

## **3.2 Planning And Evaluation: Administrative And Educational Support Services**

### **Introduction**

Old Dominion University's administrative and educational support services are distributed among the University's five vice-presidential areas: Academic Affairs, Administration and Finance, Institutional Advancement, President's Office, and Student Services. Each division has units that provide specific educational support services.

Administrative and educational support services follow the same planning and evaluation cycles as presented in section 3.1. These units are an integral part of the formulation of the University's strategic plan. Each unit develops an annual plan that is congruent with the University's strategic plan. These plans are used as the basis for evaluation of the unit's performance, along with any corrections and changes.

### **Presentation of Findings**

In addition to the colleges and academic departments, Academic Affairs houses several units that are classified as support services: Academic Continuance and Undergraduate Services, Articulation and Community College Relations, the Assessment Office, the Career Management Center, the Center for Learning Technologies, Continuing Education and Professional Services, Distance Learning, the English Language Center, the Honors College, International Programs, ITPro, Research and Graduate Studies, the Libraries, the Regional Higher Education Centers, the Weekend College, and Experiential Learning.

Administration and Finance provides support services through Auxiliary Services, Budget, Computing and Communications Services, Environmental Health and Safety, Facilities Management, Finance, Human Resources, Materiel Management, Public Safety, Real Estate, Registration and Records, Risk Management, Space Management and Scheduling, and Student Financial Aid.

Student Services provides support services through the Academic Skills Center, Campus Ministries, Counseling Services, Disability Services, Multicultural Student Services, Ombudsman, Residence Life, Student Activities and Leadership, Student Health Services, the University Hearing Officer, and the Testing Centers.

Institutional Advancement provides support services through the Admissions Office, Alumni Relations, the Copy Center, Government Relations, Licensing, the Marketing Council, University Events, University Publications, and University Relations.

The President's Office provides support services through Community Relations, the Equal Opportunity and Affirmative Actions Office, the General Counsel, the Distance Learning Office, Military Relations, and the University Auditor's Office.

The University's administrative and educational support service units use a variety of assessment activities, both internal and external, to gather information necessary for planning and evaluation and for ensuring that their plans and accomplishments are consistent with the University's mission. Planning and assessment activities include the annual budget process, strategic plan updates, departmental annual reports and self-

evaluations, and each vice president's annual report to the President (Assessment and Change Report).

Administrative and educational support service units support and achieve the University's purpose and mission, with individual goals that are consistent with the University's mission. They follow procedures to evaluate the extent to which goals are met and use the results to improve the operation and delivery of their services.

In summer 2000, the Assessment Office designed and implemented a standardized assessment program for administrative and support services. The office produced the forms that are used to present each unit's purpose and its relation to the University's purpose and mission, its goals and expected outcomes, assessment tools and evaluation methods, and use of the results to improve assessment processes. The Assessment Office provides training and support to units for conversion to this program. Assessment plans and reports for administrative areas can be accessed from the Assessment Office home page at <http://web.odu.edu/webroot/orgs/AO/assessment.nsf/pages/homepage>.

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**Clearly Defined Purpose**

The purpose of each vice-presidential area and the units within it is consistent with the University's mission and institutional purpose. The purpose statements of each unit are constantly monitored, and changes are made when necessary to maintain this consistency (Assessment and Change Report).

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**Goals Support the Purpose of Units**

The vice-presidential areas and their units formulate their short- and long-term goals that are consistent with their purpose. These goals are continuously monitored to maintain consistency and are reassessed every year as part of the annual budget process. Unit directors meet with their respective vice president to discuss their goals and objectives for the next fiscal year. This process ensures the relevance of goals to the unit and vice-presidential area purpose (Assessment and Change Report).

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**Evaluation Procedures**

The achievements of each unit are evaluated against its goals as part of the annual University budget process. Assessment procedures depend on the functions performed by each unit. Unit directors use these data and any other relevant data to report their evaluations of the unit to their respective vice president at their annual budget meeting (Assessment and Change Report).

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**Using Evaluation Results to Improve Service and**

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**Consideration of Internal and External Factors**

In a continuous effort to achieve institutional objectives, each unit uses the information generated from evaluations and assessments to improve its services (Assessment and Change Report).

