has this responsibility, the Registrar's Office must maintain an acceptable system of permanent records. The system must safeguard the records at all times against the possibility of loss by fire or vandalism.

The vital academic records that all institutions must maintain include: The minutes of all faculty meetings, the minutes of all campus educational policies committees, the permanent academic records of all students, important

statistical reports, historical and current academic rules and regulations, and other such records for the academic management of the institution.

The Registrar's Office or other appropriate officials shall be responsible for an efficient system including the time schedule and class and final examination schedules.

Unless assigned elsewhere, the Registrar could have the responsibility for interpreting the academic rules and regulations; certify student rating for Selective Service, honor lists, athletic eligibility, student offices and living groups; have the custodianship of the institution's seal; serve as editor of the college catalogue and supervise its distribution; and supervise veterans' affairs, and schedule rooms for classes and meetings.

In general terms the various publications of the American Association of Collegiate Registrar and Admissions Officers should provide a guide for conformity for records and procedures.

Student Orientation

Standard

The program of student orientation, with the support of the faculty and administration, should establish an individual and personal relationship between entering students and the institution. The institution must accept the responsibility to maximize the educational value of all

aspects of a student's life on campus. The institution's curricula, its range of extracurricular activities, total facilities, and its general educational purposes are all vital aspects of the student's orientation.

Advisement, Counselling and Testing

Standard

It is recognized that many forms of counseling are provided by collegiate institutions; the number of forms is dependent upon the size and complexity of the institution. Regardless of size, provisions should be made for individual attention to students. Capable counselors and advisors should be readily available in reference to academic, personal and vocational problems of the students. Capable counsellors and advisors should be readily available in reference to academic, personal and vocational problems of the student. Some institutions may need intensive and extensive time-consuming counseling by professionally oriented psychological counselors. Others may need special counseling programs for particular groups such as students from other lands or culturally disadvantaged pupils. In every case, there should be a well-developed program, which is periodically evaluated, and for which there is a clear designation of responsibility.

Collegiate institutions need to assist students in meeting the faculty's requirements for graduation through

advisement by members of the faculty. Advisors should be selected from among the faculty who recognize the uniqueness of each student and accept the individual student as a growing entity. It is important that advisers be proficient in using data to diagnose the student's major field of interest. Careful attention must be paid to assigning a teacher a reasonable number of advisees in relation to his/her teaching, administrative and other responsibilities.

Every collegiate institution should make use of educational and psychological tests to evaluate the capabilities and interests of the student. Accurate test information on each student should be routinely provided to academic advisers and counselors. Provision should be made for the interpretation of test data to the individual student.

Financial Aids (Scholarships, Grants, Loans, Employment)

Standard

It should be the goal of the college to assist with some form of aid every needy student who can meet the basic academic requirements for admission. Financial assistance should be adequate to enable the student once admitted to achieve his or her educational objectives. Therefore, the financial aid program needs to be planned and tailored to individual student circumstances.

The total amount of financial assistance provided a

student should not exceed the amount he/she needs to enjoy a full collegiate experience. In determining the extent of a typical student's financial need, the college should take into account the financial support which may be expected from the income, assets, and other resources of the parents and the student.

The financial aids office should be centralized and have the authority to use all forms of student assistance at the college. Program policies and procedures should be guided by the faculty. Through centralization and sound policies, it should be possible to grant a loan, grant, scholarship, part-time job, or any combination of these to a worthy student.

Precise information about the opportunities and requirement for financial aid is important. Careful attention needs to be given to information provided schools, parents, and students through publications and other communications.

Book Store

Standard

A collegiate institution or its students may operate a book store as a service to the institution and its student body. Complete stocks of required and recommended texts for all courses plus technical and reference books and study aids are needed. The books store should offer a reasonable

selection in fiction, nonfiction, poetry, and many titles in paperback books for inexpensive supplementary reading. While sporting goods, gifts, clothing and general merchandise may be carried, primary emphasis must be given to support of the educational program.

Prices should be as reasonable as possible without undermining the price structure of local merchants. Surpluses, if any, should be used to benefit the institution, its students, faculty and staff, or invested in improvements of the facility.

Policies of the book store should be set by a board representing the administration, faculty and student body. Strict accounting of the operation should be a responsibility of the institution.

Housing and Food Services

Standard

At the minimum, institutional housing should provide a safe, clean, and reasonably convenient place for the student to live while enrolled in the institution. At the most, campus housing should actively complement the academic programs of the institution, serving as an active center for both formal and informal instruction.

Campus housing is a student's home away from home and should accord him/her reasonable privacy, the usual services associated with home (laundry facilities, storage facilities,

some provision for guests, and recreational opportunities), and should be designed to assist the student in achieving the institutional goals established for him/her.

Food services justify careful inspection. The morale of a resident student is directly affected by the food he/she eats and how it is prepared by personnel who are themselves regularly inspected for cleanliness and care in food handling.

Food should be prepared under the guidance of a professionally trained dietitian.

Feeding facilities should be large enough so that excessive time is not required of the students waiting for service.

Health Services

Standard

Depending upon their nature, institutions may have varying degrees of responsibility for physical and mental health services. They should recognize this responsibility and make appropriate provision for these services.

The size, location, and nature of an institution will partly determine the extent to which it should provide for medical care. An adequate health record made before or upon entrance may be a part of every student's file.

Extracurricular Activities

Standard

In order to properly minister to the student's physical, mental and moral needs, the institution should have a well-coordinated student program of extracurricular activities. The program should be diverse enough to adequately cover the needs and interests of the student body. Participation in these activities and organizations should be limited to a point where they contribute to, but do not interfere with, the program of the institution. Adequate financial support is necessary. Management should be a joint responsibility of the students and faculty.

Athletics

Standard

Intercollegiate and intramural athletic programs, if offered by the institution, shall be a part of the total educational program. There shall be a written statement of the basic purpose of the program; the statement should be included in the appropriate publications of the institution and should be in harmony with and supportive of the institutional mission. Development of the statement should involve faculty and administration, and the statement should be reviewed periodically by representatives of these bodies.

Where such programs are offered, there should be opportunities, commensurate with the desire of men and women

to participate in team or individual sports, intramural as well as varsity competition, with ease of access to equipment and facilities.

a. Intercollegiate Athletics

Standard

Admissions procedures and requirements and academic standards and degree requirements shall be the same for athletes as for other students. Policies regarding the make--up of academic deficiencies should be adopted and be the same for all students. Budgeting for athletics shall be systematic and shall not be detrimental to other aspects of the institution's educational program. All income funds and disbursements for athletics, internal and external, shall be part of the institutional budgeting process, shall be fully controlled by the institution's administration, and shall be reflected in an annual audit of the institution's financial records.

Intercollegiate athletics shall be organized under supervision of the faculty and administration. The program shall meet the institution's ethical standards as well as the prescribed regulations of the athletic conference or association of which the institution may be a member. The chief administrative officer shall specifically designate an official within the institution to certify athletic eligibility.

