2005

Accreditation in Teacher Education: An Analysis of the Costs and Benefits Associated with NCATE Peer Review

Cindy S. Jacobs
University of North Florida

Accreditation in Teacher Education:

An Analysis of the Costs and Benefits Associated with NCATE Peer Review

Cindy S. Jacobs

October, 2005

A dissertation submitted to the Doctoral Faculty of the College of Education and Human Services in partial fulfillment of the requirements for the degree of

Doctor of Education

University of North Florida

College of Education and Human Services

The dissertation of Cynthia S. Jacobs is approved:

Signature Deleted

October 28, 2005

Katherine M. Kasten, Ph.D., Chair

Signature Deleted

10/28/2005

Larry G. Daniel, Ph.D.

Signature Deleted

October 28, 2005

Joyce T. Jones, Ed.D.

Signature Deleted

October 28, 2005

Earle C. Traynham, Ph.D.

Accepting for the Department:

Signature Deleted

January 18, 2006

Joyce T. Jones, Ed.D., Chair
Department of Counseling and Educational Leadership

Accepting for the College:

Signature Deleted

January 19, 2007

Larry G. Daniel, Ph.D., Dean
College of Education & Human Services

Accepting for the University:

Signature Deleted

29 January 2007

David E. W. Fenner, Ph.D.
Dean of Graduate Studies

Acknowledgements

While the path one takes to complete a dissertation is solitary, it is never lonely. In my case, there were many colleagues and friends lending their professional and moral support.

First and foremost, I offer thanks to my dissertation committee. I am lucky to have had such an accomplished group of scholars advising, guiding, and supporting me. To my committee chair, Dr. Katherine Kasten, I offer my deepest thanks for her commitment to my study and to me as an individual. Her influence upon me as a mentor, a colleague, and a friend, has been profound and I am grateful to her beyond words. To Dr. Larry G. Daniel, I am humbled by his level of expertise and his devotion to me and every student with whom he works. To Dr. Joyce Jones, my confidante, I am in awe on her love of learning and grateful for her boundless support. Finally, to Dr. Earle Traynham, I am most appreciative of his expertise and alternative viewpoints which, in the end, solved many potential problems.

To Dr. S. Lloyd Newberry, I offer my deepest thanks for his unwavering support of my career and for our many years of friendship. I was lucky to sit in his classroom as a student and later to serve as a member of his faculty at Armstrong Atlantic State University. Likewise, I am grateful to Ms. Marcia T. Clanton for her willingness to mentor a young professional in the early days of my career; to this day, Marcia remains one of the most significant influences in my professional life. And, to Dr. Frank Butler, I thank him for his on-going support and leadership.

While I all but abandoned my friends for three and one-half years, they didn't abandon me. To my three amigos: Bess Seiler Thompson, Julie Joiner Ackerman, and Gigi David, I offer my heartfelt thanks for the hours I bored them with my many diatribes about my study. While I have been passionate about this research from the beginning, they somehow convinced me that they were too, and I thank them.

Finally, I wish to thank my family. To my daughter Madeline, and my son Parker, I thank them for all of the sacrifices they made so that their mother could achieve her dream of a doctoral degree. I regret that the time spent on coursework and writing a dissertation have taken me away from them, but I am grateful to them for their support and the many opportunities in life this degree with afford us all. One day I hope that they will understand how important it is to realize your dreams, both big and small.

To my husband Russell Jacobs, III, there really are no words adequate to express my appreciation and gratitude for his infinite support. Like everything in our life together, this has been a partnership to which he has been completely devoted and I thank him. Likewise, I am grateful to his parents, Jane and Russell Jacobs, Jr., for their support and assistance during my doctoral journey.

In closing, I wish to thank my father, William Parker Shiver, for raising an independent daughter. My father always said that I could do anything I put my mind to and I offer this dissertation as proof. It seems that father really does know best.

Table of Contents

List of Tables

List of Figures

Abstract

The purpose of the present study was to examine the costs incurred and the benefits realized by institutions participating in the NCATE accreditation process and to formulate a cost-benefit model to guide teacher training institutions who are assessing the value of peer-review by NCATE. The study utilized quantitative methodology with a descriptive research design. The study featured researcher-designed questionnaires: Accreditation Cost-Benefit Analysis Scale for faculty (ACBAS) and the Costs Inventory Analysis (CIA) for administrators and was administered to a purposive sample of faculty and administrators at 54 colleges of education that had participated in the NCATE accreditation process and site-visit during the period of January 2003-December 2004.

The data indicated that faculty and administrators hold distinct perceptions regarding the benefits, costs, and other issues related to NCATE accreditation. Administrators specified the mean cost of NCATE accreditation was approximately $100,000, on average, as indicated by an analysis of the data provided on the CIA. Furthermore, a discriminant analysis of the data confirmed that administrators and those faculty considerably (7-10 hours per week) involved in the accreditation process had a greater appreciation for the benefits and costs of NCATE accreditation than did those faculty and significantly (3-6 hours per week) or only moderately (0-2 hours per week) involved. Finally, the data indicated that there was no difference in the perceptions between faculty and administrators regarding costs, benefits, and other issues related to accreditation when measured on the ACBAS.

The demands for accountability and education quality evaluation will not go away.
Nor will resources flow freely enough to finance all of higher education's perceived needs.

From *Honoring the Trust: Quality and Cost Containment in Higher Education*
by William F. Massy, 2003

CHAPTER I

INTRODUCTION

Accreditation by the National Council for Accreditation of Teacher Education (NCATE) is a topic discussed by practically every college and university charged with teacher education in America. At some point in each institution's existence, a decision has to be made whether to seek or continue the accreditation process. Although institutions will likely be able to supply justifications for their decisions to pursue NCATE accreditation, it is unclear whether these decisions are made with consideration of the economics involved with the process. Indeed, in some cases, states have made NCATE accreditation mandatory; hence, it is unclear whether teacher educators who participate in NCATE accreditation efforts necessarily embrace the accreditation process due to philosophical consistency with the NCATE standards or more out of necessity for survival of their teacher education programs.

Sutton (1993) conveyed that the cost of accreditation is minimal while Goodlad (1990) stated the NCATE process to be "so costly and so demanding of time that it pushes aside other kinds of long-term planning and renewal in teacher education" (p. 197). Similarly, Nicklin (1992) noted that the costs "exceed $300,000 for council membership fees, time spent by professors in meetings or writing reports, the cost of materials, and visiting evaluator's travel, lodging, and

food expense" (p. A22). There are no current extant data available to either confirm or dispute Nicklin's 1992 figure, nor have there been any attempts to provide evidence of the costs of the accreditation effort for a more recent time frame.

In a search of the literature, few empirical studies were found documenting costs of NCATE accreditation, and none within the last decade. Furthermore, there was very little discussion of a relationship between costs and benefits, even in the general sense. NCATE publishes the literal costs of participation (i.e., fees); however, anyone who has participated in an accreditation visit can pontificate on the countless hours administrators, faculty, and staff dedicate to this process as well as the costs for materials, printing, binding, and travel associated with self-study processes and document preparation. As colleges and universities face continued economic pressures, budgets are being tightened. Funds for colleges of education are limited, and the costs of the accreditation process must be a consideration. This is true especially for those institutions that enjoy program approval from their state and require no other validation.

Little data exist on the issues surrounding the NCATE accreditation process: benefits, costs, perceptions of faculty with regard to the self-study process. The literature contains multiple instances of references made to the costs associated with the accreditation process, yet there are few studies to verify the "excessive costs" that are commonly mentioned. For example, in a 1995 review of postsecondary education institutions in Florida, seven of the 12 respondents reported that they do not support specialized accreditation and the primary factor

cited was cost of the process (Postsecondary Education Planning Commission, 1995).

While fiscal costs are worthy of study, issues regarding commitment of the faculty to the NCATE accreditation process justify investigation as well. In the early 1990's, four Iowa universities withdrew from the accreditation process with several Arizona schools following thereafter (Nicklin, 1992). While administrators at Iowa institutions argued that it wasn't very practical to participate in NCATE considering that the state's review process was sufficient to ensure high standards (Sutton, 1993), the administration at the Arizona institutions pulled out of the accreditation process citing NCATE's standards as outmoded and too costly (Gardner, Scannell, & Wisniewski, 1996). Nevertheless, critics and supporters alike have suggested that until something better comes along, NCATE is the preeminent option in teacher education accreditation (Basinger, 1998; Black, 2001; Sanders, 1993).

Understanding the issues surrounding the accreditation process can be very valuable to the profession. In a study of college of education faculties from both the University of Northern Iowa (UNI) and Arizona State University (ASU), McGee (1995) found that the University of Northern Iowa faculty clearly (71%) believed their individual advice was not sought before the decision to forfeit NCATE membership was made. Likewise, a full 91% of faculty strongly-agreed/agreed that they should have been included in the decision to retain or drop NCATE. Conversely, only 20% of the ASU faculty believed that they were not consulted on the decision to maintain or dissolve the accreditation

relationship, and 94% agreed that they should be involved in the decision making regarding NCATE accreditation. With regard to the reasons the universities withdrew from NCATE, in both cases the faculties agreed that the process was "too costly" ($M = 59\%$). Only slightly more than one-third (38%) of UNI faculty believed the process to be "too prescriptive" while a clear majority (59%) of ASU faculty concurred. Interestingly, the faculty who were involved in the decision making process regarding accreditation at ASU maintained a stronger disagreement with the NCATE standards than did their counterparts at UNI. Faculty at the University of Northern Iowa, while believing NCATE to be too costly, agreed with the philosophy of the accreditation process, yet the accreditation process was terminated anyway. McGee's study illustrates the importance of faculty perceptions regarding participation in decision making and how it impacts their attitudes toward the accreditation process.

With 46 states enrolled in partnerships with NCATE for state program approval and accreditation, arguments of practicality could be made for both sides. Why participate in the NCATE accreditation process when the state is going to validate program adequacy? On the other hand, why shouldn't the institution participate in professional accreditation when the documentation has to be prepared for the state anyway? These questions bring full cycle, the inosculate nature of the research within the field of teacher education. What are the perceptions of administrators and faculty regarding the reason(s) that they participate in NCATE accreditation? What are the costs of accreditation? Is it practical to participate in NCATE accreditation? The present study will bring

these issues to light and provide the data necessary for institutions to make informed decisions regarding the costs of participation in NCATE accreditation.

Statement of the Problem

With higher education continuing to face significant limitations on financial and human resources, the question of accreditation is one that must be analyzed by all involved. Not only do administrators of institutions have to consider costs of such processes, but they must also determine if the benefits justify the investment of limited resources. Ducharme and Ducharme (1996) suggested that more research was needed in the area of cost analyses of teacher education accreditation processes. Critics have long held the costs of accreditation to be excessive (Gardner, Scannell, & Wisniewski, 1996; Gideonese, 1993; Nicklin, 1992; Parker, 1994: Raths, 1999; Tom, 1999); the literature yields few contrasting opinions (Sutton, 1993).

Exploration of the multifaceted dimensions of this problem will enable teacher education institutions to determine if the benefits outweigh the costs and in turn impact the education of their students in a positive way. Therefore, the purpose of this study was to determine the estimated and perceived costs incurred by institutions accredited by NCATE and to formulate a cost/benefit model that will be useful to other institutions exploring accreditation options. Data were collected to determine the perceived direct, indirect, and opportunity costs and benefits involved in NCATE accreditation and continuing accreditation. Additionally, data were collected regarding whether or not these perceptions can be explained or predicted by perceived level of involvement (in terms of hours per

week) devoted to the accreditation process. Finally, data were gathered to determine if the perceptions of faculty regarding the direct, indirect, and opportunity costs and benefits involved in NCATE accreditation and continuing accreditation differ from the perceptions of administrators as measured on the Accreditation Cost-Benefit Analysis Scale.

Purpose

The purpose of the present study was to examine the costs incurred and the benefits realized by institutions participating in the NCATE accreditation process and to formulate a cost-benefit model to guide teacher training institutions who are assessing the value of peer-review by NCATE.

Statement of Research Questions

Using a survey, data were collected to address the following questions:

1. Can one or more interpretable constructs be obtained when responses on the Accreditation Cost-Benefit Analysis Scale are intercorrelated and factor analyzed using principal components technique?
2. What are the perceived benefits, costs, and other issues involved in NCATE accreditation and continuing accreditation?
3. Can perceptions of benefits, costs, and other issues among faculty and administrators be explained or predicted by level of involvement?
4. Do the perceptions of faculty differ from the perceptions of administrators when measured on the Accreditation Cost-Benefit Analysis Scale?

In addition, I determined whether a cost-effectiveness model can capture the costs and benefits of an institutional decision to seek or maintain NCATE accreditation.

Significance of the Research

A presence in teacher education since 1954, the NCATE accreditation process is currently an on-going issue in colleges and universities throughout the country. Likewise, with a single accreditation alternative in place, NCATE accreditation appears to be the most popular avenue for professional program evaluation in teacher education. However, the Teacher Education Accreditation Council (TEAC) has been recognized by both the U. S. Secretary of Education and the Council on Higher Education Accreditation (CHEA) in 2003 as an alternative to colleges of education seeking specialized accreditation. While a discussion surrounding the issues associated with accreditation from TEAC is beyond the scope of this paper, it is helpful for all teacher education programs to consider the research questions put forth in the paper in light of both accreditation options. Data provided in the present study will provide at least part of the information necessary when analyzing accreditation options.

Research into these issues is important to the future of teacher education. It is vital that university administrators and faculty maintain a current understanding of the issues (i.e., benefits, costs, disadvantages, needs of society) involved in seeking specialized accreditation by NCATE. Additionally, consideration of these issues is relevant to the constituent groups that influence and make policy (e.g., legislators, boards of regents/governors, local school leaders, taxpayers) through both state and federal legislative acts and mandates

that impact teacher candidates, teachers and ultimately children. The ramifications to teacher education are vast and are of great consequence.

Definition of Terms

Accreditation: Accreditation relates to two areas: general or regional accreditation of schools or colleges as well as professional accreditation of programmatic processes or standards. Considered a regional accrediting body, the Northwest Commission on Colleges and Universities (n.d.) defines accreditation in general terms as:

> The process by which a private, non-governmental body evaluates an educational institution or program of study and formally recognizes it as having met certain predetermined criteria or standards. The process involves initial and periodic self-study and evaluation by peers. Accreditation implies stimulation toward quality improvement beyond the minimum standards specified by the accrediting body. The essential purpose of the accreditation process is to provide a professional judgment as to the quality of the educational institution or program offered and to encourage continual improvement thereof. (p. 5)

Furthermore, accreditation was defined by the United States Department of Education: Office of Postsecondary Education (n.d.) as a means of conducting non-governmental, peer evaluation of educational institutions and programs. More specifically, the National Council for Accreditation of Teacher Education (National Council for Accreditation of Teacher Education, 2002b) purports accreditation to be,

1. A process for assessing and enhancing academic and educational quality through voluntary peer review;
2. Accreditation informs the public that an institution as a professional education unit that has met state, professional, and institutional standards of education quality;
3. The decision rendered by NCATE when an institution's professional education unit meets NCATE's standards and requirements. (p. 52)

Benefit: A benefit is any advantageous outcome derived as a result of an investment of financial or human resources. Generally speaking, accreditation benefits three different groups: the institution (including faculty), students, and society (Stark & Austin, 1983).

Cost: Cost is the amount paid or expended for a particular product or service (Clark & Gottfried, 1957) and while I made every effort to gain data on actual costs, in most cases costs were estimates of actual expenses incurred within 12 calendar months preceding the site-visit. Costs were divided into the following categories: non-labor costs, labor costs, and site-visit costs. For the purpose of the proposed study, costs included the following:

Labor Costs

Direct/Out of Pocket Costs

1. Additional costs (stipends) for research and document preparation by faculty members;

2. Additional costs for research and document preparation by academic officers (deans);
3. Additional costs of time/overtime for staff to copy and assemble documentation;
4. Costs of consultants and/or temporary employees/adjunct faculty utilized for the accreditation process.

Indirect/Absorbed Costs

1. Costs for faculty members who are engaged in meetings (planning and on-going) related to accreditation;
2. Costs for academic officers who are engaged in meetings, (planning and on-going) related to accreditation;

Non-Labor Costs

1. Costs/Fees/Expenses associated with workshops/seminars specific to the NCATE accreditation process (e.g., travel, lodging, fees.);
2. Costs of materials (e.g., paper, binding, printing, office supplies.);
3. Costs of technology required specifically for the purpose of accreditation activities;
4. Fees and dues to NCATE since last site visit.

Site-Visit Costs

1. Costs of lodging/food/mileage/travel for visiting teams, including those paid to NCATE;
2. Costs associated with special events/receptions/catering/meeting rooms;

3. Any other costs incurred as a result of the site visit.

Accreditation Fees

Any fees paid to NCATE (during the past 12 months) for the purpose of seeking or maintaining accreditation.

Delimitations

The delimitations of this study were: (a) participants were faculty and administrators from 23 public and private universities maintaining regional accreditation from the Southern Association of Colleges and Schools (SACS); (b) participants were employed by institutions seeking initial or continuing accreditation from the National Council for Accreditation of Teacher Education; (c) participants received and responded to the survey via the United States Postal Service; and (d) participants responded within the month of June 2005.

Limitations

Investigating the procedural mandates of a college of education is a sensitive matter. Requesting information from faculty and administrators can strain relations among individuals and between the two groups. Many colleges of education report the peer-review process to be challenging, enlightening, and revealing; however, most agree that it is often time-consuming and stressful, particularly when combined with existing duties and responsibilities. As a result, I hypothesized that an institution's decision to participate may be dictated, in totality, by a single administrator's dispositions as they relate to the topic under study, and, as a consequence, I was highly dependent on the decisions of others. As a result, the strength of the respondent's convictions related to NCATE

accreditation may have impacted the return rate, either positively or negatively.

Likewise, time played several additional roles in regard to this study. First, the retrospective collection of data may have been subject to limits of the memories of the administrators from whom cost estimates were requested. Additionally, the length of time that passed between the participants' site-visits and receipt of the surveys may have distorted the memories of the participants, and, as a consequence, the data may not reflect the reality of the actual occurrences. Finally, time limited the study in as much as time framed the period in which the visits occurred. While there were 201 SACS accredited institutions seeking accreditation from NCATE, only 54 fell within the two-year range that was delineated for this study, and of that group only 23 elected to participate.

The final issue limiting the study involved defining and estimating costs. Gathering data related to costs and benefits is an imperfect science at best. However, every attempt was made to clarify the definitions and categories related to the requested information.

Organization of the Study

The study is organized into five chapters. Chapter 1 presents an overview of the study. Specifically, it offers a statement of the problem, purpose statement, comments regarding the significance of the research, definitions of terms, and finally delimitations and limitations.

Chapter 2 offers a review of the literature. The review encompasses an overview of program evaluation, with regard to (a) standards within the context of

the profession, (b) accountability, (c) accreditation, and finally, (d) costs and benefits related to accreditation.

Chapter 3 presents the methodology used in the study. Details are offered regarding use of surveys in research, confidentiality, the sample, instrumentation, survey development, reliability, and validity. A discussion of data analysis concludes the section.

Chapter 4 presents the findings of the study, including demographic data, a detailed analysis of data, and discussion of how the data were used to address open-ended questions featured on the surveys. The chapter concludes with an analysis of the four research questions that framed the study.

Finally, Chapter 5 provides a summary of the findings and a discussion regarding the implications of the study. The theoretical framework upon which the study was formulated will be linked to the study's findings. The chapter concludes with comments regarding future research related to this study.

CHAPTER 2

REVIEW OF THE LITERATURE

The review of the literature will encompass an overview of program evaluation, with regard to (a) standards within the context of the profession, (b) accountability, (c) accreditation, and finally, (d) costs and benefits related to accreditation. The four areas that are identified serve to contain the issues the author has identified as significant and to confine a discussion that is potentially vast. Moreover, these four themes appear consistently interconnected within the literature and as a consequence provide a framework for the proposed study.

Standards within the Context of the Profession

Attempts by the education profession to formulate a comprehensive set of standards can be understood within a conceptual model framed by Andrew Abbott (1988). Central to a commonly held and accepted set of ideals, or standards, is that of jurisdiction. Broadly categorized into the three areas of professional jurisdiction, knowledge jurisdiction, and social jurisdiction, Abbott (1988) suggested it is this jurisdictional control that determines a profession's own cadence within society. Abbott posited, "These claimed rights may include absolute monopoly of practice and of public payments, rights of self-discipline and of unconstrained employment, control of professional training, or recruitment, and of licensing, to mention only a few" (p. 59).

Professional Jurisdiction

First and foremost, professional jurisdiction can be viewed as the way a profession handles issues that surface within the context of the profession. In other words, what constitutes the work or mission of this group? What purpose within society does it serve? Following Abbott's model, Yinger (1999) argued that defining professional jurisdiction is imperative to determining the knowledge needed to claim jurisdiction required of the profession. For example, the work of accountants is to audit while physicians are devoted to healing the sick and infirm, and of course the role of a teacher is to assist students in mastering a body of knowledge. This body of knowledge is considered somewhat abstract when compared to the knowledge needed to perform the tasks required in other professions. Each profession defines its own body of abstract knowledge.

Determining the abstract knowledge contained within the profession is necessary to make the profession not only distinct, but unique when compared to other professions (Abbott, 1988). For example, while an attorney may litigate a malpractice suit, she/he may not necessarily be able to perform the medical procedures about which she/he argues. Obviously, the professional knowledge for each task remains distinctly unique and is the essence of what differentiates one profession from another.

Knowledge Jurisdiction

It is not only distinction of the initial abstract knowledge that defines a profession, but the dynamism of the profession that ensures it avoids extinction. Abbott (1988) conveyed jurisdictional knowledge to have three parts: (a)

diagnosis; (b) inference; and (c) treatment. As society presents new issues, situations, diseases, syndromes, and discoveries, the professional community has a responsibility to meet these various challenges. It is in response to the dynamic nature of mankind that new abstract knowledge is created within the context of a profession's jurisdiction.

A profession's knowledge system, however, is tightly held and franchised only to those who are able to promote and increase the power and prestige of the group; academia has long been regarded as such a group (Abbott, 1988; Yinger, 1999). Yinger (1999) offered three functions for academic abstract knowledge systems featured in Abbott's model:

> 1. Abstract knowledge systems play a cultural and social role in legitimizing professional work through the public's mistaken belief that abstract, academic knowledge is continuous with professional practice knowledge, and therefore more prestigious academic knowledge (e.g., university graduate study) implies more effective practice;
> 2. Abstract knowledge contributes to the actual work of the profession by generating new modes of action: new conceptions, new treatments, and new inference methods; and
> 3. The abstract theories and categorization systems found in textbooks often model most purely the knowledge framework on which the professions are based, but that never or rarely exist in the world of practice. (p. 89)

The knowledge a profession claims, or dismisses for that matter, serves to position it within the social context of society as a whole.

The concept of abstract knowledge, as juxtaposed within Abbotts' model, is operational in nature to those within the profession, but to those outside of academia the work of the university can appear mysterious and bear little resemblance to the real world of practice. Part of the task empowered to accrediting bodies is to interpret the work of a profession and present it in a format that is not only understandable to laymen, but useful as well. For example, the conceptual framework document required by NCATE from a college of education seeking accreditation is decoded and applied to the standards that were set forth by the NCATE organization. The standards required by NCATE are maintained by the 35 organizations that govern the philosophical, theoretical, and practical dispositions of the education profession. NCATE's stamp of approval offers quality assurance to the public that the abstract knowledge systems contained within teacher education are in fact compatible with those that society demands from quality professional training and teacher preparation (Tellez, 2003). This quality assurance serves to bridge the chasm between abstract knowledge and society's expectations.

Social Jurisdiction

The final issue relating to jurisdiction involves its placement within a culture. Social jurisdiction, as it relates to a profession, may be determined in the context of three areas: the public at large, in legal arenas, or within the workplace (Abbott, 1988). The public perception of a profession obviously influences the

profession most significantly. In the case of the teaching profession, because most all members of society have interacted with a teacher, perhaps many in the lifetime, the public believes it maintains a vast knowledge of the abstract knowledge of teaching. Consequently, this perception reduces the level of abstract knowledge thereby reducing the profession's claim to jurisdiction. As the public impedes a profession's jurisdiction, the profession's ability to monitor and regulate itself is compromised.

It is, however, a profession's internal social control that ties the profession in its entirety to its constituent members. Abbott (1988) offered three components that serve to connect the parts to the whole of a profession's social organization: professional controls, professional groups, and professional work sites. A group must, however, first define professional controls as an initial part of establishing jurisdiction. This was the case in the formative years of teacher education.

Claims to Jurisdiction

As a formative period for teacher education, the early 1800s claim not only the first private normal school, founded in 1823, but also the early discussions of a standardized teacher education curriculum. According to Roames (1987), the Academic Institute was established 1829 in Cincinnati, Ohio, and two years later (in the same city) held its first meeting of teacher educators in what was then considered the western part of the United States. A few years later in 1834, the newly named Western Literacy Institute and College of Professional Teachers' president Albert Picket suggested,

> One of the prominent objectives which led to the formation of the college was...the necessity of advancing the profession by introducing a higher standard and requiring more complete preparation among its members by rendering apparent to the community the great value of thoroughly educated teachers. (cited in Roames, 1987, p. 92)

These efforts continued and in 1858 the American Normal School Association (ANSA) was founded.

Almost 40 years later, ANSA named a committee of five members who in turn reported to the 1896 National Education Association meeting wherein they presented a report on the "state of normal schools." The committee increased from five to eight and appropriated a budget of $500 (Roames, 1987). The committee reported their findings a few years later in Los Angeles at the 1899 NEA meeting. The committee concluded that there were four minimum requirements for a true normal school:

1. An elementary course in psychology;
2. An educational study of mathematics, natural studies, language, and history;
3. An educational study of man and the principles of education; and
4. Child study, observation, and practice in the model school. (Roames, 1987, p. 93)

The voices of the establishment fell silent for the next decade or so until 1912 when the NEA appointed the Committee on Normal School Standards.

Unfortunately, with no funding allocated for the group by the NEA, the jurisdictional claim would remain unfulfilled.

With no jurisdictional claim being asserted by an organized profession, the issue of standards remained unclaimed well into late 1915-1920. As the NEA abandoned its attempts to address the issues relating to teacher education, the profession finally exercised its jurisdictional claim to the issues identified as critical to the profession. As suggested by Abbott (1988), the "professional group" claiming jurisdiction in this case was the American Association of Teacher Colleges (AATC), an association of normal school presidents established in 1902. In 1923, the AATC adopted standards dealing with student admissions, curriculum, graduation requirements, class units, classroom facilities, library holdings, physical plant, and fiscal holdings (Roames, 1987). These standards applied to all normal schools and teacher colleges.

Interestingly, like the standards forwarded by the NEA standards committee, the standards put forth by the AATC were never acted upon. Thwarted by controversy, the standards were challenged on several levels. As a compromise, the two original committees merged in 1925 and produced a joint set of standards issued from the AATC. The final set of standards issued by AATC were subjected to further controversy and debate until 1948 when the AATC merged with both the National Association of Colleges and Departments of Education and the National Association of Colleges for Teacher Education Institutions to form what holds today as the American Association of Colleges for Teacher Education (AACTE) (Gooden, 1969; Roames, 1987). Likewise, the NEA

organized the National Commission on Teacher Education and Professional Standards (NCTEPS) thus establishing a separate, but equal, demand to jurisdictional control for ownership of standards in teacher education.

