

SECTION I

PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

1.1 **Institutional Commitment and Responsibilities in the Accreditation Process**

Beginning with its initial accreditation in 1971, Christopher Newport University, as a member of the Southern Association of Colleges and Schools, has committed itself to self-regulation as embodied in the accreditation process of the Commission on Colleges. By seeking reaffirmation of its accreditation, the University once again publicly affirms its willingness to conduct a thorough and analytical evaluation of all areas of functioning within the institution and to involve as many personnel as possible in the process, including a committee structure of approximately 90 individuals. In addition, the University accepts peer evaluation as a professional standard and is willing to take actions based on the recommendations flowing from that process.

To address issues raised in this Self Study, the co-directors will arrange recommendations to give first priority to those addressing “must statements.” All recommendations will be presented to the administrators responsible for the areas to which the recommendations relate. The recommendations will be addressed to the extent possible, and by the end of 1995, reports will be submitted to the co-directors. Progress on all recommendations will be reported in the addendum provided to members of the visiting team at least one month prior to their arrival on campus. Recommendations from the Commission on Colleges after the Self-Study visit will be directed by the president to the provost, who will be responsible to address the concerns raised in the recommendations and to provide formal responses to the Commission as required.

Membership in the Southern Association requires a willingness to participate in the activities and decisions of the Commission on Colleges. CNU reaffirms its acceptance of that responsibility. All activities are reported according to the guidelines and policies of the Commission. Every effort has been made by the University to comply fully with the Criteria. As an institution "committed to the search for truth, and dedicated to the discovery, interpretation, dissemination, and application of knowledge," (Mission Statement) the University pledges complete integrity in the conduct of its business with its own constituencies, other member institutions, and the Commission. It affirms its willingness to provide the Commission full access to University operations and to provide information about its activities and functions which is both complete and accurate. It also affirms its willingness to cooperate fully and collegially during preparations for the site visit, the visit itself, and the follow-up, as well as to provide the Commission or its representatives with information requested and to maintain an atmosphere of openness and cooperation during evaluation, enabling evaluators to perform their work efficiently and effectively.

Christopher Newport University is in full compliance with its program responsibilities

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under Title IV of the 1992 Higher Education Amendments. In fact, during the most recent regular Federal Program Review of this compliance in July 1990, the Financial Aid Office had “no audit findings,” nor has it had any audit findings from subsequent annual reviews. FISAP (Fiscal Operations Report and Application for Federal Funds) reports are submitted by September 30 each year (the most recent being for September 30, 1995, reporting expenditures for 1994-95), along with a request for funding for the next academic year (in this case 1996-97). In conjunction with the change in status from college to university and with the addition of graduate degree programs, the University was reviewed and approved in December 1992 to grant financial aid to graduate students. All documentation regarding compliance with Title IV is available in the Financial Aid Office of Christopher Newport University as well as from the office of the Federal Secretary of Education.

1.2 Application of the Criteria

Christopher Newport University will continue to adhere to the Commission policies on substantive changes.

Christopher Newport University’s policies and procedures for addressing written student complaints fall into several jurisdictions on campus, depending in part on the nature of the complaint. “The Basic Necessities,” the 1995-96 version of the student handbook (The Guide: A Handbook for Christopher Newport University Student Organizations), contains specific policy and procedures addressing student complaints. These policies and procedures are drawn from the University Handbook and made accessible to students through distribution of the student handbook. The Handbook contains policy and procedures regarding grade challenge (pp. 5-11), violations of the Code for Academic Work (p. 16) which includes extensive procedures regarding the Academic Hearing Board, violation of student rights (p. 34), policy and procedures regarding sexual misconduct (pp. 67-70), and sexual harassment policy (pp. 93-96).

Complaints that do not fall under the above policies and procedures are referred to departments, deans, the office of the provost or other appropriate offices. These offices do not have formal written procedures for handling student complaints, written or otherwise, unless the complaints fall under one of the categories covered in the handbooks as cited above. However, according to the office of the provost, such complaints have been handled expeditiously and have followed a bureaucratic chain of authority according to the type of complaint.

1.3 Separately Accredited Units

Christopher Newport University has no units which are eligible for separate accreditation.

1.4 Conditions of Eligibility

1. By resolution of the Board of Visitors of Christopher Newport University dated

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March 14, 1995, it is resolved:

- That Christopher Newport University will comply with the Criteria for Accreditation of the College Delegate Assembly of the Commission on Colleges of the Southern Association of Colleges and Schools, consistent with the policies and procedures of the Commission on Colleges; and
 - That the Commission on Colleges, at its discretion, may make known to any agency or member of the public requiring such information the nature of any action, positive or negative, regarding the institution's status with the Commission; and
 - That Christopher Newport University will comply with Commission requests, directives, decisions, and policies and will make complete, accurate and honest disclosure to the Commission.
2. As authorized by the Code of Virginia, Title 23, Chapter 5.3, section 23-49.30, the Board of Visitors of the University "shall have the right to confer degrees."
 3. The Board of Visitors, consisting of fourteen members, is the governing board of the University and the legal body responsible for carrying out the mission of the institution which it holds in trust. The board is defined and empowered by the Code of Virginia, Title 23, Chapter 5.3, sections 23-49.23 through 23-49.33. The board has bylaws that require it to meet at least four times a year "to make all needful rules and regulations" and to "generally direct the affairs of the University." Included among the responsibilities of the board is the role of ensuring that the financial resources of the university maintain a sound educational program. A compendium of its policies, revised after each meeting, is maintained by the Office of the President. None of the Visitors has a contractual, employment, personal, or familial financial interest in the institution, as confirmed by conflict of interest statements required annually by the Commonwealth of Virginia (Code of Virginia, Title 2.1, Chapter 40.1, sections 2.1-639.12 through 2.1-639.15).
 4. The president of the University is employed by and reports to the Board of Visitors. Although he may serve on other boards, his primary employment is as chief executive officer of the institution. The rector of the board (elected by the board from among its membership), not the president, is the presiding officer of the board.
 5. Established and authorized by the Virginia General Assembly in 1960, the University has been in operation, with students enrolled in degree programs, since September 1961.