The duties and authority of the director of athletics, faculty committee and others involved in policy-making, decision-making and management of the program shall be explicitly stated in writing. The director of athletics shall be knowledgeable about institutional, conference, and national association rules and regulations for the management and operation of the athletic program. These policies and rules shall be reviewed at least annually with all coaches.

The financial aid program for student athletes should be centered in the institutional office that is responsible for financial aid provided other students. There shall be written records of all financial aid for athletes as well as other students.

The academic calendar should be carefully considered in scheduling athletic events on campus and away in order to maximize opportunities for student spectators and to minimize conflicts with the instructional calendar. The athletic program should contribute to the personal development of the student and to the educational program of the institution. The purposes and objectives of the institution and those of the athletic program, as well as institutional expectations of staff members, should be shared in writing with prospective athletic staff members.

Facilities, their maintenance and access should be

evaluated regularly. The allocation of funds to facilities should be sufficient to provide adequate levels of maintenance and operations.

A comprehensive written statement of goals and objectives for intercollegiate athletics which is consistent with overall institutional goals and objectives should be developed and reviewed regularly as a planning device.

b. Intramural Athletics

Standard

The nature and scope of the intramural program, if any, should be in relation to the institution's mission, location, whether it is residential or commuting, and the availability of other agencies which may partly meet the needs of the students.

Placement

Standard

An institution has an obligation to assist students in securing part-time employment on campus, and off campus during the school term and the summer, as well as for appropriate employment of graduates. It has the further obligation to maintain continuing contact with prospective employers in those professions and other occupations for which it offers preparation.

Alumni Relations

Standard

Every institution should keep current and accurate records of the names, addresses, occupations, and accomplishments of alumni.

The effectiveness of an institution is demonstrated-- however partially--by the attitudes and the achievement of those who have attended the institution. The relationship between the institution and the alumni should be one which encourages each alumnus/alumna to continue his/her interest in and to participate in the development of the institution.

X. RESEARCH

Standard

Advancing the frontiers of knowledge, as well as the communication of knowledge, is an important function for faculty members of accredited institutions. There needs to be a zest for the discovery of knowledge and an atmosphere conducive to the development of scholarship.

The research policies and practices of the institution should be developed and administered under the direction of a representative committee of the administration and the faculty. These policies and practices should insure conformity to the stated purposes of the institution and should provide an appropriate balance between research and instruction, and should guarantee control of administration

of research by the institution. The investigator's freedom in research, including direction and communication of results, should be preserved.

The institution's two main responsibilities in promoting research are (1) to aid members of the faculty in developing and maintaining their research programs, and (2) to provide a central point of contact for off-campus agencies turning to the institution for research assistance.

Outside research funds through gifts, grants, and contracts should be encouraged to assist faculty, students, and staff in carrying out significant research. When substantial amounts of faculty and staff time and institutional facilities are needed to accomplish a project with outside research funds, the sponsor should normally pay all costs associated with the project, such as salaries, wages, supplies, travel, and special equipment needed for the research. However, in issuing funds from gifts, grants, and contracts, the institution should not become dependent upon that portion allowed for indirect or overhead cost in support of its regular operating budget.

At some institutions, patent provisions need to be part of an agreement covering sponsored research. In such a case, recognition is to be given to the interests of the sponsor, the researcher, the institution, and to the general public in the case of a publicly assisted institution.

XI. GRADUATE PROGRAM

A. Standard

The chief functions of graduate work are to train students for competence in creative activity and research that culminate in a contribution to knowledge; to develop scholarship including interpretation, organization, evaluation, and application of knowledge; and to become proficient in the dissemination of knowledge. While the baccalaureate prepares the student to function intelligently in and contribute to the needs of democratic society, graduate training is more specialized and should provide the basis for increasing knowledge which in turn will improve the everyday living of mankind. It is obvious that to prepare and train the students in those objectives requires a tremendous investment in faculty, space, equipment, laboratories, and library. Unless a university has the potential resources to provide these prerequisites, a graduate program should not be instituted. Furthermore, if the university is not prepared to keep pace with the explosion of knowledge and provide the facilities in ever-increasing depth and scope for sophisticated research and training, it cannot hope to prepare graduates to assume responsible positions in industry, government, and education.

Teaching, learning, and research are inseparable

in the graduate program. In addition to training in research, students should develop excellence in communication and dissemination of knowledge, the basis for teaching. Also they should become specialized to such a degree as to competently pursue their professional field and apply the vast amount of knowledge where appropriate.

The acquisition and maintenance of a faculty of excellence in research and teaching are continual concerns of the graduate school. Without a faculty which is intensely interested in advancing the frontiers of knowledge and keeping pace with the explosion of knowledge, a graduate school cannot provide training for the graduate student commensurate with the accepted standard throughout the nation. Also, there can be no inhibition or discouragement of the basic philosophy of research, namely free inquiry and expression of ideas that will enhance the advance of knowledge. Thus, political, cultural, social, or religious dogma that stifles or questions the unrestricted privilege of pursuing knowledge in all of its aspects and potential cannot be countenanced in the true graduate school. In order to recruit and maintain a faculty of excellence which can inspire and stimulate the young mind to explore and investigate in whatever directions his or her interests might lead, academic freedom must prevail. While teaching is one of the prime functions of the university, faculty should

have sufficient time for scholarship and the conduct of research in order to maintain excellence in their respective fields.

A graduate school is a community of scholars, and they profit from one another in sharing their experience, ideas, and knowledge. Thus, the student body should be of sufficient size and diversity to broaden this aspect of graduate education. It is important that the graduate students come from many parts of the nation and world in order to provide for the cross-fertilization and breadth of knowledge. Any policy that restricts the student body in its geographic, political, social, or religious origins will be detrimental and prohibitive to the attainment of a mature and quality graduate program. At the same time, sufficiently high requirements for admission to the graduate school must exist in order to get well-qualified students who will be able to fulfill the objectives and goals of graduate work. Flexibility must also be exercised in order to accept students interested in any of the several functions of the graduate program, whether it be high specialization for professional work, breadth as well as depth for teaching, or competence in research.

In order to obtain the best graduate students, an institution must be in a position to provide financial support for tenure and pursuance of graduate work. Much

of this financial support is in the form of teaching and research assistantships and fellowships supported by the institution, research grants, and direct fellowships funds. Support from the federal government in the form of faculty grants to provide research assistantships and direct support for fellowships is a factor in financing graduate education, and continual effort must be made to take advantage of such programs. A research-minded and research-productive faculty and a constant vigil in increasing the excellence of the graduate program in all of its aspects are essential if the fullest advantage is to be taken of these opportunities. Thus, the amount of research funds from the federal government and other outside agencies and the number of fellowships and the traineeships are often commensurate with and indicative of the improvement in the quality and excellence of the graduate program and its growth in response to the changing needs and purposes of graduate education. The number and quality of graduate students will be contingent on the amount of support obtained for such student stipends.

Source: Accreditation Handbook--Northwest Association of Schools and Colleges Commission On Colleges, 1984. Seattle, Washington 98105.