With professional groups delineated, the issue of jurisdictional rights to professional control was still not established. In 1951, representatives from the AACTE, NCTEPS, as well as the National Association of State Directors of Teacher Education and Certification (NASDTEC) and the National Council of Chief State School Officers (CCSSO) met to formulate a solution to the standards conundrum. A consequence to this meeting was the formation of the National Council for Accreditation of Teacher Education (NCATE). According to Fuller (Roames, 1987),

1. All segments of the profession...will be assured of participation both in the derivation of evaluative criteria and in their application;
2. The council offers the best plan of integration, cooperation, and coordination with existing, state and local legal authorities;
3. The council offers the best hope of enlisting united professional and public support for the accrediting procedure. (p. 95)

Finally, with regard to standards in teacher education, the issue of jurisdictional control of the profession had been assigned to NCATE: yet it is an issue that remains contested to this day (Cobb, 1993; Cochran-Smith, 2001; Englert, 1986; Gideonse, 1993; Howey & Zimpher, 1999).

The establishment of NCATE was not the end of the standards debate, but the continuation of a century of discourse involving an important issue for teacher

education. While NCATE began operations in 1954, the National Commission on Accreditation (NCA) did not approve its charter until 1956. As a compromise, the NCA significantly decreased the state involvement on the Council by two-thirds (Roames, 1987). Within its first decade since being established, NCATE would revise its standards no less than four times and face significant criticism in 1963.

Roames (1987) reported that at a 1963 meeting of leaders in education, the Conference of One-Hundred, demanded NCATE revise accountability to its constituent members, revise standards and procedures, and finally expand the involvement and representation of members from professional associations. Two years later NCATE approved a new constitution formulated by AACTE, CCSSO, and NCTEPS reflecting the demands made by the Conference of One-Hundred. Once again the decade concluded with yet another set of standards offered from AACTE, the entity designated by NCATE as responsible for this task.

As NCATE establisbed itself both in scope and definition, the next several years presented continued revisions for NCATE standards. The 1970 NCATE standards revision presented the concept presently utilized by NCATE: initial and advanced certification. Initial certification involved essential or basic teacher education while advanced certification included post-baccalaureate or graduate programs. In 1972, NCATE resumed responsibility for the formulation of standards. This action was a result of the NEA's demand to NCATE for equal representation within the NCATE governance structure. Five years later, the standards were revised to include issues relating to unit governance and a standard on multicultural education.

The final issue of significance during this period involved the addition of learned societies, supplementing the voices of the state, the profession, and the practioner. In 1981, AACTE via the Committee on Accreditation Alternatives (CAA) suggested NCATE "redesign" its process and offer alternatives to it. NCATE initiated its own internal review. In 1983, according to Roames (1987), NCATE adopted a list of six alternative principles for the NCATE accrediting process. Noteworthy to the issue of standards is principle five, "Five unit focused standards will replace the current six families for basic and advanced programs" (p. 97). These were approved in 1986 and the NCATE system was "radically redesigned." Finally, at the end of the decade, NCATE amended its format to emphasize the "knowledge base" in teacher training requiring programs to define and document along "conceptual lines" (Raths, 2000, p. 9).

By the early-1990s, NCATE once again responded to its constituency by adopting the standards of the Interstate Teacher Assessment and Support Consortium (INTASC) (Yinger, 1999). By the mid-1990s, NCATE began attempts to make its accreditation process "performance-based" (Elliott, 1997). Wise and Leibbrand (1996) purported that the 1995 revision "emphasized performance, new forms of assessment, collaboration with the schools, technology, and diversity-all in the context of high quality programs and continuous program evaluation" (p. 203). The turn of the century offered the most recent revision of NCATE standards, NCATE 2000, which placed a focus on clinical practice, diversity, faculty performance and development, and resources" (Wise and Leibbrand, 2000).

In summary, this section provided a brief glimpse at standards as they relate to the NCATE framework and illustrates the profession's continuing struggle to define itself. The struggle for jurisdictional control within the education profession continues with regard to three areas advanced in Abbott's (1987) model. These issues involve: (a) What professional "controls" a group places on themselves, (b) delineation of which group is in control of the profession, and (c) definition of abstract knowledge of the profession. With less than one-half of all teacher education programs participating in NCATE accreditation or TEAC, there is even more doubt as to what the profession of teacher education expects of its constituency. Likewise, educators have historically found it difficult to find consensus on a set of standards delineating what abstract knowledge the profession desires to claim (Elliott, 1996; Sosniak, 1999). As a consequence, accountability has, more often than not, come to the profession in the form of legislative mandates outside the jurisdiction of the profession (Kornfeld, Perry, Ruddell, Cooke, & Fernlund, 2003).

Accountability

Nearly every facet of business, industry, and education in America is affected by the outcomes generated by higher education. Higher education releases its products to the consumer in many forms; for example, research findings, graduates, and medical discoveries, just to name a few. Colleges and universities are held accountable for the quality of these products, regardless of whether they are human or research-based. Stakeholders primarily engaged in accountability within teacher education include the state, the profession, the

students who will become teachers, and the future employers of the students (Fenstermacher, 1994). Consequently, accountability assumes several forms within the post-secondary educational system. Hartmark and Hines (1986) offered five forms of accountability in American higher education:

1. Systemic Accountability: The fundamental purposes of higher education are inextricably linked with and dependent upon societal goals as reflected in public policy.
2. Substantive Accountability: Higher education is subject to a growing volume of incentives, mandates, and regulations intended to serve some broader social policy objective.
3. Programmatic Accountability: A type of contractual obligation to achieve certain stated objectives in exchange for financial support.
4. Procedural Accountability: Educational institutions are subject to a myriad of administrative requirements and controls such as laws, judicial rulings, administrative regulations, contractual obligations, collective bargaining, agreements, etc.
5. Fiduciary Accountability: The extensive system of financial control, pre-audit, and related safeguards that have developed over the past several decades of public sector accounting. (p. 14)

The intermingling of a variety of stakeholders and kinds of accountability creates an accountability system that is both deep and far-reaching.

While the idea of accountability appears on the surface to be clear cut, it is actually a tremendously complicated and interrelated process that is predominately political in nature (Englert, 1986). According to Englert (1986)

accountability in higher education is influenced in three ways: (a) the relationship between the academic evaluator and the political decision maker, (b) the influence political systems have upon evaluation processes, and (c) the effect that evaluation has on political systems. While these cyclical relationships have no apparent beginning or end, the relationships are compounded by the agendas that all interested parties maintain and the great varieties of constituencies each represents (Gideonse, 1995). Consideration of these diverse groups brings to light the intensely complex issues surrounding accountability in higher education.

Accountability in higher education generally falls within two categories: external accountability and internal accountability (Trow, 1998). External accountability is illustrated broadly by several activities that are common among most institutions. Such common practices involve institutional participation, voluntary or not, in national ranking systems that provide information to the public at large (e.g., U.S. News and World Report). Secondly, regional accreditation as well as professional accreditation provides external accountability based on a set of standards put forth by the various accreditation groups. Also, formalized reports to the federal government are commonplace with regard to quality control and compliance in that such accountability measures ensure that institutions are addressing issues such as toxic waste handling procedures, treatment of human subjects in research, and diversity among students. Likewise, state governments generally require that institutions be accountable to taxpayers and accomplish this oversight through boards of regents and similar groups. Additionally, institutions are accountable to their own boards who represent an

internal constituency, and/or directors who oversee issues relating to funding, community relations, and selecting the institution's leader. Furthermore, external accountability measures can be found in the form of unions, academic senates, and intra-institution groups that represent employees comprised from the local citizenry. Finally, annual reports, newsletters, magazines, and research publications featuring a plethora of data are presented for the public to make judgments relating to productivity of the institution (Trow, 1998).

Internal accountability processes are found embedded within the day-to-day activities of the institution. The quality of the faculty hired as well as that of the students' admitted serve as quality control measures. The quality of the teaching and research which emanates from within a university establishes a system of expertise which the institution can utilize to seek grants, additional funding, and gifts. Likewise, this internal measure of quality can garner prestige and assist in promoting a solid reputation for the institution. Institutions and programs define ways to create, maintain, and promote quality through a plethora of accountability measures. Massy (2003) suggested that typically higher education utilizes any one (or more) of three methods for establishing oversight within an institution: (a) reports to state governments and regional accrediting agencies on the assessment of student learning; (b) evaluation of education quality at the subject level (generally seen in European countries); and (c) audit of education processes. While the newly formed Teacher Education Accreditation Council (TEAC) favors the audit method for quality assurance in teacher education, NCATE utilizes components from all of the three aforementioned

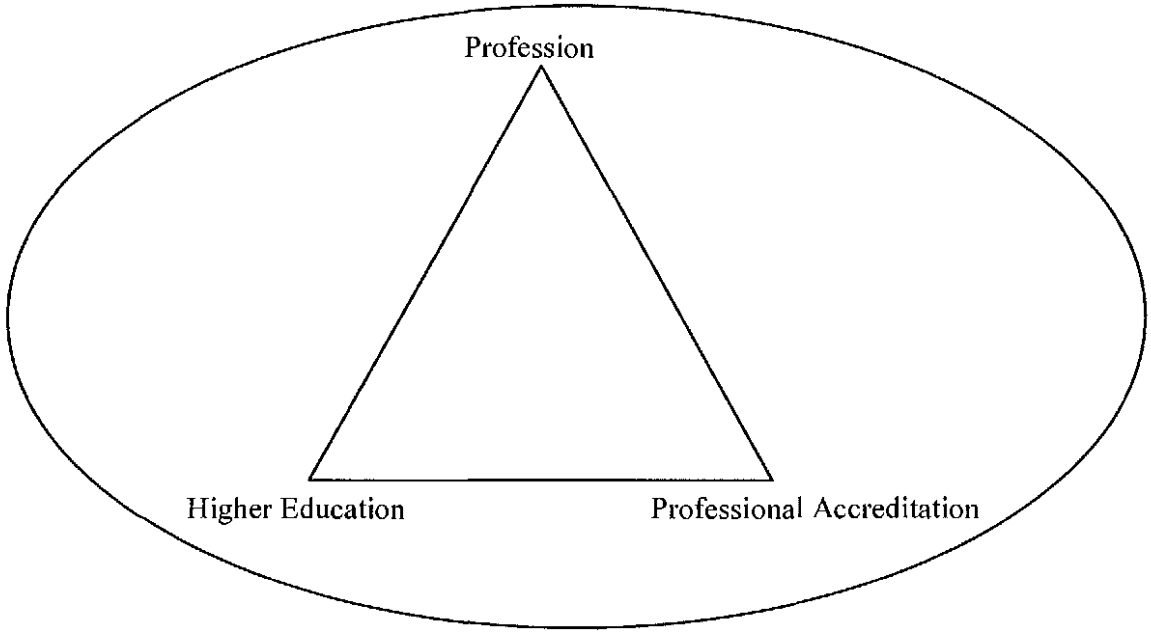
methods. The pressures felt by higher education institutions to be accountable for their activities, now more than ever, come from both the internal and external constituencies. It is these constituencies that require organizations to define new and efficient methods for managing the public resources for education (Balderson, 1995).

Accountability in higher education, therefore, must take the shape of a cooperative wherein both external and internal constituencies converge and offer a product reflective of high academic standards at a reasonable cost. The accountability measures put forth by Hartmark and Hines (1986) ignored the struggles higher education faces as it deals with issues of quality related to curriculum, pedagogy, and academic rigor. Their model, in short, reflected issues strictly confined to fiduciary and public policy issues and negated the humanistic nature of the process of education. Likewise, Englert (1986) suggested accountability is highly dependent on the political relationships ignoring the teaching and learning relationships. While Massy (2003) believed accountability in higher education involved both internal and external measures of quality evaluation, it is Trow (1998) who identified and offered quantification of how institutions of higher learning present evidence of quality to all of the stakeholders involved in institutional governance.

Colleges and universities substantiate their claims of quality through the quantification of many elements. This complex process involves a myriad of elements, both internal and external, that must be considered when a decision of quality is rendered. Professional accrediting groups offer frameworks which fuse

the accountability issues, both internal and external, contained within the jurisdiction of a profession. The relationship between higher education and professional accrediting groups attempts to link theory to practice and endeavors to create cooperatives wherein university/college graduates emerge with the skills needed to be successful in their desired professions. One might think of this relationship as triangular in design wherein all three entities have a shared interest in the relationship (Figure 1).

Figure 1. External Regulatory Bodies and Policy Makers



Absent, in theory at least, from this triadic relationship is government who, from the inception of professional accreditation, was denied a formalized voice in the accountability process. Yet, this voice is heard in the form of legislative mandates, reporting procedures, and policy initiatives. In the past decade, more and more state departments of education have conducted joint visits with NCATE, raising questions regarding government's role in the accreditation

process. While education continues to be the focus of much oversight and scrutiny from both federal and state governments, one such accountability measure is Title II of the Higher Education Act. Information provided by the United States Department of Education (United States Department of Education, n.d.) states,

> Agencies that receive funds are held accountable to the public for improvements in academic achievement. Title II, Part A provides these agencies the flexibility to use these funds creatively to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders. (p. 2)

Contained within the Higher Education Act is Title II (Section 207) which mandates three annual reports on the quality of teacher preparation. Specifically, the legislation requires accountability measures that hold colleges and universities responsible to state governments, who in turn report to the U. S. Department of Education (USDOE). Ultimately, the USDOE gives an account to Congress and the public about quality of teacher preparation in the nation (United States Department of Education, n.d.). In 1998, Sen. Jeff Bingaman of New Mexico proposed an amendment to Title II requiring teacher education institutions to maintain professional accreditation as a condition to receiving federal financial aid funding; consequently, teacher education institutions not accredited by NCATE (the only accrediting organization at that time) would have been stripped

of federal financial aid funds (Basinger, 1998). While the amendment did not pass, it did raise the levels of concern among higher-education stakeholders who question the standards and outcomes involved in the NCATE process. Accountability is evident not only in the preparation of teachers, but in their practice as well.

All states have specific requirements for their institutions of higher education with programs in teacher education. States ensure that the teachers practicing within its public schools are qualified in several ways. Initially, teacher education programs gain "approval" from their state. The approval process differs from state to state, but most states utilize a system featuring a folio review and an on-site visit from state officials and professional peers within the state. The process usually involves an on-site visit to ensure the practices outlined on paper are synchronous with the activities of the college/school/department of education. Presently, NCATE has partnership agreements with 46 states wherein state's "approval" visits and accreditation visits are held simultaneously (Vergari & Hess, 2002). A second accountability method relates to teacher licensure/certification. State legislatures mandate curriculum requirements for teacher education and state certification/licensure departments ensure these mandates are met as graduates request certification/licensure. These mandates are reflected in the courses deemed acceptable by the state as well as the grades earned in them. Finally, states determine the requirement that alternatively prepared teachers must meet in order to be certified to teach within their state. These processes offer yet another measure of accountability in teacher education.

In conclusion, accountability in higher education involves a variety of constituents and takes several forms. Internal accountability serves to monitor institutions at many different levels and involves stakeholders, both faculty and students within the institution. Additionally, internal governing boards seek to oversee issues that link higher education and society. External oversight, on the other hand, seeks to regulate institutions of higher education from the outside and focuses on the needs of society (i.e., government, business, industry, taxpayers). In some instances external accountability is left to the institution's control while in other instances, mandates are directed to the university with strict controls delineated. NCATE accreditation provides external oversight at the national level and in some states it is the sole avenue for oversight in teacher education.

Accreditation

Accreditation has been a part of the landscape in higher education for more a century. Oversight and quality assurance of the profession serve several functions. Massy (2003) suggested such oversight serves four distinct purposes:

1. It helps colleges and universities improve the quality of teaching and learning;
2. It helps hold institutions accountable for quality and assures taxpayers that the money they invest in higher education is being spent wisely and is producing good results/outcomes that may stimulate further investment;

3. It provides information that helps students choose among competing institutions and programs- information that improves efficiency in the marketplace; and
4. Evaluation, and the standards upon which it is based, supports the globalization of higher education. (p. 207)

Accreditation typically has been the route most higher education institutions have taken to assure quality oversight occurs but the "academic audit" is gaining interest and popularity for those seeking a different avenue of oversight in higher education (Creamer & Janosik, 1999; Massy, 2003).

According to the Council for Higher Education Accreditation, commonly referred to as CHEA, there are 19 accrediting organizations that accredit approximately 6,300 institutions and more than 60 programmatic accrediting organizations regulating more than 17,500 programs (Council for Higher Education Accreditation, 2003). CHEA serves four roles to contemporary society: (a) sustains and enhances the quality of higher education; (b) maintains the academic values of higher education; (c) is a buffer against the politicizing of higher education; (d) serves public interest and need.

Accreditation in Teacher Education

CHEA does not directly serve to accredit colleges and universities with teacher education programs. It accredits the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) for this purpose. NCATE is one of two accrediting organizations that the U. S. Department of Education has authorized to serve the nearly 1,200 teacher

education programs within the United States. NCATE maintained sole responsibility for accreditation in teacher education for nearly fifty years, while TEAC was founded in 1997 and was approved as an accrediting organization by the U.S. Department of Education and CHEA in 2003. A full and comprehensive discussion of TEAC is beyond the scope of this paper.

Before NCATE will declare an institution seeking accreditation eligible, preconditions must be met. One such precondition stipulates that, "The institution is accredited, without probation or an equivalent status, by the appropriate institutional accrediting agency recognized by the U. S. Department of Education" (National Council for Accreditation of Teacher Education, 2002a, p. 6). This precondition refers to regional accreditation which is delegated to 6 agencies located throughout the United States. These agencies are the Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges. The regional accreditation agency provides quality assurance to the institution as a whole and relies on the professional accreditation organizations to monitor and establish jurisdiction within the profession.

The value of professional accreditation continues to be an issue for debate in higher education. While colleges of education are collectively undecided regarding the value of accreditation by NCATE or TEAC, business schools can't seem to agree on which professional accreditation group is most worthwhile

(Roller, Andrews, & Bovee, 2003). Gideonse (1992) portrayed the decision to accredit,

> As a lofty aim, bigger than the individuals and institutions involved. Professional accreditation is not primarily a hurdle, successful leaping of which leads to a reward. Its worth and meaning cannot be judged by simple comparison to the efforts expended... Accreditation is a contribution institutions make, a service they render, first to the profession of which they are a part and then second to the welfare of society. (p. b3)

While some might argue the fundamental essence of the aforementioned comment is admirable, others debate the validity of both the process and product necessary for the accreditation visit.

Deciding whether or not to participate in the accreditation process can be both a philosophical issue as well as a political one. Murray (2001) suggested professional accreditation, like specialized accreditation, is embedded in consensus of political, professional, and research constituents. Specifically, Murray (2001) noted,

> Professional accreditation and the legitimacy of the profession itself were rooted in political power based on professional consensus and/or scholarship that supported and validated the best-of-show breed consensus standards. Both roots, however, have provided slender and fragile reeds of support for the profession of teaching and for the accreditation of teacher education programs. (p. 212)

Clearly, nearly 45% (535) of the approximately 1,200 teacher education programs in the United States have chosen to bypass the accreditation program altogether (Imig & Smitzer, 1996). Forty-eight percent (575) of the remaining institutions (National Council for Accreditation of Teacher Education, n.d.a) have chosen to seek NCATE accreditation, while 7% (90) of teacher education institutions have sought accreditation through TEAC. Only a single institution, The University of Virginia, holds accreditation by both NCATE and TEAC.

The National Council for Accreditation of Teacher Education (NCATE) was established in 1954 as a non-profit agency. Its executive board is comprised of individuals representing 35 national education-related organizations. The organizations reflect a diversity of educators representing multiple intellectual perspectives. In turn, these educators reflect of wide range of theories, knowledge bases, and practices that offer this group a collective voice and credibility in the field of teacher education. Gardner, Scannell, & Wisniewski (1996) noted "the genius of NCATE lies in the fact that it represents all significant segments of the teacher education establishment" (p. 623), while critics proclaimed that "there continues to be insufficient representation of teacher educators in NCATE's governance" (Gideonese, 1993). NCATE-affiliated organizations include the American Association of Colleges for Teacher Education, Council of Chief State School Officers, National School Boards Association, the National Council of Teachers of Mathematics, National Council of Teachers of English, and the International Society of Technology in Education (National Council for Accreditation of Teacher Education, 2002a). A complete listing of NCATE's

constituent members can be found in Appendix A. Furthermore, the 35 organizations represent more than three million individuals dedicated to teaching and learning from around the country (National Council for Accreditation of Teacher Education, 2002b). The top echelon of these organizational members, represented through the various NCATE associated organizations, govern NCATE as members of the NCATE Board of Directors.

NCATE executive board members are usually presidents, CEOs, or other leaders within the groups involved, and these individuals assist in the formulation of standards, policies, and procedures in addition to implementation of the NCATE accrediting process. Gideonese (1993) proclaimed that the "central aim of professional accreditation is defining and maintaining standards, but an essential prior step is establishing the boundaries and the membership of the profession so engaged" (p. 176). While leaders in education provide governance to NCATE, over 2,000 professionals from the member organizations serve as a volunteer army of accreditation soldiers known as the Board of Examiners or BOE.

The BOE members reflect equal membership from teacher educators, teachers, and state/local policymakers/specialty groups (National Council for Accreditation of Teacher Education, n.d.c). Their professional expertise deems them worthy of nomination onto the BOE, and their on-going performance and interest maintain their membership within this group for three years. On-going membership requires additional training. The BOE performs the on-site accreditation visit and formulates a report to the institution under review.

Before BOE members begin their tenure, NCATE requires a one-week intensive training session wherein team members train in the trenches in colleges of education. Members from the Board of Examiners work on-site conducting simulated accreditation visits wherein NCATE, and not the institutions, is being judged for effectiveness. Once the training is completed, various cadres of BOE members, assisted by an experienced colleague who chairs the committee, voluntarily serve on NCATE accreditation teams that are assigned to colleges and universities throughout the United States. Supporters of the accreditation process feel that NCATE dedicates significant resources to ensure consistent and thorough training of visiting team members, and they are confident in the process (Gardner, Scannell, & Wisniewski, 1996). Yet, those critical of the process argue that these individuals receive inadequate initial and on-going training (Gideonese, 1993).

It is the responsibility of this team of volunteers to secure evidence of systematic assessment and performance-based learning (National Council for Accreditation of Teacher Education, 2002b). This evidence is manifested through documentation provided by the institution under review. NCATE provides a variety of publications and resources offering guidance in this venture. Publications from NCATE include the 58 page *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* 2002 (National Council for Accreditation of Teacher Education, 2002b) and the 164 page *Handbook for Accreditation Visits* (2002a). Additionally other publishers have produced related materials, such as the 85 page manual entitled *The Development of a Conceptual Framework* by Erskin Dottin (2001). Contained within these and

other published works are the desired components of the unit providing the teacher education program that the BOE must substantiate for the institution to have a successful accreditation visit.

These components are called the NCATE Unit Standards. The standards are segmented into the "Conceptual Framework" and "Candidate Performance" as evidenced by six sub-standards: (a) Candidates' knowledge, skills, and dispositions; (b) Assessment system and unit evaluation; (c) Field experiences and clinical practice; (d) Diversity; (e) Faculty qualifications, performance, and development; and (f) Unit governance and resources (National Council for Accreditation of Teacher Education, 2002b). For each of these elements, vast amounts of documentation emerge from the teacher education "unit" under review to validate what NCATE considers the highest levels of professionalism.

Criticism of NCATE and the accreditation process are well represented in the literature. Gideonese (1993) surmised the following to be but a few of the procedural and technical problems involving the accreditation process: a) the amount of documentation; b) the amount of time required to prepare for a site visit; and c) the costs of accreditation in annual fees and expenses related to site visits. Likewise, Black (2001) called the process "grueling and time consuming" (p. 133), and Parker (1994) condemned the process as being "too political" (p. 693). There are few data to substantiate the broad-based claims made by critics regarding the accreditation process; hence, issues impacting the professorate will be further explored in the data collection portion of the proposed study.

A review of the literature reflects individuals passionately in favor of the NCATE accreditation process as well. Earle (2000) suggested the process is of value for six pivotal reasons. Accreditation,

1. Assures the public that institutions have met rigorous standards;
2. Establishes common professional standards for the preparation of teacher and other school personnel;
3. Encourages excellence in curriculum, student performances, faculty and resources in college and university units of education;
4. Links national standards for teacher preparation with national standards for students;
5. Ensures adequate resources to prepare quality personnel to improve students' learning; and
6. Includes institutions in the profession's newly emerging quality-assurance system. (p. 54)

Institutional prestige, quality improvement/reform, and political pressure are phrases that are discussed when educators engage in dialogue regarding reasons for accreditation (Black, 2001; Darling-Hammond, 2000; Dill, 1998; Gideonese, 1993; Sutton, 1993; Wise & Leibbrand, 2000).

The politics surrounding accreditation have often been cited as a reason for either seeking to be accredited or choosing to discontinue formal peer review. In 1992, four Iowa universities withdrew from the NCATE accreditation process asserting that their own state review process held them accountable. A variety of

issues were presented to support these universities' decisions. According to Sutton (1993), the deans of the four institutions collectively concluded that the "NCATE review was costly and irrelevant, particularly to programs of high quality" (p. 158). However, Sutton (1993) continued, that one, if not two, of the four institutions were not in an advantageous position to undergo the accreditation process. Conversely, according to U. S. News and World Report (n.d.a, n.d.b), one consistently high ranked institution, Columbia University Teachers College, not previously been accredited, signed on as a "candidate for accreditation." However, Teachers College has been listed as a candidate for two years and according to the NCATE website is not presently scheduled to undergo accreditation (2005, http://www.ncate.org/accred/list-institutions/eastern.htm#nyork).

Interestingly, the numbers of colleges and universities seeking accreditation appears to be on the rise. Roller, Andrews, and Bovee (2003) found business schools were seeking accreditation in higher numbers, regardless of their reasons for seeking a specific accrediting organization or which of the three business school accrediting organizations in question. Likewise, NCATE reports that in the past five years, the number of candidates for accreditation has almost tripled from 32 to nearly 100 (National Council for Accreditation of Teacher Education, n.d.b). Interesting, 26 of the 59 candidates presently listed as "candidates for accreditation" on NCATE's website are situated within the State of New York. In 2002, New York mandated that all teacher education institutions gain national professional accreditation by 2004. Once again, the question is

raised as to the reason(s), philosophical and/or political, teacher education programs seek accreditation.

Political pressure can impact the accreditation process and lead to reform. Forty-six states (and two U. S. territories: District of Columbia and Puerto Rico) have partnered with NCATE to complete joint visits to evaluate teacher education programs (National Council for Accreditation of Teacher Education, n.d.b). The National Conference of State Legislatures, as cited *in NCATE: A Decade of Growth 1991-2001* (National Council for Accreditation of Teacher Education, n.d.b), conveyed that "NCATE provides a means for states to upgrade teacher preparation" (p. 8). States report they are able to reduce duplication, redundancy, paperwork, and the amount of time and energy invested in their teacher education institutions and approval of their programs (Sanders, 1993). However, Noone (cited in Morgan, 2002) purported that the vast chasm between federal, regional, and state accrediting agencies proves problematic in that it is difficult to delineate the many and varied measures of effectiveness required by the various groups. Specifically, Noone said, "The variety of standards among those accreditors is problematic because compliance with these differences is not a question of simply meeting the highest level of standards, since the standards are somewhat inconsistent and at worst dissonant" (p. 28).