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6. The University offers a variety of baccalaureate degree programs, all of which are based upon at least four academic years of study at the undergraduate level. The University also offers master's degree programs, which are based upon at least one academic year of study at the post-baccalaureate level.
7. The University has a clearly defined purpose which is embodied in the University Mission Statement. The most recent Mission Statement of Christopher Newport University was approved at the regular meeting of the Board of Visitors on December 14, 1993, and appears in the 1994-95 University Catalog on page six. The Mission Statement also appears in the University Handbook (I, 1-2). The full text of the Mission Statement appears in this document in Section 2.
8. As established in the Institutional Response to the Report of the Substantive Change Committee, a major restructuring of the institutional effectiveness functions of the University became effective September 1, 1994. Now that the mechanism for institutional planning and evaluation is in place, a strategic plan has been developed, reviewed by the faculty, and approved by the Board of Visitors on September 19, 1995.

In addition, the undergraduate Academic Program Review Committee (PRC), an appointed academic committee, reports to the provost to recommend criteria to be used in the program review process; conducts a continuing study and systematic review of all program offerings of the University; and makes recommendations to the provost on program continuation/discontinuation, program related resource (re)allocations, and curricular modification.

9. The University has clearly defined and published admission policies. Undergraduate admission policies, as well as policies for admission to particular degree programs, are published in the University Catalog. Graduate admission policies are published in the Graduate Catalog. An analysis of the compatibility of these policies with the University's stated purpose will be provided by the committees on educational programs. Specific discussion of the policies' compatibility are addressed in sections 4.2.1, Undergraduate Admission, and 4.3.2, Graduate Admission.
10. The University includes in its undergraduate degree programs a substantial component of general education requirements common to all undergraduate degree programs. The baccalaureate curricular structure is divided into eleven areas of study with areas one through nine comprising the common core of required course work ranging from 45 to 46 hours. These requirements cover the study of English, mathematics, health/physical education, natural sciences,

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speech/philosophy, world history, social sciences, humanities, and foreign language. Area ten is degree studies and comprises an additional 6-8 credits for the letters, sciences or professional degrees as appropriate. The final areas of study reserve remaining credits for major and elective hours.

During the 1994-1995 academic year a comprehensive review of undergraduate general education requirements led to the requirements described above. The review began with a request from the Undergraduate Curriculum Committee (UCC) asking for appointment of a special task force to study general education revision. Following a report from a summer 1994 task force, the UCC proposed curriculum revisions to the Faculty Senate. In turn, that body made revisions and submitted recommendations to the provost and the president. The first eight areas are the result of consensus. The provost and president changed areas nine and ten back to the previous version. This curriculum is being implemented for the 1995-1996 academic year and represents a small reduction in the maximum number of credits required for general education (from 58 to 54) and a small increase in the minimum hours required for general education (from 50 to 51). Total hours required for any degree are now 120 (down from 122 as the minimum), including credits for health/physical education. The required course work remains the same for English, health/physical education, and foreign language. Requirements for mathematics have been reduced from 6-7 to 3-4 hours, natural science has been reduced from 8 to 7 hours (a reduction in laboratory time), and social sciences and humanities have each been reduced from 12 to 6 hours. Two areas not previously required have been added. These are a requirement for three hours of either speech (public speaking) or philosophy (critical thinking) and six hours (a sequence) of world history. Degree studies remain the same except that choices have been reduced to the extent that students who take a speech course to meet another requirement, cannot use it to meet the degree studies requirement.

Inasmuch as one of the goals of this revision was an overall reduction from previous requirements and hours, the revision met with only moderate success. Another goal of this revision was clearer articulation of goals accompanied by better assessment of outcome mechanisms. The revision does assist in meeting this goal in that the Mission Statement goals have been matched to the revised general education requirements to indicate which requirements are intended to meet which goals. This should enable better assessment of general education outcomes.

No course used to meet general education requirements is focused on skills or procedures peculiar to a particular occupation or profession. Section 4.2.3 expands on the undergraduate curriculum of the University.

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11. In general, department chairs are responsible for oversight and coordination of all degree programs offered through their department.
It is the responsibility of the department chairs to certify that students have completed all requirements to earn the appropriate degree, except for the programs in Interdisciplinary Studies and International Culture and Commerce. The dean of the College of Business and Economics certifies students in the International Culture and Commerce program. Students wishing to design their own program and earn a degree in Interdisciplinary Studies must first contact the provost. The provost then assigns a committee to oversee the completion of degree requirements, and the committee chairman (always a faculty member) certifies these Interdisciplinary Studies degrees. In all cases the faculty members who have responsibility for oversight and coordination of curricular areas are full-time employees.
12. The University owns sufficient learning resources to ensure the provision of and access to adequate learning resources and services required to support the courses, programs, and degrees offered. Sections 5.1, 5.2 and 5.3 describe the University's library, laboratories, media services, computer services and other specialized learning centers. Sections 5.4 and 5.5 describe the services that contribute to the cultural, social, moral, intellectual, and physical development of students.
13. The University is a state funded institution with an adequate financial base to support its academic and physical operations. An audited financial statement made within the prior year will be available upon request at the time of the committee's visit. Refer to Section 6.3 below for further information regarding the financial status of the University.

1.5 Initial Membership

Christopher Newport University established initial membership in the Southern Association of Colleges and Schools in 1971 with reaffirmation in 1975 and 1986. It has, without interruption, awarded degrees in compliance with SACS requirements since 1971. The first master's degree, the Master of Arts in Teaching (M.A.T.) with a concentration in science, was awarded in May 1993. The highest degrees offered at CNU are the Master of Arts in Teaching (M.A.T.) degree with concentrations in mathematics, science, and language arts; and the Master of Science degrees in Applied Physics, Applied Psychology, Environmental Science, and Nursing.

1.6 Representation of Status

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Christopher Newport University is a Level III institution, offering the Master of Arts in Teaching (M.A.T.) and the Master of Science degrees in addition to the Bachelor of Arts, the Bachelor of Music, the Bachelor of Science in Accounting, the Bachelor of Science in Business Administration, the Bachelor of Science in Governmental Administration, the Bachelor of Science in Nursing, the Bachelor of Science in Information Science, and the Bachelor of Science degrees.

Christopher Newport University accurately reports to the public its status and relationship with the Commission on Colleges. All publications--including catalogues, brochures, and advertisements--use the statement, "Christopher Newport University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the baccalaureate and (as of December 1994) the master's level." The University does not use the SACS logo or seal.