APPENDIX D

CLASSIFIED DATA OF THE INTERVIEW RESPONSES

Appendix D
RESPONSES TO
A STUDY OF INSTITUTIONAL EVALUATION OF UNIVERSITIES
IN MALAYSIA

Part I:

1. Name of Institution: _____
2. Date of Interview : _____
3. Present Designation of Interviewee:
 - 3.1 Associate Vice-Chancellor of Academic Affairs : 5
 - 3.2 Associate Vice-Chancellor of Students' Affairs : 4
 - 3.3 Associate Vice-Chancellor of Development : 4
 - 3.4 Director of Research and Consultancy : 2
 - 3.5 Registrar : 6
4. Years of working in the institution.
 - 4.1 One to two years (between 1984-1986) : 3
 - 4.2 Three to four years (between 1982-1986) : 0
 - 4.3 Five or more years (between 1981-1986 or before): 18
5. Academic background.
 - 5.1 Profession of the Interviewee:
 - 5.1.1 Professor : 11
 - 5.1.2 Associate Professor : 2
 - 5.1.3 Others : 8
 - 5.2 Highest academic degree achieved.
 - 5.2.1 Doctor of Philosophy : 11
 - 5.2.2 Masters of Science : 4
 - 5.2.3 Masters of Arts : 3
 - 5.2.4 Others : 3

6. Formal courses of institutional or academic evaluation attended, during college or professional working years:

6.1 Yes : 3

6.2 No : 18

If the answer is Yes, please describe them (it)?

7. Informal ways or opportunities to learn about institutional evaluation.

7.1 Attending workshops or conventions : 10

7.2 Faculty in-service programs : 7

7.3 Self study : 14

7.4. Member of an institutional evaluation committee : 5

7.5 Member of curricular committees for program evaluation : 8

7.6 Member of higher education planning committee : 6

7.7 Others : 7

8. If you have participated in institutional evaluations, in which ways have you been involved?

9. Who has been involved in the evaluation process?

9.1 Administrators : 19

9.2 Planners : 16

9.3 Faculty : 17

9.4 Students : 3

9.5 Alumni : 3

9.6 Members of public sector : 3

- 9.7 Members of : 3
private sector
- 9.8 Members of : 10
professional
associations
- 9.9 Members of : 5
higher education
planning
committee
- 9.10 Others : 1

How are they involved in the evaluation process?

10. Do you think that institutional evaluation could contribute to institutional changes?

- 10.1 Yes : 20
- 10.2 No : 0
- 10.3 Uncertain : 1

If the answer is YES, in what way?

11. Is institutional evaluation important to institutional improvement?

- 11.1 Yes : 21
- 11.2 No : 0
- 11.3 Uncertain : 0

If the answer is YES, in what way?

Otherwise, suggest way/ways for institutional improvement.

PART II (Classified Responses):

KEY:

I Appropriate

II Appropriate with Modification

III Not Appropriate

	I	II	III
STANDARD 1			
INSTITUTIONAL INGEGRITY (Mission, Goals and Objectives)	18	3	0
1.1 Institutional Reality:	17	4	0
1.1.1 Effectiveness of Goals and Objectives in Helping to Maintain Insti- tution's Identity.	15	6	0
1.2 Meeting the Needs of the Community:	15	6	0
1.2.1 Consistency of Policies with Institutional Goals and Objectives.	16	5	0
STANDARD 2			
EDUCATIONAL PROGRAMS AND CURRICULA	20	1	0
2.1 Graduate Program:	21	0	0
2.1.1 Graduate Completion Requirements	19	2	0
2.1.2 Graduate Curriculum	19	2	0
2.1.3 Graduate Instruction	19	2	0

2.1.4 Graduate Admission	13	8	0
2.2 Undergraduate Program:	20	1	0
2.1.1 Undergraduate Completion Requirement	19	2	0
2.1.2 Undergraduate Curriculum	19	2	0
2.1.3 Undergraduate Instruction	19	2	0
2.1.4 Graduate Admission	13	7	1
2.3 Continuing Education, Extension and Other Special Educational Activities:	19	2	0
2.3.1 Professional In-Service Program	17	4	0
2.3.2 Off-Campus Programs.	4	3	0
STANDARD 3			
OUTCOMES (Institutional Effectiveness)	18	3	0
3.1 Formative Evaluation:	21	0	0
3.1.1 Institutional Self-Evaluation	21	0	0
3.1.2 Program Self-Evaluation	19	2	0
3.2 Summative Evaluation:	19	2	0
3.2.1 Self Evaluation Final Report.	19	2	0

STANDARD 4

STUDENT SERVICES AND ACTIVITIES	17	4	0
4.1 Student Success and Achievement:	20	1	0
4.1.1 Student Achievement	20	1	0
4.1.2 Attendance and Cancellations	18	3	0
4. Student Services	20	1	0
4.2.1 Academic Advising, Counseling, and Career Development	18	3	0
4.2.2 Health Services	18	3	0
4.2.3 Records	17	4	0
4.2.4 Intramural Athletics	17	4	0
4.2.5 Intercollegiate Athletics	17	4	0
4.2.6 Student Financial Aids	16	5	0
4.2.7 Residence Hall	16	5	0
4.2.8 Placement	13	8	0
4.3 Traditional Moral Values and Religiousness	18	3	0
4.4 Student Organizations	17	4	0
4.5 Student Exchange Programs with Other Institutions	16	5	0
4.6 Student Recruitment:	15	5	0
4.6.1 Advertising and Promotions	14	3	0

4.6.2	Recruitment	15	6	0
4.7	Admission Policy and Procedures:	15	5	1
4.7.1	Registration Agreements	17	2	2
4.7.2	Admission	13	7	1
4.8	Tuition and Payment Policies:	12	8	1
4.8.1	Procedures for Collecting Money	16	4	1
4.8.2	Rates	15	5	1
4.8.3	Refunds and Collecting Money	14	5	2
STANDARD 5				
FACULTY		19	2	0
5.1	Professional Growth	19	2	0
5.2	Professional and Scholarly Preparation	17	4	0
5.3	Faculty Loads	17	4	0
5.4	Quality of Faculty's Performance	17	4	0
5.5	Selection of Faculty	16	5	0
5.5	Criteria and Procedures for Evaluation	16	5	0
5.6	Part-Time Faculty	16	5	0
5.7	Faculty Salary Scale and Benefits	15	5	1
5.8	Academic Freedom and Professional Security	13	7	1

STANDARD 6

INSTITUTIONAL SUPPORT SERVICES AND PHYSICAL RESOURCES	20	1	0
6.1 Physical Resources	21	0	0
6.1.1 Adequacy of Physical Plan and Facilities	20	1	0
6.1.2 Building, Ground and Equipment maintenance	19	2	0
6.1.3 Space Management	18	3	0
6.1.4 Safety and Security	17	4	0
6.1.5 Facilities and Master Plan	17	4	0
6.2 Evaluation on Performance of Support Personnel	18	3	0
6.3 Salaries and Benefits for Support Personnel	16	4	1