While some tout reform as a by product of accreditation, others see the reform process hindered by accreditation. With NCATE standards so specifically delineated, critics report educational reform and improvement can be stifled. For instance, Tom (1997) noted, "Meeting a myriad of detailed requirements arranged

in a conventional course format gradually wears down a teacher education faculty and inhibits it from rethinking programs" (p. 174). Similarly, Raths (1995) argued that accreditation is misperceived in that its principal goal is not to stimulate program improvement. He suggested that this misperception is due to the mixing of summative and formative evaluation functions within the accreditation process. According to Raths (1995), "Formative evaluation is a process that prompts faculty to improve their programs whereas summative evaluation renders a judgment about the quality of the programs" (p. 564).

Costs and Benefits Related to Accreditation

The costs and realized benefits of accreditation activities are seldom subjected to analysis within the higher education setting. Massy (2003) and Tsang (1997) suggested that universities or schools are not cost conscious and rarely consider the costs and/or benefits related to cost, enrollment and quality of the educational processes. Massy further argued that universities are notorious for "bundling" costs thereby making it impossible to compare costs across institutions, make informed decisions, benchmark program progress, or hold parties accountable for their decisions. Cost consciousnesses, Massy purported, involves an understanding of cost, enrollment, quality, and the relationships these factors have with each other.

The concept of cost demands further examination as it is a key concept in the study. Costs, simply stated, are missed opportunities. Levin (1983) offered, "All costs represent the sacrifice of an opportunity that has been forgone" (p. 48), while Thompson (1980) proposed "costs occur whenever a person is unfavorably

affected" (p. 39). Massy (2003) further defined costs in terms of "aetivity costs" wherein, "activities produce outcomes and consume resources, and resources consumption generates cost" (p. 311). While the definitions capture the nuances of the issue in separate and unique ways, the definition selected for the present study was offered by Clark and Gottfried (1957), "The amount paid or expended for a particular product or service" (p. 97). In this case, the idea of cost suggests that colleges of education incur expenses when pursuing accreditation regardless of whether the expense relates to quantifiable issues such as time, money, or non-quantifiable issues such as philosophical disagreements with NCATE standards.

At issue when gathering data on costs is the idea of direct or out of pocket expenses versus indirect or absorbed costs. I have made attempts to clarify issues related to costs on the Cost Inventory Analysis. Furthermore, I concede that while real costs were preferable, the request was unreasonable and would likely have dissuaded administrators from participating in the study.

To say a program or activity is cost effective requires some sort of quantification or measure. Educators at all levels have a variety of measures that are used to quantify the effectiveness of the costs incurred for a given objective or standard. For example, in the K-12 setting, standardized test scores are used to measure students' mastery of curricula. Likewise post-secondary teacher educators utilize test score information and often track graduation rates, program completion rates, and retention rates for practicing teachers who graduated from their programs. Generally speaking, with regard to teacher education, the measures of effectiveness are dictated by the various state program review

procedures and NCATE, should the college undergo professional accreditation by NCATE.

Yet missing from this process is the point in time wherein the costs are compared to the benefits realized and a decision is rendered on whether or not the funds spent in obtaining this measure of effectiveness or quality is warranted. Representative Howard Buck from California, meeting with members of a House of Representatives subcommittee, was quoted in the *Chronicle of Higher Education* (Morgan, 2002) saying,

> If (a college) and its programs are accredited, the assumption by most is that it provides a quality education. The purpose of this hearing is to determine if that assumption is accurate. I am extremely concerned that accreditation agencies are imposing standards on institutions that have little or nothing to do with academic quality. (p. 28)

Just as Massy (2003) advised that government regulations often lead to a culture of compliance, universities become very creative in meeting the regulations set forth by government. They are therefore accountable only for what the government requested: nothing more, nothing less.

The issue of costs compared to benefits is fraught with ambiguity (Levin, 1983; Massy, 2003; Thompson, 1980). Comparing dissimilar entities and trying to formulate a logical equation to justify and explain the judgment is difficult at best. Levin (1983) suggested utilizing a worksheet for estimating costs wherein each row offers the "ingredients" that are represented in the cost-benefit evaluation.

Additionally, the worksheet features column headings wherein each entity/stakeholder affected by the cost is represented.

Identifying the costs encountered as part of the accreditation process and capturing these costs has traditionally been difficult. One problem, as suggested earlier by Massy (2003), involves the bundling of costs, an activity routinely practiced in higher education budgeting and recordkeeping. For example, seldom do university administrators document the release time given to faculty as a separate line-item within the department or college budget. Additionally, the travel expenses for faculty to attend accreditation related meetings is usually lumped into the travel account and not separated out into a discrete category for subsequent program evaluation. A second issue relates to the habit of retrospectively gathering these data instead of documenting the costs as part of an on-going cost-analysis, a practice that seems to be missing in higher education accountability (Massy, 2003; Morgan, 1987). As a consequence, the author offers the data contained within this study in terms of cost estimates and not exact figures.

The literature contains several studies that offer costs estimates relating to accreditation in higher education. Morgan (1987), in a study analyzing the cost associated with regional and selected professional relationships at three southern universities, found that the costs associated with NCATE accreditation ranged from $11,327 to $73,896. These figures reflect costs incurred during the accreditation activities conducted within a two-year time frame within the years 1978-84. At the three colleges that maintained accreditation within their schools

of business, music, and education, Morgan examined: (a) the extent of the relationship between the regional accreditation agency and the professional accrediting body; (b) the costs associated with regional and specialized accreditation; (c) the extent of interagency cooperation within each institution; and (d) an estimate of cost savings that might have been realized if the units within each college had collaborated on the accreditation process.

There were several findings worthy of discussion in the three empirical studies cited by Morgan (1987) and subsequently examined by this research. The first, a study by McPherson (1979), was conducted by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) in 1979 and analyzed costs associated with accreditation for both the accrediting agency (NAACLS) and the institution seeking accreditation (re-accreditation). In this study, faculty time was valued at $10 per hour and staff time delineated to cost $5 per hour with costs for non-labor items not included in the study. Additionally, costs for the accreditation visit were not included as the study purported only to examine issues involving "self-study." Program officials spent an average of 500 hours in the "self-study" process while staff members spent an average of 160 hours. The total cost for both groups was $5,800.

A second study, conducted by the American Medical Association Committee on Allied Health Education Accreditation (CAHEA) in 1981, surveyed 1727 institutions to ascertain accreditation costs information for the years 1977-1981 (Parks, 1982). With data collected from 424 institutions, the

figures offered an overview of the total costs of accreditation to CAHEA and did not produce data on the individual institutional costs of accreditation.

Finally, a third study by Moreland and Linthicum (1981) of the University of Maryland's Baltimore College of Dental Surgery (UM-CDS) conducted in 1981 offered a more definitive range of costs for the two-year process of professional accreditation. The College determined the "total direct costs of the Dental School accreditation process from the initial planning phase of the self-study... were over $200,000" (p. 23). UN-CDS purported the major costs (70%) were time spent by faculty and staff with a scant 6% of costs devoted to direct costs other than faculty and staff time. The self-study process appeared to be the most costly with estimates ranging from $160,000 to $180,000. Costs associated with "preparing" for the actual site visit were approximately $39,000 while the actual week-long visit cost about $7,500. What is noteworthy about this study is that the institution documented the process of accreditation as it was happening and not retrospectively. Meticulous records were maintained and this report offers the only "real-time" study found, to date, in the literature.

In a study of two universities that had voluntarily forfeited NCATE accreditation (McGee, 1995), faculty were asked as to why they felt their universities forfeited NCATE. Both faculty's surveyed (59%) believed NCATE to be "too costly." Likewise, faculty also strongly agreed or agreed when asked if "the amount of time and money necessary to participate in the NCATE accreditation process is too excessive and costly" (McGee, p. 32). This study did

not examine specific costs of accreditation, but opinions of faculty regarding issues surrounding forfeiture accreditation.

Likewise, Roller, Andrews, and Bovee (2003) revealed that the cost and benefits to an institution vary based on perceptions of the faculty. Roller, Andrews, and Bovee (2003) compared the benefits, costs, and motivations for seeking specialized accreditation among three specific business school accrediting organizations and non-accredited business programs. Both accredited and non-accredited business schools were surveyed regarding benefits of accreditation and their relationship among three areas: program goals, program competitiveness, and student learning. While the authors identified several research questions, of particular interest was the question regarding the perceived benefits associated with specialized business accreditation and if these perceptions influence accreditation association choices. Interestingly, the data revealed that "accountability for program improvements" ($M = 4.31$, $SD = .81$) and "opportunities to share techniques/successes/challenges with other institutions facing similar issues" ($M = 3.95$, $SD = .86$) to be the two most important perceptions relating to the benefits of business accreditation. The least important benefits were "increased bargaining leverage for university resources" ($M = 3.36$, $SD = 1.31$) and "increased bargaining leverage for faculty compensation" ($M = 3.01$, $SD = 1.25$). While difficult to quantify, perception plays an important role when comparing a cost to a benefit.

The Actual Costs Associated with NCATE Accreditation Compared to Other Professional Accreditation Processes

Financial accountability is an issue for every profession. Nurses answer to the National League for Nursing Accrediting Commission (NLNAC) (National League for Nursing Accrediting Commission, n.d.) while the various engineering programs (24 in all) are accountable to the Accreditation Board for Engineering and Technology (ABET) (Accreditation Board for Engineering and Technology, n.d.). Like NCATE, both the NLNAC and the ABET are sanctioned by the Council for Higher Education Accreditation (CHEA) and are governed by professional colleagues. Likewise, each accrediting organization conducts a voluntary standards-based, on-site review featuring a self-study process as dictated by the CHEA (Accreditation Board for Engineering and Technology, n.d; National League for Nursing Accrediting Commission, n.d.). While both groups feature volunteer evaluation teams, this process can be costly.

The Accreditation Board for Engineering and Technology and the National League for Nursing Accrediting Commission charge fees to provide these services. NLNAC charges $1,500 for the initial program visit plus $835 per day per evaluator (usually at least two) for a typical three day visit (National League for Nursing Accrediting Commission, n.d.) while fees for the two and one-half day visit for ABET run $2,500, plus $2,500 per evaluator, per visit for a typical three person team (Accreditation Board for Engineering and Technology, n.d.). In summary, the minimum "direct cost" for nursing accreditation review is estimated at $6,500 while engineering schools can expect to pay approximately

$10,000. Annual accreditation fees are approximately $2,600 (Accreditation Board for Engineering and Technology, n.d ; National League for Nursing Accrediting Commission, n.d.).

In comparison, charges for the NCATE accreditation visit range from $3,000 to $6,000 depending on the number of visiting team members, excluding food, lodging, and ground transportation. Additionally, an annual fee of $1,300-$2,300 is assessed depending on the number of graduates from the institution (National Council for Accreditation of Teacher Education, n.d.d). While the published "direct costs" of the accreditation visit and on-going accreditation fees are comparable to other professions, there are other "indirect costs" at issue.

Concerns Regarding the Actual and Perceived Costs of NCATE Accreditation

Critics of NCATE accreditation are swift to point out the excessive costs of the process, particularly as they relate to the vast amounts of time faculty and staff devote to the process of preparing accreditation materials for the review. Gardner, Scannell, and Wisniewski (1996) conveyed that the inordinately time-intensive writing necessary to respond to the "conceptual framework," "standards," and "program folios" burdens everyone involved in responding to NCATE requirements. Additionally, there are countless meetings and even travel required of some faculty to prepare for the accreditation process. Rarely, however, are faculty given formal release time for their participation, and while faculty may receive credit as part of their annual evaluation, it is not significant in helping them move up the tenure-track ladder. Many faculty view the accreditation

process as a "necessary evil" and often go back to business as usual after the process is complete (Massy, 2003; Tom, 1999).

While deans, assistant deans, and other academic officers are key to the accreditation process, it is predominately teacher education faculty who bear the burden of preparing the majority of documents required by NCATE. Interestingly, the faculty are rarely represented in the literature as vocal opponents to teacher education accreditation. Most often, deans or other administrative officials write of their dealings with accreditation, both positively and negatively. Perhaps faculty members fear retribution in the promotion proeess. Perhaps they "buy in" to accreditation and support it wholeheartedly.

Of final consideration as "costs" are the estimates of monetary expenditures for support services and tangible supplies. Administrative support is required to prepare the documents and assemble them in the designated format. Additionally, many institutions post their documentation "on-line," and costs are incurred for web-page designers and support staff to maintain these websites. Fees for binding, copying, paper, and notebooks are all very real. Some institutions withdraw these costs from the general operating funds while others designate a special accreditation fund.

Costs offer quantifiable measures for analysis of program quality, yet there are other non-quantifiable issues to consider as benefits to the accountability process. Advocates of the NCATE accreditation process cite several instances wherein program quality is higher for NCATE accredited institutions than non-NCATE accredited programs. Rodney (2000) noted "three benefits and value-

added aspects of NCATE accreditation: (a) it is the teaching profession's seal of approval; (b) it (assures) the institution has met or exceeded professional standards of quality; and (c) the process provides a framework for institutional planning, management, and evaluation" (p. 55). Gitomer, Latham, and Ziomek (1999) and Chenoweth (1999) found that students from NCATE accredited teacher education programs have higher passing rates on licensure testing than do students from non-NCATE accredited programs even when the students from other institutions have higher mean college admission scores. In contrast, Dill (1998) reported that in a study of three states wherein comparisons of examination rates were completed, NCATE-accredited graduates fared no better than graduates from non-NCATE accredited schools.

Factors that may be perceived as benefits yet are difficult to calculate include institutional and program prestige both on campus and within the community at large, reputation of program graduates within the professional community, and the perceived quality and rigor of the institution's academic programs. The summation of these perceptions may reveal themselves as benefits, but might also be thought of as a cost when considering student recruitment, foundation giving, and other activities that leverage quality.

Conclusion of the Literature Review

Accountability maintains a significant presence in higher education. It assumes many forms and is contained within both the internal and external endeavors of the institution. The concept of accountability is clearly multifaceted, political in nature, and affected by a diverse and substantial number of

stakeholders. Costs and benefits related to the accreditation process should be evaluated in light of the institution's mission as well as consideration of state and federal mandates. Cost analysis worksheets can help colleges/schools/departments of education calculate these expenses and make informed decisions on the value of the NCATE accreditation process.

The fact of the matter is accreditation, and probably NCATE, are not going away anytime soon. The decision of whether or not to participate in the accreditation process can be philosophical, political, or pragmatic and is predicated upon issues of institutional prestige, quality improvement/reform, and political pressures. While the number of higher education institutions seeking professional accreditation appears to be on the increase, critics argue that the process of peer review can be a hindrance to reform efforts. Proponents believe that specialized professional accreditation offers stakeholders of the profession reasonable assurances that issues of quality are dynamic and systematically monitored for levels demanded by the profession.

This study addressed these issues. A discussion of methodology for the study follows this section.

CHAPTER 3

METHODOLOGY

The purpose of the present study was to examine the costs incurred and the benefits realized by institutions participating in the NCATE accreditation process and to formulate a cost-benefit model to guide teacher training institutions who are assessing the value of peer-review by NCATE.

Using a questionnaire, data were collected to address the following research questions:

1. Can one or more interpretable constructs be obtained when responses on the Accreditation Cost-Benefit Analysis Scale are intercorrelated and factor analyzed using principal components technique?
2. What are the perceived benefits, costs, and other issues involved in NCATE accreditation and continuing accreditation?
3. Can perceptions of benefits, costs, and other issues among faculty and administrators be explained or predicted by level of involvement?
4. Do the perceptions of faculty differ from the perceptions of administrators when measured on the Accreditation Cost-Benefit Analysis Scale (ACBAS)?

In addition, effort was devoted to determining whether a cost-effectiveness model captured the costs and benefits of an institutional decision to seek or maintain NCATE accreditation.

The study utilized quantitative methodology with a descriptive research design. The study involved two parts: (a) Part I, a pilot study aimed at gathering data to establish construct validity of scores on the cost-benefit instrument and (b) Part II, data collection from 54 SACS accredited institutions involved in their NCATE accreditation site visits within a two year period. Both parts of the study featured researcher-designed questionnaires. The surveys were the Accreditation Cost-Benefit Analysis Scale for faculty (ACBAS) and the Costs Inventory Analysis (CIA) for administrators, both developed for purposeds of the present study. Part I of the study utilized the ACBAS and was administered to 200 faculty and administrators at three Florida colleges of education who participated in their NCATE accreditation visit during the period of January 2002-December 2004. Part II of the study involved both surveys, the ACBAS and the CIA, that were administered to a purposive sample of faculty and administrators at 54 colleges of education who had participated in the NCATE accreditation process and site-visit during the period of January 2003-December 2004. In the pilot study, both faculty and administrators were asked to complete the ACBAS, while Part II of the study surveyed both faculty and administrators using the ACBAS with only a single administrator at each institution asked to complete the CIA. The ACBAS and CIA instruments are presented in Appendix B and Appendix C, respectively.

The reasons researchers utilize questionnaires are numerous. Weisberg, Krosnick, and Bowen (1996) suggested that there are four main goals of surveys:

1. To measure the prevalence of attitudes, beliefs, and behavior;

2. To determine the amount of change over time in those attitudes, beliefs, and behavior;
3. To examine differences between groups (e.g., men and women); and
4. To analyze the causes of attitudes, beliefs, and behavior. (p. 147)

Gay and Airasian (2003) concurred, adding that a respondent's opinions, preferences, demographics, practices, and procedures are pieces of information worthy of collecting through a survey. In the end, what I was really trying to synthesize was the relationship that attitudes, beliefs, behaviors, opinions, preferences, demographics, practices, and procedures have in common and to determine ways to find meaning in the data that emerge; hence the reasoning behind the choice of the questionnaire for this project.

A common mistake made by researchers is the development of a long and laborious questionnaire that takes an extended amount of time to complete (Gay & Airasian, 2003). While there is no hard and fast rule as to the amount of time that should be allotted for a participant to complete a questionnaire, the rule of common sense prevails. Newman and McNeil (1998) suggested about 20 minutes as the amount of time participants are willing to devote to a questionnaire. Researchers should design questionnaires that take no more time than absolutely essential to complete as participants are less likely to complete a lengthy survey (Creswell, 2002; Cui, 2003). As a consequence, the surveys for the present study were adjusted to reflect current recommendations in the literature.

Both faculty and administrators were included in the study's sample because of their unique and disparate knowledge of the accreditation process.

While there may be a shared or common body of knowledge between the two groups, their responsibilities are distinct as are their perceptions. A review of the literature indicated that the issues related to the costs and benefits for NCATE accreditation are not necessarily the same for college faculty as for college administrators. For example, a faculty member does not maintain a working knowledge of the financial expenditures incurred as a result of accreditation activities. Likewise, depending on an administrator's background and previous responsibilities, he/she may not have a comprehensive understanding of a faculty member's role in a specific visit. As a consequence of the broad and diverse responsibilities of both faculty and administrators, it was decided that the survey should be designed to gain significant details related to the perceptions of both parties involved in the accreditation process.

Confidentiality

In both parts of the study, Part I and Part II, participants were provided with statements of informed consent (Appendix D). In Part I of the study, the deans in three colleges of education identified and distributed the questionnaire to participants. The names of the participants were unknown to me as the individual deans determined the participants; furthermore, participants returned their surveys to me individually in pre-paid, pre-addressed envelopes which were discarded upon return of the survey. However, the actual surveys were coded by institution so that the researcher could maintain return rates for each institution. Data were aggregated, and all responses were kept confidential. The data remained in the

possession of the researcher for the length of the study. The data will be stored for a period of 5 years for use in subsequent or related research or analysis.

With regard to Part II of the study, administrators/deans identified the participants at 15 of the 23 participating institutions; consequently, the identities of these participants were initially known to me while the identities of the participants at the remaining 8 institutions were not. A master list was constructed of all known faculty and administrators to whom surveys were sent. A unique institution number was assigned to each person, and individuals from the same institution shared this number. The number was placed on the survey so that follow-up communications could be made with those who did not return the survey. The numbered participant list was kept separate from the surveys and was destroyed upon successful defense of the dissertation. In the case of the 8 institutions wherein the respondents' identities were unknown, data were also aggregated, and the names of the individual institutions were not revealed.

Prior to commencing the study, the *Request for Review by Institutional Review Board for the Protection of Human and Animal Subjects* (Appendix E) was submitted. Approval was gained in advance of implementation of the project.

Sample

Following the review of the literature regarding the issues involved in the accreditation process, two instruments were developed for the study: the CIA instrument was developed and administered to the academic officer (typically a dean or director of education) and a different survey, the ACBAS, administered to faculty members and one administrator at the selected institutions.

With regard to the pilot study, ACBAS surveys were sent to administrators from three Florida public universities. Permission was gained in advance of mailing the surveys. The administrators at these institutions distributed the surveys to faculty within their college of education. In Part II of the study, an advance letter was sent to deans wherein the dean determined the potential respondents for this portion of the study based on three levels of involvement in their NCATE accreditation/site visit process. The surveys were sent to deans (or their administrative designee) and faculty within schools/colleges of education at public and private universities who currently maintain accreditation by both the Southern Association of Colleges and Schools (SACS) and NCATE. This list can be found in Appendix F. While the total population of NCATE and SACS accredited colleges of education consists of 201 institutions, only a subset (N = 55) of this group was eligible for accreditation in this 24 month time frame. The University of North Florida was removed from the list of 55 as the administrators and faculty at the institution were utilized to gather validity data for the instruments during Part I of the present study; therefore, the number of institutions included in this study was 54.

Further delineating the purposive sample of 54 institutions, survey recipients have participated in an NCATE site visit in a 24 month period: January 2003-December 2004. The two-year time frame was delineated because it was recent enough that a participant can recall details of the visit, yet enough time will have passed to offset any emotional connection participants may have regarding

the process. As a consequence, the two year time frame limited the size of the population.

Deans of the 54 identified institutions were sent a letter in advance of receiving the surveys requesting confirmation that they were willing to participate in the research project (Appendix G). Additionally, these individuals were asked to identify six faculty members, two from each of the three categories, who participated in the most recent NCATE accreditation visit to the following degrees: moderate degree of participation (0-2 hours per week), significant degree of participation (3-6 hours per week), and a considerable degree of participation (7-10 hours per week). The deans/administrators were asked to provide participants names and e-mail addresses by return mail to me. Deans or administrative designees not returning the letter confirming participation were contacted by telephone or email to confirm that they, in fact, received the initial letter.

Those administrators agreeing to participate in the research project received a packet containing six color-coded ACBAS questionnaires, the CIA administrative questionnaire, and instructions for completing and returning the survey material. The six faculty members received only the ACBAS questionnaire, instructions for completing and returning the survey materials, and a cover letter (Appendix H). The surveys were color coded by level of involvement as determined by the dean or administrator nominating them: surveys printed on peach colored paper indicated a considerable degree of involvement in NCATE related activities (7-10 hours per week), yellow paper designated a

significant degree of involvement (3-6 hours per week), while green paper delineated participants who the administrator believed invested moderate amounts of time (0-2 hours per week) in the NCATE accreditation process. The surveys for each faculty member were contained within a separate envelope with a return stamped envelope provided. Participants, both faculty and administrators, were asked to record their responses and to return the surveys within 10 days of receiving them. Gay and Airasian (2003) suggested a period of 10-15 days as a reasonable time period to respond, but not such a long time period that participants forget about the questionnaire.

Administrators at the remaining 45 institutions who did not respond to the initial advance letter or the follow-up phone call received a survey packet identical to the survey packet received by those agreeing, in advance, to participate. The packet contained six faculty surveys and the single administrative survey, directions for completing and returning the surveys, and a cover letter requesting reconsideration of the initial request (Appendix I). It was hoped that some institutions who were not interested in participating in the research initially, would reconsider. This process increased the initial participation rate by 8 institutions to a total of 23. In the end, 23 institutions elected to participate in the research with 101 of 161 faculty and administrators returning surveys. The resulting participation rates were 43% of eligible institutions and 63% of faculty/administrators.

The ACBAS featured several different types of items: (a) multiple choice items; (b) open-ended questions; and (c) Likert type items wherein participants

indicate their level of agreement with each item. The CIA featured two sections: the initial section collected demographic information while the second section requests cost estimates regarding the recent self-study process. With both surveys, the instructions on the instrument specified that participants report only data from the 12 month period preceding the actual NCATE site visit. Completed questionnaires were forwarded to me by each individual faculty member or administrator under separate cover in a stamped return-postage envelope. The surveys were coded by institution and Carnegie classification to track the number of surveys returned and the type of institution returning the survey. Additionally, the surveys were color-coded by degree of involvement: moderate, significant, or considerable. The identity of the faculty and administrative participants as well as the information obtained from both surveys were kept confidential.

Instrumentation

An extensive review of the literature yielded no existing instrumentation appropriate to address the research questions established for the present study. While Pearce (1995) conducted a study focusing on the costs and benefits of nursing accreditation, the point of her study was to compare perceptions of nursing professionals who had previously participated in accreditation activities with the perceptions of nursing professionals who have little or no experience with nursing accreditation activities. Pearce did however create a cost-benefit scale which served as a model for the ACBAS developed for the present study. Unfortunately, Pearce did not focus her work on gathering cost estimates for accreditation visits.

Morgan (1987) conducted a study to determine the cost of regional and certain specialized accreditation relationships in three small institutions and to examine the degree of interagency cooperation used at each school to reduce costs. In this case, costs were analyzed without regard for perceived benefits. This was a very small study with a very limited focus. With limited prior research in the area of accreditation in teacher education, it was necessary for the purposes of the present study to create a survey that would address the research questions under study.

The surveys included items assessing research question number two while the remaining questions were examined as part of the overall study.

1. Can one or more interpretable constructs be obtained when responses on the Accreditation Cost-Benefit Analysis Scale are intercorrelated and factor analyzed using the principal components technique?
2. What are the perceived benefits, costs, and other issues involved in NCATE accreditation and continuing accreditation?
3. Can perceptions of benefits, costs, and other issues among faculty and administrators be explained or predicted by level of involvement?
4. Do the perceptions of faculty differ from the perceptions of administrators when measured on the Accreditation Cost-Benefit Analysis Scale?

In addition, effort was devoted to determining whether a cost-effectiveness model can capture the costs and benefits of an institutional decision to seek or maintain NCATE accreditation. Several open-ended questions were included in the survey

to allow participants to express specific areas of concern. In addition to the queries regarding demographic information, the questions/statements contained within the instrument reflect the viewpoints, comments, and assertions found during the literature review process.

Survey Development

Prior to initiating the study, I employed assistance from three administrators who were employed in large Florida public university colleges of education and who had participated in an NCATE site visit during a similar time frame, August 2002- December 2003. As a first step in this process, three individuals were identified as being knowledgeable about accreditation in teacher education and related issues involving the process of NCATE review. These persons agreed to offer professional guidance and expertise in the design of the survey. The three individuals were asked to comment on the development and organization of both the CIA and ACBAS instruments as they relate to the research questions under study.