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SOURCES CITED

- Board of Visitors Resolution 8, March 14, 1995
- Code of Virginia, Title 23, Chapter 5.3, section 23-49.30 and sections 23-49.23 through 23-49.33
- Code of Virginia, Title 2.1, Chapter 40.1, sections 2.1-639.12 through 2.1-639.15
- Institutional Response to the Report of the Substantive Change Committee, August 15, 1994
- Interview with Dean Robert Spicer
- Telephone interview with Susan Glaude, Financial Aid Office (9/29/95 and 10/2/95)
- Telephone interview with Patricia Harvey, Office of the Provost (10/2/95)
- Tisa Mason's notes on her confirmation of who is responsible for oversight and coordination of degree programs by departments (reference 1.4, 10)
- University Mission Statement
- University Graduate Catalog
- University Undergraduate Catalog

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SECTION II

INSTITUTIONAL PURPOSE

The Christopher Newport College of the College of William and Mary was established and duly authorized by the General Assembly of Virginia in its 1960 session, but it was not until 1961 that the Board of Visitors at William and Mary gave the College its name. The College derived its name from Captain Christopher Newport, the illustrious English mariner who was one of the most important men connected with the permanent settlement of Virginia. It was Christopher Newport who was put in "sole charge and command" of the small squadron of three vessels--the Discovery, the Godspeed, and the Susan Constant--which made the historic voyage culminating with the landing at Jamestown in 1607.

The College obtained its support from the General Assembly and from the tuition and fees paid by its students. The College first enrolled 171 students in September 1961, at a former public school building in downtown Newport News provided through the generosity of the City and the School Board. The City of Newport News then purchased the site of the present campus, a 75-acre suburban tract deeded to the Commonwealth of Virginia in 1963. When the College opened its doors on the new and spacious campus, only two-year programs were offered to 1,000 students. In 1971, however, the College became a four-year, baccalaureate institution. In the early years of the College, enrollment increased dramatically. By the fall of 1974, 2,600 students were enrolled. The College offered approximately one-third of its classes in the evening, and many degrees were earned by students who attended classes only during evening hours.

In 1975-76, the College undertook its first Self Study for purposes of accreditation. The College's dependent relationship with the College of William and Mary was noted as one of the areas of difficulty by the Southern Association. Subsequently in 1976, the General Assembly established the College as an independent, four-year institution. On July 1, 1977, the operation of the College was transferred to a Board of Visitors, appointed by the governor of the Commonwealth, which adopted the following mission statement:

Christopher Newport College is a four-year, comprehensive, urban college, offering undergraduate education programs designed to serve the large metropolitan area of Hampton, Newport News, York County, and James City County. The student body is non-residential, consisting primarily of men and women who reside in the area but who represent a rich cultural background.

Christopher Newport College is committed to teaching, research, and service. The predominant emphasis is on providing quality instruction. Research is carried on in areas of Faculty interest and competence as required by and as a necessary complement to their teaching. Organized and sponsored research is carried on as

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it involves the institution's public service relationship to the urban community in which it is located.

The College is committed to a core of liberal arts studies. Building upon these, it also seeks to develop and maintain programs of professional education that respond to student learning interests and manpower requirements.

As part of its general mission, Christopher Newport College is committed to new ways of implementing liberal and professional programs which value the student's learning needs and prior life experiences and which integrate theoretical knowledge and problem-solving. Such programs provide opportunities for self-development and multiple-career options to citizens of all ages.

As an urban institution, the College is committed to education as a total community process. This is manifest in several different ways. The College principally serves a local student body, it utilizes the community as an instructional resource, it brings its instructional programs to bear upon the life of the area, and it utilizes the cooperation and professional talent of those who reside on the peninsula.

The College is organized and instruction is provided to take into consideration the life-long learning needs of a largely part-time, mobile student body. It offers programs of equivalency testing and other non-traditional ways of earning academic credit, cooperates with other colleges and local agencies with diverse missions to expand its learning resources, and offers advising systems and transfer credit policies to meet the needs of the students it serves, many of whom transfer from other institutions.

A second Self Study conducted in 1985-86 for renewal of accredited status found a sturdy, self-sufficient institution with smoothly running internal processes, a highly qualified and dedicated faculty, and the prospect for an equally successful second twenty-five years.

In 1988, under the direction of a new president, the College updated its vision through streamlined mission and purpose statements:

Mission

Christopher Newport College is a State-supported, comprehensive, coeducational, urban institution of higher education. Within the context of liberal learning, the College is committed to meeting the needs of its constituencies through excellence in instruction and through public service and research.

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Purpose

The College is committed to a core of liberal arts studies. Building upon these, it develops and maintains programs of professional education that respond to students' learning interests. As part of its general mission, the College is committed to new ways of implementing liberal and professional programs which value the students' learning needs and prior life experiences, and which combine theoretical knowledge and practical problem-solving. Such programs provide opportunities for self-development and a number of career options to citizens of all ages.

As an urban institution, the College is committed to education as a total community process. This is manifested in several ways: (1) Christopher Newport College serves a primarily local student body; (2) it makes use of the community as an instructional resource; (3) it draws upon the cooperation and talent of those who reside on the Virginia Peninsula; and (4) faculty and staff contribute significantly to the community in areas such as consulting and serving on local and state committees and service organizations.

Notable changes in the Mission and Purpose Statement included the deletion of the terms "four-year," "non-residential," and "undergraduate." Most of the description of the student body moved to the statement of the College's organization. This Mission Statement served the College for the next several years and was included in all revisions of the College's Catalog and College Handbook as well as The Virginia Plan for Higher Education 1989 and The Virginia Plan for Higher Education 1991-92. It also served as the foundation for the development of Master Plan 2000, a strategic plan for the College approved by the Board of Visitors in July 1989. Master Plan 2000 was developed by a broadly-based representative committee appointed by the president and charged with the construction of a comprehensive long-range plan for the College that addressed the "future development and expansion of academic programs, physical plant and property and the significant involvement of the College in the business and social issues of interest to the people of the Commonwealth." Advice and commentary was solicited by each of the vice presidents from their respective areas, and the faculty representatives from the Committee requested the same from their faculty colleagues. The rector and a member of the Board of Visitors met with the Committee to discuss and react to the draft document before its presentation to and adoption by the full Board of Visitors. Master Plan 2000, although primarily descriptive and without a strategic vision, has guided the institution's growth in pursuing both operating and capital goals for the University. A few of the goals specifically identified in the Plan and now accomplished include an increase in the number of FTE faculty commensurate with enrollment growth, graduate study at the master's level, the addition of a clinical psychologist and a director of minority affairs to the staff to support student needs, the construction of a residential hall, the addition of classroom and instructional faculty office space, additional parking, computer and telecommunication upgrades, and funding directed toward the

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maintenance and upkeep of the infrastructure.

