

SECTION III: INSTITUTIONAL EFFECTIVENESS

3.1 Planning & Evaluation: Educational Programs

Introduction

Old Dominion University is committed to excellence in learning (teaching), discovery (research), and engagement (service). Since the last accreditation visit, the University has solidified its regional and state reputation as a leader in innovative education and has gained recognition in Forbes Magazine as one of the country's top 20 "Cyber Universities" (see *Institutional Review*, James L. Fisher, p.6).

The University has a systematic, broad-based, interrelated, and appropriate set of procedures for planning and evaluation of its academic activities. These procedures include mandates and input from the Commonwealth of Virginia's legislative bodies and the State Council of Higher Education for Virginia; strong faculty, student, staff, and administrator involvement; and a wide range of input and feedback from communities that include the public, industries, professional societies, and accrediting bodies.

During the strategic planning process for the 2000-05 period, students, faculty, staff, and administration agreed that the future of the institution should not be restricted to the traditional narrow triad of teaching, research, and service but rather should be connected with the more broad concepts of learning, engagement, and discovery. These concepts focus on the student in the education process, stressing the need for the involvement of students at all levels of educational inquiry. They emphasize the value of community outreach, the role of research, and involvement with the community as an integral component of the educational process.

Old Dominion University is committed to providing the highest-quality instruction to all its students. Teaching competence is a highly significant factor in hiring decisions (Faculty Handbook, p. 9). Demonstrated teaching excellence is an absolute requirement for achieving tenure and promotion (Faculty Handbook, p. 23). For example, to obtain the rank of full professor, a faculty member must be evaluated as excellent in teaching (Faculty Handbook, p. 11).

The University has implemented a "University Professor" designation awarded to 24 tenured faculty members in recognition of exceptional teaching performance. The University Professor designation is for a three-year period and includes a \$2,500 stipend per year for professional development (University Professor Memorandum). Also, the Armada Hoffer Weekend College Teaching Award recognizes a department or program for excellent and dedicated teaching or service to the Weekend College. It offers \$5,000 for use toward development and enhancement of weekend courses and programs (Armada Hoffer Weekend College Award). The Provost's Award for Leadership in International Education recognizes faculty for their contributions in this area. The winner makes a presentation at an international recognition event in the spring and receives a \$1,000 award and a commemorative plaque at the annual University Faculty Awards Dinner (The Provost's Award for Leadership in International Education).

Every year the University recognizes one faculty member as the outstanding teacher on TELETECHNET. In addition, the University rewards one faculty member for his or her effective use of computer technology to enhance learning (Technology Award). The

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Systematic,
Broad Based,
Interrelated
and
Appropriate
Planning and
Evaluation**

**Learning/
Teaching
Effectiveness**

University also supports faculty development by offering funds on a competitive basis to develop new courses or enhance existing courses. (Faculty Senate Memo on Faculty Development Funds).

Individual colleges offer their own teaching awards. These include the Stern award in the College of Arts and Letters, Outstanding Teacher of the Year award in the College of Business and Public Administration, the Tonelson award in the College of Education and the Hishfeld award, which alternates between the Colleges of Health Sciences and the College of Sciences.

Each year, the University selects nominees for the Council of Higher Education's (SCHEV) annual Outstanding Faculty Award, awarded to 11 faculty members from Virginia institutions of higher education (Memo of August 7, 2000). Between 1991 and 2001, Old Dominion faculty members have won 12 of these awards. Other statewide awards include the annual Library of Virginia Literary Awards program, which recognizes outstanding books that either have been written by a Virginia author or have a Virginia-related theme (Virginia Literary Award).

Annual faculty evaluations and promotion and tenure decisions are designed to encourage faculty members' growth and development in teaching. The process includes a third-year pre-tenure review of teaching faculty. Faculty evaluation, tenure and promotion decisions, peer support, and student evaluations are all designed to promote growth and development in teaching. Support for teaching improvement is available through the Center for Learning Technologies.

The chair and the dean conduct an in-depth evaluation of tenured faculty who exhibit a pattern of deficiency in teaching, research, or service. A major outcome of this process is a strategic plan that outlines, in specific terms, the faculty member's plan to overcome the deficiencies and to meet the performance expectations of the College and the University.

Faculty are strongly encouraged to apply technology in teaching by using the mediated classrooms containing state-of-the-art equipment such as microcomputers, Internet access, digital white boards, tele-strators, large screen televisions, CD and DVD players, and VCR's. Several classrooms on the main campus and in the higher-education centers are equipped with the technology for two-way audio and video instruction between any of these locations (See Sections 5.2 and 5.3 for details and documentation).

**Discovery/
Research Activities**

As a Carnegie Doctoral/Research University (Carnegie Classification Report), Old Dominion is committed to high-quality research -- pure, applied, and pedagogical. The University attracted \$27 million in external grants and contracts in the 1998-99 academic year. The total value of the external funds, which includes items such as computing resources and in-kind contributions, is estimated at about \$55 million for this period. For example, Old Dominion is the largest NASA contractor in Virginia. The University is involved in a variety of other projects that are "quasi-research." For example, the University signed a contract worth \$18 million to continue its research in modeling and simulation for the United States Joint Training Analysis and Simulation Center in Suffolk.

As part of the University's Strategic Plan for 1994-99, five academic disciplines were designated for excellence in research: oceanography, nuclear physics, aerospace engineering, physical electronics/material science, and high-performance computing (1994-1999 Strategic Plan). The rationale for this designation is to focus attention and

resources on these programs to allow them to be ranked among the top in the nation. Currently these programs enjoy national and international reputations for high quality in research. The commitment to achieve national prominence in these areas was reinforced in the 2000-05 Strategic Plan (see documentation).

The Commonwealth of Virginia supports faculty research through its SCHEV Outstanding Faculty Award (see documentation). The University rewards faculty research in several ways. Faculty members with outstanding research records who have achieved international reputations are designated as Eminent Scholars and receive a \$3500 stipend annually to support professional development and research. The University also supports faculty research through competitive summer research stipends (a minimum of \$6,000) designed primarily to support pre-tenured faculty who are establishing their research programs (Faculty Summer Research Award Announcement). Individual colleges also support research through competitive programs such as the College of Business and Public Administration's Small Research Program and the College of Health Sciences' program to support new research or pilot studies.

Like other doctoral institutions, Old Dominion University involves students in research and discovery. Bachelor's degree programs require students to prepare reviews of literature. In addition, a University-wide competitive program provides funding for undergraduate research. The College of Sciences also funds undergraduate research. Most master's degree programs have graduate assistantships to provide the financial support necessary for students to pursue research. All doctoral programs require students to demonstrate their ability to conduct research as part of their degree.

The regular annual evaluation and the third-year pre-tenure review ensure continued faculty involvement in research and discovery. The components of this process--faculty evaluation, tenure and promotion decisions, and peer evaluations--are designed to promote the growth and development in faculty research. Involvement in high-quality research by each college has been demonstrated by frequent reaffirmations of the special accrediting bodies affiliated with specific disciplines.

**Engagement/
Service**

Old Dominion University cultivates its relationship with the community through Enterprise Centers, which focus upon research and development, technology transfer, job generation, and the founding of new firms. The University supports five major Enterprise Centers: the Applied Research Center (ARC) connected to the Thomas Jefferson Laboratory in Newport News; the Wind Tunnel at NASA Langley in Hampton; the Virginia Commercial Space Authority connected to NASA Wallops Island; the Virginia Modeling, Analysis, and Simulation Center (VMASC) connected to the United States Navy's Joint Training, Analysis, and Simulation Center (JTASC) in Suffolk; and the Center for Advanced Ship Repair and Maintenance connected to the ship repair and maintenance industry throughout Hampton Roads.

The University maintains a good relationship with its neighbors. It cooperates closely with the Norfolk city government and the residential and business community on the east side of Hampton Boulevard to make the University's significant expansion in that location possible. It also works closely with residents of Lambert's Point, located to the south of the Norfolk campus. In addition, some colleges have a continuing-education or professional-service unit through which they offer non-credit courses and consulting services to the community. These units act as resources for the community's training and

consulting needs. They also provide an organized vehicle for faculty involvement in the community (Center Missions and Brochures).

A combination of learning and community service is embedded in the undergraduate experience at Old Dominion University through the Career Advantage Program. All undergraduate students are guaranteed an internship experience. Students who are interested in internships become involved with the assistance of faculty and the Career Management Center. Using the placement database, students identify appropriate internships by matching their field of study with the internship opportunities available.

Old Dominion University is committed to high-quality service to its constituencies. Every year the University sponsors an award ceremony to recognize one administrator, one staff member, and one unit selected for their outstanding service (Administrator of the Year, Department of the Year, Staff of the Year Awards). Also, each college recognizes one faculty member and one staff member for their outstanding service to the department, college, University, and community.