As a second step in establishing content validity, the ACBAS and CIA were further analyzed by selected education faculty ($n = 5$) from the College of Education and Human Services at the University of North Florida. These faculty served as the executive committee for their recent accreditation visit conducted in 2004 and had significant responsibilities in their recent accreditation visit. The feedback was compiled and, as a result, the surveys were revised. The University of North Florida was not surveyed as part of the study, and exclusion of this single institution brought the sample size from 55 to 54.

The third phase of the development of the survey instrument involved administration of the ACBAS survey to a group of 200 faculty and administrators from three Florida universities. A factor analysis was performed on responses from this sample to the ACBAS survey to assess the validity of the data gathered. While factor analyses play a part in establishing evidence of predictive, content, and construct validity, I was specifically aiming to establish instruments with strong correlations among related questions and to identify constructs that underlie the domains of the survey items (Nunnally & Bernstein, 1994). The analyses were conducted with data from faculty from three Florida universities: the numbers of faculty surveyed were 45, 70, and 85 respectively. The number of participants was based on recommendations from Gorsuch (1983) of five subjects per item. These factor analysis results were used to address the first research question. Administrators within each of the colleges of education at the three universities distributed the surveys to faculty along with a cover letter (Appendix J). Surveys were return by each participant under separate cover in the postage-paid envelope provided with the survey. The pilot study yielded 152 surveys or 76% return rate.

Part II of the research was initiated, and the final version of the ACBAS questionnaire was mailed to an independent purposive sample of six faculty members and one administrator at 54 SACS accredited institutions. The initial mailing produced 15 institutions who agreed to participate in advance of the study. A secondary mailing was completed, and eight additional SACS accredited institutions agreed to participate in the study as a result of a subsequent mailing.

In the initial mailing, I knew the identity of the individual participants, while in the secondary mailing, the identity of the participants at the eight institutions was unknown thereby prohibiting follow-up with individual participants from those particular institutions. Surveys were administered and returned via the United States mail. The data gathered from this sample were used to address research questions 2, 3, and 4.

Reliability and Validity

Issues of validity were addressed in several ways. First, content validity for both instruments was scrutinized by three individuals with comprehensive experiences in higher education. Furthermore, four additional professional educators all having terminal degrees and significant experience with assessment design were asked to assess the degree to which the items reflected the desired concept. While this is somewhat a subjective procedure, it is a necessary step (Weisberg, Krosnick, & Bowen, 1996). Interviews with the two groups, administrators and faculty, provided opportunities to examine issues of content and construct validity as well. A third and final step involved an exploratory factor analysis.

Construct validity was assessed by a factor analytic method. Evidence of construct validity of the scores from the 152 responses to the instrument was gathered using principal components factor analysis with varimax rotation. Data were analyzed using SPSS (version 12.0). Those participants with responses missing were eliminated from the analysis. The factor analysis provided a listing of three factors with eigenvalues above 1.0.

Data Analysis

Data obtained from both survey responses were entered into SPSS software. The data was organized into tables featuring appropriate measures of central tendency and dispersion. Data were analyzed as appropriate for each research question as explained below.

Research Question One

With regard to research question number one- "Can one or more interpretable constructs be obtained when responses on the Accreditation Cost-Benefit Analysis Scale are intercorrelated and factor analyzed using principal components technique-" a factor analysis was performed. As suggested by Pett, Lackey, and Sullivan (2003), the following information was reported as a result of the statistical analysis: demographic profile of the respondents, the total amount of variance in the items, factor structure coefficients, and finally simple descriptive statistics as well as the correlations and coefficient alpha reliability estimates. Factor analysis addresses issues of construct validity within a given set of responses to items on a survey. Factors represent the traits or constructs underlying the data and thereby provide evidence that the data reflect more generalizable conceptualizations of the survey items.

Research Question Two

With regard to research question number two- "What are the perceived benefits, costs, and other issues involved in NCATE accreditation and continuing accreditation" -analysis of open-ended data was conducted and descriptive

statistical analyses were performed along with an examination of summary statistics for both the ACBAS and the CIA.

Research Question Three

With regard to research question number three- "Can perceptions of benefits, costs, and other issues related to NCATE accreditation be explained or predicted by faculty or administrators' level of involvement" -a discriminant analysis was used to investigate the relationships between variables. Descriptive statistics, tests of statistical significance ($p = .05$), and effect sizes were reported.

Research Question Four

With regard to research question number four- "Do the perceptions of faculty differ from the perceptions of administrators when measured on the Accreditation Cost-Benefit Analysis Scale" -a discriminant analysis was conducted to investigate the relationships between the variables. Descriptive statistics, tests of statistical significance of mean differences ($p = .05$), and effect sizes were reported.

Conclusion

The NCATE accreditation process continues to provide perceived quality assurance in teacher preparation throughout the United States. With slightly more than one-half of eligible institutions participating in NCATE accreditation, the costs, purpose and practicality as well as the philosophical tenets of the process warrant continued investigation and debate. The outcomes of the present study will hopefully provide data helpful to all involved in the accreditation process and as a result will improve teacher education programs.

CHAPTER 4

FINDINGS

With higher education continuing to face significant limitations in financial and human resources, the question of professional accreditation is one that must be analyzed by all involved. Not only do faculty and administrators at institutions have to consider costs of such processes, but they must also determine if the benefits justify the investment of limited resources. Critics have long held the costs of accreditation to be excessive (Gardner, Scannell, & Wisniewski, 1996; Gideonese, 1993; Nicklin, 1992; Parker, 1994: Raths, 1999; Tom, 1999); the literature yields few contrasting opinions (Sutton, 1993).

The purpose of this study was to determine the estimated and perceived benefits, costs, and other issues realized by institutions accredited by NCATE and to formulate a cost/benefit model that will be useful to institutions exploring accreditation options. In an attempt to measure faculty and administrator perceptions of the costs and benefits involved in the NCATE accreditation process, two surveys were developed: the Accreditation Cost-Benefit Analysis Scale (ACBAS) and the Cost Inventory Analysis (CIA).

In June of 2005, data were collected from 95 respondents at 23 Southern Association of Colleges and Schools (SACS) accredited teacher education programs. The present study was focused on four primary research questions. Those questions were:

1. Can one or more interpretable constructs be obtained when responses on the Accreditation Cost-Benefit Analysis Scale are intercorrelated and factor analyzed using principal components technique?
2. What are the perceived benefits, costs, and other issues involved in NCATE accreditation and continuing accreditation?
3. Can perceptions of benefits, costs, and other issues among faculty and administrators be explained or predicted by level of involvement?
4. Do the perceptions of faculty differ from the perceptions of administrators when measured on the Accreditation Cost-Benefit Analysis Scale?

In addition, the study investigated whether a cost-effectiveness model can capture the costs and benefits of an institutional decision to seek or maintain NCATE accreditation.

The study utilized quantitative methodology with a descriptive research design. The study involved two parts: (a) Part I, a pilot study aimed at gathering data to establish construct validity for scores on the ACBAS and, (b) Part II, data collection from SACS accredited institutions involved in their NCATE accreditation site visits within a two year period. Both parts of the study featured researcher-designed questionnaires. The surveys were the Accreditation Cost-Benefit Analysis Scale for faculty (ACBAS) and the Costs Inventory Analysis (CIA) for administrators. Part I of the study utilized the ACBAS and was administered to 200 faculty and administrators at three Florida universities who participated in their NCATE accreditation visit during the period of January 2002-

December 2004. Part II of the study involved both surveys, the ACBAS and the CIA, that were administered to a purposive sample of faculty and administrators at 54 colleges of education who had participated in the NCATE accreditation process and site-visit during the period of January 2003-December 2004. In the pilot study, both faculty and administrators were asked to complete the ACBAS, while Part II of the study surveyed both faculty and administrators using the ACBAS with only a single administrator at each institution asked to complete the CIA. The instruments are presented in Appendix B and Appendix C, respectively.

In this chapter, the data are presented in the order they were obtained: Part I, the pilot study, and Part II, the final study. Found within Part I of this chapter is a detailed discussion regarding the findings of the pilot study and the statistical computations employed to address research question number one. Subsequent analyses focused on the findings related to Part II of the study and research questions two, three, and four: demographic and descriptive data were examined, open-ended responses were interpreted and categorized, and discriminant analyses were conducted.

Part I: The Pilot Study

Research Question Number One

Research question number one queried, "Can one or more interpretable constructs be obtained when responses on the Accreditation Cost-Benefit Scale are intercorrelated and factor analyzed using principal components technique?" The Accreditation Cost-Benefit Analysis Scale (ACBAS) was developed for purposes of the present study to measure the perceptions of faculty and

administrators regarding NCATE accreditation activities in teacher education programs. The items contained within the survey were drawn from a comprehensive review of the literature and relate to benefits, costs, and issues associated with peer review and professional accreditation. Respondents were asked to indicate their levels of agreement/disagreement on a Likert-type scale as follows: 5- *strongly agree*, 4 – *agree*, 3 – *no opinion*, 2 – *disagree*, and 1 – *strongly disagree.*

Initially, a principal components factor analysis was performed. An analysis of the survey items was conducted to determine the total amount of variance in the items. Factor structure coefficients and simple descriptive statistics, as well as the correlations and coefficient alpha reliability estimates, were utilized in addressing the research question.

The survey instrument involved administration of the ACBAS survey to a group of 200 faculty and administrators from three public Florida universities. A factor analysis was performed on the ACBAS survey instrument to create and verify existing categories of questions and assess issues relating to validity of the data gathered. While factor analyses play a part in establishing evidence of predictive, content, and construct validity, I was specifically aiming to establish instruments with strong correlations among related questions and identifiable constructs that underlie the domains of the survey items (Nunnally & Bernstein, 1994). The number of participants was based on recommendations from Gorsuch (1983) of five per factor. The results of the factor analysis were used to address

the first research question. The pilot study yielded 152 surveys or a 76% return rate.

Exploratory Factor Analysis

The initial exploratory principal components factor analysis performed with the ACBAS from the 152 participants garnered 10 factors with eigenvalues greater than one, thereby explaining 80% of the variance. Analysis of the "scree" plot indicated an initial flattening out of the eigenvalues between Factors III and X. Two subsequent analyses were performed using solutions extracting three and four factors in an attempt to find the most interpretable solutions. These results were rotated to the varimax criterion (King & Daniel, 1996).

The resulting analyses produced a three-factor result which was found to be the most interpretable as these three factors were relatively discrete. The extracted factors from the three-factor solution, collectively, accounted for 30.3% of the variance, with Factors I through III having eigenvalues of 11.22, 5.59, and 2.65, respectively (prior to rotation).

Factors were interpreted using a minimum factor saliency criterion of |.40|. This criterion allowed for "simple structure" (i.e., all items correlated appreciably with one and only one factor). Factor I, *Benefits*, had a prerotational eigenvalue of 11.22 and was defined by 20 items. Factor II, *Costs*, had a prerotational eigenvalue of 5.59, and featured 11 items, while the final factor, Factor III, *Other Issues Related to Accreditation*, contained 6 items and had a prerotational eigenvalue of 2.65. All salient coefficients were positive (i.e., > 0) (King & Daniel, 1996).

Alpha Reliability Analysis

As a final measure of the psychometric properties of the ACBAS, the data were subjected to alpha reliability analysis. Separate estimates were computed for the entire instrument (37 items) and for the three expected subscales (20 items, 11 items, and 6 items), respectively, based on the foregoing factor analytic results. The Cronbach alpha reliability coefficient for scores on the entire scale was .85, suggesting that scores on the items were internally consistent based on this data set, and that a single composite score is reasonably reliable. Alpha estimates for the expected subscales were well within the ranges of the coefficients with the exception of the third coefficient which was just slightly below the recommended level of .70 (Nunnally, 1978). Specifically, coefficient alphas for scores on the benefits, costs, and other issues related to accreditation subscales were .94, .90, and .69, respectively. As a consequence, no items were deleted from the scale because of redundancy or lack of homogeneity with the construct (Huck, 2000). The data gathered as part of the pilot study were used to address research question number one. The rotated factor structure matrix for the ACBAS can be found in Table 1.

In analyzing research question number one, regarding whether one or more interpretable construets could be obtained when responses on the Accreditation Cost-Benefit Analysis Scale are intercorrelated and factor analyzed using principal components technique, the data indicated three distinct interpretable constructs: *Benefits, Costs*, and *Other Issues Related to Accreditation.*

Table 1

*Rotated Factor Structure Matrix for the Accreditation Cost Benefit Accreditation Scale (n = 152)**

ACBAS Items	1	2	3
Benefits			
1. The NCATE accreditation process and the resulting outcomes were beneficial to students.	**.71**	.07	.35
2. The benefits of NCATE accreditation outweighed the costs.	**.77**	-.04	.26
3. NCATE accreditation provides assurance to the public that professionally accredited units have met national professional standards.	**.56**	-.01	-.20
4. The process of NCATE accreditation encouraged the pursuit of excellence within my program.	**.82**	-.26	-.12
5. The NCATE accreditation process created a renewed sense of teamwork and has been beneficial to our program.	**.73**	-.19	.03
6. The NCATE accreditation stamp of approval is of great value to my institution.	**.75**	.16	-.11
7. The NCATE accreditation stamp of approval is of great value to me.	**.77**	-.04	-.11
8. The NCATE accreditation process identified issues of quality for programs in need of change or reform.	**.70**	.14	.19
9. Our institution sought NCATE accreditation because our faculty desired/supported it.	**.62**	-.12	-.26
10. NCATE accreditation standards encouraged reform within the department/school/college of education.	**.77**	-.14	-.17
11. My institution implemented or is in the process of implementing programmatic change as a result of the NCATE accreditation process.	**.69**	-.11	-.11
12. NCATE accreditation resulted in new knowledge that served as a catalyst for programmatic change.	**.76**	-.08	-.25
13. The amount of time I spent on NCATE accreditation activities indirectly/directly benefited the students enrolled in our program(s).	**.80**	-.17	-.13
14. The amount of time I spent on NCATE accreditation activities indirectly/directly benefited the department/school/college of education.	**.74**	-.12	-.09
15. The amount of time I spent on NCATE accreditation activities indirectly/directly benefited my community.	**.72**	-.26	.14
16. Our faculty is more aware of student progress as a result of NCATE accreditation.	**.77**	.13	-.15
17. Because of the standards put forth by NCATE, the college of education is able to attract more qualified students into our undergraduate programs.	**.68**	-.26	.09
18. NCATE accreditation enhances our institution's ability to attract more qualified faculty to our	**.46**	.05	-.24

department/school/college of education programs.			
19. NCATE accreditation served as an impetus for our institution to budget additional funds for the department/school/college of education programs.	**.50**	-.19	.10
20. The costs associated with NCATE accreditation were a necessary expenditure.	**.43**	.10	.35
Costs			
21. NCATE accreditation was a costly endeavor in terms of time.	.07	**.54**	-.23
22. NCATE accreditation was a costly endeavor in terms of money.	.10	**.61**	.24
23. The NCATE accreditation process was very time-consuming.	.02	**.74**	.24
24. NCATE accreditation decreased the actual time that I was available to spend with students.	-.32	**.75**	-.12
25. NCATE accreditation decreased the actual time that I was available to spend on community and service activities.	-.21	**.75**	.02
26. NCATE accreditation decreased the actual time that I had to spend on research and scholarly service.	-.23	**.75**	.22
27. NCATE accreditation decreased the actual time I devoted to my personal life.	-.02	**.77**	.14
28. NCATE accreditation resulted in my increasing my normal work week.	.19	**.75**	.19
29. The NCATE accreditation process created stress for faculty and staff.	-.06	**.78**	.16
30. The NCATE accreditation process negatively impacted the morale of faculty and staff.	-.38	**.65**	-.01
31. The funds allocated for recent accreditation activities/costs prevented the unit/program from pursuing additional faculty members, programmatic changes, and/or materials.	-.30	**.40**	.37
Other Issues Related to Accreditation			
32. Our institution sought NCATE accreditation because of institutional mandate.	-.20	.32	**.47**
33. Our institution sought NCATE accreditation for status and prestige.	.17	.12	**.52**
34. .Our institution sought NCATE accreditation because of political/legislative mandate.	.05	.01	**.67**
35. The NCATE accreditation review process was overly prescriptive.	-.25	.27	**.53**
36. Adhering to NCATE standards impacted creativity and exploration of alternative solutions to problems in education.	-.05	.08	**.66**
37. Once the NCATE site-visit was completed, our institution abandoned the process of programmatic change.	-.29	.01	**.59**

* Coefficients greater than | .40 | are in bold type, by construct.

Part II: The Final Study

Research Question Number Two

The second research question under study was, "What are the perceived benefits, costs (perceived and estimated), and other issues involved in NCATE accreditation and continuing accreditation?" Subsequent to the factor analysis, further analyses were performed on the resulting data: demographic and descriptive data were analyzed, open-ended questions were categorized, and discriminant analyses were performed. All statistical analyses were performed using the Statistical Package for the Social Sciences (SPSS) version 12.0 (SPSS, Inc., 2004). The ACBAS, for faculty and administrators, featured 8 questions requesting demographic data, 3 open-ended questions, and 37 Likert-type items see Appendix B). The CIA, for administrators only, featured 4 open-ended questions requesting demographic data, a single forced-choice item, a single Likert-type question, and a costs worksheet wherein financial data were requested of the participants see Appendix C). The data for the ACBAS and the CIA were reported separately.

Demographic Data for the Accreditation Cost-Benefit Analysis Scale

Demographic data were collected from participants to better understand the perceptions of faculty and administrators regarding the benefits, costs, and other issues related to NCATE accreditation. There were 95 useable surveys returned from 23 institutions. Six surveys were deemed unusable due to incomplete or missing data or because the surveys were returned after the data collection process had concluded. The surveys were coded by the institution's

Carnegie Classification and consisted of the following categories: 60.9% (*n* = 14) Master's Colleges and Universities I, 13% (*n* = 3) Master's Colleges and Universities II, 8.7% (*n* = 2) Baccalaureate Colleges-Liberal Arts, 8.7% (*n* = 2) Doctoral/Research-Extensive, with the remaining 8.7% (*n* = 2) Doctoral Research-Intensive.

Of the 95 participants in the study, 82.2% (*n* = 79) were employed at public universities while 16.8% (*n* = 16) maintained employment at private institutions. The sample contained faculty from three groups: 36.8% (*n* = 35) were listed as "professor," 28.4% (*n* = 27) of the faculty were ranked as "assistant professor," while 25.3% (*n* = 24) were classified as "associate professor." Of the remaining 9.5%, 8.4% (*n* = 8) were categorized as "other" while 1.1% (*n* = 1) were "adjunct/part-time." The mean number of years that participants had been employed at their present university was 7. Specifically, 33.7% (*n* = 32) had been employed 1-5 years, 25.3% (*n* = 24) reported their employment as 6-10 years while 18.9% (*n* = 18) were employed for 11-15 years, and 21.1% (*n* = 20) had maintained employment at their present institution for more than 15 years. Only 1.1% (*n* = 1) had been employed for less than 1 year.

The participants were queried regarding the number of years employed in higher education: the mean was 10 years. Specifically, the data indicated the largest number of the respondents, 42.1% (*n* = 40), had more than 15 years of experience with 22.1% (*n* = 21) having 6-10 years, 15.8% (*n* = 15) 1-5 years, and 1.1% (*n* = 1) less than 1 year. The survey did not request participants to indicate the number of years of experience beyond 15 years.

With regard to respondents' roles in their most recent NCATE accreditation visit, 29.5% *(n* = 28) reported serving on the "executive/umbrella team" with considerable responsibilities, 28.4% *(n* = 27) were "committee chairs with significant responsibilities," 22.1% *(n* = 21) fell into the category of "other" with most listing their role as "NCATE coordinator," 18.1% *(n* = 18) were "committee members with limited responsibilities," and 1.1% *(n* = 1) had "no role in accreditation activities."

Respondents reported that they spent appreciable amounts of time each week on NCATE accreditation activities in the 12 months preceding their site visit. Specifically, 28.4% *(n* = 27) committed more than 10 hours per week, 26.3% *(n* = 25) devoted "considerable time" (7-10 hours per week), 31.6% *(n* = 30) of respondents reportedly spent "significant time" (3-6 hours per week), and 12.6% *(n* = 12) indicated they spent a "moderate" amount of time (0-2 hours per week). A single respondent reported that none of his/her time was spent on NCATE accreditation activities in the 12 months preceding the site visit.

With regard to the compensation received for their involvement in NCATE accreditation activities, an overwhelming majority, 71.9% *(n* = 68) reported that no compensation other than regular salary was received for their involvement in accreditation activities. Of the remaining 28.4% of respondents, 10.5% *(n* = 10) reported "other" compensation. Open-ended responses included 1, 2, or 3 course releases, a stipend of $5,000, a graduate assistant, summer salary equivalent, and two statements regarding duties associated with NCATE were part of their job descriptions. Two respondents commented that grants paid for the

stipends they received. Of the respondents indicating that they had received some sort of compensation, 8.4% (n = 8) reported that they had received "release time of one course" while 8.4% (n = 8) received stipends ranging from $250-$6,000 with the average amount reported as $2,671 for their duties associated with NCATE accreditation in the 12 months preceding their site visit.

The final demographic information requested of the participants related to their previous involvement on an NCATE visiting committee. Clearly, most of the respondents, 82.1% (n = 78), had never served on an NCATE team. Of the remaining 17.9%, 13.7% (n = 13) had served as an NCATE team member while 4.2% (n = 4) had served as both a visiting team member and a visiting team committee chair.

Analysis of Responses for Open-Ended Data for the Accreditation Cost-Benefit Analysis Scale

Respondents were asked to comment on three open-ended questions on the ACBAS. The questions generated significant comment, and a majority of the respondents commented with one or more responses. The initial question (item 9) asked, "What do you perceive as the primary benefit(s) to your institution from acquiring/maintaining accreditation from NCATE?" An analysis of the data indicated 147 responses were made with many respondents offering more than one comment in the space provided on the survey. The comments from respondents were categorized into four areas: program improvement; prestige, reputation, and recognition; politics; and competition. Of the 147 responses, 67 (46%) related to "program improvement" while 31 (21%) related to "prestige,

reputation, and recognition." A lesser number of responses related to politics with 25 (17%) of respondents registering comments related to their efforts to meet some sort of mandate whether institutional, state, or national. Finally, 24 (16%), were associated with competition in a broad sense. Comments related to efforts to attract and enroll more qualified students, students being perceived as better trained when seeking jobs upon graduation, and the issue of competition for university resources within the institution. Examples of respondents' comments for question 9 are listed below, by category.

Program improvement:

"The self-study process helped us in refining our goals, aligning our courses to our conceptual framework, and examining our assessment system."
(Institution 20, moderate (0-2 hours per week) involvement in accreditation activities)

"Self-reflection on conceptual framework and dialogue across programs"
(Institution 41, significant (3-6 hours per week) involvement in accreditation activities)

"The development and implementation of an effective assessment system that provides the institution with data driven decision making"
(Institution 19, considerable (7-10 hours per week) involvement in accreditation activities)

"Assessment of program, help identifies[*sic*] strengths and weaknesses"
(Institution 13, more than 10 hours per week of involvement in accreditation activities)

Prestige, reputation, and recognition:

"The statement of quality that NCATE accreditation makes"
(Institution 25, moderate (0-2 hours per week) involvement in accreditation activities)

"Unit meets standards by which other universities are judged"
(Institution 41, significant (3-6 hours per week) involvement in accreditation activities)

"National standards grounded in research provide a strong structure to make claims about teacher quality and thorough preparation."
(Institution 17, considerable (7-10 hours per week) involvement in accreditation activities)

"Recognition by [*sic*] being accredited by a major national accrediting body"
(Institution 12, more than 10 hours per week of involvement in accreditation activities)

Politics:

"Ranking among state universities"
(Institution 48, moderate (0-2 hours per week) involvement in accreditation activities)

"In reality, to satisfy politically powerful people and funnel money to a *national* organization that perpetuates a scam, similar to ETS."
(Institution 13, significant (3-6 hours per week) involvement in accreditation activities)

"Our state mandates all teacher ed [*sic*] programs must be nationally accredited, so if we want to produce teachers we have to have NCATE."
(Institution 22, considerable (7-10 hours per week) involvement in accreditation activities)

"Mandated by our state; I am not sure of the benefits other than bragging rights."
(Institution 48, more than 10 hours per week of involvement in accreditation activities)

Competition:

"Remains competitive among teacher education programs"
(Institution 12, moderate (0-2 hours per week) involvement in accreditation activities)

"State to state recognition of our students (grads) [*sic*] certification in teaching degree"
(Institution 30, significant (3-6 hours per week) involvement in accreditation activities)

"Ability to negotiate for needs with college administrators"
(Institution 22, considerable (7-10 hours per week) involvement in accreditation activities)

"The primary benefit is that we are allowed to recommend candidates for certification."

(Institution 20, more than 10 hours per week of involvement in accreditation activities)

The second of the three open-ended questions was, "What do you perceive as the primary detriment(s) to your institution from acquiring/maintaining accreditation from NCATE?" Once again, most respondents offered multiple responses to question 10. A total of 152 comments were categorized into five areas: time; faculty and workload; issues related to the accreditation process; financial expenditures; and "none." Interestingly, a significant number (n = 16) of respondents simply listed the word "none" indicating that they did not perceive any detriments to their institution as a result of seeking/acquiring accreditation from NCATE.

Each of the five categories included a number of comments. With regard to "time," 56 (35%) of respondents commented that issues related to the cost of time were detrimental to their institutions. Equal numbers of respondents, 37 (24%), commented that "faculty and workload" issues and "financial expenditures" both were problematic to their institution in the course of seeking NCATE accreditation. A smaller number of respondents, 11 (7%), conveyed multiple issues related to the "accreditation process" as negatively impacting their institution, while the remaining respondents, 16 (10%), stated that there were no detriments to their institution as a result of seeking/acquiring NCATE accreditation. Examples of respondents' comments regarding question 10 are found below.