The Mission Statement did not undergo any formal review between 1988 and 1992, although the University was engaged in significant transitions that included the development of master's programs, a change in name, the planning and construction of its first residence hall, active debate on scholarship, and the development of an international focus that pervaded the curriculum. Further, there was no formal mechanism or structure in place that required the regular review of the Mission Statement.

In 1991, a new planning council was established by the president and charged with the responsibility of coordinating the strategic planning and evaluation activities of the University. The Strategic Planning and Evaluation Council (SPEC) had broad-based representation including the executive assistant to the president; the director of planning and budget; the director of student assessment; the director of personnel; four tenured faculty members (one elected from each college); and five other members appointed by the president, including one college dean, one other administrator from academic support, and one administrative representative from each of the vice-presidential areas of jurisdiction, including Academic Affairs, Student Services, and Development, and one student representative appointed by the president on the recommendation of the vice president for student services. The Council's most significant and extended assignment was to review and revise the University's Mission Statement. The rector assigned two members of the Board of Visitors to work with the Council in its development of the new statement. Over the course of the next two years, SPEC composed several drafts of a revised statement. It invited members of the administration to several meetings to solicit recommendations. It held several open meetings for comments and discussion by faculty, administration, staff, and students. A draft of the proposed revision was presented to the instructional faculty at the faculty retreat in Fall 1993. In December 1993, the Board of Visitors approved the following Mission Statement and University Goals:

Mission

Christopher Newport University is a comprehensive, coeducational, state-supported institution within Virginia's public university system. An academic community founded on the ideals of excellence, integrity, mutual respect, and service, the University is committed to the search for truth and dedicated to the discovery, interpretation, dissemination, and application of knowledge.

The University provides an education that develops the student's intellectual, ethical, spiritual, and physical attributes. It prepares its students to pursue lives with meaning and purpose and to become responsible and contributing members of society. As an American university with a global perspective, Christopher Newport University enhances students' awareness and appreciation of the diversity that enriches us while building a community which unites us. It

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embodies the noble American maxim, E Pluribus Unum, that is, "From Many, One."

The University focuses on excellence in teaching and scholarship. The liberal arts provide the foundation for quality undergraduate programs in the humanities, in the natural and social science, and in business and the professional disciplines. Graduate programs provide students and faculty opportunities for advanced scholarship and learning. Graduate and undergraduate research brings students and faculty together to increase knowledge. Teaching, research, and community service benefit the constituencies of the University, the Virginia Peninsula, the Commonwealth, the nation and the world.

University Goals

Provide high quality, liberal arts-oriented undergraduate programs while pursuing graduate studies appropriate to the needs of the CNU community.

Expose students to an excellent faculty, the members of which offer dynamic and personal learning experiences.

Support student development and success by providing comprehensive student support services.

Provide educational programs that prepare students for career opportunities and for further education, including graduate and professional studies.

Provide educational opportunities to address the needs created by societal and technological changes.

Support faculty and student scholarship and research.

Serve as a resource to the community and the Commonwealth to identify and address economic, educational, environmental and social concerns.

Provide a campus environment that recognizes, affirms, and appreciates ethnic and cultural diversity while striving for unity.

Create a climate that fosters learning and sharing among all students.

Provide opportunities for cultural enrichment.

Provide and support a well-qualified professional staff to enhance the learning

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environment through service to the CNU community.

Provide the financial and physical resources necessary to maintain and develop quality programs.

Maintain the vitality and effectiveness of the University through assessment, program review, and strategic planning.

The Mission Statement and University Goals are accurately cited in the current admissions catalogs for undergraduate and graduate students and in the current Handbook for instructional faculty, administrative and professional faculty, and staff. The statement and goals are included in the Restructuring Plan and the University's Strategic Plan.

The alumni, administrative and professional staff, faculty, and members of the Board of Visitors overwhelmingly agreed in the surveys and interviews that the current statement is expressed clearly and concisely, that it represents the official posture of the University, and that the educational goals and programs are consistent with the purpose (AlSv, Questions 8, 9, 10, 11; FcSv, Questions 11, 12; BvSv, Questions 1, 2, 3, 4). Further, the students strongly agreed that the curriculum requirements are related to the institutional mission (UgSv, Questions 7, 8, 11).

The first paragraph of the new Mission Statement describes the University's characteristics and its collegiate purpose. The second and third paragraphs define the University's educational role within Virginia's public university system. Although the goals are not numbered, there is an implied hierarchy in the presentation with the primary emphasis on liberal learning, student development, and student success. These are presented as University-wide goals and have been sharply focused in the strategic plan reviewed by the faculty at its annual retreat in August 1995 and approved by the Board of Visitors in September 1995.

The University's Mission Statement supports the institution's purpose but does so in such a general way that it could fit many different institutions of higher education. Some respondents to the faculty survey felt that the statement was too general and expressed concern about the reference to "spiritual" development. Other statements such as "It embodies the noble American maxim, E Pluribus Unum, that is 'From Many, One'" do not describe or define the characteristics of the institution and could be deleted (FcSv, Comments on Question 11). Members of the Board of Visitors expressed dissatisfaction with this phrase as well. They further indicated that the Mission Statement "lacked heart" and failed to defined the essence of the University (BvSv, Comments on Question 1).

The current Mission Statement recognizes many of the changes that have occurred at the University in recent years. Guided in part by Master Plan 2000, the University's mission now includes enhancing students' global and multicultural perspectives. In recognizing diversity within the United States and the world, students may come to understand their roles and

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responsibilities as citizens in both groups, enhancing their careers and further educational opportunities. With an international business and scientific community on the Peninsula and the ever-changing military presence, students need global and multicultural perspectives to participate in and contribute to the community and to the Commonwealth.