**Legislative
Accountability,
Demands &
Requirements**

Advancing the System of Higher Education in Virginia (1999), published by the State Council on Higher Education for Virginia (SCHEV), states that “a shared vision of post-secondary education offering every citizen in the Commonwealth full opportunities to attain a baccalaureate credential is at the center of the system of higher education in Virginia. It is the fulcrum on which we move to construct the entire edifice of higher education” (see documentation).

The report identifies several expected outcomes of the Virginia System of Higher Education: 1) educated citizens, 2) skilled workers, 3) life-long learners, 4) economic development, 5) research, 6) land-grant activities, 7) advancement in knowledge and culture, 8) space for a strong system of private and post-secondary education, 9) public service, and 10) flourishing communities. It further specifies that, to achieve these outcomes, educational institutions must establish an educational contract with students, meet access demands, achieve affordability by controlling costs, and stress accountability.

SCHEV identified five goals for the next five years:

1. To maximize the opportunities for strategic decision-making at all public colleges and universities by promoting decentralization within a context of continuing quality assessment.
2. To strengthen the on-going assessment of the programs and units at Virginia colleges and universities by focusing on outcomes and value-added analysis.
3. To anticipate the future needs of all constituents of higher education through improved system-wide planning.
4. To encourage collaborative programs across the institution.
5. To evaluate capital infrastructure at public and private institutions for the purpose of assessing the system’s capability and options for delivering academic programs.

Legislative priorities, the needs and demands for higher education as articulated by SCHEV, and the Strategic Plan for Higher Education in the Commonwealth form the environment in which the University functions.

Performance Indicators

Beginning in 1996, the state Department of Planning and Budget instituted the Performance Measures Project, which measured institutional performance based on six standard indicators: enrollment, retention, baccalaureate graduation rates, number of students per FTE faculty, alumni placement, and faculty research productivity (ODU's Performance Indicators on the Six Standards). Beginning in 2001, the Department of Planning and Budget Performance Measures process was replaced by the State Council of Higher Education for Virginia (SCHEV)'s *Reports on Institutional Effectiveness* (2001: <http://research.schev.edu/roie/>). Institutional performance on 14 system-wide measures and eight institution-specific measures were included. Performance in relation to the system-wide measures is compared to that of the University's peer group of institutions, originally developed for faculty salary average computation, and self-defined targets. The Reports of Institutional Effectiveness developed out of the Governor's Blue Ribbon Commission on Higher Education, which recommended that each institution be permitted to establish unique indicators that would be used to measure its performance, use a peer group different from the one established for faculty salary purposes. The University's report to SCHEV, the *2000 Strategic Plan Progress Report*, demonstrates the status of the institution in carrying out its own initiatives (see documentation).

Strategic Planning Process

The Strategic Planning Process provides a timeline and prioritization for the future. Institutional priorities are the focus of the Senior Administrative Retreat at the start of each academic year. During the meetings the administration reviews, reconfirms, redefines, or modifies priorities and objectives.

Since the last SACS/COC reaffirmation of accreditation in 1992, the University has implemented two strategic plans (1995-2000 and 2000-2005). The current strategic plan includes ten strategic initiatives approved by the University Community (Faculty Senate, Administration, and the Board of Visitors) in 2000:

- distinctive undergraduate experience
- excellent graduate programs
- high-quality research
- nationally prominent programs
- enhanced distance-education programs and services
- premier international university
- information technology development
- enhanced quality of University life
- inclusive and supportive University environment
- enhanced cooperative relationships

Colleges, departments, support services, and the administration use these initiatives as a guideline for designing and implementing initiatives. Each college develops a specific strategic direction for academic programs. The strategic planning process consists of describing goals and priorities, developing outcome measures, evaluating progress

toward meeting the stated outcomes, and using data to refine and modify the strategic plan. Information and data from the 1994-99 strategic plan became the foundation for the University's next strategic plan.

The strategic plan is evaluated by means of a series of reports prepared by the Office of Academic Affairs. These reports detail the achievements related to each of the initiatives. During the last strategic plan preparation, the data on achievements was the basis for identifying questions that the new plan should address.

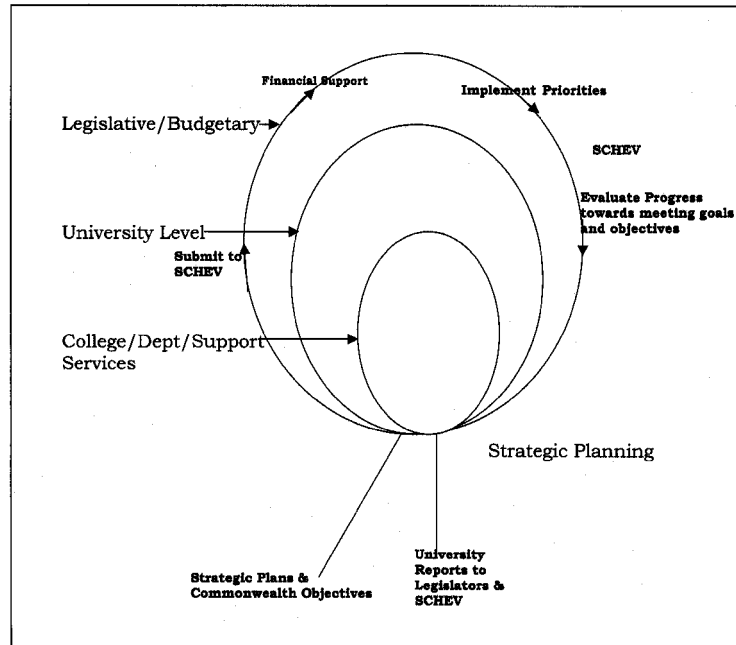
The University's strategic plan is integrated with the Commonwealth of Virginia's biennial budget process. Beginning in 2000, each state institution of higher education was required to submit an annual strategic plan progress report giving details on accomplishments and any changes to objectives. (A report was submitted in October of 2000, but the requirement was suspended for October of 2001 because of a state budget impasse.) Progress is reported in categories describing the Commonwealth's major goals as operationalized in the biennial budget. The Council on Higher Education and the Department of Planning and Budget evaluate the University's progress and responsiveness to the State's goals. Each of Old Dominion's budget requests must relate to one of its strategic initiatives and objectives. These, in turn, address major goals established by the Commonwealth for the biennial budget.

**Quality
Enhancement
Process**

The link between planning, implementation, assessment, and the use of assessment data to improve processes at all levels must be seen as essential and transparent to individuals within the institution. The evaluation process gives all constituents an opportunity to provide input into the planning and assessment of institutional priorities and outcomes. Five on-going strategies involve the total University community in the Quality Enhancement Process (QEP): strategic planning, periodic self-study, assessment of academic achievement within programs, assessment of student and alumni satisfaction, and a cyclical program review for all academic programs. Various constituencies also participate in evaluating the institution through annual administrative retreats, budget hearings, Faculty Senate committees, and the Board of Visitors.

Legislative priorities, the goals for higher education delineated by SCHEV, and the strategic plan for higher education in the Commonwealth form the environment in which Old Dominion University functions. These forces in turn shape the institutional strategic plan that is then reflected in the Colleges, academic departments, support services, and administrative units. Figure 1 shows this process, highlighting the major milestones of the process at the State level.

Figure 3.1 – 1
Interactions at the Different University Levels and the State’s Processes



The State level consists of Commonwealth legislative-mandated priorities, priorities from strategic plans, and budgetary requests. It includes the activities and priorities of SCHEV, which collects information related to each institution and makes recommendations to both the institution and the General Assembly. Beginning in 2000, each institution has been charged with identifying institutional priorities and submitting data to support progress toward meeting those goals as mechanisms for obtaining funding.

Strategic Planning and Budgeting as a Component of the QEP

The institutional priorities and goals for Old Dominion University are developed during the strategic planning process. Five-year plans for strategic development are developed by a group of faculty, administrators, and staff. The strategic planning process examines both internal and external influences. It is based upon the mission, purpose, and goals of the organization. Since the 1992 SACS/COC reaffirmation of accreditation review, two strategic plans have been developed and implemented. The first plan covered the period 1995-2000, and the second is the plan for 2000-2005. The current strategic plan’s initiatives and objectives build on the successes achieved under the former plan.