<u>Time:</u>

"Extraordinary amount of time spent in meetings and in documenting the work we do"
(Institution 19, moderate (0-2 hours per week) involvement in accreditation activities)

"Cost in time, resources, and lost productivity...You cannot complete this review and do all other things (teach, write, research) well."
(Institution 28, significant (3-6 hours per week) involvement in accreditation activities)

"Overall cost in lost productivity (faculty production came to a screeching halt) and expenses"
(Institution 13, considerable (7-10 hours per week) involvement in accreditation activities)

"Expense in man hours and time spent by faculty for preparation"
(Institution 20, more than 10 hours per week of involvement in accreditation activities)

Faculty and workload:

"The amount of time and effort demanded of faculty to perform basically clerical duties in preparation of the document and exhibits"
(Institution 43, moderate (0-2 hours per week) involvement in accreditation activities)

"Many of our faculty felt that the time and energy necessary to prepare for the NCATE visit interfered with the ongoing development of our professional learning community and often undermined collegiality and collaboration among faculty, I agree."
(Institution 17, significant (3-6 hours per week) involvement in accreditation activities)

"We are still so consumed with data collection; the focus on curriculum- the excitement of program development is gone"
(Institution 41, considerable (7-10 hours per week) involvement in accreditation activities)

"In some ways, the actual preparation was a distraction from primary responsibilities."
(Institution 19, more than 10 hours per week of involvement in accreditation activities)

Financial expenditures:

"The amount of time, energy, and money expended before, during, and after [*sic*] NCATE visit.
(Institution 50, moderate (0-2 hours per week) involvement in accreditation activities)

"Overwhelming amount of time and money for an understaffed department and under funded university"
(Institution 13, significant (3-6 hours per week) involvement in accreditation activities)

"The process hinders the unit in pursing external funding, and research opportunities."
(Institution 20, more than 10 hours per week of involvement in accreditation activities)

The accreditation process:

"Time spent gathering evidence"
(Institution 38, moderate (0-2 hours per week) involvement in accreditation activities)

"Loss of choice in designing programs and courses...forced to adopt NCATE philosophical orientations"
(Institution 50, significant (3-6 hours per week) involvement in accreditation activities)

"...the rigidity to [*sic*] the process...also the lack of specificity as to how to present data/artifacts"
(Institution 22, considerable (7-10 hours per week) involvement in accreditation activities)

"When the professional organization standards change near the time required to submit the review report, the faculty preparing that report have to work particularly hard."
(Institution 41, more than 10 hours per week of involvement in accreditation activities)

The final open-ended question featured on the ACBAS was number 11:

"What factors influence a decision to seek or maintain NCATE accreditation?"

This question generated 122 responses. Once again the comments were analyzed, and four logical categories were created. Of the 122 responses, 55 (45%) related to NCATE accreditation as a state requirement. Slightly fewer respondents, 47

(38%), offered comments related to the benefits received by the institution, students, or faculty who were constituents of the institutions receiving NCATE accreditation. A significantly smaller group, 13 (11%), of respondents offered themes related to program improvement as factors influencing their decisions to seek or maintain accreditation while only 7 (6%) respondents offered "other" comments. Examples of respondents' comments for question 11 are listed below.

Accreditation as a state requirement:

"We have no choice, I personally resist this... I think NCATE have[*sic*] figured a way for the tail to wag the dog and make money doing it."
(Institution 41, considerable (7-10 hours per week) involvement in accreditation activities)

"Our state is a partner with NCATE; therefore, if we aren't naturally accredited by NCATE, we aren't eligible to offer a teacher education program."
(Institution 41, more than 10 hours per week of involvement in accreditation activities)

Benefits received by the institution, faculty, or students:

"A *necessary evil* in order to remain competitive in attracting students"
(Institution 50, moderate (0-2 hours per week) involvement in accreditation activities)

"The college benefits from an accredited program without which recruitment would suffer."
(Institution 32, significant (3-6 hours per week) involvement in accreditation activities)

Program improvement:

"National recognition, a commitment to student [*sic*] to offer a recognized program that maintains performance standards"
(Institution 20, moderate (0-2 hours per week) involvement in accreditation activities)

"This institution was among the first group of institution to be accredited by NCATE. Such accreditation helps to ensure quality in the teacher education programs."

(Institution 12, significant (3-6 hours per week) involvement in accreditation activities)

Other:

"Negative consequences of not being accredited."
(Institution 50, significant (3-6 hours per week) involvement in accreditation activities)

"History; desire to offer approved programs..."
(Institution 25, considerable (7-10 hours per week) involvement in accreditation activities)

Descriptive Statistics for the Accreditation Cost-Benefit Analysis Scale

Each of the 37 items of the ACBAS has a theoretical minimum of 1 and a maximum of 5, with the numerical value of 3 representing "no opinion." The descriptive statistics for each of the items on the scale are presented in Table 2.

Constructs within the Accreditation Cost-Benefit Analysis Scale

Within this section, the survey items that delineated each of the three constructs were examined. As previously mentioned, the factor analysis confirmed three discrete constructs: *Benefits* (items 1-20), *Costs* (items 21-31), and *Other Issues Related to Accreditation* (items 32-37). Descriptive data for individual items within each subscale were examined to gain insight into specific prompts relative to each subscale to which respondents were more or less likely to agree. Results, by construct, from the ACBAS are found in Appendix K.

Table 2

Descriptive Statistics for the ACBA 37-Item Scale

Item	*Minimum*	*Maximum*	*Mean*	*Std. Deviation*
1	2.00	5.00	3.8	1.00
2	1.00	5.00	3.3	1.30
3	1.00	5.00	4.2	.79
4	1.00	5.00	3.9	1.10
5	1.00	5.00	3.5	1.10
6	2.00	5.00	4.4	.77
7	1.00	5.00	3.7	1.00
8	2.00	5.00	3.9	.97
9	1.00	5.00	2.9	1.20
10	1.00	5.00	3.8	.92
11	1.00	5.00	3.9	.98
12	1.00	5.00	3.4	1.00
13	1.00	5.00	3.3	1.30
14	1.00	5.00	3.7	1.00
15	1.00	5.00	3.9	1.20
16	1.00	5.00	3.6	1.20
17	1.00	5.00	3.3	1.20
18	1.00	5.00	3.6	1.00
19	1.00	5.00	3.4	1.20
20	1.00	5.00	3.5	1.00
21	2.00	5.00	4.7	.65
22	2.00	5.00	4.3	.87
23	2.00	5.00	4.7	.51
24	1.00	5.00	3.9	1.20
25	2.00	5.00	4.0	1.10
26	2.00	5.00	4.2	.94
27	2.00	5.00	4.2	1.00
28	2.00	5.00	4.5	.70
29	1.00	5.00	4.5	.78
30	1.00	5.00	3.3	1.20
31	1.00	5.00	2.9	1.00
32	1.00	5.00	4.0	1.10
33	1.00	5.00	4.0	1.00
34	2.00	5.00	3.6	1.00
35	1.00	5.00	3.2	1.20
36	1.00	5.00	3.2	1.20
37	1.00	5.00	1.8	.85

Benefits

Within the Accreditation Cost Benefit Analysis Survey, items 1-20 related to the subscale *Benefits,* as derived from the factor analysis, and represented six logically grouped themes: "Benefits derived from NCATE

accreditation" (items 3, 6, 7, and 9), "benefits gained from participation in the peer-review process" (items 4, 5, 8, and 20), "benefits resulting from investments of time" (items 13, 14, and 15), "benefits realized by students" (items 1 and 16), "benefits derived from change/reform as a result of the accreditation process" (items 10, 11, and 12), and finally, "benefits achieved for the institution/program/department" (items 17, 18, and 19). An analysis of the remaining item, item 2, concludes the section on the subscale *Benefits*.

Benefits derived from NCATE accreditation. Pertaining to the four survey items that frame the first theme, "benefits derived from NCATE accreditation" (items 3, 6, 7, and 9), found within the subscale, *Benefits*, clearly most respondents agreed that the NCATE stamp of approval was valuable to their institutions. With regard to item 3, 91.5% (n = 87) strongly agreed or agreed that "NCATE accreditation provides assurance to the public that professionally accredited units have met national professional standards." Similarly, when asked to indicate their agreement with item 6, 89.5% (n = 85) strongly agreed or agreed that "the NCATE accreditation stamp of approval is of great value to my institution." Interestingly, with regard to item 7, individuals believed that colleagues within their institution valued NCATE accreditation more than they did personally as fewer faculty, only 68.4% (n = 65), strongly agreed or agreed that "the NCATE accreditation stamp of approval is of great value to me." Finally, when responding to item 9, "Our institution sought NCATE accreditation because our faculty desire/supported it," only 35.8% (n = 34) strongly

agreed/agreed with the statement. Clearly, faculty and administrators valued the NCATE stamp of approval collectively for the unit, but to a lesser degree personally. Only slightly more than one-third *(35.8%)* of respondents perceived that the faculty desired or supported the NCATE accreditation process at their institution. Descriptive statistics for each of the items for the theme "benefits derived from NCATE accreditation" are found in Table 3.

Table 3

Frequency Statistics for Theme: Benefits Derived from NCATE Accreditation

Item ($n = 95$)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
3. NCATE accreditation provides assurance to the public that professionally accredited units have met national professional standards.	35	36.8	52	54.7	3	3.2	4	4.2	1	1.1
6. The NCATE accreditation stamp of approval is of great value to my institution.	53	55.8	32	33.7	7	7.4	3	3.2		
7. The NCATE accreditation stamp of approval is of great value to me.	21	22.1	44	46.3	19	20.0	4	4.2	7	7.4
9. Our institution sought NCATE accreditation because our faculty desired/supported it.	8	8.4	26	27.4	21	22.1	29	30.5	11	11.6

Benefits gained from participation in the peer review process. With regard to the subscale *Benefits*, the second theme "benefits gained from participation in the peer-review process," (items 4, 5, 8, and 20), 76.8% ($n = 73$) of respondents strongly agreed or agreed with item 4, that "the process of NCATE accreditation encouraged the pursuit of excellence within my program." Likewise, concerning

item 5, the majority of faculty, 64.2% (n = 61) strongly agreed or agreed that "the NCATE accreditation process created a renewed sense of teamwork and has been beneficial to our program." An analysis of question 8, "The NCATE accreditation process identified issues of quality for programs in need of change or reform," indicated 75.8% of respondents strongly agreed or agreed. While the majority of respondents believed that the accreditation process was a benefit to their institution, a lesser majority 60% (n = 57) strongly agreed or agreed with item 20 that "the costs associated with NCATE accreditation were a necessary expenditure." In summary, while the majority of respondents clearly believed that the NCATE accreditation process encouraged excellence and helped to identify issues in need of reform within their programs, a lesser majority of respondents believed the collaborative efforts of their colleagues was beneficial to their program or that the costs associated with NCATE accreditation were a necessary expenditure. Descriptive statistics for each of the items for the theme "benefits gained from participation in the peer review process" are found in Table 4.

Benefits resulting from investments of time. The third theme found within the survey subscale *Benefits*, related to "benefits resulting from investments of time" (items 13, 14, and 15), confirmed that faculty perceived their investment of time as a benefit to their students and their institution. An analysis of item 13 found that slightly more than one-half, 58.9% (n = 56), of respondents believed that "the amount of time I spent on NCATE accreditation activities indirectly/directly benefited the students enrolled in our programs." Moreover, with regard to item 14, 73.7% (n = 70) of respondents strongly agreed or agreed

Table 4

Frequency Statistics for Theme: Benefits Gained from Participation in the Peer Review Process

Item ($n = 95$)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
4. The process of NCATE accreditation encouraged the pursuit of excellence within my program.	29	30.5	44	46.3	5	5.3	16	16.8	1	1.1
5. The NCATE accreditation process created a renewed sense of teamwork and has been beneficial to our program.	15	15.8	46	48.4	6	6.3	25	26.3	3	3.2
8. The NCATE accreditation process identified issues of quality for programs in need of change or reform.	25	26.3	47	49.5	9	9.5	14	14.7		
20. The costs associated with NCATE accreditation were a necessary expenditure.	11	11.6	46	48.4	18	18.9	16	16.8	4	4.2

that "the amount of time I spent on NCATE accreditation activities indirectly/directly benefited the department/school/college of education." However, fewer faculty believed that their community received a benefit from their participation in NCATE activities. With regard to item 15, 32.6% ($n = 31$) of respondents strongly agreed or agreed that the amount of time spent on NCATE related activities indirectly/directly benefited their community. In summary, with regard to time invested in the NCATE accreditation process, the majority of respondents believed their department/school/college of education was the beneficiary of the most significant portion of their time, with students and community, respectively, receiving the least benefit of their time. Descriptive statistics for each of the items for the theme "benefits resulting from investments of time" are found in Table 5.

Table 5

Frequency Statistics for Theme: Benefits Resulting from Investments of Time

Item ($n = 95$)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
13. The amount of time I spent on NCATE accreditation activities indirectly/directly benefited the students enrolled in our program(s).	16	16.8	40	42.1	6	6.3	22	23.2	11	11.6
14. The amount of time I spent on NCATE accreditation activities indirectly/directly benefited the department/school/ college of education.	20	21.1	50	52.6	7	7.4	14	14.7	4	4.2
15. The amount of time I spent on NCATE accreditation activities indirectly/directly benefited my community.	8	8.4	23	24.2	26	27.4	26	27.4	12	12.6

Benefits realized by students. With regard to the fourth theme, "benefits realized by students" (items 1 and 16), found within the subscale *Benefits*, respondents perceived the NCATE accreditation process and the resulting outcomes were beneficial to students. In fact, an analysis of item 1 confirms that 74.8% ($n = 71$) of respondents strongly agreed or agreed with the item. Likewise, but to a lesser degree, 64.2% ($n = 61$) of respondents to item 16, perceived faculty to be more aware of student progress as a result of the NCATE accreditation process. Overall, the majority of faculty believed the NCATE accreditation process benefited students within their institution. Descriptive statistics for each of the items for the theme "benefits realized by students" are found in Table 6.

Table 6

Frequency Statistics for Theme: Benefits Realized by Students

Item ($n = 95$)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
1. The NCATE accreditation process and the resulting outcomes were beneficial to students.	20	21.1	51	53.7	5	5.3	19	20.0		
16. Our faculty is more aware of student progress as a result of NCATE accreditation.	24	25.3	37	38.9	10	10.5	20	21.1	4	4.2

Benefits derived from change/reform as a result of the accreditation process. The fifth theme found within the subscale, *Benefits*, related to "benefits derived from change/reform as a result of the accreditation process" (items 10, 11, and 12). Clearly, when respondents were asked to indicate to what degree, "NCATE accreditation standards encouraged reform within the department/school/college of education" and to what degree their institution "implemented or is in the process of implementing programmatic change as a result of the NCATE accreditation process," respondents strongly agreed or agreed 81.1% ($n = 77$) and 80% ($n = 76$), respectively. However, when asked if "NCATE accreditation resulted in new knowledge that served as a catalyst for programmatic change," only 58.9% ($n = 56$) strongly agreed or agreed with item 12. Overall, faculty strongly believed that the NCATE process helped to reform and change existing programs, but believed, to a lesser degree, that new knowledge was produced as a result of the process. Descriptive statistics for each

of the items for the theme "benefits derived from change/reform as a result of the accreditation process" are found in Table 7.

Table 7

Frequency Statistics for Theme: Benefits Derived from Change/Reform as a Result of the Accreditation Process

Item (n = 95)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
10. NCATE accreditation standards encouraged reform within the department/school/college of education.	17	17.9	60	63.2	4	4.2	13	13.7	1	1.1
11. My institution implemented or is in the process of implementing programmatic change as a result of the NCATE accreditation process.	25	26.3	51	53.7	5	5.3	13	13.7	1	1.1
12. NCATE accreditation resulted in new knowledge that served as a catalyst for programmatic change.	12	12.6	44	46.3	13	13.7	22	23.2	4	4.2

Benefits achieved for the institution/program/department. The sixth and final theme found within the subscale *Benefits* related to the theme "benefits achieved for the institution/program/department" (items 17, 18, and 19). When asked whether due to the standards put forth by NCATE, "the college of education is able to attract more qualified students into our undergraduate programs," less than one-half or 44.2% (n = 42) strongly agreed or agreed with item 17. Significantly more respondents, 65.2% (n = 62), strongly agreed or agreed with item 18 that, "NCATE accreditation enhances our institution's ability to attract more qualified faculty to our department/school/college of education programs." However, fewer respondents, 54.7% (n = 52), strongly agreed or

agreed with item 19, "NCATE accreditation served as an impetus for our institution to budget additional funds for the department/school/college of education programs." Clearly, while respondents believed NCATE accreditation was of benefit when attracting qualified faculty to their institution, they did not find it as beneficial for attracting qualified students to their institution, and only slightly more than one-half of respondents perceived that NCATE accreditation helped their department/school/college of education to acquire additional funds from their institution. Descriptive statistics for each of the items for the theme "benefits achieved for the institution/program/department" are found in Table 8.

Table 8

Frequency Statistics for Theme: Benefits Achieved for the Institution/Program/Department

Item ($n = 95$)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
17. Because of the standards put forth by NCATE, the college of education is able to attract more qualified students into our undergraduate programs.	19	20.0	23	24.2	29	30.5	18	18.9	6	6.3
18. NCATE accreditation enhances our institution's ability to attract more qualified faculty to ourdepartment/ school/college of education programs.	16	16.8	46	48.4	17	17.9	13	13.7	3	3.2
19. NCATE accreditation served as an impetus for our institution to budget additional funds for the department/school/colleg e of education programs.	16	16.8	36	37.9	17	17.9	21	22.1	5	5.3

Benefits overall. In conclusion, when respondents were asked to what degree "the benefits of NCATE accreditation outweighed the costs," 54.7% (n = 52) strongly agreed or agreed with item two. Interestingly, while isolated benefits of the process were identified, the process as a whole was embraced by slightly more than one-half of the respondents. Descriptive statistics for the item for the theme "benefits overall" are found in Table 9.

Table 9

Frequency Statistics for Benefits Overall

Item (n = 95)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
2. The benefits of NCATE accreditation outweighed the costs.	18	18.9	34	35.8	10	10.5	26	27.4	7	7.4

Costs

The second of the three constructs defined on the ACBAS was the subscale *Costs* and was defined by items 21-31. Within the subscale, three distinct topics logically defined the construct: "the cost of time" (items 21, 23, 24, 25, 26, 27, and 28), "costs related to morale" (items 29 and 30), and "financial costs" (items 22 and 31). Each of the three themes within the area of *Costs* and their related survey items were addressed separately.

The cost of time. There were seven items than examined the issue of time as a cost of accreditation. With regard to item 21, 96.9% (n = 92) strongly agreed or agreed that "NCATE accreditation process was a costly endeavor in terms of time." Likewise, an even stronger majority of respondents, 98.9% (n = 94), strongly agreed or agreed with item 23 that "the NCATE accreditation process

was very time consuming." With regard to items 24 and 25, 71.6% (n = 68) and 76.9% (n = 73), respectively, of respondents strongly agreed or agreed that "NCATE accreditation decreased the actual time that I was available to spend with the students" and "NCATE decreased the actual time that I was available to spend on community and service activities." Slightly larger majorities, 84.2% (n = 80) and 83.1% (n = 79) respectively, strongly agreed or agreed with items 26 and 27: "NCATE accreditation decreased the actual time that I had to spend on research and scholarly service" and "NCATE accreditation decreased the actual time devoted to my personal life." Finally, with regard to item 28, the vast majority of respondents, 94.8% (n = 90), strongly agreed or agreed that the NCATE accreditation process resulted in an increase in their normal work week. Overall, respondents perceived time to be a significant cost in the NCATE accreditation process. Descriptive statistics for each of the items for the theme "the cost of time" are found in Table 10.

Costs related to morale. While a significant majority of respondents found the NCATE accreditation process stressful, just less than one-half of them reported that it had a negative impact on the morale of their colleagues. Specifically, with regard to item 29, 91.6% (n = 87) of respondents strongly agreed or agreed that "the NCATE accreditation process created stress for faculty and staff." Conversely, a significantly smaller number of respondents, 49.4% (n = 47), strongly agreed or agreed with item 30: "The NCATE accreditation process negatively impacted the morale of faculty and staff. In the end, while faculty perceived that the NCATE accreditation process was stressful, only about

Table 10

Frequency Statistics for Theme: The Cost of Time

Item (n = 95)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
21. NCATE accreditation was a costly endeavor in terms of time.	68	71.6	24	25.3			3	3.2		
23. The NCATE accreditation process was very time-consuming.	71	74.7	23	24.2			1	1.1		
24. NCATE accreditation decreased the actual time that I was available to spend with students.	41	43.2	27	28.4	5	5.3	21	22.1	1	1.1
25. NCATE accreditation decreased the actual time that I was available to spend on community and service activities.	41	43.2	32	33.7	4	4.2	18	18.9		
26. NCATE accreditation decreased the actual time that I had to spend on research and scholarly service.	46	48.4	34	35.8	6	6.3	9	9.5		
27. NCATE accreditation decreased the actual time I devoted to my personal life.	48	50.5	31	32.6	3	3.2	13	13.7		
28. NCATE accreditation resulted in my increasing my normal work week.	51	53.7	39	41.1	2	2.1	3	3.2		

one-half of respondents believed it negatively impacted the morale of the faculty and staff. Descriptive statistics for each of the items for the theme "Costs related to morale" are found in Table 11.

Table 11

Frequency Statistics for the Theme: Costs Related to Morale

Item ($n = 95$)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
29. The NCATE accreditation process created stress for faculty and staff.	61	64.2	26	27.4	5	5.3	2	2.1	1	1.1
30. The NCATE accreditation process negatively impacted the morale of faculty and staff.	18	18.9	29	30.5	18	18.9	27	28.4	3	3.2

Financial costs. The final theme found within the subscale *Costs* was "financial costs" and was defined by items 22 and 31. An analysis of item 22, "NCATE was a costly endeavor in terms of money," indicated 83.1% ($n = 79$) of respondents strongly agreed or agreed with the statement. However, with regard to item 31, respondents were hesitant to support the idea that funds allocated for expenditures related to the accreditation process prevented the unit/program from pursuing additional faculty members, programmatic changes, and/or materials. In fact only 24.2% ($n = 23$) of respondents strongly agreed or agreed with the item. Overall, while respondents perceived the NCATE accreditation process to be costly, it did not prevent them from pursuing additional resources for their units. Descriptive statistics for each of the items for the theme "financial costs" are found in Table 12.

Table 12

Frequency Statistics for the Theme: Financial Costs

Item (n = 95)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
22. NCATE accreditation was a costly endeavor in terms of money.	46	48.4	33	34.7	11	11.6	5	5.3		
31. The funds allocated for recent accreditation activities/costs prevented the unit/program from pursuing additional faculty members, programmatic changes, and/or materials.	9	9.5	14	14.7	30	31.6	38	40.0	4	4.2

Other Issues Related to Accreditation

The third and final subscale found within the ACBAS was *Other Issues Related to Accreditation.* The final construct was defined by three disparate and logically arranged themes: "reasons for seeking NCATE accreditation" (items 32, 33, and 34) "issues relating to NCATE standards" (items 35 and 36) and "post-NCATE review" (item 37). As with the previous two subscales, *Benefits* and *Costs,* each theme was addressed separately.

Reasons for seeking NCATE accreditation. With regard to the theme "reasons for seeking NCATE accreditation," the majority of respondents perceived that their institution sought NCATE because of institutional mandate, status and prestige, and political/legislative mandate. In fact, with regard to items 32, 33, and 34, respectively, 76.8% (n = 72) of respondents indicated that their institution sought NCATE accreditation due to institutional mandate, 80% (n = 76) sought accreditation due to status and prestige, and 72.6% (n = 69) due to

political/legislative mandate. Overall, respondents believed that their institution sought accreditation due to accountability influences external to their program/unit. Descriptive statistics for each of the items for the theme "reasons for seeking NCATE accreditation" are found in Table 13.

Table 13

Frequency Statistics for the Theme: Reasons for Seeking NCATE Accreditation

Item (n = 95)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
32. Our institution sought NCATE accreditation because of institutional mandate.	35	36.8	38	40.0	8	8.4	11	11.6	3	3.2
33. Our institution sought NCATE accreditation for status and prestige.	26	27.4	50	52.6	6	6.3	11	11.6	2	2.1
34. Our institution sought NCATE accreditation because of political/legislative mandate.	36	37.9	33	34.7	12	12.6	14	14.7		

Issues related to NCATE standards. Item 35 requested respondents to indicate their level of agreement with the statement "the NCATE accreditation review process was overly prescriptive." A slight majority, 60% (n = 57), strongly agreed or agreed with the statement. However, significantly fewer respondents, 45.2% (n = 43), strongly agreed or agreed with item 36, "Adhering to NCATE standards impacted creativity and exploration of alternative solutions to problems in education." In summary, while the majority of respondents believed that the standards required for NCATE accreditation were overly prescriptive, they did not believe that their creativity to solve problems related to the program/unit was

stifled. Descriptive statistics for each of the items for the theme "issues related to NCATE standards" are found in Table 14.

Table 14

Frequency Statistics for the Theme: Issues Related to NCATE Standards

Item ($n = 95$)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
35. The NCATE accreditation review process was overly prescriptive.	31	32.6	26	27.4	13	13.7	22	23.2	3	3.2
36. Adhering to NCATE standards impacted creativity and exploration of alternative solutions to problems in education.	16	16.8	27	28.4	19	20.0	27	28.4	6	6.3

Post-NCATE review. The final theme within the subscale *Other Issues Related to NCATE Accreditation* was the idea of post-NCATE review. Respondents were asked to indicate their level of agreement with item 37, "Once the NCATE site-visit was completed, our institution abandoned the process of programmatic change." Clearly, respondents did not support this idea as only a small number of respondents, 6.4% ($n = 6$), strongly agreed or agreed with the item. Descriptive statistics for the item related to "post-NCATE review" are found in Table 15.

Cost Inventory Analysis

While the primary purpose of the present study was determining perceptions of faculty and administrators related to the costs and benefits associated with NCATE accreditation, there was a secondary purpose regarding real/actual financial costs associated with the process; hence, the development of

Table 15

Frequency Statistics for the Theme: Post-NCATE Review

Item ($n = 95$)	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	*f*	%	*F*	%	*f*	%	*f*	%
37. Once the NCATE site-visit was completed, our institution abandoned the process of programmatic change.	1	1.1	5	5.3	6	6.3	48	50.5	35	36.8

the Cost Inventory Analysis (CIA). Each of the 23 participating institutions received one CIA questionnaire for the dean or his/her designee to complete. Eighteen CIA questionnaires were returned with two surveys deemed unusable. In the end, 16 CIA questionnaires were analyzed. The surveys were coded by the institution's Carnegie classification and consisted of the following categories: 75% ($n = 12$) Master's Colleges and Universities I, 12.5% ($n = 2$) Master's Colleges and Universities II, and 6% ($n = 1$) Doctoral/Research –Extensive, and 6% ($n = 1$) Doctoral/Research-Intensive.

The data from the responding institutions indicated a mean unit enrollment of 1,374 students and a mean institutional enrollment of 9,861 students. With regard to the education unit, there was a mean of 46 full-time faculty members whose mean salary, without benefits, was $53,748. The mean salary for their administrative colleagues was $79,729. For all respondents, the site-visit for which they reported data was a "continuing visit." Of the 16 respondents, 75% ($n = 12$) were employed as "deans or associate/assistant deans," 12.5% ($n = 2$) were employed as "division/department chairs," and the remaining 12.5% ($n = 2$) indicated their employment as "other."

An analysis of the financial data requested on the CIA indicated the accreditation process was a costly endeavor. The questionnaire requested information on labor costs (direct/out of pocket costs differentiated from indirect costs), non-labor costs, site-visit costs, accreditation fees, and other costs. The mean estimated costs from the CIA are listed in Table 16.

Table 16

The Mean Estimated Costs from the Cost Inventory Analysis Survey

Cost Category	*n*	Mean Cost Estimates
Labor Costs	16	$62,639.87
Direct/Out of Pocket Costs	14	$23,059.64
Indirect Costs	14	$53,350.21
Non-Labor Costs	15	$18,839.00
Site-Visit Costs	15	$15,582.97
Accreditation Fees	13	$3,401.54
Other Costs	4	$11,103.75
Total Costs	16	$100,450.33

The cost data were also compiled by Carnegie classification. The data from each institution are presented in Table 17.