Christopher Newport supports these emphases in several ways. The University has hired faculty with international credentials, and the curriculum now includes general education courses with a global emphasis and degree programs in Modern Foreign Languages and International Culture and Commerce. The Office of International Programs maintains exchange agreements for students and faculty with universities in Japan, Mexico, the Dominican Republic, Nigeria, England, Russia, the Czech Republic, Korea, Guatemala, and China. Every year students from CNU and interested members of the community participate in The Summer Seminar in London. The University supports international students who serve as foreign language interns in Spanish, Japanese, and German. In Fall 1994, CNU students began participating in the National College Exchange Program, which allows students to pay CNU tuition but attend other colleges and universities around the country for a semester or an academic year.

There has been concern, however, that these new emphases have overshadowed the University's commitment to the local community. Previous Mission Statements focused on the role and commitment to the older student, the Virginia Peninsula, and the surrounding communities. That focus and commitment has been lost in the new statement.

RECOMMENDATION: The University should declare its commitment to the region in its Mission Statement.

Scholarly activity receives increased emphasis in the new statement, reflecting the initiation of graduate programs. However, the new emphasis is not at the expense of teaching. As stated in the opening paragraph, the University continues to value learning in--"the discovery, interpretation, dissemination, and application of knowledge" as the primary focus of its mission. Teaching and scholarship are presented as complementary and interactive parts of the learning process. Although the Mission Statement recognizes and supports the new relationship between scholarship and teaching, the official practice of the University has lagged in its recognition of the relationship. In Spring 1994, after three years of discussion, the faculty voted to accept a definition of what constitutes scholarship for the University, and forwarded it to the administration. At the time this report was written, the impact of this action on decisions of retention, tenure, promotion and merit pay has yet to be clarified. Similar discussions about the role of community service have not begun.

RECOMMENDATION: The expectations for teaching, research, and service should be defined in such a way that excellence in teaching is not compromised and that service to the University and community are sustained. These expectations should be published in the

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University Handbook and other appropriate documents.

Although the current Mission Statement has undergone recent and extensive revision with ample opportunity for comments and suggestions by all University constituencies, it has engendered considerable discussion and debate. Recent events have only contributed to the general concern that the statement, while clear, concise, and appropriate to the purpose of the institution, has not conveyed the distinctive nature of the University.

In Spring 1994, the General Assembly mandated restructuring for all public senior institutions of higher education and the Virginia Community College System to improve the efficiency of the institutions and their service to the Commonwealth. The Continuous University: The Plan for Restructuring Christopher Newport University includes a preface and 21 strategies for restructuring that are to be accomplished during the next three fiscal years. The preface presents a statement of vision that capitalizes on the strengths of the University. Although neither the preface nor the plan is in conflict with the Mission Statement, there appears to be little explicit linkage between the two, resulting in some confusion about their relationship to one another.

RECOMMENDATION: The ideas implicit in the Mission Statement and the preface to the Restructuring Plan should be reconciled.

RECOMMENDATION: The Strategic Plan should demonstrate a cogent relationship between the Mission Statement and the Restructuring Plan and generate measurable operational goals.

In August 1994, the President restructured the University's planning process and created an Office of Institutional Effectiveness and two new planning committees: the Executive Planning Council (EPC) and the Budget Advisory Committee for University Planning (BACUP).

At the same time, the Strategic Planning and Evaluation Council was eliminated (see Section 3.1 for analysis). Then, in January 1995, the rector of the Board of Visitors established a new ad hoc subcommittee for planning, mission, and vision. As a result of these two events, a biennial planning calendar has been established that requires not only a biennial review of the Mission Statement but the development of a six-year strategic plan based on the Board-approved Mission Statement. The strategic plan will be updated and submitted for approval to the Board of Visitors on a biennial basis.

The instructional faculty are represented in this new planning process by the president of the Faculty Senate in EPC and two faculty members (one appointed by the provost and one appointed by the Faculty Senate) in BACUP. The transition from SPEC to EPC and BACUP reduced faculty participation in the formal planning process from four to three representatives. Further, neither of the representatives on BACUP is tenured. The faculty have expressed concern about their lack of representation on the committees, particularly BACUP. It seems appropriate that a representative from each of the four academic colleges should be represented

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on BACUP and that the representation should include both tenured and non-tenured faculty with staggered terms to preserve continuity.

RECOMMENDATION: The Budget Advisory Committee for University Planning should include a faculty representative from each of the four academic colleges of the University. The representation should include both tenured and non-tenured faculty with staggered terms to preserve continuity on the committee.

Past criticisms of the planning process have focused on the University's failure to demonstrate appropriate linkages between planning, resource allocation, and evaluation. The new planning process as designed is adequate and appropriate to the University's stated purpose. It links strategic and operational planning efforts with resource allocation and evaluation. It establishes a biennial planning calendar that begins each planning cycle with a review and update of the University's mission statement and goals. It involves all constituencies of the University in the process. However, because the process is new, there has been little opportunity to assess its effectiveness (see Section 3.1).

RECOMMENDATION: The University, through the Office of Institutional Effectiveness, should demonstrate how assessment results have been incorporated into resource allocation.

It is generally agreed that the educational programs of the University are adequate and clearly related to its mission and purpose. Both undergraduate and graduate programs are introduced into the curriculum after considerable discussion, review and development of proposals that must be approved by the Board of Visitors and the State Council of Higher Education in Virginia. Each proposal provides detailed descriptions, goals, and an explanation of how the program relates to the University's mission and other programs. The curriculum, instructional techniques and policies for both the undergraduate programs are appropriate to the goals and purpose of the University (see Sections 4.2 and 4.3). The distance learning program, CNU ONLINE, was initiated within the Department of Philosophy and the Department of Government and Public Affairs. The statement of purpose and goals for the program is explicit and consistent with the mission and goals of the University (see Section 4.5). The continuing education, outreach, and service programs of the University support its mission and provide lifelong learning opportunities for its constituencies (see Section 4.6). The faculty are admirably qualified to support the educational programs and mission of the University (see Section 4.8). All contracts and agreements for educational services support the mission of the University. International exchange programs, off-campus contract courses, articulation agreements with community and two-year colleges, and teach-out agreements support both global and community needs (see Section 4.9).