Each vice-presidential office begins the annual planning, evaluation, and budget process by sending a document to units within its jurisdiction (Budget Memo and Instructions to Deans). This document contains the following materials:

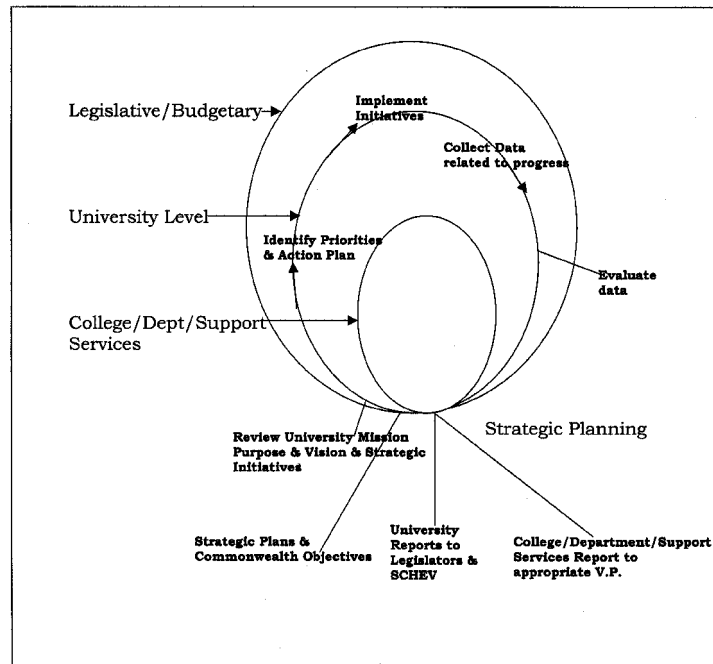
- Schedule or Timeline
- Planning assumptions
- Document Submission Requirements
 - Executive Summary
 - Resource Requests

Information Related to Specific Units
 Appendices
 Preceding Fiscal Year's Accomplishments
 Major Objectives for Next Fiscal Year
 Information Related to Specific Units

Units then begin the process by requesting the same information from their sub-units. Each unit delineates its goals and objectives, including plans for initiating new programs and resource needs. In the case of the colleges, the dean evaluates each unit and its requests in light of the overall objectives for the college, using the college and University strategic plans as a guide, and prepares the college response to the vice president's request. Each vice president meets with the directors or deans to discuss past performance, future plans, and resource requests.

The Quality Enhancement Process at the University Level is illustrated in Figure 2.

Figure 3.1 – 2
The Quality Enhancement Process at the University Level



The University's strategic plan is integrated with the Commonwealth of Virginia's biennial budget process. It is evaluated every other fall when the Office of Academic Affairs submits Old Dominion University's Strategic Plan Progress Report both to SCHEV and to the Secretary of Education. Each of Old Dominion's budget requests must relate to one of its strategic plan initiatives and objectives. These, in turn, must address major goals established by the Commonwealth for the biennial budget. Every two years, all Virginia colleges and universities must report what they have accomplished relative to the objectives stated in their strategic plans.

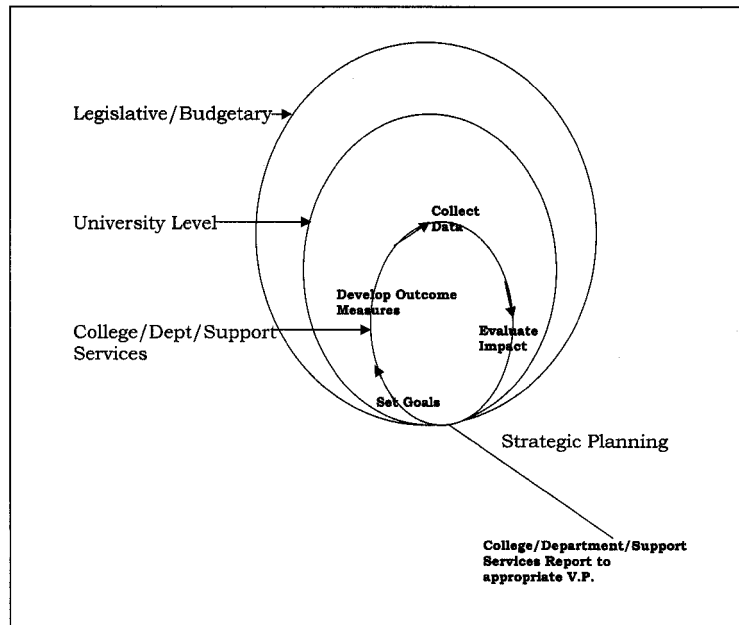
As a result of this planning, execution, and evaluation system, Old Dominion has made significant improvements in budgetary support; new construction; headcount and FTE

enrollment; applications for admission; admissions standards; external awards such as the Truman and Rhodes Scholarships; diversity of the student body, faculty, and staff; student satisfaction; number of nationally ranked academic programs; development of regional higher education centers; development of TELETECHNET as the largest televised, interactive distance-learning program in the nation; establishment of the Weekend College; improvement in the condition of its physical plant and the appearance of its several campuses; the number of favorable media citations and articles; the number of students involved in internships in the Career Advantage Program; the spread of technology across the campus; the University's economic impact in generating new jobs and new businesses; and an increase in the receipt of extramural research funding.

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Expected
Educational Results**

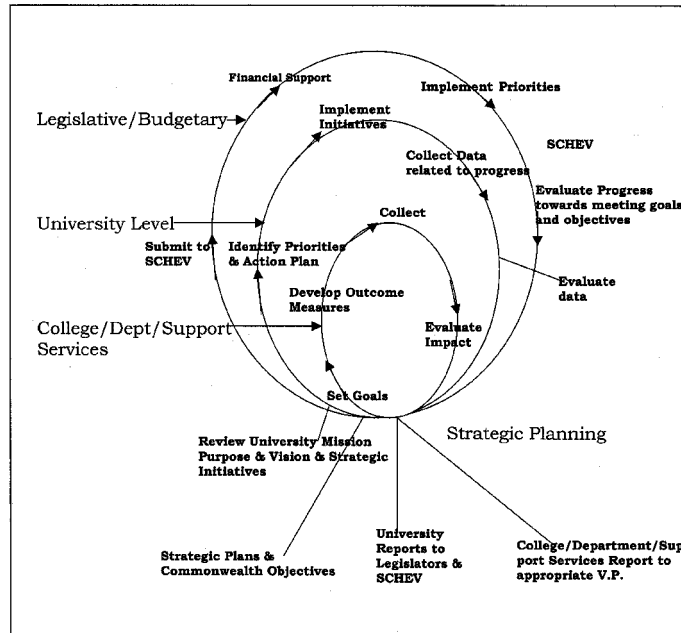
The University's strategic planning process is used to design and implement goals at the college, academic department, support service, and administrative unit levels. Through this process, units state goals and priorities, develop intended outcomes and objectives, evaluate progress toward meeting those outcomes, and then use the resulting data to refine and modify programs and services. Figure 3 highlights the process at the college, academic department, support service, or administrative unit level.

**Figure 3.1 – 3
Quality Enhancement Process at the College/Department/Support Unit Level**



This information then becomes the foundation for the University's next strategic plan, and the data collected is used to meet current goals and objectives. The strategic plan is evaluated through a series of annual reports prepared by the Office of Academic Affairs detailing the achievements related to each of the initiatives and its objectives. During the last round of strategic plan preparation, the data on achievements provided the basis for identifying items that the new plan should address. Figure 4 illustrates the comprehensive Quality Enhancement Process for the University.

Figure 3.1 – 4
The Comprehensive Quality Enhancement Process for the University



Several components of outcomes assessment – academic program reviews, assessment of academic achievement, student satisfaction and self-evaluation, and assessment of general education – are also essential to the total strategic planning and evaluation process. (Please see the extensive list of relevant documentation in Compliance Table 3.1.)

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Clearly Defined Purpose

Old Dominion University has a clearly defined purpose that is consistent with its stated mission (see mission and goals statements in the University Catalog and in the Introduction to this document), which is reviewed and approved by the Board of Visitors. The *Old Dominion University Strategic Plan, 2000-2005* was approved by the Faculty Senate, senior academic staff, and the Board of Visitors in 1999. As a result of a SACS/COC substantive change committee recommendation (submitted to SACS in 1998) the mission and goals statements were revised to incorporate the distance-learning activities of the institution (Incorporation of Distance Learning Activities in Strategic Plan 2000-2005).

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Educational Goals Consistent with the Institution's Purpose

Development of Intended Learning Outcomes and Objectives

The Assessment Plan forms (available on the Assessment Web site under “Assessment Forms” at <http://web.odu.edu/webroot/orgs/ao/assessment.nsf/pages/homepage> include an expanded statement of institutional purpose, demonstrating how each program relates to the college’s or division’s statement of institutional purpose and, through the college or division, to the University’s mission and goals. Each program also specifies at least three intended student outcomes, methods of assessment, and criteria for success in each outcome. Once completed, the plans are linked to and displayed from an indexed page on the Web site (“Assessment Plans”).

In early 2000, an initiative was undertaken to catalog and track the planning and evaluation taking place in each of the academic programs, by soliciting information from all academic degree programs. All undergraduate and graduate degree programs submitted their assessment plans in the summer of 2000, and the Director of Assessment reviewed and finalized plans with program directors early in the 2000-01 academic year. Information from these plans will be used to revise the matrices (Figures 1-4) that display assessment techniques used for outcomes assessment. A follow-up will be conducted by the Director of Assessment through the use of an Assessment Summary Report Form. Information from these summaries will be used in each biennial *Assessment and Change Report* to be available by the end of the summer in odd-numbered years.