Research Question Number Three

With regard to research question number three- "Can perceptions of costs, benefits, and other issues related to NCATE accreditation be explained by or predicted by faculty or administrators' level of involvement on the ACBAS?" - a discriminant analysis was used to investigate the relationships between variables. Findings indicate that level of faculty involvement was related to perceptions of costs, benefits, and other issues, with one noteworthy discriminant function (λ = .865) accounting for group differences.

Table 17

Institutional Estimates from the Cost Inventory Analysis by Carnegie Classification

Carnegie Classification	Unit Enrollment	Labor Costs	Direct Operating Cost	Indirect Cost	Non Labor Costs	Site Visit Costs	Accred. Fees	Other Costs	Total Costs	Cost Per Student
MCU-I										
3	1,500	4,000	2,000	2,000	9,000	10,000	2,500		25,500	17
12	2,000	125,000	25,000	100,000	20,000	15,000	2,300		162,300	81
13	600	27,100	14,000	13,100	45,450	10,140	5,350	4,400	92,440	154
17	900	112,500	22,500	90,000	23,500	10,500			146,000	162
19	1,100	750	750		32,179	37,073			70,002	64
29	1,675	17,575	17,575		7,558	9,125	2,545		36,804	22
31	1,700	17,000	15,000	2,000	4,600	17,260	2,200		42,760	25
38	460	8,260					2,500		10,760	23
41	2,000	100,000	60,000	40,000	30,000	17,700	2,300		150,000	75
43	1,200	13,500	6,000	7,500	24,300	8,000	6,000	12,000	63,800	53
50	806	40,000	29,000	11,000	18,000	17,000			76,500	95
53	3,000	294,303		294,303	6,000	381	5,000		305,684	102
MCU-II										
20	170	66,000		66,000	11,700	6,465	2,025		86,190	507
30	400	3,000	2,500	500	2,000	10,000			15,000	38
DRU-In										
48	2,400	23,250	20,250	3,000	6,600	25,000	5,000	13,015	72,865	30
DRU-Ex										
52	1,400	150,000	100,000	50,000	40,000	40,000	5,000	15,000	250,000	179

Classification results indicated that administrators and the faculty group with "considerable" involvement collectively were distinct from faculty groups with "significant" and "moderate" levels of involvement.

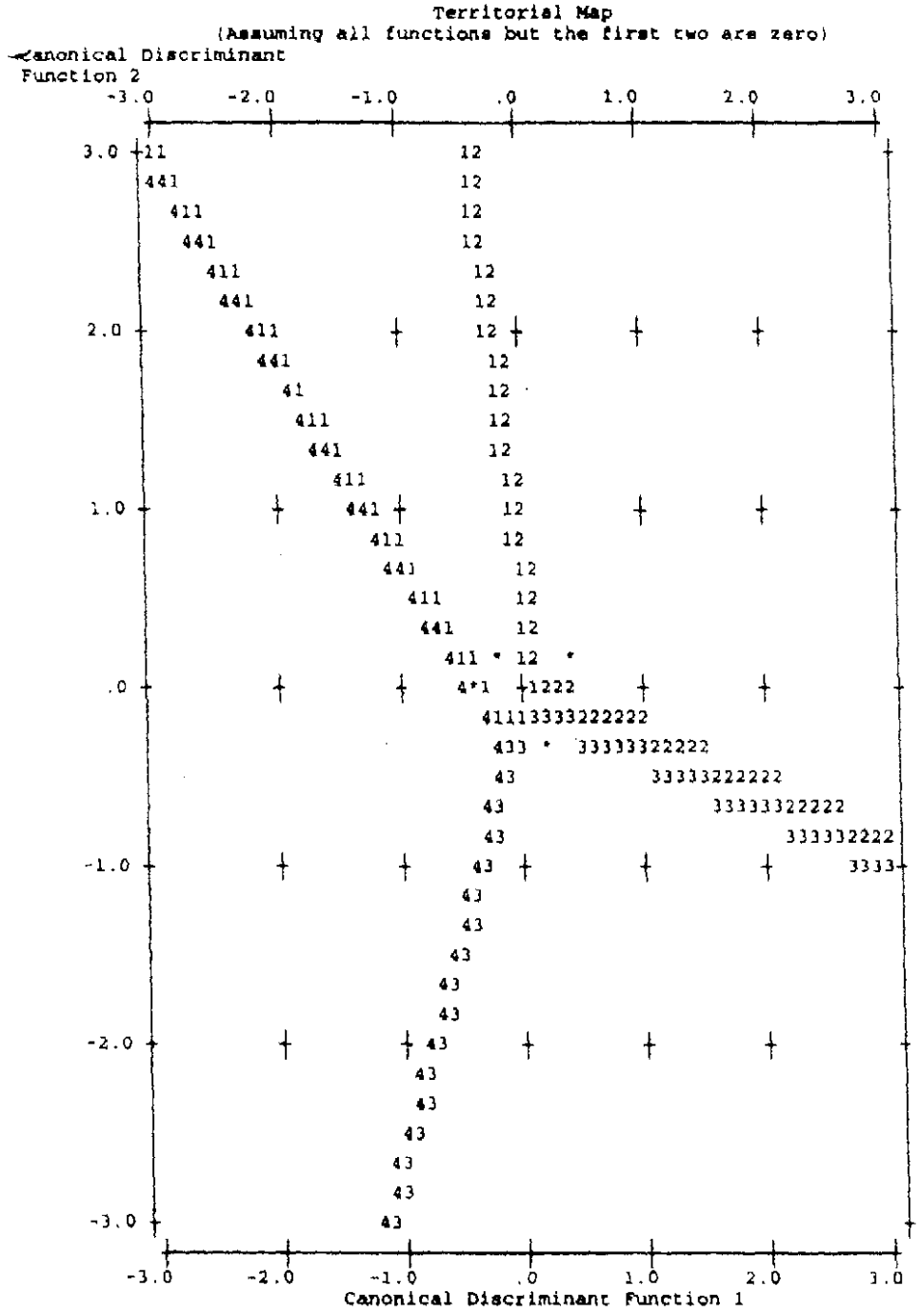
Table 18

Descriptive Statistics by Group

LEVINV	Mean	Std. Deviation	Valid N Unweighted
Considerable			
Benefit	72.7419	15.10843	31
Cost	45.8387	6.19191	31
Issues	19.9032	3.84148	31
Significant			
Benefit	70.5200	16.98804	25
Cost	46.5200	7.45609	25
Issues	21.9600	3.70225	25
Moderate			
Benefit	68.9130	13.31067	23
Cost	44.0870	7.91381	23
Issues	20.7391	2094213	23
Administrators			
Benefit	77.3125	12.88264	16
Cost	43.1875	8.89358	16
Issues	19.0625	3.10846	16
Total			
Benefit	72.0000	14.91251	95
Cost	45.1474	7.43621	95
Issues	20.5053	3.58149	95

Of three functions yielded by the discriminant analysis, one discriminant function was of noteworthy effect size and the other two functions were negligible. Function I yielded a moderate effect ($\lambda = .865$; $p > .05$). There was a lack of statistical significance despite a noteworthy effect due to the small sample. The territorial map (Figure 2) indicated that Function I differentiated groups 1 (considerable) and 4 (administrators) from groups 2 (significant) and 3 (moderate). Discriminant structure coefficients indicate that the issues variable

Figure 2: Territorial Map



Symbols used in territorial map

Symbol	Group	Label
1	1	cond.
2	2	sig.
3	3	mod.
4	4	fac.
*		Indicates a group centroid

was the most notable discriminator among groups (structure coefficient = .91) followed by benefit (structure coefficient = -.52). Function and structure coefficients are found in Table 19.

Table 19

Function and Structure Coefficients

	1		2		3	
	Structure	Function	Structure	Function	Structure	Function
Issues	.907*	-.372	.421	.856	-.031	.750
Cost	.228	-.497	.696*	1.028	-.681	-.584
Benefit	-.519	1.015	.218	.232	.826*	.577

*. Largest absolute correlation between each variable and any discriminant function.

With regard to issues, means scores were larger for groups 2 and 3 (22 and 21, respectively) than for groups 1 and 4 (20 and 19, respectively). With regard to benefits, the means were larger for groups 1 and 4 (72 and 77, respectively) than for groups 2 and 3 (70 and 68, respectively). The classification accuracy rate of 35.8% is 11% better than chance, indicating relatively strong predictive accuracy. Classification results are found in Table 20. In sum, administrators and those faculty more heavily involved had a greater appreciation for the benefits and costs of NCATE accreditation than did those faculty significantly or only moderately involved.

Research Question Number 4

With regard to research question number four- "Do the perceptions of faculty differ from the perceptions of administrators when measured on the Accreditation Cost-Benefit Analysis Scale?" -a discriminant analysis was conducted to investigate the relationships between the variables. The analysis yielded a single discriminant function. There was a negligible effect ($\lambda = .958$; $p >$

.05) and a lack of statistical significance. In response to the research question, there is no difference in the perceptions of faculty and administrators when measured on the ACBAS.

Table 20

Classification Results [a]

LEVINV		Predicted Group Membership				
		1	2	3	4	Total
Original Count						
	1	10	6	5	10	31
	2	5	10	4	6	25
	3	6	5	8	4	23
	4	5	3	2	6	16
%						
	1	32.3	19.4	16.1	32.3	100.0
	2	20.0	40.0	16.0	24.0	100.0
	3	26.1	21.7	34.8	17.4	100.0
	4	31.3	18.8	12.5	37.5	100.0

a. 35.8% of original grouped cases correctly classified.

Summary

In this chapter, data collected via the survey instrument were analyzed and used to examine the four research questions. The research questions were examined within the framework of Part I: The Pilot Study and Part II: The Final Study. Part I of this study specifically focused on research question number one and was designed to verify existing categories of questions and assessed issues relating to validity of the data gathered from the Accreditation Cost-Benefit Analysis Scale. Part II of this study was aimed at analyzing research questions two, three, and four. The findings indicated that three of the four research questions were answered in the affirmative while there was no evidence to support the idea that faculty perceptions on the ACBAS differed from those of

administrators. The remaining issue regarding whether a cost-effectiveness model can capture the cost and benefits of an institutional decision to seek or maintain NCATE accreditation will be addressed in Chapter 5 of this study.

In Part I of the study, the initial research question was analyzed. With regard to whether one or more interpretable constructs could be obtained when responses on the Accreditation Cost-Benefit Analysis Scale were intercorrelated and factor analyzed using principal components technique, the data indicated three distinct interpretable constructs: *Benefits, Costs,* and *Other Issues Related to Accreditation.*

Part II of the study focused on research questions two, three, and four. With regard to the ACBAS, there were 95 useable surveys returned from 23 institutions. In addition to demographic information, respondents were asked to comment on three open-ended questions on the ACBAS. When asked about the primary benefit(s) to their institution from acquiring/maintaining accreditation from NCATE, the comments from respondents were categorized into four areas: program improvement; prestige, reputation, and recognition; politics; and competition. The second of the three open-ended questions related to the primary detriment(s) to their institution from acquiring/maintaining accreditation from NCATE and were categorized into five areas: time; faculty and workload; issues related to the accreditation process; financial expenditures; and "none." The final open-ended question queried the influencing factors regarding an institution's decision to seek or maintain NCATE accreditation. As with the preceding questions, the comments were analyzed and four logical categories were created:

accreditation as a state requirement; benefits received by the institution, students, or faculty who were constituents of the institutions receiving NCATE accreditation; program improvement; and "other" comments.

An analysis of the descriptive statistics provided by respondents to the ACBAS were analyzed within the constructs of *Benefits, Costs, and Other Issues Related to NCATE accreditation*. Relative to benefits realized from accreditation by NCATE, faculty and administrators valued the NCATE stamp of approval collectively for the unit, but to a lesser degree personally. Only slightly more than one-third of respondents perceived that the faculty desired or supported the NCATE accreditation process at their institution. Likewise, an analysis of benefits gained from participation in the peer review process indicated that while the majority of respondents clearly believed the NCATE accreditation process encouraged excellence and helped to identify issues in need of reform within their programs, a lesser majority of respondents believed the collaborative efforts of their colleagues were beneficial to their program or that the costs associated with NCATE accreditation were a necessary expenditure. With regard to time invested in the NCATE accreditation process, the majority of respondents believed their department/school/college of education was the beneficiary of the most significant portion of their time, with students and community, respectively, receiving the least benefit of their time. Overall, the majority of faculty believed the NCATE accreditation process benefited students within their institution.

An analysis of the data regarding benefits derived from change/reform as a result of the accreditation process, respondents strongly believed that the NCATE

process helped to reform and change existing programs, and believed, to a lesser degree, that new knowledge was produced as a result of the process. Additionally, while respondents believed NCATE accreditation was of benefit when attracting qualified faculty to their institution, they did not find it as beneficial for attracting qualified students to their institution, and slightly more than one-half of respondents perceived that NCATE accreditation helped their department/school/college of education to acquire additional funds from their institution. Finally, while isolated benefits of the process were identified, the process as a whole was embraced by slightly more than one-half of the respondents.

There were costs associated with NCATE accreditation. First, respondents perceived time to be a significant cost in the NCATE accreditation process. Secondly, while faculty perceived that the NCATE accreditation process was stressful, it did not negatively impact the morale of the faculty and staff. Finally, while respondents perceived the NCATE accreditation process to be costly, it did not prevent them from pursing additional resources for their units.

An analysis of the *Other Issues Related to NCATE Accreditation* indicated that respondents believed that their institution sought accreditation due to accountability influences external to the program/unit. With regard to issues related to NCATE standards, the majority of respondents believed that the standards required for NCATE accreditation were overly prescriptive; however, they did not believe that their creativity to solve problems related to the

program/unit was inhibited. Finally, respondents clearly did not support the idea that once NCATE was gone their unit abandoned the change/reform process.

An analysis of the CIA responses (n = 16) provided data regarding costs associated with NCATE accreditation. The category "labor costs" represented the largest cost expenditure reported by administrators at NCATE accredited institutions in this study; however, there were also substantial expenditures of "indirect costs."

With regard to research question number two, an analysis of the data provided on the ACBAS and CIA indicated that faculty and administrators hold distinct perceptions regarding the benefits, costs, and other issues related to NCATE accreditation.

Research question number three was answered in the affirmative. Of the three functions yielded by the discriminant analysis, one discriminant function was of noteworthy effect size and the other two functions were negligible. An analysis of the data confirmed that administrators and those faculty more heavily involved had a greater appreciation for the benefits and costs of NCATE accreditation than did those faculty significantly or only moderately involved.

With regard to research question number four, a single discriminant function was yielded by the analysis. There was a negligible effect and a lack of statistical significance. The analysis indicated that there is no appreciable difference in the perceptions of faculty and administrators when measured on the ACBAS.

Chapter 5 provides a summary of the findings and a discussion regarding the implications of the study. The theoretical framework upon which the study was formulated will be linked to the study's findings. The chapter concludes with comments regarding future research related to this study.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the present study was to examine the costs incurred and the benefits realized by institutions participating in the NCATE accreditation process and to formulate a cost-benefit model to guide teacher training institutions who are assessing the value of peer-review by NCATE. In this final chapter, the methodology employed is reviewed. Next, a summary of the findings is presented and discussed in light of the theoretical framework posited in Chapter 2 of this study. Finally, the chapter concludes with recommendations for future research and contributions the study has made to the field of education.

Review of the Methodology

The study utilized quantitative methodology with a descriptive research design. The study involved two parts: Part I, a pilot study aimed at gathering data to establish construct validity of the instrument; and Part II, data collection from SACS accredited institutions involved in their NCATE accreditation site visits within a two year period. Both parts of the study featured researcher-designed questionnaires. The surveys were the Accreditation Cost-Benefit Analysis Scale for faculty (ACBAS) and the Costs Inventory Analysis (CIA) for administrators. Part I of the study utilized the ACBAS and was administered to 200 faculty and administrators at three Florida universities who participated in their NCATE accreditation visit during the period of January 2002-December 2004. Part II of the study involved both surveys, the ACBAS and the CIA, that were administered

to a purposive sample of faculty and administrators at 54 colleges of education that had participated in the NCATE accreditation process and site-visit during the period of January 2003-December 2004. In the pilot study conducted in April 2005, both faculty and administrators were asked to complete the ACBAS, while Part II of the study surveyed both faculty and administrators using the ACBAS with only a single administrator at each institution asked to complete the CIA. Participants completed the final survey during June 2005.

The dependent variables in the study included the perceptions of costs and benefits as measured by the ACBAS. The independent variable was the level of involvement of faculty and administrators who participated in the most recent NCATE accreditation visit to the following degrees: Moderate degree of participation (0-2 hours per week), significant degree of participation (3-6 hours per week), and a considerable degree of participation (7-10 hours per week). In order to test the present study's research questions, data analyses consisted of the following statistical procedures: a factor analysis was performed; demographic and descriptive data were examined; open-ended responses were interpreted and categorized; and discriminant analyses were conducted.

Summary of the Results

With regard to research question number one, a factor analysis of the data indicated three disparate constructs within the ACBAS: *Benefits, Costs,* and *Other Issues Related to Accreditation.* Additionally, the data indicated that faculty and administrators hold distinct perceptions regarding the benefits, cost, and other issues related to NCATE accreditation. Administrators specified the mean cost of

NCATE accreditation was approximately $100,000, on average, as indicated by an analysis of the data provided on the CIA. Furthermore, a discriminant analysis of the data confirmed that administrators and those faculty considerably (7-10 hours per week) involved in the accreditation process had a greater appreciation for the benefits and costs of NCATE accreditation than did those faculty and significantly (3-6 hours per week) or only moderately (0-2 hours per week) involved. Finally, the data indicated that there was no appreciable difference in the perceptions between faculty and administrators regarding costs, benefits, and other issues related to accreditation when measured on the ACBAS.

Part II of the study focused on research questions two, three, and four. With regard to the ACBAS, there were 95 useable surveys returned from 23 institutions. In addition to several items requesting demographic information, participants posited responses to three open-ended questions on the ACBAS. With regard to primary benefit(s) to the institution from acquiring/maintaining accreditation from NCATE, the comments from respondents were categorized into four areas: program improvement; prestige, reputation, and recognition; politics; and competition. With regard to detriment(s) to the institution from acquiring/maintaining accreditation from NCATE, respondents offered comments that were categorized into five areas: time; faculty and workload; issues related to the accreditation process; financial expenditures; and "none." Finally, respondents offered remarks related to factors influencing an institution's decision to seek or maintain NCATE accreditation, which were grouped into four logical categories: accreditation as a state requirement; benefits received by the institution, students,

or faculty who were constituents of the institutions receiving NCATE accreditation; program improvement; and "other" comments.

An analysis of the descriptive statistics provided by respondents to the ACBAS were analyzed within the constructs of *Benefits, Costs,* and *Other Issues Related to NCATE* Accreditation. Benefits realized from accreditation by NCATE included the finding that faculty and administrators valued the NCATE stamp of approval collectively for the unit, but to a lesser degree personally. Only slightly more than one-third of respondents perceived that the faculty desired or supported the NCATE accreditation process at their institution. Likewise, an analysis of benefits gained from participation in the peer review process indicated while the majority of respondents clearly believed that the NCATE accreditation process encouraged excellence and helped to identify issues in need of reform within their programs, a lesser majority of respondents believed the collaborative efforts of their colleagues was beneficial to their program or that the costs associated with NCATE accreditation were a necessary expenditure. With regard to time invested in the NCATE accreditation process, the majority of respondents believed their department/school/college of education was the beneficiary of the most significant portion of their time, with students and community, respectively, receiving the least benefit of their time. Overall, the majority of faculty believed the NCATE accreditation process benefited students within their institution.

An analysis of the data regarding benefits derived from change/reform as a result of the accreditation process, respondents strongly believed that the NCATE process helped to reform and change existing programs and believed, to a lesser

degree, that new knowledge was produced as a result of the process. Additionally, while respondents believed NCATE accreditation was of benefit when attracting qualified faculty to their institution, they did not find it as beneficial for attracting qualified students to their institution. Slightly more than one-half of respondents perceived that NCATE accreditation helped their department/school/college of education to acquire additional funds from their institution. Finally, while isolated benefits of the process were identified, the process as a whole was embraced by slightly more than one-half of the respondents.

As previously discussed, obtaining and maintaining NCATE accreditation taxes resources. First, respondents perceived time to be a significant cost in the NCATE accreditation process. A second cost related to faculty's perception that the NCATE accreditation process related to stress. Almost one-half of faculty did find the process stressful, sharing agreement that the accreditation process had a negative impact the morale of the faculty and staff. Finally, while respondents perceived the NCATE accreditation process to be costly, it did not prevent them from pursuing additional resources for their units.

An analysis of the *Other Issues Related to NCATE Accreditation* indicated that respondents believed that their institution sought accreditation due to accountability influences external to the program/unit. With regard to issues related to NCATE standards, the majority of respondents believed that the standards required for NCATE accreditation were overly prescriptive; however, they did not believe that their creativity to solve problems related to the

program/unit was inhibited. Finally, respondents clearly did not support the idea that once NCATE was gone their unit abandoned the change/reform process.

The CIA provided data (n = 16) regarding costs associated with NCATE accreditation. The category "labor costs" represented the largest cost expenditure reported by administrators at NCATE accredited institutions in this study; however, there were also substantial expenditures of "site-visit costs."

With regard to research question number two, an analysis of the data provided on the ACBAS and CIA indicated that faculty and administrators hold clearly identifiable perceptions regarding the benefits, costs, and other issues related to NCATE accreditation.

Research question number three was answered in the affirmative. Of the three functions yielded by the discriminant analysis, one discriminant function was of noteworthy effect size and the other two functions were negligible. An analysis of the data confirmed that administrators and those faculty more considerably (7-10 hours per week) involved had a greater appreciation for the benefits and costs of NCATE accreditation than did those faculty significantly (3-6 hours per week) or only moderately (0-2 hours per week) involved.

With regard to research question number four, a single discriminant function was yielded by the analysis. There was a negligible effect and a lack of statistical significance. The analysis indicated that there is no appreciable difference in the perceptions between faculty and administrators when measured on the ACBAS.

Discussion of the Results

The findings of the present study will be discussed in relationship to past research studies and to the theoretical framework upon which the study is based. Likewise, the overarching question regarding whether a cost-benefit model can be formulated will be discussed.

Relationship of the Present Study to Previous Research

The literature contains several studies that offer costs estimates related to accreditation in higher education. While a study by McPhearson (1979) analyzed costs associated with accreditation for National Accrediting Agency for Clinical Laboratory Sciences and Moreland and Linthicum (1981) offered costs related to the dental school accreditation process, only Morgan (1987), nearly 20 years ago, analyzed the cost associated NCATE accreditation. Morgan found that the total costs ranged from $11,327 to $73,896 in contrast to the present study wherein the range of total costs for the accreditation process were reportedly $10,760 to $305,684.

With regard to the actual costs of the site-visit, the estimated cost for the nursing accreditation review was estimated at $6,500 while engineering schools were expected to pay approximately $10,000 (Accreditation Board for Engineering and Technology, n.d.; National League for Nursing Accrediting Commission, n.d.). The findings from the present study indicated the site-visit mean cost estimate averaged nearly $15,600, not including accreditation fees. However, the NCATE organization estimated costs for the NCATE accreditation visit ranged from $3,000 to $6,000 (National Council for Accreditation of

Teacher Education, n.d.d.) depending on the number of visiting team members, excluding food, lodging, and ground transportation. Obviously, institutions incur significant expenses in addition to the costs published by NCATE for the accreditation site-visit.

Interpretation of Results within the Theoretical Framework

Benefits. The findings from this study did not support the notion posited by Tom (1997) that the NCATE accreditation process inhibits change/reform within a program/unit. In fact, over 80% of respondents in the present study agreed that NCATE accreditation encouraged reform within their department/school/college of education and that their institution implemented or was in the process of implementing programmatic change as a result of the accreditation process. Likewise, the findings of the present study indicated faculty and administrators did not view the accreditation process as a "necessary evil," nor did they perceive that they terminated the reform process and returned to business as usual once the peer review process was over, as suggested by Tom (1997) and Massy (2003). On the contrary, 87% of the respondents in the present study indicated that their institution did not abandon the process of programmatic change once the NCATE site-visit was completed.

Clearly, institutional prestige/reputation was important to the respondents in this study (Rodney, 2000) as 90% of faculty and administrators in the present study were in agreement that NCATE accreditation provided quality assurances to the public and was valuable to their institution; however, only two-thirds of those same respondents valued the accreditation process to the same extent personally.

Perhaps the faculty understood the investment of time and effort in NCATE accreditation process as taxing on human resources within their program/unit.

Costs. The perceptions of the accreditation process as a costly endeavor were strongly supported by the findings of the present study. Gideonese (1993) suggested that the amount of documentation, the time needed to prepare it, and the costs related to its preparation were significant. The respondents in the present study concurred offering near unanimous agreement (98.9%) that NCATE accreditation was very time consuming. Similarly, 83% of respondents in the present study indicated it was costly in terms of financial expenditures; however, less than one-quarter of the respondents supported the notion that the costs impeded or prevented them from pursuing additional faculty members, making programmatic changes, or acquiring additional materials. In the end, the findings of the present study support the perception that there are indeed significant costs of the NCATE accreditation process; however, these costs do not prohibit benefits from being realized by faculty and administrators.

The question persists, with regard to the present study, as to why faculty perceived accreditation as such a costly endeavor personally yet continued to support it in light of the fact that the institution/unit received the benefit. Perhaps this perception, in part, can be explained by institutional rational choice theory (IRC) posited by Heck (2004). Heck suggested that IRC is an extension of rational choice theory wherein frameworks related to institutional norms, rules and strategies are created and impact the behaviors of individuals within an organization. Specifically, Heck (p.141) asserted, "Institutions define the goals,

meaning, and actions of individuals who are interacting within a particular policy subsystem or other social setting." Of particular interest to me regarding the present study was the idea that while faculty and administrators understood the level of work involved in the peer review process, they were willing to assume additional duties because they perceived that their unit benefited from the costs that they incurred personally. The IRC theory offers, at least in part, an explanation for what I conjecture was rationalized behavior.

Other issues related to accreditation. Clearly, faculty believed in and supported the pursuit of NCATE accreditation as a valuable and worthy endeavor for their institutions; however, debate continues regarding philosophical agreement with the standards espoused by NCATE (Elliott, 1996; Sosniak, 1999). The findings of the present study indicated the majority of respondents believed the NCATE accreditation process to be overly prescriptive. These findings bring full cycle the on-going question of jurisdiction within the profession (Abbott, 1988). The issue of jurisdiction concerns not only the abstract knowledge contained within the profession, but is also related to the issue of social jurisdiction and the profession's inability to monitor and regulate itself, void of government and state control. Since NCATE's formation in the mid-1940s, consensus among stakeholders in this process (i.e., NCATE officials, teacher education faculty, and state officials) has yet to be reached regarding a set of standards. Specifically, assertions have been made regarding the profession's inability to resolve the following issues regarding: (a) The knowledge base required by the profession; (b) What controls are in place to assure that the

knowledge required of the profession was acquired; and, (c) What group confirms these knowledge requirements (Abbott, 1988; Wilson & Youngs, 2005). The fact that less than one-half of all teacher education institutions in the United States are NCATE accredited further supports this notion.