STANDARD 7

GOVERNANCE, ADMINISTRATION AND LEADERSHIP	18	3	0
7.1 Policies and Procedures for Effective Institutional Management	21	0	0
7.2 Planning System	21	0	0
7.2.1 Institutional Development Plan	20	1	0
7.2.2 Program Development Plan	20	1	0

7.3	System of: Personnel Administration, Statistical Information, Acquisitions and Supplies, System of General Purchases, and Warehouse.	40	51	0
7.4	Inter-Department Group Working Relationship	19	2	0
7.5	Institutional Advancement	19	2	0
	7.5.1 Publications	18	3	0
	7.5.2 Alumni Affairs	16	4	0
7.6	Organization and Administration	18	3	0
	7.6.1 Administration Organization	18	3	0
	7.6.2 Official Policies	15	6	0
	7.6.3 Advisory Board	15	5	1
	7.6.4 Governing Council Organization	15	5	1
7.7	Governing Council's Contribution to Improving the Institution	17	3	1
	7.7.1 Institutional Activities to Improve the Quality of its Primary Service Area	19	2	0
	7.7.2 Institutional's External Relation With Federal Government	16	5	0
7.8	Social Affairs with Respect to:			
	7.8.1 Students	16	4	1
	7.8.2 Faculty and Staff Personnel	16	4	1

STANDARD 8

FINANCIAL RESOURCES AND PLANNING	20	1	0
8.1 Financial Planning	19	2	0
8.2 Management System for Accounting and Financing	18	3	0
8.3 Investment Portfolio	16	1	4
8.4 System for Demonstrating Accountability	16	5	0

STANDARD 9

INSTITUTIONAL RESOURCES AND EQUIPMENT	21	0	0
9.1 Financial Resources and Budget	19	2	0
9.2 Physical Facilities and Instructional Resources	19	2	0
9.1.1 Laboratories and Workshops	20	1	0
9.1.2 Buildings	19	2	0
9.1.3 Library	19	2	0
9.1.3.1 Services	19	2	0
9.1.3.2 Collections	19	2	0
9.1.3.3 Staff	18	3	0
9.1.3.4 Institutional Relationship	17	4	0
9.1.2 Instructional Resources	20	1	0

APPENDIX E

LETTERS TO ACCREDITATION AGENCIES

Appendix E

Asarudin Ashari,
K-2, Mill St Apts.,
Athens, OH 45701

May 20, 1986

Executive Director,
Accreditation Agency,

Dear Sir,

I am an advanced graduate student in the field of Higher Education of Ohio University, Athens, Ohio and currently working on a doctoral dissertation about institutional evaluation entitled "A Study of Institutional Evaluation of Universities in Malaysia."

I became interested in this topic primarily as a result of my exposure to the course studies of higher education and partly from my professional background as a faculty member at one of the universities in Malaysia. I have observed over several years that professionals in higher education are confronted daily with questions about excellence, directions, priorities and use of resources. An important response to these questions is to establish an evaluation of the institution.

In Malaysia, institution evaluation of higher education is still at an initial stage of implementation. My dissertation is undertaken at a timely moment when Malaysia is committed to expand higher education opportunities to the people of the country. Hopefully a better understanding and wider implementation of institutional evaluation in higher education could help the institutions analyze its function, appraise its educational effectiveness, review its on-going procedures, and discover means by which its work can be strengthened, thus improving the excellence and quality of the fastest growing service in the country.

I would appreciate it if you could send more information on the "Standards for Accreditation" of your association and also on the instruments and procedures used for studies related to institutional evaluation.

I believe that your cooperation and support will contribute to a better understanding of research in higher education, and my dissertation, in particular.

Your cooperation is much appreciated. Thank you.

Sincerely Yours,

APPENDIX F

RESPONSES FROM ACCREDITATION AGENCIES:

AMERICAN COUNCIL ON EDUCATION

AMERICAN COUNCIL ON EDUCATION

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Office on Educational Credit and Credentials

July 10, 1986

Asarudin Ashari
7-102, Monticello Village
Athens, OH 45701

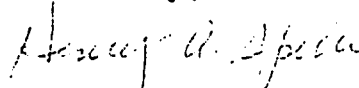
Dear Mr. Ashari:

I am responding to your letter to Mr. Atwell in which you requested a copy of the "Handbook of Accreditation/- Accreditation Criteria" and other information on institutional evaluation. Neither do I have a copy of the "Handbook" nor can I recall it. I checked with the staff of our Publications Department, and they could not identify it as one of our publications.

The best source of information on accreditation is the Council on Postsecondary Accreditation (COPA), One Dupont Circle, Suite 305, Washington, DC 20036-1193. The American Association of Community and Junior Colleges (AACJC) has also published a series of articles on various aspects of institutional evaluation. Its address is: One Dupont Circle, Suite 410, Washington, DC 20036-1193. I suggest you write to these two organizations.

Good luck as you pursue your educational and professional goals.

Sincerely,



Henry A. Spille
Director

HAS:bw

APPENDIX G

**RESPONSES FROM THE ACCREDITATION AGENCIES:
THE COUNCIL ON POSTSECONDARY ACCREDITATION**

The Council on Postsecondary Accreditation

May 28, 1986

Mr. Asarudin Ashari
K-2, Mill Street Apts.,
Athens, OH 45701

Dear Mr. Ashari:

I very much appreciate your letter of May 20, and I am delighted that you are interested in institutional self-evaluation. However, I am afraid I am not going to be able to be a great deal of help to you. We do not accredit institutions, but recognize accrediting associations. This involves reviewing the associations at least every five years in terms of a series of standards related to need and to effective carrying out of accreditation operations. I am enclosing a copy of our Recognition Provisions which will give you some ideas as to the kinds of standards we use. I am also enclosing a copy of The Balance Wheel for Accreditation which is our annual directory. In it you will find a description of the Council and its functions, a list of the Board members and also a list of the accrediting bodies we recognize.

We, unfortunately, do not have spare copies of the standards of individual accrediting bodies here that we can make available. If you write any of the institutional accrediting bodies, either the regionals or the national institutional ones, they will be glad to supply you with copies of their standards.

In addition, there is a book that might be extraordinarily helpful in developing appropriate institutional self-evaluations. It is written by Dr. H.R. Kells and is called Self-Study Process: A Guide for Postsecondary Institutions. It is published by the American Council on Education/Macmillan Publishing Company and can probably be obtained directly from Macmillan. There is a price, but I am not sure what that price is. You can reach Macmillan at the following address and/or toll free 800 telephone number:

Macmillan Publishing Company, Inc.
Front and Brown Streets
Riverside, New Jersey 08075
1-800-257-5755

APPENDIX H

RESPONSES FROM THE ACCREDITATION AGENCIES:

AMERICAN ASSOCIATION OF STATE COLLEGES

AND UNIVERSITIES

American Association of State Colleges and Universities
One Dupont Circle/Suite 700•Washington, DC 20036-1192•202/293-7070•Cable: AASCU-Washington, DC

May 23, 1986

Asarudin Ashari
K-2 Mill Street Apts.
Athens, Ohio 45701

Dear Mr. Ashari:

I am writing in response to your request for information about institutional evaluation. AASCU is a membership organization of 370 colleges and universities, however, it does not have an accrediting commission for the accreditation of these institutions. Our institutions are involved in the voluntary accreditation process, with regional agencies accrediting the whole institution and specialized accrediting agencies reviewing individual professional programs.