Educational results are periodically evaluated both internally and externally. These evaluations include assessment of the extent to which educational goals and objectives are being met. They include feedback from current students, former students, employers, and faculty. The University has also established a cycle for institutional program reviews. (Please see the extensive list of relevant documentation accompanying **must** statement 3.1/2 of 9 in Compliance Table 3.1.)

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Procedures to
Evaluate the Extent
to Which These
Goals are Being
Achieved**

Academic Program Reviews

As a result of budget reductions and in order to make program review an integral part of the institution's planning and budgeting activities, a periodic review of all doctoral programs was begun in 1994 (Doctoral Program Review 1994). A regular review of all bachelor's and master's programs was made in Spring 1995 and was undertaken again in 1999 (Bachelor's and master's program review memoranda 1995 and Nov. 11, 1998)). These reviews are intended to assess each academic program by identifying past performance, current status, resource base, and future plans. The reviews are used to diagnose the overall condition of the programs and provide input for future resource allocation decisions. Both quantitative and qualitative indicators are used in these reviews. As part of the review of academic programs, each dean compiles data for the college's undergraduate and master's programs and makes recommendations on funding levels for programs and recommendations on whether a program may need to be discontinued.

Assessment Techniques Used by Academic Programs

The following matrices for each college are based on the data submitted in the 1999 Academic Program Reviews, showing the assessment techniques used by the academic departments.

**ASSESSMENT & ACHIEVEMENT MEASURES BY PROGRAM:
College of Arts and Letters**

	Art	Communication & Theatre Arts	English	Foreign Languages & Literatures	History	Humanities**	Interdisciplinary Studies	International Studies	Music	Philosophy & Religious Studies	Political Science & Geography	Sociology & Criminal Justice	Women's Studies
Attitude/Opinion Measures													
Alumni Survey/Interview/Focus Groups	X	X	X		X		X			X			X
Faculty Sponsor Survey							X						
Incoming Student Survey							X						
Public Senior "Reflection" Presentation													X
Senior Exit Survey/Interview		X		X	X		X					X	X
Student Satisfaction Survey/ Focus Groups (current students)	X			X			X						
Achievement Measures													
Annual Assessment of Undergraduate Writing/ Knowledge/Skills			X										X
Capstone Course/Senior Seminar							X						
Comprehensive/Diagnostic Examinations			X		X	X		X					
Continuance/Candidacy Review	X		X										
Course-Embedded Assessment							X						
External Peer Reviews of Syllabi/Folios		X											
Final Graduate Seminar/Project						X							
Graduate Thesis/Dissertation	X				X	X		X					X
Monitor Graduate/Law School Placement Rates, Progress											X		
Senior Thesis/Project/ Representative Paper	X					X	X			X	X	X	
Standardized National Examination/Major Field Test				X									
Student Exhibits/ Performances/Recitals	X								X				
Student Portfolios	X				X								X
Value-Added or Pre- and Post-Tests									X				

** Graduate program only

**ASSESSMENT & ACHIEVEMENT MEASURES BY PROGRAMS:
College of Business & Public Administration**

Measure:	Accounting	Decision Sciences	Economics	Financial Management	Information Systems	International Business	Management	Marketing	Master's in Business Administration**	Master's in Public Administration**	Master's in Urban Studies**	Ph.D. in Business Administration**	Ph.D. in Urban Services/Mgmt**
Attitude/Opinion Measures													
Alumni Survey/Interview/Focus Groups	X				X					X	X		
Employer/Graduate Program Satisfaction Survey					X								
Employer/Workplace Skills Assessment	X			X									
Internship/Practicum Supervisor/Cooperating Teacher Surveys					X								
Senior Exit Survey/Interview		X											X
Student Satisfaction Survey/ Focus Groups (current students)									X	X	X		
Study Abroad Returning Student Interviews						X							
Achievement Measures													
Capstone Course/Senior Seminar										X			
Comprehensive/Diagnostic Examinations	X		X									X	X
Course-Embedded Assessment						X							
External Peer Reviews of Syllabi/Folios													
External Program Review (particularly for accreditation)	X	X		X	X	X	X	X	X	X			
Final Graduate Seminar/Project			X						X	X	X		
Graduate Thesis/Dissertation			X						X	X	X	X	X
Licensure/Certification Examination	X			X									
Standardized National Examination/Major Field Test	X												

** Graduate Program Only

**ASSESSMENT & ACHIEVEMENT MEASURES BY PROGRAM:
Darden College of Education**

	Counseling**	Early Childhood Education**	Educational Administration**	Elementary/Middle School Education**	Exercise Science, Phys. Ed., & Recreation	Human Services Counseling	Occupational & Technical Studies	Reading Education**	Secondary Education**	Special Education**	Speech-Language Pathology**	Speech-Language Pathology & Audiology	Ph.D. in Urban Services/Urban Education**
Attitude/Opinion Measures													
Alumni Survey/Interview/Focus Groups	X	X		X	X	X		X	X			X	
Employer/Graduate Program Satisfaction Survey	X											X	
Employer/Workplace Skills Assessment										X	X		
Internship/Practicum Supervisor/Cooperating Teacher Surveys	X			X		X	X		X	X			
Senior Exit Survey/Interview		X	X	X	X	X	X	X	X	X	X		X
Student Satisfaction Survey/ Focus Groups (current students)												X	
Achievement Measures													
Capstone Course/Senior Seminar							X						
Comprehensive/Diagnostic Examinations	X	X	X	X	X			X	X	X	X		X
Continuance/Candidacy Review	X												
Course-Embedded Assessment										X			
External Peer Reviews of Syllabi/Folios			X										
External Program Review (particularly for accreditation)	X	X	X	X	X	X	X	X	X	X	X	X	
Final Graduate Seminar/Project											X		
Graduate Thesis/Dissertation		X			X			X	X	X	X		X
Licensure/Certification Examination	X	X		X	X		X	X	X	X	X		
Senior Thesis/Project/ Representative Paper	X		X										
Standardized National Examination/Major Field Test	X											X	
Student Portfolios													

** Graduate Program Only

**ASSESSMENT & ACHIEVEMENT MEASURES BY PROGRAMS:
College of Engineering & Technology**

Measure:	Aerospace Engineering**	Civil & Environmental Engineering	Electrical & Computer Engineering	Engineering Management**	Engineering Technology	Mechanical Engineering
Attitude/Opinion Measures						
Alumni Survey/Interview/Focus Groups	X	X	X	X	X	X
Employer/Graduate Program Satisfaction Survey				X		
Internship/Practicum Supervisor/Cooperating Teacher Surveys						X
Senior Exit Survey/Interview			X			
Achievement Measures						
Capstone Course/Senior Seminar						X
Comprehensive/Diagnostic Examinations	X	X	X	X		X
External Program Review (particularly for accreditation)	X	X	X	X	X	X
Final Graduate Seminar/Project	X	X	X	X		
Graduate Thesis/Dissertation	X	X	X	X		X
Senior Thesis/Project/ Representative Paper					X	
Standardized National Examination/Major Field Test		X				X

** Graduate Program Only

ASSESSMENT & ACHIEVEMENT MEASURES BY PROGRAMS
College of Health Sciences

Measure:	Community Health**	Dental Hygiene & Dental Assisting	Environmental Health	Health Sciences	Medical Technology	Nuclear Medicine Technology	Nursing	Physical Therapy**	Ph.D. in Urban Services/ Health Sciences**
Attitude/Opinion Measures									
Alumni Survey/Interview/Focus Groups		X	X	X	X	X	X	X	
Employer/Graduate Program Satisfaction Survey	X	X	X		X	X	X	X	
Internship/Practicum Supervisor/Cooperating Teacher Surveys			X		X		X		
Nationally Constructed Standardized Survey			X						
Public Senior "Reflection" Presentation									
Senior Exit Survey/Interview		X	X					X	X
Student Satisfaction Survey/ Focus Groups (current students)							X		
Achievement Measures									
Comprehensive/Diagnostic Examinations	X								X
External Program Review (particularly for accreditation)		X					X	X	
Final Graduate Seminar/Project		X							
Graduate Thesis/Dissertation	X	X						X	X
Licensure/Certification Examination	X	X			X	X	X	X	
Locally Developed Undergraduate Examination			X				X		
Standardized National Examination/Major Field Test		X	X				X		
Student Portfolios							X		
Value-Added or Pre- and Posttests							X		

** Graduate Program Only

ASSESSMENT & ACHIEVEMENT MEASURES BY PROGRAMS
College of Sciences

Measure:	Biological Sciences	Chemistry & Biochemistry	Computer Science	Mathematics & Statistics	Ocean, Earth, & Atmospheric Sciences	Physics	Psychology
Attitude/Opinion Measures							
Alumni Survey/Interview/Focus Groups					X		X
Senior Exit Survey/Interview		X	X	X		X	
Achievement Measures							
Comprehensive/Diagnostic Examinations	X	X	X	X	X	X	X
External Program Review (particularly for accreditation)		X					
Final Graduate Seminar/Project	X	X	X		X		
Graduate Thesis/Dissertation	X	X	X	X	X	X	X
Locally Developed Undergraduate Examination	X						
Standardized National Examination/Major Field Test	X	X	X			X	

Evolution of the Assessment of Academic Achievement Task Force

In 1986 the General Assembly of the Commonwealth of Virginia directed all public institutions in the State, through Senate Joint Resolution 83, to establish assessment programs to measure student achievement. In April 1987 The State Council for Higher Education in Virginia (SCHEV) developed mandatory guidelines for a statewide campus-based assessment program, the first of its kind in the United States. This initiative resulted in the University-developed Assessment of Academic Achievement program (AAA), currently known as the Assessment Program.