Conclusions and Recommendations

The Formulation of a Cost-Benefit Model

Based upon the findings of this research study, a cost-benefit model can be formulated and used to estimate the costs, benefits, and other issues related to NCATE accreditation at other institutions; however, further research is needed to explore the inherent concerns surrounding cost-benefit analyses of teacher education institutions seeking NCATE accreditation. The present study offers evidence in support of the formulation of such a model, and addresses issues that are of concern, as well.

First, the respondents in the study have expressed fairly consistent levels of agreement regarding the costs, benefits, and other issues related to accreditation as measured on the ACBAS. Furthermore, administrators and faculty appear in agreement regarding their perceptions related to the accreditation process, as confirmed by the discriminant analysis, thereby offering evidence that both groups are able to come together to address the issues related to peer review. Also of note, an analysis of open-ended questions on the ACBAS showed responses were relatively consistent and were easily categorized into related and logical themes, confirming agreement among faculty and administrators as to the issues confronting a college of education embarking on

NCATE accreditation. Collectively, these elements conjoin to create a consistent and comprehensive foundation on which elements of a cost-benefit analysis might be built provided institutions consider several issues intrinsic to attempts to analyze costs.

Issues to consider regarding formulation of a cost-benefit model are multifaceted. While the present study collected cost estimates, these figures do not represent a necessarily realistic portrait of the financial expenditures made by an institution seeking NCATE accreditation. First, costs estimates are "recollected costs" and are influenced by a variety of human factors including limitations of the respondent's memory. In the case of the present study, cost estimates varied greatly. For example, a single institution reported costs for their NCATE site-visit on the CIA of $381 while the total cost of the NCATE accreditation process for their institution was a staggering $305,684. In comparison, another institution within the same Carnegie classification reported site visit-costs of $17,260 with their total costs under $43,000. Second, while difficult to assess, there were opportunity costs that merit consideration (i.e., what activities might the unit been engaged in had accreditation activities not consumed the same time frame?). Such activities may have encompassed academic endeavors, scholarly pursuits, or time spent with students who had course-related needs. Whatever the case, opportunities were missed while the unit was seeking NCATE accreditation, and the present study did not address the issue of missed opportunities. Finally, collecting the data presented difficulties. Despite numerous requests for data, slightly less than one-half (43%) of the institutions identified for the study

actually responded; consequently, the sample used in the study was small and raises questions regarding the generalizability of the data. Each of these issues are worthy of consideration by individuals attempting to analyze the costs and benefits related to NCATE accreditation.

Recommendations for Future Research

While the present study considered four research questions, several ancillary issues are worthy of consideration by future researchers. First, an overriding issue is the accuracy of cost estimates as compared to actual costs. Future research might capture the real-time costs of the peer review process as it occurs, thereby offering a more exact and systematic cost accounting of the expenditures associated with the accreditation process. Obviously, there are inherent problems with retrospective data collection that impacted the accuracy of the data and, in turn, the interpretation of the data. Second, future research might utilize a larger sample of NCATE accredited institutions. While there were 54 institutions identified within the time parameters set for the present study, there were potentially 201 SACS institutions that maintain NCATE accreditation. Likewise, there are significantly more institutions that participate in NCATE accreditation who maintain membership in the remaining five regional accrediting agencies. Expanding the study to include larger numbers of institutions and a more diverse cross-section of institutions, as specified by Carnegie classification, would provide data for a more comprehensive analysis of costs and benefits among similarly classified institutions. Third, a deeper and complex analysis of Heck's theory regarding institutional rational choice might provide further insight

into why faculty and administrators make certain choices in light of the knowledge they possess. Finally, there are several issues contained within the framework of the present study that justify further study in a qualitative format.

Contributions of the Study

The present study is the first known study to address the costs and benefits related to NCATE accreditation and formulate a model that can assist faculty and administrators in colleges of education who are weighing costs and benefits of the process. Additionally, the last research study that attempted to gather cost estimates related to the NCATE peer review process (Morgan, 1987) was published nearly 20 years ago. Moreover, the development of the ACBAS will hopefully aid other faculty in making informed decisions regarding future participation in the NCATE accreditation process. Finally, design of the present study offers future researchers a foundation on which to develop additional empirical research on the costs and benefits involved in NCATE accreditation.

Of additional note, several specific issues indicated by the data might be considered, in the short term, by faculty and administrators within colleges of education who are seeking NCATE accreditation. First, administrators at institutions might consider ways to gain buy in and input from teacher education faculty with regard to the professional accreditation process. For example, asking faculty within the unit for a vote of confidence regarding the decision to seek NCATE accreditation would provide administrators with a measure of the attitudes faculty maintain towards the peer-review process. Likewise, such a vote would inform institutional administrators as to faculty's endorsement of the

accreditation process and their belief in the outcomes generated from it. Institutional and personnel benefits are enhanced when "buy in" and ownership are shared dispositions. Likewise, colleges of education might consider alternative compensation methods when assigning duties related to NCATE peer review. Many respondents perceived time to be the most significant cost regarding the NCATE accreditation process. While some faculty received compensation for the additional duties associated with peer review, most did not and, as a consequence, viewed the processes as detracting from their teaching, research, and scholarly activities. Planning and budgeting additional funds for release time and/or compensation as well as formulation of creative solutions may improve faculty members' perceptions about the accreditation process.

Conclusion

Understanding the issues surrounding the accreditation process can be very valuable to the profession. The present study illustrates the vast and complex nature of the accountability process and the intricacies involved in capturing the costs and benefits of accreditation in teacher education. With higher education continuing to face significant limitations on financial and human resources, the question of accreditation is one that must be analyzed by all involved. Continued exploration of the multifaceted dimensions of this problem will enable teacher education institutions to determine if the benefits outweigh the costs and in turn impact the education of their students in a positive way. Research into these issues is important to the future of teacher education. It is vital that university administrators and faculty maintain a current understanding of the issues (i.e.,

benefits, costs, disadvantages, needs of society) involved in seeking specialized accreditation by NCATE. Additionally, consideration of these issues is relevant to the constituent groups that influence and make policy (e.g., legislators, boards of regents/governors, local school leaders, taxpayers) through both state and federal legislative acts and mandates that impact teacher candidates, teachers and ultimately children. The ramifications to teacher education are vast and are of great consequence.

Appendix A

NCATE Constituent Members

Teacher Education Organizations

American Association of Colleges for Teacher Education (AACTE)
Association of Teacher Educators (ATE)

Teacher Organizations
American Federation of Teachers (AFT)
National Education Association (NEA)
State and Local Policymaker Organizations
Council of Chief State School Officers (CCSSO)
National Association of State Boards of Education (NASBE)
National School Boards Association (NSBA)

Specialized Professional Associations

Subject Specific-Organizations

American Council on the Teaching of Foreign Languages (ACTFL)
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
International Reading Association (IRA)
International Technology Education Association (ITEA)
National Council for the Social Studies (NCSS)
National Council of Teachers of English (NCTE)
National Council of Teachers of Mathematics (NCTM)
National Science Teachers Association (NSTA)
North American Association for Environmental Education (NAAEE)
Teachers of English to Speakers of Other Languages (TESOL)

Child-Centered Organizations

Association for Childhood Education International
(ACEI)
Council for Exceptional Children (CEC)
National Association for the Education of Young Children (NAEYC)
National Association for Gifted Children (NAGC)
National Middle School Association (NMSA)

Technology Organizations

Association for Education Communications and Technology (AECT)
International Society for Technology in Education (ISTE)

Specialist Organizations

American Educational Research Association (AERA)
American Library Association (ALA)
Council for Social Foundations of Education (CSFE)
National Association of School Psychologists (NASP)

Administrator Organizations

American Association of School Administrators (AASA)
Association for Supervision and Curriculum Development (ASCD)
National Alliance of Black School Educators (NABSE)
National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)

Other

National Board for Professional Teaching Standards (NBPTS)

Appendix B

_____ Carnegie Classification

_____Institution Code

Accreditation Cost-Benefit Analysis Scale
(ACBAS)

The purpose of this study is to gain information on the perceived costs and benefits as well as the disadvantages of NCATE accreditation by college/school/department of education faculty and to formulate a cost-benefit model. The data you provide will be kept confidential.

The survey is divided into 2 sections. Please complete the short answer section as well as the Cost/Benefit scale. In both sections, all items relate to your most recent accreditation visit and related activities in the 12 months prior to your most recent visit.

Section I: Demographic Information

1. Is your institution public or private?
   a) Public
   b) Private

2. What is your faculty rank?
   a) Adjunct/part-time
   b) Assistant professor
   c) Associate professor
   d) Professor
   e) Other: _____

3. How many years have you been employed at this university as either faculty or administrative/faculty?
   a) Less than 1 year
   b) 1-5 years
   c) 6-10 years
   d) 11-15 years
   e) more than 15 years

4. How many years have you been employed in higher education in either faculty or administrative/faculty?

   a) Less than 1 year
   b) 1-5 years
   c) 6-10 years
   d) 11-15 years
   e) more than 15 years

5. What was your role in your most recent NCATE visit?
   a) I had no role in accreditation activities
   b) Committee member with only limited responsibilities
   c) Committee chair with significant responsibilities
   d) Executive/Umbrella team with considerable responsibilities
   e) Other, please describe:

   _____

6. With regard to your most recent NCATE accreditation visit, in the 12 months preceding the site-visit, how would you characterize your average weekly time commitment?
   a) No time spent on accreditation activities.
   b) Moderate (0-2 hours per week)
   c) Significant (3-6 hours per week)
   d) Considerable (7-10 hours per week)
   e) More than 10 hours per week

7. With regard to your most recent NCATE accreditation visit, how were you compensated for time spent on self-study/accreditation activities?
   a) Release time of one course
   b) Stipend (Amount: _____)
   c) No compensation received (other than salary)
   d) Other:

   _____

8. Have you ever served on an NCATE visiting committee?
   a) Yes, I have served as a team member.
   b) Yes, I have served as a team member and a committee chair.
   c) No, I have never served on an NCATE team.

9. What do you perceive as the primary benefit(s) to your institution from acquiring/maintaining accreditation from NCATE?

   _____

   _____

   _____

   _____

10. What do you perceive as the primary detriment(s) to your institution from acquiring/maintaining accreditation from NCATE?

    _____

    _____

    _____

    _____

11. What factors influence a decision to seek or maintain NCATE accreditation?

Section II: Accreditation Cost-Benefit Analysis Scale

The table below features statements about teacher education and NCATE. Please rate the scaled items based on your most recent self-study/NCATE accreditation process. Please respond to the items as they relate to your personal experiences and perceptions of the NCATE

Accreditation Cost-Benefit Analysis Scale

Statements regarding your most recent self-study/NCATE accreditation process	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1
1. The NCATE accreditation process and the resulting outcomes were beneficial to students.					
2. The benefits of NCATE accreditation outweighed the costs.					
3. NCATE accreditation provides assurance to the public that professionally accredited units have met national professional standards.					
4. The process of NCATE accreditation encouraged the pursuit of excellence within my program.					
5. The NCATE accreditation process created a renewed sense of teamwork and has been beneficial to our program.					
6. The NCATE accreditation stamp of approval is of great value to my institution.					
7. The NCATE accreditation stamp of approval is of great value to me.					
8. The NCATE accreditation process identified issues of quality for programs in need of change or reform.					
9. Our institution sought NCATE accreditation because our faculty desired/supported it.					
10. NCATE accreditation standards encouraged reform within the department/school/college of education.					
11. My institution implemented or is in the process of implementing programmatic change as a result of the NCATE accreditation process.					
12. NCATE accreditation resulted in new knowledge that served as a catalyst for programmatic change.					
13. The amount of time I spent on NCATE accreditation activities indirectly/directly benefited the students enrolled in our program(s).					
14. The amount of time I spent on NCATE accreditation activities indirectly/directly benefited the department/school/college of education.					
15. The amount of time I spent on NCATE accreditation activities indirectly/directly benefited my community.					
16. Our faculty is more aware of student progress as a result of NCATE accreditation.					
17. Because of the standards put forth by NCATE, the college of education is able to attract more qualified students into our undergraduate programs.					

Statements regarding your most recent self-study/NCATE accreditation process	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1
18. NCATE accreditation enhances our institution's ability to attract more qualified faculty to our department/school/college of education programs.					
19. NCATE accreditation served as an impetus for our institution to budget additional funds for the department/school/college of education programs.					
20. The costs associated with NCATE accreditation were a necessary expenditure.					
21. NCATE accreditation was a costly endeavor in terms of time.					
22. NCATE accreditation was a costly endeavor in terms of money.					
23. The NCATE accreditation process was very time-consuming.					
24. NCATE accreditation decreased the actual time that I was available to spend with students.					
25. NCATE accreditation decreased the actual time that I was available to spend on community and service activities.					
26. NCATE accreditation decreased the actual time that I had to spend on research and scholarly service.					
27. NCATE accreditation decreased the actual time I devoted to my personal life.					
28. NCATE accreditation resulted in my increasing my normal work week.					
29. The NCATE accreditation process created stress for faculty and staff.					
30. The NCATE accreditation process negatively impacted the morale of faculty and staff.					
31. The funds allocated for recent accreditation activities/costs prevented the unit/program from pursuing additional faculty members, programmatic changes, and/or materials.					
32. Our institution sought NCATE accreditation because of institutional mandate.					
33. Our institution sought NCATE accreditation for status and prestige.					
34. Our institution sought NCATE accreditation because of political/legislative mandate.					
35. The NCATE accreditation review process was overly prescriptive.					
36. Adhering to NCATE standards impacted creativity and exploration of alternative solutions to problems in education.					
37. Once the NCATE site-visit was completed, our institution abandoned the process of programmatic change.					

Appendix C

Section III
Cost Inventory Analysis
(CIA)

The purpose of this study is to gain information on the perceived costs and benefits of NCATE accreditation by college/school/department of education faculty and to formulate a cost-benefit model. The data you provide will be kept confidential.

All items relate to your most recent accreditation visit and related activities in the 12 months prior to your most recent visit.

Section III: Cost Inventory Analysis

1. What was the month/year was your site visit from NCATE?
   _____

2. In the year of your site visit from NCATE, what was the approximate enrollment for your education unit? _____

3. In the year of your site visit from NCATE, what was the approximate enrollment for your entire university/college? _____

4. How many full-time faculty did you have during the year of your site visit from NCATE?
   _____

5. What are the average annual salaries for tenure-track faculty/administrators in the education unit (do not include benefits)? _____ Faculty _____ Administrators

6. Was your most recent accreditation visit; 1)Initial ____ or 2) Continuing ____

7. What was your position during the NCATE site visit?
   a) Dean
   b) Associate/Assistant Dean
   c) Division/Dept. Chair
   d) Faculty
   e) Other

What are the estimated costs of NCATE accreditation for your institution during their most recent visit? ***All cost estimates relate to your most recent accreditation visit and related activities in the 12 months prior to your most recent visit.*** **Cost categories are defined below:**

Labor Costs

Direct/Out of Pocket Costs

1. Additional costs (stipends) for research and document preparation by faculty members;
2. Additional costs for research and document preparation by academic officers (deans);
3. Additional costs of time/overtime for staff to copy and assemble documentation;
4. Costs of consultants and/or temporary employees/adjunct faculty utilized for the accreditation process.

Indirect/Absorbed Costs

3. Costs for faculty members who are engaged in meetings (planning and on-going) related to accreditation;
4. Costs for academic officers who are engaged in meetings, (planning and on-going) related to accreditation;

Non-Labor Costs

5. Costs/Fees/Expenses associated with workshops/seminars specific to the NCATE accreditation process (travel, lodging, fees, etc.);
6. Costs of materials (paper, binding, printing, office supplies, etc.);
7. Costs of technology required specifically for the purpose of accreditation activities;
8. Fees & dues to NCATE since last site visit.

Site-Visit Costs

4. Costs of lodging/food/mileage/travel for visiting teams, including those paid to NCATE;
5. Costs associated with special events/receptions/catering/meeting rooms;
6. Any other costs incurred as a result of the site visit.

Accreditation Fees

1. Any fees paid to NCATE (during the past 12 months) for the purpose of seeking accreditation. Do NOT include fees for visiting team members as those are to be included in Site-Visit Costs.

_____ **Labor Costs (Direct/Out of Pocket Costs + Indirect Costs)**
_____ **Direct/Out of Pocket Costs**
_____ **Indirect Costs**
_____ **Non-Labor Costs**
_____ **Site-Visit Costs**
_____ **Accreditation Fees**
_____**Other, please list**_____
_____ **Total Costs for NCATE Accreditation**

Appendix D

Informed Consent

This is an important form. Please read it carefully. It tells you what you need to know about this research study. By completing the survey, you have consented to participation in the study. Completing and returning the survey means that you have been told about the study and what the risks are.

Your participation in this research is entirely voluntary. Refusal to participate in this research will involve no penalty or loss of benefits to which you otherwise are entitled. You may discontinue participation in this research study at any time without penalty or loss of benefits you are otherwise entitled to.

The purpose of this study is to examine the costs incurred and the benefits realized by institutions participating in the NCATE accreditation process and to formulate a cost-benefit model to guide teacher training institutions who are assessing the value of peer-review by NCATE. This study is in part to fulfill the requirements of a doctoral degree at the University of North Florida.

The study will feature a two-part researcher-designed questionnaire administered to a purposive sample of deans at 54 colleges of education who have participated in the NCATE accreditation process and site-visit during the period of January 2003-December 2004. The survey includes two parts: the Accreditation Cost-Benefit Analysis Scale (ACBAS) and the Cost Inventory Analysis (CIA). All participants will forward completed surveys to me in a stamped return envelope.

There are no antipated injuries that may occur as a resulty of participating in this research project. There are no foreseeable risks or discomforts that are anticipated should you participate in this study. The only requirement of your participation in this study is completion of a survey instrument. Taking part in this study is your decision. You may decide to stop at any time. However, please know that your participation is vital to the study. The survey will demand approximately one hour of your time.

Confidentiality is of the utmost concern to me. Data will be aggregated and all responses will be kept confidential and the names of participants or their institutions will not be revealed at any time.

You may talk to Ms. Cindy Jacobs (Researcher) or Dr. Kathe Kasten (Dissertation Committee Chair) at any time about questions and concerns you may have about this study. You may contact Ms. Jacobs at 912-638-5606 or Dr. Kasten at the University of North Florida (904-620-1789), or by mail at The University of North Florida, 9/1314 Schultz Hall, University of North Florida, 4567 St. Johns Bluff Road, South, Jacksonville, FL 32224-2676 or by e-mail at cjacobs@unf.edu or kkasten@unf.edu.

You may get further information about UNF policies, the conduct of this study, the rights of research subjects or your rights should you suffer injury related to your participation in this research project from the Chair of the Institutional Review Board, Dr. Kathaleen Bloom, at (904) 620-2684.

Please remove this form and retain for future reference.
Do not return this form with your survey.

Appendix E

UNIVERSITY OF NORTH FLORIDA

ACADEMIC AFFAIRS
4567 St. Johns Bluff Road, South
Jacksonville, Florida 32224-2665
(904) 620-2455 FAX (904) 620-2457

Division of Sponsored Research and Training

MEMORANDUM

TO: Cynthia Jacobs
Department of Educational Leadership

VIA: Dr. Kathe Kasten
College of Education and Human Services

FROM: Kathaleen Bloom
Chair, UNF Institutional Review Board

DATE: March 17, 2005

RE: Review by the Institutional Review Board IRB #05-064
"Accreditation in Teacher Education: A Model of the Costs and Benefits Associated With Peer Review"

This is to advise you that your project "Accreditation in Teacher Education: A Model of the Costs and Benefits Associated With Peer Review" has been reviewed on behalf of the Institutional Review Board and has been declared exempt from further IRB review.

This approval applies to your project in the form and content as submitted to the IRB for review. Any variations or modifications to the approved protocol and/or informed consent forms must be cleared with the IRB prior to implementing such changes. Any unanticipated problems involving risk and any occurrence of serious harm to subjects and others shall be reported promptly to the IRB.

If you have any questions or problems regarding your project or any other IRB issues, please contact this office at 620-2455.

c: Dr. Kenneth Wilburn

Appendix F

Institutions Accredited by Southern Association of Colleges and Schools Eligible for Accreditation by the National Council for Accreditation of Teacher Education
January 2003-December 2004
(by state)

Alabama (5)
Troy State University Dothan (03)
Samford University (04)
Troy State University (04)
University of Alabama (04)
University of South Alabama (04)

Florida (3)
Bethune-Cookman College (04)
Florida A & M University (04)
University of North Florida (04)
University of West Florida (03)

Georgia (8)
Albany State University (03)
Atlanta Christian College (04)
Augusta State University (04)
Clark Atlanta University (04)
Georgia College and State University (04)
Georgia Southwestern State University (04)
Kennesaw State University (04)
State University of West Georgia (04)

Kentucky (6)
Morehead State University (03)
Northern KentuckyUniversity (03)
Spaulding University (03)
Bellarmine College (04)
Berea College (04)
Western Kentucky University (04)

Louisiana (7)
University of Louisiana at Monroe (03)
Louisiana State University and A & M College (04)
Louisiana State University in Shreveport (04)0
Louisiana Tech University (04)
McNeese State University (04)
University of Louisiana at Lafayette (04)
Southern University and A & M College (04)

Mississippi (1)
Mississippi University for Women (04)

North Carolina (8)
Chowan College (04)
Gardner-Webb University (04)
Lees-McCrae College (04)
Lenoir-Rhyne College (04)
Livingstone College (04)
Saint Andrews Presbyterian College (04)
Saint Augustine's College (04)
Shaw University (04)

South Carolina (7)
Coastal Carolina University (04)
College of Charleston (04)
Francis Marion University (04)
Lander University (04)
Newberry College (04)
South Carolina State University (04)
University of South Carolina (04)

Tennessee (4)
Carson-Newman College (04)
Freed-Hardeman University (04)
Lipscomb University (04)
University of Tennessee at Martin (04)

Texas (1)
Trinity University (04)

Virginia (5)
George Mason University (03)
Longwood University (03)
James Madison University (04)
The College of William and Mary (03)
Virginia Polytechnic Institute and State University (03)

Appendix G

Advance Letter to Deans

COE Dean
123 Ivory Tower
Anywhere, US XYZXY

Dear Dean:

No doubt you are aware, as evidenced by your recent accreditation visit, that the NCATE accreditation process can be a tremendous task. While your institution invests money, a significant investment of human capital is required on the part of you, your faculty and staff. I am sure this is not news to you.

As part of a study of SACS accredited colleges of education who have participated in the NCATE accreditation process within the period of January 2003-December 2004, I am requesting your kind assistance as I gather data for my study entitled, "Accreditation in Teacher Education: An Analysis of the Costs and Benefits Associated with NCATE Peer Review". The study is done in part to fulfill the requirements for a doctoral degree at The University of North Florida in Jacksonville. The research project is aimed at formulating a model that will offer colleges of education data on the costs and benefits involved in seeking accreditation from NCATE.

I am requesting that deans (or their administrative designees) provide cost estimates of their most recent NCATE visit and the 12 months preceding the visit. Additionally, I am asking you to identify six faculty members who were involved to varying degrees in your most recent accreditation visit. Contained within this packet is a form to indicate the names and addresses of six faculty members that I may contact requesting their participation in this research project.

I am requesting that you will forward this information at the earliest possible date as I am hoping to finalize the list of participants in the next 10 days.

Should you agree to offer your professional assistance in this endeavor, I will send the questionnaires to the identified colleagues wherein they will be asked to complete the survey and return them directly to me. Data will be aggregated and all responses will be kept confidential and the names of participants or their institutions will not be revealed at any time.

I am most grateful for your consideration of my request. Should you find the request beyond the scope of your time or interest, would you be so kind as to return the enclosed form to me? Again, I am sure you are aware of how vital every response is to a small identified population. Feel free to direct any questions to me at cjacobs@unf.edu or I may be reached by phone at 912-638-5606. Likewise, my committee chair, Dr. Kathe Kasten, may be reached at kkasten@unf.edu or by telephone at 912-620-1789.

Finally, should you elect to participate; it would be my pleasure to make available the findings of this study. Please indicate your interest in receiving the results and I will be sure to forward a copy to you with my deepest gratitude.

With regards,

Cindy Shiver Jacobs

Please indicate your willingness to participate in the study entitled, "Accreditation in Teacher Education: An Analysis of the Costs and Benefits Associated with NCATE Peer Review." Return this form in the enclosed envelope of fax to 912-638-5996, no cover sheet needed. Many thanks for your assistance in this endeavor.

_____ **Yes, I am willing to participate in this research project. My e-mail address is:**

_____

_____ **Yes, as a benefit from participating in the research, I would like to receive a copy of the data collection results.**

****Additionally, please identify six faculty who were involved in your institution's self-study process in the 12 months prior to the NCATE site visit.***

Two faculty members maintaining a ***Moderate Degree of Involvement*** **(0-2 hours per week on average)** in the self-study process in the 12 months prior to the NCATE site visit.

Name of Faculty Member	E-Mail Address	Mailing Address

Two faculty members maintaining a ***Significant Degree of Involvement*** **(3-6 hours per week on average)** in the self-study process in the 12 months prior to the NCATE site visit.

Name of Faculty Member	E-Mail Address	Mailing Address

Two faculty members maintaining a ***Considerable Degree of Involvement*** **(7-10 hours per week on average)** in the self-study process in the 12 months prior to the NCATE site visit.

Name of Faculty Member	E-Mail Address	Mailing Address

_____

_____ No, I am unable to participate in the research project at this time.

Appendix H

Letter to Faculty of Identified Colleges of Education

Date

Dr. Faculty Member
3440 Methods Drive
Academic, NY

Dear Dr. Faculty:

No doubt you are aware, as evidenced by your recent accreditation visit, that the NCATE accreditation process can be a tremendous task. While there are costs and benefits associated with the self-study process, it also requires a significant amount of coordination and cooperation on your part as well. I am sure this is not news to you.

As part of a study of SACS accredited colleges of education who have participated in the NCATE accreditation process within the period of Fall 2004- Fall 2005, I am requesting your kind assistance. The research is being conducted in part to fulfill the requirements for a doctoral degree at the University of North Florida. The study is entitled, "Accreditation in Teacher Education: An Analysis of the Costs and Benefits Associated with NCATE Peer Review." The study is aimed at formulating a model that will offer colleges of education data on the costs and benefits involved in seeking accreditation from NCATE, a topic that is vital in teacher education across the nation.

Contained within this packet is a survey, information need to complete the survey, and a return envelope for your convenience. I am requesting that you will forward this information at the earliest possible date as I am hoping to receive the information from you within the next 5-10 days.

I am most grateful for your consideration of my request. I am sure you are aware how valuable your opinions are to me and how vital every response is to a small identified population. Feel free to direct any questions to me at cjacobs@unf.edu or I may be reached by phone at 912-638-5606. Additionally, it would be my pleasure to make available these findings. Please direct your request to my e-mail and I will be sure to forward a copy of the study with my deepest gratitude.