There are two good sources of information about institutional evaluation however. One is the National Center for Higher Education Management Systems (NCHEMS) where a model for institutional evaluation has been developed, I believe it is referred to as a profile of institutions. Contact NCHEMS (P.O. Drawer P; Boulder, Colorado 80302 (303) 497-0301).

The other is the Council on Postsecondary Accreditation (COPA). I have enclosed a brochure describing their organization and the kinds of publications available dealing with institutional responsibility in accreditation.

I hope this is helpful.

Sincerely,

Meredith Ludwig, Senior Coordinator
Association Research

cc: Allan Ostar

Officers: Chairman, Stephen Horn, President, California State University, Long Beach; **Honorary Chairman,** Ronald Williams, President, Northeastern Illinois University; **Chairman-Elect,** Hoke L. Smith, President, Towson State University (MD); **Secretary/Treasurer,** Myron L. Coulter, Chancellor, Western Carolina University (NC); **Past-Chairman,** Aubrey K. Lucas, President, University of Southern Mississippi
Directors: Frank H. Blackington III, President, University of Pittsburgh at Johnstown (PA); Alice Chandler, President, State University College at New Paltz (NY); Jewel



Years of Service

Plummer Cobb, President, California State University, Fullerton; Henry Givens, President, Harris/Stowe State College (MO); Earl E. Lazerson, President, Southern Illinois University at Edwardsville; William J. Maxwell, President, Jersey City State College (NJ); Margaret Preska, President, Mankato State University (MN); Louis Rodriguez, President, Midwestern State University (TX); Betty Leutz Sezer, President, Kennesaw College (GA); Fred J. Taylor, Chancellor, University of Arkansas at Monticello; Stanley P. Wagner, President, East Central Oklahoma State University; Del Weber, Chancellor, University of Nebraska at Omaha

APPENDIX I

RESPONSES FROM THE ACCREDITATION AGENCIES:

AMERICAN ASSOCIATION OF STATE COLLEGES

AND UNIVERSITIES

277

American Association of State Colleges and Universities
One Dupont Circle/Suite 700•Washington, DC 20036-1192•202/293-7070•Cable: AASCU-Washington, DC

July 16, 1986

Asarudin Ashari
7-102 Monticello Village
Athens, Ohio 45701

Dear Mr. Ashari:

Enclosed are three publications of the Council on Postsecondary Accreditation that will provide a good deal of information about the voluntary system of accreditation in the United States. To learn about the criteria for institutional accreditation I would recommend that you write to each regional accrediting body as listed in The Balance Wheel.

The regional accrediting bodies have publications listing the institutions they accredit and the standards met through this accreditation process. AASCU is a voluntary membership organization for the chief executives of institutions of higher education. We do not have any accrediting activities, however, we follow the accrediting process as it is monitored by COPA. We are happy to provide any information we can. For more specific data, I suggest you call Don Kaveny of COPA.

Sincerely,

Meredith Ludwig, Senior Coordinator
Association Research

Enclosure

Officers: Chairman, Stephen Horn, President, California State University, Long Beach; Honorary Chairman, Ronald Williams, President, Northeastern Illinois University; Chairman-Elect, Hoke L. Smith, President, Towson State University (MD); Secretary/Treasurer, Myron L. Coulter, Chancellor, Western Carolina University (NC); Past Chairman, Aubrey K. Lucas, President, University of Southern Mississippi
Directors: Frank H. Blackington III, President, University of Pittsburgh at Johnstown (PA); Alice Chandler, President, State University College at New Paltz (NY); Jewel



Plummer Cobb, President, California State University, Fullerton; Henry Givens, President, Harris-Stowe State College (MO); Earl E. Larson, President, Southern Illinois University at Edwardsville; William J. Maxwell, President, Jersey City State College (NJ); Margaret Preska, President, Mankato State University (MN); Louis I. Rodriguez, President, Midwestern State University (TX); Betty Lentz Siegel, President, Kennesaw College (GA); Fred I. Taylor, Chancellor, University of Arkansas at Monticello; Stanley P. Waqnor, President, East Central Oklahoma State University; Del Weber, Chancellor, University of Nebraska at Omaha

APPENDIX J

RESPONSES FROM THE ACCREDITATION AGENCIES:

ASSOCIATION OF INDEPENDENT COLLEGES

AND SCHOOLS



Association of Independent Colleges and Schools One Dupont Circle, N.W. Washington, D.C. 20036 (202) 639-2460

May 23, 1986

Mr. Asarudin Ashari
K-2, Mill Street Apts.
Athens, OH 45701

Dear Mr. Ashari:

Your letter of May 20 has been referred to me for response.

To help you with your doctoral dissertation, "A Study of Institutional Evaluation of Universities in Malaysia," I have enclosed the information you requested regarding standards for accreditation. You will also find other literature related to institutional evaluation enclosed with this packet. I'm sure you will find them useful for your study. Best wishes with your doctoral research.

Sincerely,

Mary B. Wine
Director of Professional Relations

MBW/PC

Enclosures

APPENDIX K

RESPONSES FROM THE ACCREDITATION AGENCIES:

EDUCATIONAL TESTING SERVICE

EDUCATIONAL TESTING SERVICE



279

PRINCETON, N.J. 08541

609-921-9000

CABLE:EDUCTESTSVC

INSTITUTIONAL RESEARCH PROGRAM
FOR HIGHER EDUCATION

May 13, 1986

Asarudin Ashari
K-2, Mill St. Apartments
Athens, OH 45701

Dear Asarudin Ashari:

Thank you for your letter requesting information about the Institutional Functioning Inventory and the Institutional Goals Inventory as possible instruments for use in your dissertation research.

Enclosed are specimen sets for both IFI and IGI. You will find descriptions of the Community College Goals Inventory and the Small College Goals Inventory included with the IGI material. There is a charge for specimen sets and an invoice is enclosed.

If you have any questions or if we may be of further assistance, please do not hesitate to call or write.

Sincerely yours,

A handwritten signature in cursive script that reads "Nancy Beck".

Nancy Beck
Program Director

NR/em

Enclosures

APPENDIX L

**RESPONSES FROM THE ACCREDITATION AGENCIES:
NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES**



NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

COMMISSION ON COLLEGES
Office of the Executive Director

July 16, 1986

Mr. Asarudin Ashari
7-102 Monticello Village
Athens, Ohio 45701

Dear Mr. Ashari:

In reply to your letter of July 4 we are enclosing an order form for our various publications. Because of printing and mailing costs, we are unable to provide free copies.

Probably our Accreditation Handbook would be of most help to you. It is a 147-page book that provides a composite of information about the evaluation and accreditation of postsecondary institutions in the seven Northwest states. The charge for the publication is \$4, including postage and handling.

Sincerely yours,

A handwritten signature in cursive script that reads "James F. Bemis".