An important part of the University's mission is to develop in students "a respect for the dignity and worth of the individual, a capacity for critical reasoning and a genuine desire for learning." To support this mission, the Assessment Office gathers, analyzes, interprets, reports, and disseminates information to the University community for planning and decision making toward the goals of improved student learning and an enhanced educational experience for all Old Dominion University students.

In 1991-92 the Assessment of Academic Achievement Task Force was moved from the Office of Student Services to the Office of Academic Affairs and placed under the Associate Vice President for Academic Affairs. AAA's mission was to develop a comprehensive plan to assess academic achievement at the undergraduate level. With the approval of SCHEV, the plan was designed to assess student learning in general education, the major fields, and developmental/remedial programs. Systematic evaluation plans were required to provide an appropriate framework for the process. The task force developed instruments to measure undergraduate student and alumni satisfaction with academic programs and services. In 1992, with data that provided

important information on the effectiveness of the institution, the objective of the Assessment Program became to evaluate the undergraduate experience and make the results available for curriculum improvement.

Among the major recent achievements of the Assessment Program is a Web site for making assessment surveys and information readily available to the University community. This site contains information on the mission and history of assessment at Old Dominion University, answers to frequently asked questions (FAQ's) about assessment, the assessment cycle, a matrix of assessment techniques employed by academic departments, assessment plan forms, student surveys, research reports, contact information, and resource links. The site's URL is:

<http://web.odu.edu/webroot/orgs/ao/assessment.nsf/pages/homepage>

In 1995, the Provost directed a review of the structure and methods of assessment at Old Dominion. An assessment position for TELETECHNET was created encompassing the duties of Director of Assessment for the University, and an external consultant was engaged to assume those responsibilities. Section 3.3 presents a more detailed discussion of these reviews and their outcomes.

Current Structure of The Assessment Program

As a result of a visit from the SACS/COC Substantive Change Committee that reviewed the TELETECHNET program in October 1998, a part-time research associate position was upgraded to full-time in March 1999. Currently, the organizational structure of assessment consists of the Provost, the Associate Vice President for Academic Affairs, the Director of Assessment, the Director and Associate Director of University Planning and Institutional Research, a full-time research associate and two graduate research assistants in the Assessment Program Office, and the Assessment Advisory Committee.

In addition, a campus-wide committee, known as Great New Assessment Team (GNATs), is composed of representatives from the Office of Academic Affairs; the University Assessment Program; the Office of University Planning and Institutional Research; the Office of Student Services Testing, Evaluation, and Assessment; and the University's Director of Assessment. This cross-institutional group holds meetings bi-monthly for planning, coordination, and implementation of assessment activities, reports, research, and presentations.

Surveys of Current Students and Alumni

When AAA was moved to Academic Affairs from Student Services in 1991, the Office of Assessment administered the Freshman Survey to incoming students during their summer Preview. Modeled on Alexander Astin's Cooperative Institutional Research Program (CIRP) Survey, this internally developed survey has been administered for the past 12 years and has yielded rich data about students' decisions to attend college, their high school experiences, abilities and traits, attitudes about being a college student, self descriptions, predictions about their academic success and involvement with the University, and making a college choice. In a joint research project, staff from University Planning and Institutional Research and the Division of Student Services have analyzed students' responses and developed a set of non-cognitive predictors of academic difficulty. Students are assigned a "probation score" based on the probability that they

will encounter academic difficulty. With the students' permission, the Freshman Survey results are released to academic advisors to support additional counseling as needed.

The Office of Assessment continues to administer the Learning Environment Preferences inventory (LEP) to incoming freshmen. The LEP is a standardized instrument developed by William S. Moore, Ph.D., that asks further questions about students' reasons for choosing Old Dominion. It contains items asking about the role of faculty, self, the classroom environment and activities, and evaluation procedures in an ideal learning environment. This inventory is also required of last-semester seniors, and data from the pre- and post-test produce a measure of cognitive growth.

Also administered to incoming freshmen is the Biographical Questionnaire, a brief instrument designed to obtain demographic information not available in the University's student database, such as information about current living arrangements, hometown size, employment, family education, and income.

The Senior Student Satisfaction Survey (SSSS), taken by seniors in their final semester before graduation, was in place prior to the previous reaffirmation of accreditation in 1992. It is a comprehensive instrument that measures students' assessments of their University experience overall, evaluation of the general education curriculum, academic experiences in their major program, and experience with student services. It is designed to elicit comments and suggestions.

The Old Dominion University Alumni Survey is administered biennially to the cohort who graduated three years earlier and to a random sample of 5- and 10-year alumni. The survey asks questions about the major and the graduates' overall experiences. It includes some retrospective questions about how well prepared they felt they were for employment, and seeks comments and suggestions. Embedded in the survey is a set of "common questions," data the University is required to report to SCHEV. These items include information on satisfaction with the student's major, current employment or graduate school acknowledgement, and preparation by, and relationship to, the major for those efforts. Since the last reaffirmation, the Alumni Survey has been given in 1995, 1997, 1999, and will be revised for fall 2001 administration to graduate and international students with college-specific questions related to the student's major, as well as a set of questions submitted by the Alumni Association.

In 1995 all these surveys were revised, some substantially (with the exception of the LEP), and new surveys were developed for new programs. In revising these surveys, most of which had been in use since at least 1989, an attempt was made to phrase items more uniformly in terms of satisfaction, to delete items that appeared to have marginal value, to add demographic items to enhance meaningful disaggregation, to adjust general education items to address the state of the General Education Program at that time, to maintain a parallel structure across the surveys, and to maintain conceptual linkages with the existing database on important items. Drafts of these surveys were reviewed by the Assessment Advisory Committee and final drafts approved by the Advisory Committee and the Council of Deans.

Also in 1995, with the approval of the Assessment Advisory Committee and the Council of Deans, the Associate Vice President allocated \$10,000 from the assessment budget to purchase computer hardware to enable the SSSS to be transferred to the Old Dominion computer network. The survey went on-line for students the following year but

continued to be available to students in a paper format in the Academic Skills Testing Center until the beginning of the 1999-2000 academic year.

Distance Education Student Survey

To ensure quality and consistency, academic programs offered via Old Dominion University's satellite-delivered instructional television network, TELETECHNET, as well as the programs offered at the University's regional higher-education centers, are assessed in the same manner as the programs offered on campus. Students in distance programs participate in the same major program assessments as students on campus, and appropriate comparisons are made at the program level and within individual courses. Distance students are also required to take the Exit Exam of Writing Proficiency, and comparisons are made with students taking courses on campus.

In 1995, a separate survey was developed to assess the satisfaction of distance learners. The Distance Learning Program Satisfaction Survey (DLP) was designed to parallel the SSSS but with items specific to the distance-learning experience. Satisfaction of senior students enrolled via distance education continues to equal or exceed the satisfaction levels of seniors taking coursework on campus. Also administered continuously are TELETECHNET faculty and student surveys that assess TELETECHNET support services.

On-Line Assessment Surveys

Once the SSSS was made available via the University's computer network, and because of the need and opportunity provided by TELETECHNET for Web-based assessment, preparations began for making all assessment surveys available on-line. The first two were ready in late 1996 and early 1997, and the complete inventory of surveys, most in updated versions (usually to reflect changes in technology and methods of delivering instruction) was linked to a new home page launched in June 1999. At that time it was decided to discontinue the paper format for the student assessment surveys. Exceptions to this practice are the Freshman Survey and Learning Communities assessments because of time constraints and lab availability.

Additional Assessment Surveys

A new Graduate Student Satisfaction Survey (GSSS) was developed during the latter half of 2000, originating with the GNATs and with the help of the Office of Research and Graduate Studies, Graduate Administrators Council, Graduate Program Directors, and Assessment Advisory Council. The survey was pilot tested in spring 2001 for continuous use beginning with the 2001-02 academic year. It questions all graduate students about their programs and preparedness using specific items related to their major and college.

A new entering Transfer Student Survey has been developed to parallel the use of the Freshman Survey. Like the Freshman Survey, the Transfer Student Survey will attempt to identify non-cognitive predictors of academic difficulty. The Survey was piloted in the summer of 2001 and will be instituted as a requirement during the Summer 2002 orientation process.