Most sincerely,

Cindy S. Jacobs
Doctoral Student
University of North Florida

Appendix I

Cindy S. Jacobs
131 Colonial Drive
St. Simons Island, GA 31522
912-638-5606 (v)
912-638-5996 (f)

March 2, 2007

Dr. Dean
College of Education
P. O. Box 0000
Anywhere, US 23187

Dear ,

Recently, you received a request to participate in a study of SACS accredited colleges/schools of education who have participated in the NCATE accreditation process within the period of January 2003-December 2004. I am again requesting your kind assistance as I gather data for my study entitled, "Accreditation in Teacher Education: An Analysis of the Costs and Benefits Associated with NCATE Peer Review". The study is done in part to fulfill the requirements for a doctoral degree at The University of North Florida in Jacksonville. The research project is aimed at formulating a model that will offer colleges of education data on the costs and benefits involved in seeking accreditation from NCATE.

It appears that due to the timing of the initial mailing, the packet I sent was overlooked and I am again asking that you consider participating in the study as your institution is vital to the small population under study. *Specifically, I am requesting that deans (or their administrative designees) provide cost estimates of their most recent NCATE visit and the 12 months preceding the visit and pass along the survey to six faculty members who were involved to varying degrees in your most recent accreditation visit.* As you can see, the time requirement from you is minimal.

Should you agree to offer your professional assistance in this endeavor, please (1) complete the questionnaire enclosed and, (2) pass along the remaining questionnaires to the appropriate faculty members who will in turn return the surveys directly to me via the self-addressed stamped envelope that I have attached.

I am most grateful for your consideration of my request. Again, I am sure you are aware of how vital every response is to a small identified population. Feel free to direct any questions to me at cjacobs@unf.edu or I may be reached by phone at 912-638-5606. Likewise, my committee chair, Dr. Kathe Kasten, may be reached at kkasten@unf.edu or by telephone at 912-620-1789.

Finally, should you elect to participate; it would be my pleasure to make available the findings of this study. Please indicate your interest in receiving the results via e-mail with the message line "NCATE Study" and I will be sure to forward a copy to you with my deepest gratitude.

With kind regards,

Appendix J

Cindy S. Jacobs
131 Colonial Drive
St. Simons Island, GA 31522
912-638-5606 (v)
912-638-5996 (f)

April 2005

Dear Colleague:

No doubt you are aware, as evidenced by your recent accreditation visit, that the NCATE accreditation process can be a tremendous task. While there are costs and benefits associated with the self-study process, it also requires a significant amount of coordination and cooperation on your part as well. I am sure this is not news to you.

As part of a study of SACS accredited colleges of education who have participated in the NCATE accreditation process within the period of Fall 2002- Fall 2004, I am requesting your kind assistance. The research is being conducted in part to fulfill the requirements for a doctoral degree at the University of North Florida. The study is entitled, "Accreditation in Teacher Education: An Analysis of the Costs and Benefits Associated with NCATE Peer Review." The study is aimed at formulating a model that will offer colleges of education data on the costs and benefits involved in seeking accreditation from NCATE, a topic that is vital in teacher education across the nation.

Your dean has nominated you to be a part of this study. Contained within this packet is a survey, information needed to complete the survey, and a return envelope for your convenience. I am requesting that you will forward this information at the earliest possible date as I am hoping to receive the information from you within the next 5-10 days. Please keep this letter and the Informed Consent Form and return only the survey to me.

Confidentiality is of the utmost concern to me. Data will be aggregated and all responses will be kept confidential and the names of participants or their institutions will not be revealed at any time.

I am most grateful for your consideration of my request. I am sure you are aware how valuable your opinions are to me and how vital every response is to a small identified population. Feel free to direct any questions to me at cjacobs@unf.edu or I may be reached by phone at 912-638-5606. Additionally, it would be my pleasure to make available these findings. Please direct your request to my e-mail with the message "NCATE Study Report"and I will be sure to forward a copy of the study with my deepest gratitude.

Most sincerely,

Cindy S. Jacobs
Doctoral Student
University of North Florida

Appendix K

Results from the ACBAS by construct	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Benefits										
1. The NCATE accreditation process and the resulting outcomes were beneficial to students.	20	21.1	51	53.7	5	5.3	19	20.0		
2. The benefits of NCATE accreditation outweighed the costs.	18	18.9	34	35.8	10	10.5	26	27.4	7	7.4
3. NCATE accreditation provides assurance to the public that professionally accredited units have met national professional standards.	35	36.8	52	54.7	3	3.2	4	4.2	1	1.1
4. The process of NCATE accreditation encouraged the pursuit of excellence within my program.	29	30.5	44	46.3	5	5.3	16	16.8	1	1.1
5. The NCATE accreditation process created a renewed sense of teamwork and has been beneficial to our program.	15	15.8	46	48.4	6	6.3	25	26.3	3	3.2
6. The NCATE accreditation stamp of approval is of great value to my institution.	53	55.8	32	33.7	7	7.4	3	3.2		
7. The NCATE accreditation stamp of approval is of great value to me.	21	22.1	44	46.3	19	20.0	4	4.2	7	7.4
8. The NCATE accreditation process identified issues of quality for programs in need of change or reform.	25	26.3	47	49.5	9	9.5	14	14.7		
9. Our institution sought NCATE accreditation because our faculty desired/supported it.	8	8.4	26	27.4	21	22.1	29	30.5	11	11.6

	Results from the ACBAS by construct	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
		f	%	*f*	%	*f*	%	*f*	%	*f*	%
10.	NCATE accreditation standards encouraged reform within the department/school/ college of education.	17	17.9	60	63.2	4	4.2	13	13.7	1	1.1
11.	My institution implemented or is in the process of implementing programmatic change as a result of the NCATE accreditation process.	25	26.3	51	53.7	5	5.3	13	13.7	1	1.1
12.	NCATE accreditation resulted in new knowledge that served as a catalyst for programmatic change.	12	12.6	44	46.3	13	13.7	22	23.2	4	4.2
13.	The amount of time I spent on NCATE accreditation activities indirectly/directly benefited the students enrolled in our program(s).	16	16.8	40	42.1	6	6.3	22	23.2	11	11.6
14.	The amount of time I spent on NCATE accreditation activities indirectly/directly benefited the department/school/colle ge of education.	20	21.1	50	52.6	7	7.4	14	14.7	4	4.2
15.	Our faculty is more aware of student progress as a result of NCATE accreditation.	24	25.3	37	38.9	10	10.5	20	21.1	4	4.2
16.	Because of the standards put forth by NCATE, the college of education is able to attract more qualified students into our undergraduate programs.	19	20.0	23	24.2	29	30.5	18	18.9	6	6.3
17.	NCATE accreditation enhances our institu-tion's ability to attract more qualified faculty to our department/ school/college of education programs.	16	16.8	46	48.4	17	17.9	13	13.7	3	3.2

	Results from the ACBAS by construct	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
		f	%	*f*	%	*f*		*f*	%	*f*	%
18.	NCATE accreditation served as an impetus for our institution to budget additional funds for the department/ school/ college of education programs.	16	16.8	36	37.9	17	17.9	21	22.1	5	5.3
19.	The costs associated with NCATE accreditation were a necessary expenditure.	11	11.6	46	48.4	18	18.9	16	16.8	4	4.2
Costs											
20.	NCATE accreditation was a costly endeavor in terms of time.	68	71.6	24	25.3			3	3.2		
21.	NCATE accreditation was a costly endeavor in terms of money.	46	48.4	33	34.7	11	11.6	5	5.3		
22.	The NCATE accreditation process was very time-consuming.	71	74.7	23	24.2			1	1.1		
23.	NCATE accreditation decreased the actual time that I was available to spend with students.	41	43.2	27	28.4	5	5.3	21	22.1	1	1.1
24.	NCATE accreditation decreased the actual time that I was available to spend on community and service activities.	41	43.2	32	33.7	4	4.2	18	18.9		
25.	NCATE accreditation decreased the actual time that I had to spend on research and scholarly service.	46	48.4	34	35.8	6	6.3	9	9.5		
26.	NCATE accreditation decreased the actual time I devoted to my personal life.	48	50.5	31	32.6	3	3.2	13	13.7		
27.	NCATE accreditation resulted in my increasing my normal work week.	51	53.7	39	41.1	2	2.1	3	3.2		
28.	The NCATE accreditation process created stress for faculty and staff.	61	64.2	26	27.4	5	5.3	2	2.1	1	1.1

	Results from the ACBAS by construct	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
		f	%	*f*	%	*f*		*f*	%	*f*	%
29.	The NCATE accreditation process negatively impacted the morale of faculty and staff.	18	18.9	29	30.5	18	18.9	27	28.4	3	3.2
30.	Our institution sought NCATE accreditation because of institutional mandate.	35	36.8	38	40.0	8	8.4	11	11.6	3	3.2
31.	Our institution sought NCATE accreditation for status and prestige.	26	27.4	50	52.6	6	6.3	11	11.6	2	2.1
32.	Our institution sought NCATE accreditation because of political/legislative mandate.	36	37.9	33	34.7	12	12.6	14	14.7		
33.	The NCATE accreditation review process was overly prescriptive.	31	32.6	26	27.4	13	13.7	22	23.2	3	3.2
34.	Adhering to NCATE standards impacted creativity and exploration of alternative solutions to problems in education.	16	16.8	27	28.4	19	20.0	27	28.4	6	6.3
35.	Once the NCATE site-visit was completed, our institution abandoned the process of programmatic change.	1	1.1	5	5.3	6	6.3	48	50.5	35	36.8

References

Abbott, A. D. (1988). *The system of professions: An essay on the division of expert labor.* Chicago: University of Chicago Press.

Accreditation Board for Engineering and Technology. (n.d.). *Criteria for accrediting engineering programs*. Retrieved December 1, 2002 from http://www.abet.org/images/Criteria/2002-03EACCriteria

Balderson, F. E. (1995). *Managing today's university: Strategies for viability, change, and excellence*. San Francisco: Jossey-Bass.

Basinger, J. (1998, Oct. 9). Fight intensifies over accreditation of teacher-education programs. *Chronicle of Higher Education*, A12-A14.

Black, A. (2001). Action research: A model for teacher leadership through the NCATE review process. *Educational Horizons, 79*(3), 130-134.

Clark, D. T., & Gottfried, B.A. (1957). *The dictionary of business and finance*. New York: Thomas Y. Crowell Co.

Chenoweth, K. (1999). Accredited teaching colleges passing the test. *Black Issues in Higher Education, 16*(8), 13-14.

Cobb, V. L. (1993). *Accreditation in teacher education*. Unpublished doctoral dissertation, Columbia University, Teachers College.

Cochran-Smith, M. (2001). Higher standards for prospective teachers: What's missing from the discourse. *Journal of Teacher Education, 52*(3), 179-181.

Council for Higher Education Accreditation. (2003). *The value of accreditation: Four pivotal roles*. Retrieved June 29, 2003, from

http://www.chea.org/Research/Value%20%20of%20Accrd%20It%205-03%20combo.pdf

Creamer, D. G., & Janosik, S. M. (1999). Academic program approval and review practices in the United States and selected foreign countries. *Education Policy Archives, 7(23)*, 1-17. Retrieved May 26, 2004, from http:epaa.asu.edu/epaa/v7n23/

Creswell, J.W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Upper Saddle River, NJ: Pearson Education, Inc.

Cui, W. (2003). *Reducing error in mail surveys* (Report No. EDO-TM-03-06). College Park, MD: ERIC Clearinghouse on Assessment and Evaluation. (ERIC Document Reproduction Service No. ED 481 817)

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives, 11* (33), Retrieved May 26, 2004, from http://epaa.asu.edu/epaa/v8n1/

Dill, W. R. (1998 Jul/Aug). Specialized accreditation: An idea whose time has come? Or gone? *Change, 30* (4), 18-25.

Dill, W. R. (1998 Nov/Dec). Guard dogs or guide dogs? *Change, 30*(6), 12-17.

Dottin, E. (2001*). The development of a conceptual framework: The stimulation for coherence and continuous improvement in teacher education.* Lanham, MD: University Press of America.

Ducharme, E., & Ducharme, M. (1996). Needed research in teacher education. In T. Buttery, E. Guyton, & J. Sikula (Eds.), *Handbook of research for teacher education* (pp. 1030-1046). New York: Simon and Shuster McMillan.

Earle, R. S. (2000, April). AECT and NCATE: A partnership for quality teaching through accreditation. *TechTrends, 44*(3), 53-57.

Elliott, E. J. (1997). Performance: A new look at program quality evaluation in accreditation. *Action in Teacher Education, 19* (1), 38-43.

Elliott, E. J. (1996). What performance-based standards mean for teacher preparation. *Educational Leadership, 53*(6), 57-58.

Englert, R. M. (1986). Higher education's evaluation politics. In S. K. Gove & T. M. Stauffer (Eds.), *Policy controversies in higher education* (pp. 100-124). New York: Greenwood Press.

Fenstermacher, G. D. (1994). Controlling quality and creating community: Separate purposes for separate organizations. *Journal of Teacher Education, 5*(5), 329-336.

Gardner, W. E., Scannell, D. P., & Wisniewski, R. (1996). The curious case of NCATE design. *Phi Delta Kappan, 77,* 622-629.

Gay, L. R., & Airasian, P. W. (2003). *Educational research: Competencies for analysis and applications.* Upper Saddle River, NJ: Merrill Prentice Hall.

Gideonse, H. H. (1995). Governance of teacher education. In L. W. Anderson (Ed.), *International encyclopedia of teaching and teacher education* (pp. 556-565). Cambridge, UK: Cambridge University Press.

Gideonse, H. (1993). Appointments with ourselves: A faculty argument for NCATE. *Phi Delta Kappan, 75,* 174-180.

Gideonse, H. (1992, April 15). Letter to the editor. *Chronicle of Higher Education,* B3.

Gitomer, D.H., Latham, A.S., & Ziomek, R. (1999). *The academic quality of prospective*

teachers: The impact of admissions and licensure testing. Princeton, NJ: Educational Testing Service. Retrived August 16, 2004, from http://ftp.ets.org/pub/res/researcher/RR-03-35.pdf

Gooden, H. (1969). Contemporary issues in teacher education: An American viewpoint. In W. Taylor (Ed.), *Towards a policy for the education of teachers* (pp. 202-212). London: Butterworths.

Goodlad, J. I. (1990). *Teachers for our nation's schools.* San Francisco: Jossey- Bass.

Gorsuch, R. L. (1983). *Factor analysis (*2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Hartmark, L. S., & Hines, E. R. (1986). Politics and policy in higher education: Reflections on the status of the field. In S. K. Gove & T. M. Stauffer (Eds.), *Policy controversies in higher education* (pp.3-26). New York: Greenwood Press.

Heck, R. H. (2004). *Studying educational and social policy: Theoretical concepts and research methods.* Mahwah, NJ: Lawrence Erlbaum Associates.

Huck, S. W. (2000). *Reading statistics and research.* New York: Longman.

Howey, K. R., & Zimpher, N. L. (1999). Pervasive problems and issues in teacher education. In G.A.Griffin (Ed.), *The education of teachers: Ninety-eighth yearbook of the National Society for the Study of Education,* Part I (pp. 279-305). Chicago: The University of Chicago Press.

Imig, D., & Switzer, T. (1996). Needed research in teacher education. In T. Buttery, E. Guyton, & J. Sikula (Eds.), *Handbook of research for teacher education* (pp. 213-226). New York: Simon and Shuster McMillan.

King, D. A., & Daniel, L. G. (1996). Psychometric integrity of the self-esteem index: A comparison of normative and field study results. *Educational and psychological measurement, 56*(3), 537-550.

Kornfeld, J., Perry, M. M., Ruddell, M. R., Cooke, T., & Fernlund, P. (2003). Through the looking glass: Self-study in an era of accountability. *Teacher Education Quarterly, 30*(3), 1-7.

Levin, H. M. (1983). *Cost effectiveness: A primer*. Beverly Hills, CA: Sage Publications.

Macpherson, C. R. (Mar.-Apr.., 1979). Validity and cost of self-study in accreditation of medical laboratory science educational programs. *The Journal of Higher Education, 50*(2), 211-218.

Massy, W. F. (2003). *Honoring the trust: Quality and cost containment in higher education*. Boston: Anker Publishing.

McGee, J. B. (1995). *The selective impact of dissociation on colleges of education which have voluntarily forfeited NCATE accreditation*. Unpublished doctoral dissertation, University of Las Vegas, Nevada.

Moreland, E. F., & Linthicum, D. J. (1981). *Dental school accreditation costs: The impact of accreditation on dental education at the University of Maryland Dental School*. Baltimore, MD: University of Maryland, College of Dental Surgery. (ERIC Document Reproduction Service No. ED 201 247).

Morgan, D. P. (1987). *An analysis of the costs associated with regional and selected professional accreditation relationships at three Southern higher education institutions*. Unpublished doctoral dissertation, University of Alabama.

Morgan, R. (2002, October 11). Lawmakers call for more accountability from accreditation system. *Chronicle of Higher Education,* p. 28.

Murray, F. (2001). The overreliance of accreditors on consensus standards. *Journal of Teacher Education, 52*(3), 211-222.

National Council for Accreditation of Teacher Education. (2002a). *Handbook for accreditation visits* (2002 ed.). Washington, DC: Author.

National Council for Accreditation of Teacher Education. (2002b). *Professional standards for the accreditation of schools, colleges, and departments of education* (2002 ed.). Washington, DC: Author.

National Council for Accreditation of Teacher Education. (n.d.a). *About NCATE: NCATE constituent members*. Retrieved October 4, 2002, from http://www.ncate.org/ncate/conslist.htm

National Council for Accreditation of Teacher Education. (n.d.b). *News: A decade of growth 1991-2001*. Retrieved October 4, 2002, from http://www.ncate.org/newsbriefs/dec_report.htm

National Council for Accreditation of Teacher Education. (n.d.c). *About NCATE: Quick facts*. Retrieved October 4, 2002, from http://www.ncate.org/fact_sheet.htm

National Council for Accreditation of Teacher Education. (n.d.d). *Accrediting procedures: Fee schedule for NCATE accredited institutions*. Retrieved September 16, 2002, from http://www.ncate.org/accred/fees.htm

National League for Nursing Accrediting Commission. (n.d.). *Accreditation manual and interpretive guidelines by program type for post secondary, baccalaureate and higher degree programs in nursing*. Retrieved December 1, 2002, from

http://www.nlnac.org/Manual%20&%20IG/01_accreditation_manual

Newman, I., & McNeil, K. (1998). *Conducting survey research in the social sciences.* Lanthan, MD: University Press of America.

Nicklin, J. L. (1992, May 6). Teacher-education programs debate the need for accrediting agency's stamp of approval. *Chronicle of Higher Education*, A19-A22.

Northwest Commission on Colleges and Universities. (n.d.). *Glossary*. Retrieved July 19, 2004, from http://www.nwccu.org/Glossary%20and%20FAQs/Glossary/Glossary.htm

Nunnally, J. C. (1978). *Psychometric theory*. New York: McGraw-Hill.

Nunnally, J., & Bernstein, I. (1994). *Psychometric theory* (3rd ed). New York: McGraw Hill.

Parker, J.K. (1994). NCATE, PC, and the LCME: A response to James Sutton. *Phi Delta Kappan*, 75, 693-694.

Parks, R. B. (1982) *Costs of programmatic accreditation for allied health education in the CAHEA (Committee on Allied Health Education and Accreditation) system.* Chicago: American Medical Association, Department of Allied Health Education and Accreditation. (ERIC Document Reproduction Service No. ED 215 736)

Pearce, J. (1995). *Impact of accreditation on Canadian university nursing programs costs and benefits as viewed by nursing faculty.* Unpublished doctoral dissertation, University of Toronto.

Pett, M. A., Lackey, N. R., & Sullivan, J. S. (2003) *Making sense of factor analysis: The use of factor analysis for instrument development in health care research.* Thousand Oaks, CA: Sage Publications.

Postsecondary Education Planning Commission. (1995). *A review of specialized accreditation: Report and recommendations of the Florida Postsecondary Education Planning Commission.* Tallahassee, FL: Author.

Raths, J. (2000). *National accreditation in teacher education: Issues old and new.* Retrieved June 29, 2003, from http://www.udel.edu.educ/raths/ducharme%20final.htm

Raths, J. (1999). A consumer's guide to teacher standards. *Phi Delta Kappan 81*, 136-141.

Raths, J. (1995). Teacher education accreditation and standards. In L. Anderson (Ed.), *International encyclopedia of teaching and teacher education* (2nd ed., pp. 556-560). Tarrytown, NY: Elsevier Science Press.

Roames, R. L. (1987). A history of the development of standards for accrediting teacher education. *Action in Teacher Education, 9,* 91-101.

Rodney, E. (2000). AECT and NCATE: A partnership for quality teaching through accreditation. *Tech Trends, 44*(3), 53-57.

Roller, R. H., Andrews, B. K., & Bovee, S. L. (2003). A comparison of the costs, benefits, and motivations for specialized accreditation among AACSB, ACBSP, IACBE, and nonaccredited business programs. *Journal of Education for Business, 78*(4), 197-204.

Sanders, T. (1993). A state superintendent looks at national accreditation. *Phi Delta Kappan, 75,* 165-170.

Sosniak, L. A. (1999). Professional and subject matter knowledge for teacher education. In G. A. Griffin (Ed.), *The education of teachers: Ninety-eighth yearbook of the*

National Society for the Study of Education, Part I (pp. 185-204). Chicago: The University of Chicago Press.

Stark, J. S., & Austin, A. E. (1983). Students and accreditation. In K.E. Young, C. M Chambers, H. R. Kells, & Associates (Eds.), *Understanding accreditation: Contemporary perspectives on issues and practices* (pp. 211-232). San Francisco: Jossey-Bass Publishers.

SPSS, Inc. (2004). *SPSS Base 12.0 user's guide.* Chicago, IL: SPSS, Inc.

Sutton, J. (1993). Undermining the profession. *Phi Delta Kappan, 75,* 158-165.

Tellez, K. (2003). Three themes on standards in teacher education: Legislative expediency, the role of external review, and test bias in the assessment of pedagogical knowledge. *Teacher Education Quarterly, 30*(1), 9-18.

Thompson, M. S. (1980). *Benefit-cost analysis for program evaluation.* Beverly Hills, CA: Sage Publications.

Tom, A.R. (1999). NCATE: Is lowering the standards the way to go? *Action in Teacher Education, 21*(3), 57-66.

Tom, A. R. (1997). *Redesigning teacher education.* Albany: State University of New York Press.

Trow, M. (1998). On the accountability of higher education in the United States. In W. G. Bowen & H. T. Shapiro (Eds.), *Universities and their leadership* (pp. 15-64). Princeton, NJ: Princeton University Press.

Tsang, M. C. (1997). Cost analysis for improved educational policymaking and evaluation. *Educational Evaluation and Policy Analysis, 19,* 4, 318-324.

United States Department of Education. (n.d.). *Improving teacher quality state grants.* Retrieved August 25, 2004, from http://www.ed.gov/programs/teacherqual/index.html

United States Department of Education: Office of Postsecondary Education (n.d). *Accreditation in the U.S.* Retrieved July 6, 2003, from http://www.ed.gov/offices/OPE/accreditation/accredus.html

U. S. News and World Report: *Best graduate schools 2003.* (n.d.a). Retrieved September 20, 2002, fromhttp://www.usnews.com/usnews/edu/grad/rankings/edu/brief/teaprep.htm

U. S. News and World Report: *Best graduate schools 2005* (n.d.b). Retrieved October 11, 2004, http://www.usnews.com/sunews/edu/grad/rankings/edu/brief

Vergari, S., & Hess, F. M. (2002). The accreditation game. *Education Next, 2* (3), 48-57.

Weisberg, H. F., Krosnick, J. A., & Bowen, B. D. (1996). *An introduction to survey research, polling, and data analysis* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Wilson, S. M., & Youngs, P. (2005). Research on accountability process in teacher education. In M. Cochran-Smith & Zeichner, K. M. (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 591-644). Mahwah, New Jersey: Lawrence Erlbaum Associates.

Wise, A. E., & Leibbrand, J. (2000). Standards in the new millennium: Where we are, where we're headed. *Journal of Teacher Education, 52*(3), 244-255.

Wise, A. E., & Leibbrand, J. (1996). Profession-based accreditation: A foundation for high-quality teaching. *Phi Delta Kappan, 78,* 202-206.

Yinger, R. J. (1999). The role of standards in teaching and teacher education. In G. A. Griffin (Ed.), *The education of teachers: Ninety-eighth yearbook of the National Society for the Study of Education, Part I* (pp. 85-113). Chicago: The University of Chicago Press.

Vita
Cindy Shiver Jacobs

Educational and Professional Experience

Academic Degrees

Doctor of Education (in progress), University of North Florida, Jacksonville, FL
Leadership and Administration, specialization in accreditation
- Coursework completed with 3.9 GPA
- Anticipated Dissertation Defense: October 2005
- Anticipated Graduation Date: December 2005

Master of Arts: Computing and Education, Columbia University, New York, NY (1990)

Bachelor of Science in Education, Armstrong State College, Savannah, GA (1986)

Associate of Science, Brunswick Junior College, Brunswick, GA (1984)

Professional Experience

University of South Carolina, Beaufort (On-going)
- Accreditation Consultant: School of Education

University of North Florida (Present-2002)

- Editorial Assistant/Production Editor: *Research in the Schools Journal* (June 2004-present)

- Accreditation Coordinator for College of Education and Human Services for the National Council for Accreditation of Teacher Education (NCATE) and Florida Department of Education accreditation visit (August 2002-July 2004)

Glynn County Board of Education (2002)
- Classroom Teacher, Oglethorpe Point Elementary- St. Simons Island, GA (Jan 2002-June 2002)

Armstrong Atlantic State University (1994-2001)

- Assistant Professor: Elementary Education, Armstrong Atlantic State University (2001-1999) Brunswick Center located on the campus of Coastal Georgia Community College

- Director: Georgia Educational Technology Training Center (GETTC), Assistant Professor: Armstrong Atlantic State University, Savannah, GA (1998-1997)*

*Resigned position to move back to St. Simons

- Director of Educational Technology, Assistant Professor, Armstrong Atlantic State University (Sept 1997-Dec 1994)
-

Savannah-Chatham Board of Education (1990-1994)

- Lead Teacher and Magnet Program Coordinator (Administrative position)/Acting Assistant Principal (November-June 1991-92) East Broad Street Computer Science and Video Technology Magnet Academy, Savannah, GA (1994-1990)

Glynn County Board of Education (1987-1990)

- Classroom Teacher, Golden Isles Elementary- Brunswick, GA (1988-1990)
- Classroom Teacher, Greer Elementary- Brunswick, GA (1987-88)

Papers Presented

2006 Jacobs, C., Kasten, K, & Daniel, L. (2005, August). A Cost-Benefit Analysis of NCATE Accreditation. Paper presented to the American Educational Research Association Annual Meeting: San Francisco, CA: April 2006.

2005 Jacobs, C. (2005, May). *Accreditation in Teacher Education: An Analysis of the Costs and Benefits Associated with Peer Review in SACS Accredited Institutions.* Paper presented at the Dissertation Symposium, Jacksonville, FL.

2004 Jacobs, C. (2004, November). *The Survey: Alive and Well?* Paper presented at the Mid-South Educational Research Association, Gatlinburg, TN.

2003 Jacobs, C. (2003, February). *The Costs and Benefits of NCATE Accreditation: A proposed study.* Paper presented at the Southwest Educational Research Association: San Antonio, TX.