James F. Bemis
Executive Director

JFB:b
Enclosure

APPENDIX M

RESPONSES FROM THE ACCREDITATION AGENCIES:

NATIONAL ASSOCIATION OF TRADE &

TECHNICAL SCHOOLS

National
Association of
Trade & Technical
Schools

2251 Wisconsin Avenue
North West
Washington, DC 20007

Telephone
202-333-1021

281

NATTS

May 28, 1986

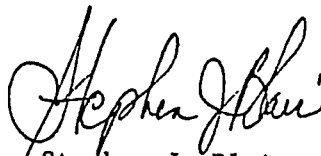
Mr. Asarudin Ashari
K-2 Mill St Apts.
Athens, OH 45701

Dear Mr. Ashari:

Enclosed please find the information you recently requested
from our office.

Thank you for your interest in our organization.

Sincerely,



Stephen J. Blair
Executive Director

Enclosure

APPENDIX N

RESPONSES FROM THE ACCREDITATION AGENCIES:

THE NATIONAL HOME STUDY COUNCIL

NATIONAL HOME STUDY COUNCIL
1601-18th STREET, N.W. • WASHINGTON, D. C. 20009 • 202-234-5100



Office of the Executive Director

June 4, 1986

Mr. Asarudin Ashari
K-2, Mill St. Apts.,
Athens, OH 45701

Dear Mr. Ashari:

Thank you for your query. In response, we enclose some of our literature which we hope will help you.

May we suggest you also write Dr. Larry Keller, Associate Dean, Continuing Education, Owen Hall, Indiana University, Bloomington, Indiana 47405. He has substantial experience in working in Malaysia's higher education.

Sincerely yours,

A handwritten signature in cursive script that reads "Michael P. Lambert / S.A."

Michael P. Lambert
Assistant Director

sa
Enclosure

APPENDIX O
RESPONSES TO ACCREDITATION AGENCIES:
MIDDLE STATES ASSOCIATION OF
COLLEGES AND SCHOOLS



COMMISSION ON HIGHER EDUCATION

Middle States Association
of Colleges and Schools

3624 Market Street
Philadelphia, Pennsylvania 19104
Telephone: 215/662-5606

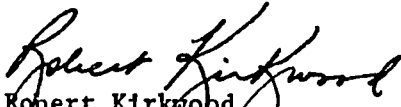
May 15, 1986

Mr. Asarudin Ashari
K-2, Mill Street Apartments
Athens, Ohio 45701

Dear Mr. Ashari:

Your letter of May 5, 1986 has recently come to my attention and under separate cover I am sending you a package of materials which should be helpful in your studies. After you receive the materials if you have any questions please do not hesitate to get back in touch with me.

Sincerely,


Robert Kirkwood
Executive Director

vle

APPENDIX P

LETTER TO PRIME MINISTER'S DEPARTMENT

REQUESTING PERMISSION TO

IMPLEMENT RESEARCH IN MALAYSIA

AND

TRANSLATION

Appendix P

Asarudin Hj. Ashari,
K-2, Mill St. Apts.,
Athens. Ohio 45701.

Jun 12, 1986.

Ketua Pengarah,
Unit Penyelidikan Socioekonomi,
Jabatan Perdana Menteri,
Tingkat Bawah, Wisma Mirama,
Jalan Wisma Putra,
Kuala Lumpur.

Tuan,

Memohon Kebenaran Untuk Membuat Kajian Bertajuk
"A Study of Institutional Evaluation of Universities
in Malaysia."

Dimaklumkan saya adalah seorang pensyarah di Universiti Teknologi Malaysia yang kini sedang mengikuti pengajian ijazah Ph. D. di Universiti Ohio didalam bidang Pengajian Tinggi (Higher Education).

Sebagai memenuhi syarat pengajian, saya semasa ini sedang membuat suatu penyelidikan untuk "dissertation" pengajian dan tajuk kajian tersebut adalah sepertimana yang diberi diatas.

Bagi memperolehi data untuk kajian ini, saya bercadang menemui semua Timbalan Naib Canselor (akademik, pentadbiran dan hal ehwal pelajar) dari semua universiti di tanah air, Pengarah/Dekan Unit Penyelidikan dan Pendaftar yang terdapat di universiti-universiti tersebut.

Untuk perhatian tuan, bersama ini disertakan "proposal" bersama instrumen (diluluskan oleh dissertation committee pada Jun 10, 1986) yang akan digunakan didalam kajian tersebut.

Melalui surat ini saya memohon kelulusan dari pihak tuan, bagi membolehkan saya menjalankan kajian yang dimaksudkan.

Kerjasama dari pihak tuan terlebih dahulu diucapkan terima kasih.

Yang benar,

Salinan:

1. Naib Canselor,
Universiti Kebangsaan Malaysia,
43600 UKM Bangi,
Selangor.
2. Naib Canselor,
Universiti Malaya,
59100 Kuala Lumpur,
3. Naib Canselor,
Universiti Pertanian Malaysia,
43400 UPM Serdang,
Selangor.
4. Naib Canselor,
Universiti Sains Malaysia,
11800 USM Pulau Pinang,
Pulau Pinang.
5. Naib Canselor,
Universiti Teknologi Malaysia,
Jalan Gurney,
54100 Kuala Lumpur.
6. Naib Canselor,
Universiti Utara Malaysia,
Bandar Darulaman,
Kedah.

TRANSLATION

APPENDIX P

Asarudin Hj Ashari
K-2, Mill St Apts.,
Athens, Ohio 45701.

Jun 12, 1986

Director General,
Socio-Economy Research Unit,
Prime Minister's Department,
Ground Floor, Wisma Mirama,
Wisma Putra Road,
Kuala Lumpur.

Sir,

Application to Conduct Research on the Topic entitled "A Study of Institutional Evaluation of Universities in Malaysia."

I am an instructor at the University of Technology Malaysia and currently following a Ph. D program in the field of Higher Education at Ohio University.

To fulfill the study requirement program, I'm currently working on a doctoral dissertation about institutional evaluation, as the above-mentioned title indicates.

I have planned to meet vice-chancellors of academic affairs, development, and students affairs from all universities in Malaysia, to meet the director/dean/chairman of research department and also to meet the registrar from these universities.

Accompanying this letter are the dissertation proposal and the study instrument (passed by the dissertation committee on June 10, 1986) to be used in the study.

I shall be pleased if you could grant me permission to undertake this research project.

Your permission and cooperation are much appreciated.

Thank you.

Sincerely yours,

c.c:

1. Vice-Chancellor,
National University Malaysia,
43600 UKM Bangi,
Selangor.
2. Vice-Chancellor,
University of Malaya,
59100 Kuala Lumpur.
3. Vice-Chancellor,
University of Agriculture Malaysia,
43400 UPM Serdang,
Selangor.
4. Vice-Chancellor,
University of Science Malaysia,
11800 USM Pulau Pinang,
Pulau Pinang.
5. Vice-Chancellor,
University of Technology Malaysia,
Jalan Gurney,
54100 Kuala Lumpur.
6. Vice-Chancellor,
Northern University of Malaysia
Bandar Darulaman,
Kedah.