Assessment of Freshman Learning Communities

In 1996, the University initiated Learning Communities (LCs) for first-semester freshmen to improve retention and academic success. Each college participates with several LCs, and Advising Services offers LCs for freshmen who are undecided about their choice of a major college. Approximately one-third of the entering freshman class has been enrolled

in LCs each fall since 1996. Learning Communities assessment surveys mirror parts of the Freshman Survey, administered to all incoming freshmen during their summer Preview orientation. They contain several questions about satisfaction with the LC experience and Old Dominion University in general. In addition, all LC faculty participate in the assessment process through monthly luncheons during the LC semester and an end-of-semester survey that asks all lead and participating faculty to respond to questions about LC activities, relationships among students, time spent communicating with students outside of class as well as with other faculty in the LC cluster, and impressions of the overall experience.

Academic Success, Retention, and Admission Policy Analysis

For more than a fifteen years, the Office of University Planning and Institutional Research (UPIR) has conducted research which has targeted the correlates of academic difficulty and success in incoming freshmen. Using both cognitive predictors (SAT scores, and high school grade point averages) and non-cognitive predictors (from the Freshman Survey), results have been shared across campus and have supported significant policy development and implementation. For example, a detailed analysis of the relationship between academic success and high school grade point average resulted in the gradual raising of admission standards resulting in a dramatic increase in freshman retention over the past few years (Understanding and Improving Student Retention: Presentation to the Board of Visitors, September 14, 2001). In addition, analysis of grades in courses most often taken by incoming freshmen resulted in the targeting of particular courses for additional academic support services such as compulsory recitation sections and additional tutoring.

The following chart displays the cycle of surveys administered by Old Dominion's Assessment Office.

ASSESSMENT CYCLE AT OLD DOMINION UNIVERSITY

Tasks/Instruments	Data Collection Period	Method	...To/For Whom	Analysis Due
FRESHMEN				
Freshman Survey	Freshman PREVIEW	Paper & pencil	Entering freshmen	Every PREVIEW
My Vocational Situation Survey*	Freshman PREVIEW	Paper & pencil	Entering freshmen	Every PREVIEW
Learning Environment Preferences Inventory	Each entry semester	Web	First-semester freshmen	End of academic year
Biographical Questionnaire	Each entry semester	Web	First-semester freshmen	End of academic year
Campus Seniors				
Senior Student Satisfaction Survey	Each graduation semester	Web	Final-semester campus seniors	Spring semester
Learning Environment Preferences Inventory	Each graduation semester	Web	Final-semester campus seniors	Spring semester
Distance Seniors				
Distance Learning Program Student Satisfaction Survey	Each graduation semester	Web	Final-semester distance seniors	Spring semester
Learning Environment Preferences Inventory	Each graduation semester	Web	Final-semester distance seniors	Spring semester
TELETECHNET Support Services Survey	Continuous; data retrieval annually at end of academic year	Web	All TELETECHNET Students (voluntary participation)	Fall semester
TELETECHNET Faculty Survey	Biennially in odd-numbered years (spring)	Web	All TELETECHNET faculty	Fall semester
GRADUATE STUDENTS				
Graduate Student Satisfaction Survey	Each Graduation Semester	Web	Final-semester Graduate Students	End of fall semester
FRESHMAN LEARNING COMMUNITIES				
Freshman Satisfaction Survey	Mid-fall semester	Paper & pencil	LC and non-LC freshmen	End of fall semester
Learning Community Survey	End of fall semester	Paper & pencil	LC freshmen only	End of fall semester
Learning Community Faculty Survey	End of fall semester	Paper & pencil	All LC faculty	End of fall semester
Learning Community Attendance Report	End of fall semester	Faculty report	LC lead faculty	End of fall semester
Alumni/ae				
Alumni Survey	Biennially in odd-numbered years (spring)	Web/paper & pencil mailing	All 3-yr., sample of 5- & 10-yr. alumni	Fall semester in year administered
Placement Survey **	Biennially in odd-numbered years (spring)	Web/paper & pencil mailing	All 2-yr. alumni	Fall semester in year administered
Other				
Assessment and Change Report	Biennially in odd-numbered years	Assessment Summary	Academic programs, support	Fall semester in year administered

		Reports	services, administrative units	
Guideline 8: two files for each community college	Each academic year	From grade & student files	Community college transfer students	Annually in late summer

* Administered for the Office of Student Services

** Administered for the Career Management Center

Assessment of General Education

During the first years of AAA, the General Education Program at Old Dominion University was assessed with a value-added approach, surveying incoming freshmen and graduating seniors and using standardized national instruments, including the Watson-Glaser Critical Thinking Appraisal, the Jonathan Warren Test of Quantitative Reasoning, and the ACT College Outcomes Measures Program (COMP). In the early 1990s the University shifted to using Educational Testing Service’s Academic Profile (ETS-AP) and the Learning Environment Preferences inventory (LEP) in alternating years to evaluate students’ skills and cognitive development, respectively.

During this time, students continued to take the Writing Sample Placement Test (WSPT) upon entering as freshmen and the Exit Examination of Writing Proficiency (EEWP) as graduating seniors. Both are locally developed instruments. Graduating seniors completed the Senior Student Satisfaction Survey (SSSS) with questions asking about general education. The Old Dominion University Alumni Survey, administered biennially to selected alumni, also asks questions about general education.

The Senior Student Satisfaction Survey has been updated to reflect the 1998 General Education Program and revised to include specific questions about upper-level General Education requirements such as clusters, the international certificate, or other options.

Two subcommittees involved in the 1992-93 Academic Strategic Planning -- Undergraduate Experience and Institution’s Self Image -- used these assessment data to make recommendations concerning the review of the General Education program that was planned to start in 1993-94. After more than a year of study by the General Education Task Force, a revised General Education Program was submitted to the faculty for approval in January 1996 and implemented in the fall 1998 semester. This revised program puts more emphasis on writing, critical thinking, science, technology, and computers than the previous program. There is also a stronger and more focused upper-level component that emphasizes integration of knowledge at the advanced level, with students able to choose from among nine clusters of courses organized around a theme and viewed from multidisciplinary perspectives.

With the introduction of the revised General Education Program came a proposal for altering the way that General Education is assessed at the University. While the General Education questions continue to appear on the SSSS and biennial Alumni Surveys, a decision was reached to make substantive use of the widely praised Exit Examination of Writing Proficiency (EEWP) for a qualitative assessment of General Education. Topics for the EEWP continually vary; however, a large enough sample of questions and examinations yields material relevant to several of the goals of General Education at one time. The methodology allows for evaluation of both lower- and upper-division General

Education goals. Consideration is being given to the use of the WSPT for a value-added approach. A pilot test of assessment of the revised General Education Program goals is scheduled for Spring 2001.

Also, the Faculty Senate/University Undergraduate Committee has initiated study of the syllabi of the General Education program to assure compliance to specified guidelines. This committee began reviewing the syllabi for the cluster courses that are part of the upper-level General Education program in spring 2001.

**3.1/6 of 9
Use of the Results of
These Evaluations to
Improve
Educational
Programs, Services,
and Operations**

Prior to the late 1980's, much of the assessment of academic achievement was done within the academic programs. For the last decade the Assessment Program has produced biennial reports that are the result of assessing the impact of Old Dominion University's undergraduate programs on student achievement. Reviews of these assessments and subsequent changes at the institution have produced several results:

- an increasing pattern of ownership of assessment programs by faculty;
- growth in the sophistication and number of assessment methods used;
- broad-based curricular changes completed or proposed in most colleges as a result of the use of assessment data; and
- evidence of results of prior changes reflected in the assessment data.

Until 1998 a series of reports compiled assessment data from each of the six colleges in separate documents. Later that year, as a result of a recommendation by a SACS/COC Substantive Change Review of the TELETECHNET Distance Education Program, a decision was made to publish biennial reports that focus directly on the changes that result from assessment activities at Old Dominion University. In November 1999 the first of those reports, (Assessment and Change: Improvements to Instruction at Old Dominion University), focused on assessment-related changes to academic programs. Subsequent reports will be expanded to include changes in other academic units as well as in non-academic support services.

As part of the Quality Enhancement Process, educational programs use the assessment results to determine the extent to which program goals are being achieved and use these results to improve educational programs, services, and operations. The magnitude of the improvements ranges from a complete revision of a program to relatively minor changes in the content of one course. For example, assessment results were the basis for initiating significant curricular changes in the Master of Business Administration, the Ph.D. in Business Administration, the Ph.D. in Urban Services, and the University's General Education program (see documentation).

A moderate change in processes and operations that took place as a result of the ongoing evaluations was the establishment of Learning Communities. The purpose of these communities is to help freshmen adapt to college life quickly and to improve their chances for academic success.