Christopher Newport University provides a variety of support structures that complement its educational programs and encourage the development of its students. These learning

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resources and services support each of the stated purposes of the University. The mission statements of the Library and the Computer Center are consistent with the purpose of the University. Policies for the allocation and use of information technology resources are defined and executed by established committees and are consistent with the mission and goals of the University (see Sections 5.1.1 and 5.3). A variety of specialized facilities and equipment provide easy access for both students and faculty and are adequate to support the institution's mission (see Section 5.2).

The University's student development services clearly support the educational goals of the University. However, although the division's and its sub-units' mission statements support the central mission of the University, specific goals had not been developed (when this report was written) by the central office nor by all of the sub-units within the division. Therefore, the following recommendation appears in Section 5.4.1:

RECOMMENDATION: The newly restructured Office of Student Services under the dean of students should set specific goals that support the mission and provide a framework for the sub-units. All sub-units should set goals that support their mission statements.

Financial and human resources for student development services are adequate to support the goals of the University. However, there has been concern that the recent initiation of residential programs will drain resources from the commuter students. There also was concern, when this report was written, about the recent turnover in staff and the number of unfilled positions being administered by "acting" personnel. Therefore, the following two recommendations appear in Section 5.4.2:

RECOMMENDATION: BACUP should regularly review allocation of resources to ensure a balance between commuter and residential programs.

RECOMMENDATION: Professional faculty positions in all of the Student Services offices should be filled expeditiously to preserve their overall effectiveness.

The student activities program actively supports the mission of the University by encouraging both educational and personal development through exposure to various cultures and experiences, ideas and issues, art and musical forms, and lifestyles (see Section 5.4.3.2). Programming within the residence hall is designed to support the educational mission of the University. Trained staff members, numerous study and conference rooms, a Writing Center, and the Mathematics MacIntosh laboratory on the first floor of the Residence Hall also contribute to the positive learning environment within the residence hall (see Section 5.4.3.4). The financial aid program reflects the needs of the students and is consistent with the mission of the University (see Section 5.4.3.5). The health services program is designed to support the academic and personal success of students, consistent with the mission of the University.

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Currently, the services are limited and directed at the residential students although all students can take advantage of the program (see Section 5.4.3.6). The intramural athletics program is administered through the athletic department and actively supports student development consistent with the University's mission (see Section 5.4.3.7).

The University's intercollegiate athletics program has developed a mission statement but it does not explicitly refer to academic success, student development, or the University's mission.

Further, a statement of goals and objectives has not been developed for the program. Therefore, the following recommendation appears in Section 5.5.1:

RECOMMENDATION: The Athletic Department should develop, with input from faculty and the administration, a written statement of goals and objectives. This statement must be in harmony with the University mission.

The administrative organization of the University is consistent with its purpose and philosophy and allows each functional unit to perform its responsibilities as defined in the mission statement and goals.

The University possesses sufficient financial resources and demonstrates the financial stability necessary to support its mission and educational programs. However, to sustain this stability, CNU must remain affordable by increasing its level of State funding and other sources of revenue. Therefore, the following recommendation appears in Section 6.3.1:

RECOMMENDATION: The University should increase its efforts to obtain donations, receive grants, and increase and protect state appropriations in order to support the educational and general programs.

RECOMMENDATION: State funding of in-state students should be increased to a level comparable to similar institutions.

The physical resources of the University are adequate to serve its needs and support its stated purpose, programs, and activities. Specific concerns exist, however, related to non-classroom research laboratory space, library space, physical plant space, and space to accommodate large groups. Broader issues of concern relate to the integration of the Ferguson High School property with the existing campus and the compatibility of that space with the University's needs. Therefore, the following recommendations appear in Section 6.4.1:

RECOMMENDATION: The University should create more research lab space.

RECOMMENDATION: Funding for the next phase of the library expansion should be secured as soon as possible.

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RECOMMENDATION: Committees planning the renovation and use of all space affected by the move to Ferguson High School should include substantial involvement by faculty and all other affected constituents.

RECOMMENDATION: In reallocating space resulting from the move to Ferguson High School, the University should assign more space to Plant Operations.

RECOMMENDATION: A facility to accommodate large groups should be a component of any recreation complex.

RECOMMENDATION: The University should consider the construction of a performing arts center in the development of its Master Site Plan.

RECOMMENDATION: Renovation funds related to the acquisition of Ferguson High School should be secured as soon as possible.

The program of institutional advancement and related fund raising efforts directly support the purpose of the University and are evidenced both in the program's mission statement and in its short and long-term goals (see Section 6.2). All externally funded grants and contracts conform to the stated purpose of the University and policies governing such activities require such conformity (see Section 6.5). The University has a beneficial relationship with two foundations, both of which are separately incorporated entities. Both foundations complement the University's purpose: one by rendering financial assistance and the other by purchasing boats for its intercollegiate sailing program.

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RECOMMENDATIONS

1. The University should declare its commitment to the region in its Mission Statement.
2. The expectations for teaching, research, and service should be defined in such a way that excellence in teaching is not compromised and that service to the University and community are sustained. These expectations should be published in the University Handbook and other appropriate documents.
3. The ideas implicit in the Mission Statement and the preface to the Restructuring Plan should be reconciled.
4. The Strategic Plan should demonstrate a cogent relationship between the Mission Statement and the Restructuring Plan and generate measurable operational goals.
5. The Budget Advisory Committee for University Planning should include a faculty representative from each of the four academic colleges of the University. The representation should include both tenured and non-tenured faculty with staggered terms to preserve continuity on the committee.

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APPENDIX A

Persons Interviewed

Members of the Board of Visitors:

Dr. Mary Bicouvaris
Mr. William H. Ferguson, III
Mr. Robert McGaw
Ms. Anna McNider
The Hon. Paul S. Triple, Jr.