APPENDIX Q

**LETTERS TO UNIVERSITY'S VICE-CHANCELLOR'S
OFFICE REQUESTING PERMISSION TO
IMPLEMENT RESEARCH AT THE UNIVERSITIES
AND
TRANSLATION**

Appendix Q

Asarudin Hj Ashari,
7-102 Monticello Village,
Athens, Ohio 45701

Jun 30, 1987

Naib-Canselor,
Universiti _____

Yang Berbahgia _____

Memohon Kebenaran Untuk Membuat Kajian Bertajuk
"A Study of Institutional Evaluation of Universities
in Malaysia" di Universiti _____.

Dimaklumkan, saya adalah seorang pensyarah di Universiti
Teknologi Malaysia yang kini sedang mengikuti pengajian ijazah
Ph. D di Universiti Ohio, didalam bidang Pengajian Tinggi
(Higher Education).

Sebagai memenuhi syarat pengajian, saya semasa ini sedang
membuat satu penyelidikan untuk "dissertation" pengajian; tajuk
kajian tersebut adalah sepertimana dinyatakan di atas.

Bagi memperolehi data kajian ini, saya bercadang menemui semua
Timbalan Naib Canselor (akademik, pentadbiran dan haleswal
pelajar) dari semua universiti di Malaysia, juga
Pengarah/Dekan/Pengerusi Unit Penyelidikan/Jawatankuasa
Penyelidikan yang terdapat di universiti-universiti berkenaan.
Untuk perhatian Yang Berbahgia, saya akan berada di
Universiti _____ pada _____ hingga _____
1986. Diharap pihak-pihak yang berkenaan di _____
dapat melapangkan masa pada tarikh yang dirancangan.

Bersama ini, disertakan "proposal" juga "instrument" (diluluskan
oleh dissertation committee pada Jun 10, 1986) yang akan
digunakan didalam kajian tersebut.

Melalui surat ini saya memohon dari Yang Berbahgia bagi
membolehkan saya menjalankan kajian yang dimaksudkan di _____.

Kerjasama dari pihak Yang Berbahgia, terlebih dahulu diucapkan
berbanyak terima kasih.

Yang benar,

TRANSLATION

Appendix Q

Asarudin Hj Ashari,
7-102 Monticello Village,
Athens, Ohio 45701

June 30, 1986

Professor _____
Vice-Chancellor,
University _____

Dear Sir,

Permission to Conduct a Research "A Study of Institutional
Evaluation of Universities in Malaysia" at _____

I'm an instructor at the University of Technology Malaysia and currently following the Ph. D program in the field of higher education at Ohio University.

To fulfill the study requirement program, I'm currently working on a doctoral dissertation about institutional evaluation entitled "A Study of Institutional Evaluation of Universities in Malaysia."

I have planned to meet the associate vice-chancellors of academic, development, and student-affairs from all universities in Malaysia and to meet the director/dean/chairman of research department at these universities. For your attention, I will be at your university from _____ until _____ 1986. Hopefully, I could meet in person those related as planned.

Accompanying this letter are the dissertation proposal and the study instrument (passed by the dissertation committee on June 10, 1986) to be used in the study.

I shall be pleased if you could grant me permission to undertake this research project at your university as scheduled.

Your permission and cooperation are much appreciated.

Thank you.

Sincerely yours,

APPENDIX R

RESPONSE FROM THE PRIME MINISTER'S

DEPARTMENT

AND

TRANSLATION

UPSE:M/A.21(23)

Encik Asarudin Hj. Ashari,
272 Mk. F Paya Kongsy,
11000 BALIK PULAU. *Perawang*

16 Sept. 1986

Tuan,

Permohonan untuk menjalankan penyelidikan di Malaysia

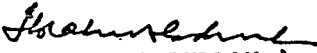
Dengan hormatnya saya diarah menarik perhatian tuan kepada surat dari Unit ini dalam siri yang sama bertarikh 22 Ogos, 1986 mengenai perkara yang tersebut di atas.

2. Sukacita dimaklumkan bahawa Unit ini telah memberikan kelulusan sepenuhnya untuk tuan menjalankan penyelidikan di semua Institusi Pengajian Tinggi seperti yang disenarai di borang permohonan tuan. Tuan bolehlah menjalankan penyelidikan di semua institusi berkenaan.

Sekian harap maklum, terima kasih.

• BERKHIDMAT UNTUK NEGARA •

Saya yang menurut perintah,


(IBRAHIM ABDULLAH)
b.p. Ketua Pengarah,
Unit Penyelidikan Sosioekonomi.

IA/ros.

TRANSLATION

291

Appendix R

Socio-Economic Research Unit,
Prime Minister's Department,
Ground Floor, Wisma Putra,
Jalan Wisma Putra,
Kuala Lumpur.

Our referenc:UPSE:M/A.21(23)

Date: 16 Sept. 1986

Mr. Asarudin Hj. Ashari,
272, Mk F. Paya Kongsu,
11000 Balik Pulau,
Penang.

Sir,

Application to Conduct a Research in Malaysia

With reference to your letter dated 22 August, 1986 related to the above-mentioned case.

2. This Unit has wholly granted permission for you to conduct research at the institutions as mentioned in your application letter.

Thank you.

' SERVICE FOR THE NATION '

Yours obediently,

signed
(IBRAHIM ABDULLAH)
for the Director General,
Socio-Economic Research Unit.

IA/ros.

APPENDIX S

RESPONSE FROM UNIVERSITY'S VICE-CHANCELLOR'S

OFFICE: NATIONAL UNIVERSITY OF MALAYSIA

AND

TRANSLATION

Appendix S

8250343

xxxx

PEJABAT TIMBALAN NAIB CANSOLOR
AKADEMIK DAN PENYELIDIKAN

UKM.3.8/244/3

12 Julai, 1986

Encik Asarudin Hj. Ashari
7-102 Monticello Village
Athens
Ohio 45701

Tuan,

Memohon Kebenaran Untuk Membuat Kajian Bertajuk
"A Study of Institutional Evaluation of Universities
in Malaysia" di Universiti Kebangsaan Malaysia

Dengan hormatnya saya merujuk kepada surat tuan bertarikh 30 Jun, 1986 yang ditujukan kepada Dato' Naib Canselor berkaitan dengan perkara tersebut di atas.

Pihak Universiti tiada halangan dan meluluskan permohonan tuan untuk menemui Timbalan-timbalan Naib Canselor, Dekan-Dekan Fakulti dan Pengarah-pengarah Pusat/Institusi di universiti ini pada 28 Julai hingga 1 Ogos, 1986 bagi tujuan tersebut di atas.

Sekian dimaklumkan.

Yang benar,

Signed
PPROF. DR. JALANI SUKAIMI
Timbalan Naib Canselor
Akademik dan Penyelidikan

s.k.