On a smaller scale are relatively minor curricular changes and modifications in course content. For example, as a result of surveys, one required course in the Bachelor of

Science in Business Administration was converted to a business elective to offer more flexibility to students (Bachelor's in Business Administration Curriculum Revision).

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Procedures to
Evaluate
Educational
Effectiveness**

Internal Review

Old Dominion University requires that all degree programs be reviewed periodically. Each bachelor's and master's program is assessed once every four years. The process requires that all of these programs be reviewed at the same time and that the dean of each college report on their effectiveness to the Provost. The results of this quadrennial evaluation are factored into the University's annual operating budget process, and questions are considered concerning the programs' continuation or curtailment. In addition, self-study reports for accrediting bodies include procedures prescribed by these bodies and followed by the units to demonstrate their educational effectiveness.

Doctoral programs are evaluated approximately once every six years. These reviews involve an external reviewer who is internationally known in the field. During the reaffirmation process the following Ph.D. programs are scheduled for review: Biomedical Sciences, Business Administration, Civil and Environmental Engineering, International Studies, Oceanography, Physics, and Urban Services. The results of these and previous reviews will be available for on-site reviewers.

External Review

The University is a strong advocate of specialized accreditation by national associations and agencies. Achievement of accreditation in a discipline is an indicator of program quality effectiveness and comparability to similar programs nationally. Old Dominion holds all of the major accreditations related to the disciplines offered through the six colleges. A complete listing of these specialized accreditations may be found in the University Catalog and in the table below. An inherent component of both the internal and external program reviews is evaluation of research and service. In addition, and as mentioned above, evaluation of faculty research and service is an important component of annual evaluation of faculty members and their promotion and tenure.

COLLEGE AND UNIVERSITY ACCREDITATION REVIEWS

COLLEGE	PROGRAM	YEAR OF MOST RECENT REVIEW	ACCREDITING AGENCY
ARTS & LETTERS	Theatre	1997	National Association of Schools of Theatre
BUSINESS & PUBLIC ADMINISTRATION	All undergraduate & graduate business and accounting majors	1998	American Association of Collegiate Schools of Business
	Public Administration	1997	National Association of Schools of Public Administration
EDUCATION	BS & MS		National Council for Accreditation of Teacher Education
	Recreation & Leisure		Joint National Recreation & Park Association and the American Association for Leisure Recreation
ENGINEERING & TECHNOLOGY	All undergraduate Engineering programs	1998	Accreditation Board in Engineering and Technology
	All undergraduate Technology programs	1999	Accreditation Board in Engineering and Technology
HEALTH SCIENCES	Cytotechnology	2001	Commission on Accreditation of Allied Health Education Programs
	Dental Assisting & Dental Hygiene	2000	Commission on Dental Accreditation
	Environmental Health	1996	National Environmental Health Sciences & Protection Advisory Council
	Medical Technology	1993	Commission on Accreditation of Allied Health Education Programs & National Accrediting Agency for Clinical Laboratory Science Review Board
	Nuclear Medicine	1996	Joint Review Commission on Educational Programs in Nuclear Medicine Technology
	Nursing	1999	National League for Nursing Accrediting Commission & Commission on Collegiate Nursing Education
	Nurse Anesthesia	1998	Council on Accreditation, American Association of Nurse Anesthesia
	Ophthalmic Technology	1999	Commission on Accreditation of Allied Health Education Programs & Council on Accreditation for Ophthalmic Medical Personnel

	Physical Therapy	2000	Council on Accreditation for Physical Therapy Education
SCIENCES	Chemistry & Biochemistry	2002	American Chemical Society
UNIVERSITY	Reaffirmation	1992	Southern Association of Colleges and Schools
	Substantive Change—TELETECHNET	1998	Southern Association of Colleges and Schools
	Substantive Change—Washington State	2000	Southern Association of Colleges and Schools
	State of North Carolina	2000	North Carolina

Career Advantage Program

The Career Advantage Program (CAP) began in 1995. It guarantees a practicum to every student who seeks one in his or her field of study. In addition to the practicum, the program offers a strong supporting curriculum and career-counseling services that are available as early as the freshman year.

Assessment of CAP relies heavily on supervisor ratings of skills and knowledge. These are essentially quasi-employer ratings of the performance of students on entry-level tasks. The on-site supervisors serve as independent external reviewers of the product of the University, its students (CAP Employee Satisfaction Survey).

In 1995 a Supervisor Rating Scale was developed for CAP. It asks on-site supervisors to rate interns on relevant skills and knowledge and to compare them with entry-level professionals. A CAP Student Satisfaction Survey was also developed to allow the interns to rate the program and the experience. These surveys are handed out in a paper format to all students who participate in CAP (Supervisor Rating Scale).

The Career Management Center Placement Survey is administered every two years on paper and, since 1999 in an on-line format to the cohort of alumni two years after graduation. This brief instrument asks about the use of the services of the Career Management Center, participation in and satisfaction with internship experiences, and current employment data. It allows for additional open-ended comments.

Capstone Experiences in the College of Business and Public Administration

Some colleges, such as the College of Business and Public Administration and the College of Engineering and Technology, require students to complete a capstone course as part of the degree requirements. The College of Business and Public Administration undertook an evaluation of the capstone experience of students (1997-1999) with two external raters. The raters viewed student work on five dimensions on a one-to-five scale (five being the highest). Students and raters reported agreement that the experience provided significant learning opportunities and excellent job placements. This study is being conducted every other year for program assessment and improvement purposes (CPBA Capstone Assessment).

3.1/8 of 9 Evaluation of Educational Goals at all Academic Levels

The discussion, and especially the documentation presented throughout section 3.1 make clear that the evaluation of educational goals encompasses all academic levels and research and service functions. Additional documentation is provided in the fall, 2001 assessment and change report, which had appeared in draft form when this *Self-Study*

Report went to press (Assessment and Change: Continuous Improvement at Old Dominion University, September 2001).

3.1/9 of 9
**Student
Achievement**

Graduates of Old Dominion University have demonstrated that their educational programs have prepared them for successful careers. Some of the graduates have gained national and international reputations in their fields of study. Of these, some have received the Distinguished Alumni Award at the annual Founder's Day event (Distinguished Alumni Award).

In addition to the variety of assessment methods employed to assess and enhance educational programs, the University administers employer surveys, the Senior Student Satisfaction Survey, and the Alumni Survey to assess student achievement. Achievement of student success is documented by program and support area and is a major component of the annual report to the Council of Higher Education (Student Achievement in Annual Report to SCHEV).

Conclusion

The University is in compliance with the Southern Association of Colleges and Schools Commission on Colleges' accreditation criteria included in Section 3.1. There are, however, some suggestions in relation to **must** statement 3.1/1 of 9.

Suggestions:

*3.1/1 of 9 Educational activities of an institution include teaching, research and public service. Planning and evaluation of these activities **must** be systematic, broad based, interrelated and appropriate to the institution.*

A review should be conducted to explore the establishment of a University Committee composed of faculty and administrators to monitor the appropriateness of University initiatives with respect to the University Strategic Plan. This Committee would function as a third party in evaluating any major new changes such as the introduction of a new academic program or discontinuance of an existing program. It would ensure that the University's scarce resources are used appropriately.

The Assessment Program is currently staffed with a full-time research associate, up to two part-time graduate research assistants, and a director who is an external contractor. Given the growth in workload and visibility of assessment activities in the past decade, especially in the last few years and in the foreseeable future, and particularly given SACS/COC's and the State's increased emphasis on quality enhancement and institutional effectiveness, the staffing needs of the Assessment Program should be reevaluated. A review should be conducted to determine the appropriate level of staffing and combination of personnel to support its responsibilities. Consideration should be given to a formal integration of Assessment and University Planning and Institutional Research into an Office of University Research and Assessment that would consolidate their resources and organize them into a more effective entity.

Each of the colleges should designate a responsible assessment coordinator for that college.

In order to carry out planning and evaluation in a systematic and broad-based manner, as outlined by the Quality Enhancement Process, newly generated documentation should be continuously assembled and accessible. The University should consider maintaining and updating an appropriately accessible central archive of documents important to the institutional effectiveness process.