Members of the University Administration:

Dr. Anthony R. Santoro, President
Dr. Richard M. Summerville, Provost
Mr. William L. Brauer, Executive Vice President
Dr. David P. Harner, Vice President for Development
Mr. Keith F. McLoughland, Acting Vice President for Student Services
Dr. Louis J. Noisin, Assistant to the President for Multicultural Affairs and Affirmative Action
Dr. Wendell A. Barbour, Dean of Academic Support
Dr. Jouett L. Powell, Director of Graduate Studies
Dr. Sue M. Jones, Director of Continuing Education
Dr. Mario D. Mazzeella, Former chair of the Strategic Planning and Evaluation Council

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SOURCES CITED

Internal

- The 1994-95 catalogues for undergraduate and graduate students
- The 1994-95 Handbook for instructional faculty, administrative and professional faculty, and staff
- The 1994-95 Handbook for students
- The minutes of the Board of Visitors for fiscal years 1988-89 through 1994-95
- The minutes of the Strategic Planning and Evaluation Council
- The current brochures used for recruiting students
- The current brochures used for fund-raising efforts
- Master Plan 2000, a strategic plan approved by the Board of Visitors in July 1989
- The Continuous University: The Plan for Restructuring Christopher Newport University, approved by the State Council of Higher Education in Virginia and the Secretary of Education in January 1995

External

- Code of Virginia, Christopher Newport University, §§ 23-49.23 through 23-49.33
- Virginia Plan for Higher Education, 1989
- Virginia Plan for Higher Education, 1991-1992
- Virginia Plan for Higher Education, 1993
- "The Case for Change," a document published by the Commonwealth of Virginia's Commission on the University of the 21st Century in 1991
- "Colleges and Universities for the 21st Century: A Report and Proposals for Continued Improvement in Virginia Higher Education," a document developed by the presidents of the colleges and universities in Virginia in 1991
- Chapter 966, 1994 Appropriations Act, Item 183, language mandating the restructuring effort

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SECTION III

INSTITUTIONAL EFFECTIVENESS

Introduction

Although Christopher Newport University has engaged in continuous planning and evaluation over the past ten years, the period 1993-94 was a time of major revision and restructuring in the area of institutional effectiveness. In response to directives from both the State Council of Higher Education for Virginia (SCHEV) and the Commission on Colleges, the University completed a reordering of priorities, processes, and personnel in the area of institutional effectiveness in order to improve the coherence of its planning and evaluative activities.

The Mission Statement, planning committees, and processes for institutional effectiveness are relatively new and, thus, not yet assessed; accordingly, the purpose of this report is to describe the planning and evaluation programs now in place and explain the University's reasons for making major revisions in the area of institutional effectiveness (see Appendices, Planning Cycle and Planning Calendars by Activity).

3.1 Planning and Evaluation: Educational Program

In December 1993 the University adopted a Mission Statement as well as a set of goals which represent the first important step in establishing of a more coherent and effective planning and evaluation process at Christopher Newport University. Although the University had been successfully evaluating the quality of its academic programs prior to 1987 when it submitted its original Student Assessment Plan to SCHEV, the newly revised Mission Statement and goals provide a much-needed baseline from which administrators involved in institutional effectiveness can evaluate the achievements and progress of the University. In addition, faculty members in departments across the University will now be able to analyze their own departmental Mission Statements, goals, and assessment data within the larger university context in order to provide greater institutional coherence and quality.

The University's previous Mission Statement and goals, as outlined in Master Plan 2000, were primarily descriptive. The University's primary focus was on expansion (5,000 FTE and 7,500 headcount by the year 2000). Thus its efforts were concentrated on increasing the size of the University without carefully considering its limited resources or prioritizing its activities (MiSt, 8-9).

Although the new Mission Statement is an improvement over the latter, it is still lacking specifics. This is especially important since SACS expects "each member institution to develop a broad-based system to determine institutional effectiveness appropriate to its own context and

purpose, to use the purpose statement as the foundation of planning and evaluation, to employ a variety of assessment methods, and to demonstrate use of the results of the planning and evaluation process for the improvement of both educational programs and support.” Since SACS notes that “educational quality will be judged finally by how effectively the institution achieves its established goals,” it is crucial that the mission statement provide specific, tangible goals” (Criteria, 17).

In addition, some respondents to the Faculty Survey indicated that the Mission Statement was too generic and did not apply specifically to the University's older students or regional orientation. The average Christopher Newport student is a local Peninsula resident, aged 27, who commutes to the University. However, the previous Mission Statement's reference to non-traditional students with special "learning needs and prior life experiences" was dropped in the 1994 Mission Statement. One faculty member comment on the Self-Study Survey was largely representative of many of the opinions about the revised Mission Statement: "We are all things to all people and have lost sight of our mission to serve the commuter/local population” (FcSv, Question 2).

RECOMMENDATION: The University should reaffirm in its Mission Statement its commitment to the region and be more definitive about its purpose.

University-Wide Planning

In addition to the creation of a new Mission Statement and Goals, Christopher Newport University has also entirely restructured its planning and evaluation activities (see Appendices, Organizational Chart). In August 1994 an Office for Institutional Effectiveness was created, which includes the associate vice president for budget and planning and three other administrators: the director of budget development, the director of assessment and evaluation, and the director of institutional research. With the exception of the director of institutional research, all the other newly established positions were created by combining duties and reassigning existing personnel within the new office. The associate vice president as well as the three directors now work with other administrators and faculty at CNU to conduct both planning and evaluation processes throughout the University. In addition, the Board of Visitors established its own Mission and Vision Committee, which reviewed its vision for the University.

The University has undertaken this ambitious program of planning and evaluation as a response to direct criticism from the Commission on Colleges, the State Council of Higher Education for Virginia (SCHEV), and vocal members of the academic community who believe that the previous methods for planning and evaluation lacked coherence and unity. In its May 1994 report to the University, the Commission on Colleges was extremely direct about the problems it saw regarding planning and evaluation and thus effectiveness. These criticisms, which had to be addressed by the University, are outlined in the provost's "Institutional Response" report dated August 15, 1994 (InRp, 2):

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- (1) procedures in place for providing the University with important information on which to make decisions . . . had yet to produce a University-wide mechanism for institutional effectiveness,
- (2) a lack of awareness, a lack of understanding, and a lack of participation in the institutional effectiveness process by a variety of constituents was evident,
- (3) questioned the effectiveness of the Strategic Planning and Evaluation Council (SPEC) as the appropriate vehicle to accomplish this purpose,
- (4) no individual or office seemed to be charged with the responsibility for institutional research.

Likewise, SCHEV criticized the planning and evaluation processes in a letter to the University dated October 7, 1993. In its "1994 Interim Report on Assessment at Christopher Newport University," the University addressed SCHEV's "Concerns" (pp. 2-10). SCHEV specifically stated in its letter that CNU should coordinate its assessment with Master Plan 2000 (Interim Report, 4-5). SCHEV also wanted the University to support these activities in a visible manner since the student assessment coordinator had been reassigned to the student services division of the University. Equally troubling for SCHEV, however, was the lack of coherence in the way that the University used (or did not use) the results of assessment when making important financial or curricular decisions.