- | | |
|---|--|
| <ul style="list-style-type: none"> - Dato' Timbalan Naib Canselor
(Pembangunan dan Latihan) - Timbalan Naib Canselor
(Hal Ehwal Pelajar) - Semua Dekan Fakulti/
Pengarah Pusat/Institut
Universiti Kebangsaan Malaysia | <p>(bersama ini di sertakan salinan surat bertarikh 30 Jun, 1986 yang jelas maksudnya daripada Encik Asarudin Hj. Ashari untuk makluman Dato'/tuan/puan.</p> |
|---|--|

TRANSLATION

Appendix S

8250343

ASSOCIATE VICE-CHANCELLOR'S OFFICE
ACADEMIC AND RESEARCH

Mr. Asarudin Hj. Ashari
7-102 Monticello Village
Athens,
Ohio 45701

Sir,

Application to Conduct a Research Entitled
"A Study of Institutional Evaluation of Universities
in Malaysia" at National University Malaysia

With reference to your letter dated 30 June, 1986 addressed to the Associate Vice-Chancellor related to the above-mentioned case.

The University has no restriction and grants permission for you to conduct research. To meet the Associate Vice-Chancellors, Deans, and Directors of the University as scheduled from 28 July through 1 August 1986.

Thank you.

Sincerely yours,

Signed
PROF. DR. JALANI SUKIMI
Associate Vice-Chancellor
Academic and Research

c.c

- Associate Vice-Chancellor
(Development and Training)
- Associate Vice-Chancellor
(Student Affairs)
- Faculty Dean/
Director Centre/Institute
National University Malaysia

(Accompanying is the copied letter dated 30 June, 1986 from Mr. Asarudin Ashari related to the matter for your action.

Hopefully you could give your cooperation for the interviews.

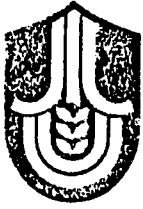
APPENDIX T

RESPONSE FROM UNIVERSITY'S VICE-CHANCELLOR'S

OFFICE: NORTHERN UNIVERSITY OF MALAYSIA

AND

TRANSLATION



UNIVERSITI UTARA MALAYSIA

294

Bandar Darulaman, Kedah, Malaysia. Tel: 04-772066 - 04-772076, 04-772100 Cable: UTAMAS Telex: MA 42052

Pejabat Naib Canselor

UUM/BIRO/D-029 (1)

17 Julai 1986

En. Asarudin Haji Ashari
7-102 Monticello Village
Athens, Ohio 45701
U.S.A.

Wassalamu alaikum wa

Dissertation: "A Study of Institutional Evaluation
of Universities in Malaysia"

Dengan hormatnya saya merujuk kepada surat saudara yang bertarikh Jun 30, 1986 yang berhubung dengan perkara di atas. Saya ingin mengucapkan berbanyak terima kasih kepada saudara kerana telah memilih Universiti Utara Malaysia sebagai salah satu institusi untuk kajian saudara.

Oleh kerana Universiti Utara Malaysia tertakluk kepada peraturan-peraturan tertentu, saya ingin menyarankan kepada saudara untuk berhubung dengan Bahagian Pelajaran Tinggi, Kementerian Pelajaran Malaysia untuk mendapat kebenaran untuk membuat kajian ini. Sementara itu, sukacita juga sekiranya saudara mengirim cadangan penyelidikan saudara dengan lebih terperinci.

Sekianlah sahaja dimaklumkan dan saya akhiri dengan ucapan selamat berjaya dalam kajian dan seterusnya pengajian saudara.

Terima kasih.

Wassalam,

(AWANG HAD SALLEH, PSM, DSDK, JMN)
Naib Canselor
Universiti Utara Malaysia

AHS/NA/wan

TRANSLATION

Appendix T

NORTHERN UNIVERSITY OF MALAYSIA
Bandar Darulaman, Kedah, Malaysia. Tel: 04-772066--04-772076,
04-772100 Cable UTAMAS Telex:MA 42052

Associate Vice Chancellor's Office

UUM/BIRO/D-029 (1)

17 July 1986

Mr. Asarudin Haji Ashari
7-102 Monticello Village
Athens, Ohio 45701
U.S.A.

Dissertation: "A Study of Institutional Evaluation
of Universities in Malaysia"

With reference to your letter dated Jun 30, 1986 related to the above-mentioned case. I would like to express my appreciation for your consideration to include Northern University of Malaysia in your study.

Since Northern University of Malaysia is under constraint with certain jurisdictions, I would like to advice you to communicate with the Higher Education Division, Ministry of Education to release permission to conduct this research.

I would appreciate it if I you could send me your research proposal in detail.

My best regard to your venture in this research and your educational and professional goals.

Thank you.

Signed

(AWANG HAD SALLEH, PSM, DSDK, JMN)
Vice-Chancellor
Northern University of Malaysia

AHS/NA/wan

APPENDIX U

**MINISTRY OF EDUCATION: CHARTS OF
ORGANIZATIONAL STRUCTURE OF THE MINISTRY
AND
TRANSLATION**



KEMENTERIAN PELAJARAN MALAYSIA.
BANGUNAN BANK PERTANIAN.
LEBOH PASAR BESAR.
KUALA LUMPUR

296

Telefon: K.L. 922066

Kawat: "PELAJARAN"

Ruj. Tuan:

KP (Pentd) 5032/

Ruj. Kami: Jld. XVII (53)

Tarikh: 25 November, 1986

Encik Asarudin bin Haji Ashari,
7102 Monticello Village,
Athens, Ohio 45701,
U.S.A.

Tuan,

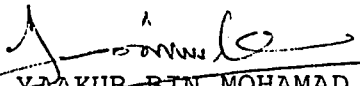
Carta Organisasi Kementerian Pelajaran

... Merujuk kepada surat tuan bertarikh 15/11/86 mengenai perkara di atas, bersama-sama ini disertakan Carta Organisasi Kementerian Pelajaran seperti yang diminta sebagai bahan penyelidikan dan penulisan "dissertation" tuan di Universiti Ohio, U.S.A.

Sekian, terima kasih.

" BERKHIDMAT UNTUK NEGARA "

Saya yang menurut perintah,


(YAKUB BIN MOHAMAD)
Bahagian Pentadbiran,
b.p. Ketua Setiausaha,
Kementerian Pelajaran.

YM/ka.

TRANSLATION

Appendix U

KEMENTERIAN PELAJARAN MALAYSIA
LEBUH PASAR BESAR
KUALA LUMPUR

Tel: 03-922066
Telex: PELAJARAN

Our Reference: KP (Pentd)5032/
Jld.XVII(52)
Date: 25 November, 1986.

Mr. Asarudin bin Haji Ashari,
7102 Monticello Village,
Athens, Ohio 45701,
U.S.A.

Sir,

Organizational Charts of the Ministry of Education

With reference to your letter dated 15/11/1986 related to the above-mentioned case, hereby accompanying this letter are two organizational charts of the Ministry of Education, to be used as references to your doctoral research dissertation at Ohio University, U.S.A.

Thank you.

"SERVICE FOR THE NATION"

(YAAKUB BIN MOHAMAD)
Administration Division,
for the Director General,
Ministry of Education.

YM/ka