Must Statement Compliance Table
3.1. Purpose and Scope

Must Statement	Compliance Statement	Supporting Documentation <u>Exhibit Numbering Key:</u> Criteria#/MustStatement#:Exhibit
<p>3.1/1 of 9 Educational activities of an institution include teaching, research and public service. Planning and evaluation of these activities must be systematic, broad based, interrelated and appropriate to the institution.</p>	<p>Compliance</p>	<p>3.1/1:01 Institutional Review (James L. Fisher, Ltd.)</p> <p>3.1/1:02 Faculty Handbook</p> <p>3.1/1:03 University Professor Memorandum</p> <p>3.1/1:04 Armada Hoffer Weeknd College Award</p> <p>3.1/1:05 The Provost’s Award for Leadership in International Education</p> <p>3.1/1:06 TELETECHNET Teaching Award</p> <p>3.1/1:07 Technology Award</p> <p>3.1/1:08 Faculty Senate Memo on Faculty Development Funds</p> <p>3.1/1:09 SCHEV Award</p> <p>3.1/1:10 Virginia Literary Award</p> <p>3.1/1:11 Carnegie Classification Report</p> <p>3.1/1:12 1994-99 Strategic Plan</p> <p>3.1/1:13 2000-05 Strategic Plan</p> <p>3.1/1:14 SCHEV Outstanding Faculty Award</p> <p>3.1/1:15 Faculty Summer Research Award Announcement</p> <p>3.1/1:16 Center Missions and Brochures</p> <p>3.1/1:17 Advancing the System of Higher Education in Virginia</p> <p>3.1/1:18 ODU’s Performance Indicators on the 6 Standards</p> <p>3.1/1:19 Budget Memo and Instructions to Deans</p>

<p>3.1/2 of 9 The institution must define its expected educational results and describe its methods for analyzing the results.</p>	<p>Compliance</p>	<p>3.1/2:01 University Catalog</p> <p>3.1/2:02 http://web.odu.edu/webroot/orgs/ao/assessment.nsf/pages/PlanIndex_page</p> <p>3.1/2:03 1999 Academic Program Reviews: Assessment-Related Passages by College and Program, Book 1 (College of Arts & Letters, College of Business & Public Administration, Darden College of Education), <i>Summer 1999</i></p> <p>3.1/2:04 1999 Academic Program Reviews: Assessment-Related Passages by College and Program, Book 2 (College of Engineering & Technology, College of Health Sciences, College of Sciences), <i>Summer 1999</i></p> <p>3.1/2:05 Assessment Program Summary, <i>March 1998</i></p> <p>3.1/2:06 Assessment Report: College of Arts and Letters, <i>March 1998</i></p> <p>3.1/2:07 Assessment Report: College of Business and Public Administration, <i>March 1998</i></p> <p>3.1/2:08 Assessment Report: Darden College of Education, <i>March 1998</i></p> <p>3.1/2:09 Assessment Report: College of Engineering and Technology, <i>March 1998</i></p> <p>3.1/2:10 Assessment Report: College of Health Sciences, <i>March 1998</i></p> <p>3.1/2:11 Assessment Report: College of Sciences, <i>March 1998</i></p> <p>3.1/2:12 College of Business and Public Administration Assessment Report, <i>August 1997</i></p> <p>3.1/2:13 TELETECHNET: Distance Learning at Old Dominion University, <i>July 1997</i></p> <p>3.1/2:14 Old Dominion University Assessment Report, 1996</p> <p>3.1/2:15 Building the University of the 21st Century: A Progress Report, <i>December 1995</i></p> <p>3.1/2:16 The Structure and Methods of Assessment at Old Dominion University, <i>December 1995</i></p>
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	<p>3.1/2:17 Assessment of Academic Achievement: College of Arts and Letters, <i>December 1995</i></p> <p>3.1/2:18 Appendix: College of Arts and Letters, <i>December 1995</i></p> <p>3.1/2:19 Assessment of Academic Achievement: College of Business and Public Administration, <i>December 1995</i></p> <p>3.1/2:20 Appendix: College of Business and Public Administration, <i>December 1995</i></p> <p>3.1/2:21 Assessment of Academic Achievement: Darden College of Education, <i>December 1995</i></p> <p>3.1/2:22 Appendix: Darden College of Education, <i>December 1995</i></p> <p>3.1/2:23 Assessment of Academic Achievement: College of Engineering and Technology, <i>December 1995</i></p> <p>3.1/2:24 Appendix: College of Engineering and Technology, <i>December 1995</i></p> <p>3.1/2:25 Assessment of Academic Achievement: College of Health Sciences, <i>December 1995</i></p> <p>3.1/2:26 Appendix: College of Health Sciences, <i>December 1995</i></p> <p>3.1/2:27 Assessment of Academic Achievement: College of Sciences, <i>December 1995</i></p> <p>3.1/2:28 Appendix: College of Sciences, <i>December 1995</i></p> <p>3.1/2:29 Assessment of Academic Achievement: TELETECHNET and the Distance Learning Programs, <i>December 1995</i></p> <p>3.1/2:30 The Syllabus Study, <i>1995</i></p> <p>3.1/2:31 1994 Interim Assessment Report</p> <p>3.1/2:32 Old Dominion University Assessment Report 1993</p> <p>3.1/2:33 Old Dominion University Mission Statement and Assessment Summary, <i>August 1993</i></p> <p>3.1/2:34 Interim Assessment Report, <i>August 1992</i></p>
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<p>3.1/3 of 9 The institution must 1. establish a clearly defined purpose appropriate to collegiate education.</p>	<p>Compliance</p>	<p>3.1/3:01 The University Catalog 3.1/3:02 2000-05 Strategic Plan 3.1/3:03 Incorporation of Distance Learning Activities in Strategic Plan 2000-05</p>
<p>3.1/4 of 9 [The institution must] 2. formulate educational goals consistent with institution’s purpose.</p>	<p>Compliance</p>	<p>Please see documentation listed in this space beside must statement 3.1/2 of 9.</p>
<p>3.1/5 of 9 [The institution must] 3. develop and implement procedures to evaluate the extent to which these educational goals are being achieved.</p>	<p>Compliance</p>	<p>3.1/5:01 Doctoral Program Review 1994 3.1/5:02 Bachelor-s and master-s programs review Memo, 1995 3.1/5:03 Bachelor-s and master-s programs review Nov. 11, 1998 3.1/5:04 http://web.odu.edu/webroot/orgs/ao/assessment.nsf/pages/AssessForms_Page 3.1/5:05 http://web.odu.edu/webroot/orgs/ao/assessment.nsf/pages/PlanIndex_page 3.1/5:06 http://web.odu.edu/webroot/orgs/AO/assessment.nsf/pages/rsearch_page 3.1/5:07 Understanding and Improving Student Retention: Presentation to the Board of Visitors, September 14, 2001 3.1/5:08 Results of the 1999 Old Dominion University Alumni Survey: Classes of 1989, 1994, and 1996, <i>August 2000</i> 3.1/5:09 Results of the Senior Student Satisfaction Survey 1998-1999, Old Dominion University, <i>May 2000</i> 3.1/5:10 Assessment of TELETECHNET: Results of the Distance Learning Program Student Satisfaction Survey for 1997-98 and 1998-99, <i>Spring 2000</i> 3.1/5:11 SACS Criteria Correlation with Old Dominion University’s Senior Student Satisfaction and Distance Learning Program Surveys, 1995-1999, <i>Summer 2000</i> 3.1/5:12 Assessment and Change: Improvements to Instruction at Old Dominion University, <i>November 1999</i> 3.1/5:13 Results from the 1997 Old Dominion University Senior Student Satisfaction Survey,</p>

		<p><i>Fall 1998</i></p> <p>3.1/5:14 Old Dominion University Alumni Survey Report: Classes of 1985, 1990, and 1992, <i>February 1996</i></p> <p>3.1/5:15 Old Dominion University Alumni Survey Report Written Comments Addendum: Classes of 1985, 1990, and 1992, <i>February 1996</i></p> <p>3.1/5:16 The Syllabus Study, <i>1995</i></p> <p>3.1/5:17 1992 Alumni Survey Report, <i>July, 1993</i></p> <p>3.1/5:18 Student Satisfaction Survey: 1992 Results, <i>September 1993</i></p>
<p>3.1/6 of 9 [The institution must] 4. use the results of these evaluations to improve educational programs, services and operations.</p>	<p>Compliance</p>	<p>3.1/6:01 Assessment and change: Improvements to instruction at Old Dominion University</p> <p>3.1/6:02 MBA Curriculum Revision</p> <p>3.1/6:03 Ph.D. in Business Administration Revision</p> <p>3.1/6:04 Ph.D. in Urban Services Revision</p> <p>3.1/6:05 General Education Program Revision</p> <p>3.1/6:06 Bachelor's in Business Administration Curriculum Revision</p>

<p>3.1/7 of 9 [The institution must] develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of research and service.</p>	Compliance	<p>3.1/7:01 Please refer to 3.1/5:01</p> <p>3.1/7:02 Please refer to 3.1/5:02</p> <p>3.1/7:03 Please refer to 3.1/5:03</p> <p>3.1/7:04 CAP Employee Satisfaction Survey</p>
<p>3.1/8 of 9 This evaluation must encompass educational goals at all academic levels and research and service functions.</p>	Compliance	<p>3.1/8:01 Assessment and Change: Continuous Improvement at Old Dominion University, September 2001</p>
<p>3.1/9 of 9 <i>The institution must evaluate success with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion, state licensing examinations and job placement rates.</i></p>	Compliance	<p>3.1/9:01 Distinguished Alumni Award</p> <p>3.1/9:02 Student Achievement in Annual Report to SCHEV</p>