Two additional institutional effectiveness initiatives have been undertaken during mid-2001 at the University level. To assist her transition into the presidency of the University, Dr. Roseann Runte commissioned a series of focus groups, the purpose of which was to solicit broad participation in the formation of a vision for the University. A total of 29 focus groups were conducted with faculty, administrators, staff and students in late summer and early fall (Forming of a Vision of the University: Focus Groups Results, October 2001). Additional focus groups with members of the community, business leaders, alumni, and other constituencies will be conducted later in the fall by the research team comprised of staff from University Planning and Institutional Research, the Division of Student Services, and the Human Resources Office. Also, during the summer of 2001, the Board of Visitors undertook the major project of reviewing, updating, and

revising its bylaws. As a result of an organized process which was conducted in consultation with executive-level leaders of the University, the Board ratified new bylaws in September 2001. (Proposed Revisions in BOV By-Laws, August 2001).

**Conclusion**

The University is in compliance with the SACS/COC *Criteria*.

**Recommendations/Suggestions**

None

**Must Statement Compliance Table**  
**3.2 Planning and Evaluation**

| <b>Must Statement</b>  | <b>Compliance Statement</b> | <b>Supporting Documentation</b><br><b>Exhibit Numbering Key:</b><br><b>Criteria#/MustStatement#:Exhibit</b>  |
|--|-----------------------------|--|
| <b>3.2/1 of 6</b> In addition to providing evidence of planning and evaluation in its educational program, the institution <b>must</b> demonstrate planning and evaluation in its administrative and educational support services.     | Compliance                  | <b>3.2/1:01</b> Vice Presidential Areas Mission Statements<br><b>3.2/1:02</b> 1994-1999 Strategic Plan Final Report<br><b>3.2/1:03</b> 2000-2005 Strategic Plan Progress Report<br><b>3.2/1:04</b> Assessment and Change Report  |
| <b>3.2/2 of 6</b> For each unit the institution <b>must</b> 1. establish a clearly defined purpose which supports the institution's purpose and goals  | Compliance                  | <b>3.2/2:01</b> University Strategic Plan<br><b>3.2/2:02</b> Unit Mission Statements<br><b>3.2/2:03</b> Bylaws of the Alumni Association<br><b>3.2/2:04</b> Alumni-Admissions Partners Manual<br><b>3.2/2:05</b> Alumni Association Pride Handbook<br><b>3.2/2:06</b> Assessment and Change Report   |
| <b>3.2/3 of 6</b> [For each unit the institution <b>must</b> ] 2. formulate goals which support the purpose of each unit   | Compliance                  | <b>3.2/3:01</b> Unit Mission Statements<br><b>3.2/3:02</b> Bylaws of the Alumni Association<br><b>3.2/3:03</b> Alumni-Admissions Partners Manual<br><b>3.2/3:04</b> Alumni Association Annual Operating Plan<br><b>3.2/3:05</b> Alumni Association Alumni Legislative Network Handbook<br><b>3.2/3:06</b> Assessment and Change Report   |
| <b>3.2/4 of 6</b> [For each unit the institution <b>must</b> ] 3. develop and implement procedures to evaluate the extent to which these goals are being achieved.   | Compliance                  | <b>3.2/4:01</b> Annual Evaluations of Goals and Objectives<br><b>3.2/4:02</b> Annual Budget Process<br><b>3.2/4:03</b> Standard Policies of the Alumni Association<br><b>3.2/4:04</b> Guide to Editorial Specifications<br><b>3.2/4:05</b> Office of University Events Manual<br><b>3.2/4:06</b> Institutional Advancement Accomplishments<br><b>3.2/4:07</b> Assessment and Change Report |
| <b>3.2/5 of 6</b> [For each unit the institution <b>must</b> ] 4. use the results of the evaluations to improve administrative and educational support services.   | Compliance                  | <b>3.2/5&amp;6:01</b> Annual Evaluations of Goals and Objectives<br><b>3.2/5&amp;6:02</b> Annual Budget Process<br><b>3.2/5&amp;6:03</b> Standard Policies of the Alumni Association   |
| <b>3.2/6 of 6</b> Each unit, in its planning and evaluation processes, <b>should</b> consider internal and external factors and develop evaluation methods which will yield information useful to the planning processes of that unit. | Compliance                  | <b>3.2/5&amp;6:04</b> Institutional Advancement 2000-01 Challenges<br><b>3.2/5&amp;6:05</b> Assessment and Change Report<br><b>3.2/5&amp;6:06</b> Forming of a Vision of the University: Focus Groups Results, October 2001<br><b>3.2/5&amp;6:07</b> Proposed Revisions in BOV By-Laws, August 2001  |