The University's "Interim Report of 1994" to SCHEV conceded that the lack of coherence in planning and evaluation undermined institutional effectiveness and created "limitations." The report noted there were problems "in tracing the results of assessment to decisions made in effecting improvement and in allocating resources" (Interim Report, 9).

Some of the responses by CNU Faculty to the Self-Study survey suggest that there is dissatisfaction with University-wide planning and assessment mechanisms and a need for the kind of revision recently undertaken by the University. Although 68 percent of faculty said that they "strongly agreed" or "agreed" that planning procedures in their departments were satisfactory (FcSv, Question 21), only 19 percent of faculty "strongly agreed" or "agreed" that "the University has adequate evaluation of its institutional research efforts" (FcSv, Question 25).

It seemed clear in 1994 that Institutional Effectiveness was a problem which required a comprehensive solution. For this reason, the University began work on a Strategic Plan which will not only link the activities of the University to its Mission Statement and Goals, but most importantly, use the results of assessment in making resource allocations. Although it is too early to evaluate the impact of the Strategic Plan on CNU's institutional effectiveness, we feel that the planning and assessment activities begun in 1994-95 will improve the effectiveness of

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the University.

RECOMMENDATION: The University, through the Office of Institutional Effectiveness, should demonstrate how assessment results have been incorporated into resource allocation.

These important planning and evaluation processes will be coordinated by two major university-wide committees: the Executive Planning Council (EPC) and the Budget Advisory Committee for University Planning (BACUP). The Executive Planning Council is "responsible for developing the strategic vision for the University, focusing the vision, and then providing the process for implementation of the vision--including the review and approval of mechanisms for monitoring institutional effectiveness" (Interim Report, 5). The Council, therefore, provides the University with a broad-based planning mechanism which will define and conduct all the strategic planning. This committee supersedes its predecessor, SPEC (Strategic Planning and Evaluation Committee), which was eliminated in the restructuring.

Although EPC plays a major role in overseeing all of the strategic plans of the University, it has little faculty representation. At present, EPC is composed of the provost (chair), the president of the Faculty Senate, the executive vice president, the dean of students, the vice president for development, the associate vice president for budget and planning, and the Student Government president. It is, therefore, suggested that such a crucial committee have greater faculty representation.

RECOMMENDATION: Representation of the Faculty Senate on EPC should be increased.

The financial considerations involved in the planning and evaluation process will now be handled by a separate committee, the Budget Advisory Committee for University Planning (BACUP) comprising the associate vice president for budget and planning (chair); the four college deans; the dean of academic support; the director of admissions; two members of the instructional faculty, appointed by the Faculty Senate and the provost; the Student Government representative; and four representatives, appointed by the university vice-presidents. The mission of BACUP is to advise EPC on matters pertaining to operational planning, budget, evaluation, and institutional research. Since this committee also plays a decisive role in institutional planning and implementation, it is imperative that BACUP include increased faculty representation.

RECOMMENDATION: Current representation on BACUP should be reviewed to ensure that all University constituencies are adequately represented.

In the fall of 1994, EPC analyzed and synthesized all the newly created departmental Mission Statements. EPC selected eleven objectives for strategic planning in the next decade. BACUP created specific plans to implement these objectives. The Strategic Plan incorporates the goals of the University's Restructuring Plan. Nevertheless, inconsistencies between the

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Mission Statement and the Preface of the Restructuring Plan signal the need for further reconciliation. For example, the Mission Statement calls for the “spiritual” development of students, but there is no mention of this goal in the Plan. Similarly, the Mission Statement invokes the American ideal, “From many, one,” but this is not mentioned in the Plan. In addition to such reconciliations the Strategic Plan should include measurable operational goals, in order to provide for regular review and modification of the Plan.

RECOMMENDATION: The ideas implicit in the Mission Statement and the Preface to the Restructuring Plan should be reconciled in the Strategic Planning process.

RECOMMENDATION: The Strategic Plan should demonstrate a cogent relationship between the Mission Statement and the Restructuring Plan and generate measurable operational goals.

In addition to the formulation of committees and the reorganization of offices and staff, the provost's "Institutional Response to the Report of the Substantive Change Committee" has created a series of time charts for planning activities (See Appendices, Planning Calendars). The calendar provides a systematic and broad-based mechanism for creating a strategic plan, an operations plan, a plan for resource allocation, and an assessment and evaluation of the student assessment plan. It should be noted, however, that the activities for Fiscal Year A (1994-95) were delayed when University officials needed to work on both the Restructuring Plan and a University revenue shortfall. Thus, the original planning calendar in the provost's report must be updated to reflect the timing changes.

Despite the delay, however, EPC and BACUP have completed a strategic plan; a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis; a strategic analysis of critical issues; and a list of long-term objectives. These were presented to the CNU Board of Visitors at its June 1995 meeting. In addition, BACUP has created a list of long-term objectives which sets forth projected results, a timetable of activities, available resources, a list of responsible planning parties, and a feedback mechanism.

Since the Strategic Plan is of great importance to the University as a whole, it is important for the entire University community as well as the planning committees to analyze and approve the Plan. In fact, a university-wide discussion of the Strategic Plan was the topic for the fall 1995 faculty retreat.

RECOMMENDATION: The associate vice president for budget and planning should publish a concise draft of the University's Strategic Plan and invite campus-wide response in advance of finalizing the Plan.

RECOMMENDATION: The University's Strategic Plan should be published annually and made easily accessible to all constituencies.

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With the approval of the Strategic Plan by the Board of Visitors in September 1995, the University can proceed systematically to assess its undertakings and assemble data necessary to judge the success of its endeavors and to develop subsequent strategic plans. It is particularly important that progress toward the goals published with the Mission Statement be evaluated. As the remainder of Section 3 indicates, many data already are available. The important and necessary step, though, will be to provide data adequate for regular, coordinated, and systematic assessment.

RECOMMENDATION: The associate vice president for budget and planning should immediately initiate a coordinated effort to collect data to assess the extent to which the educational goals of the University are being achieved.

College and Departmental-Level Planning and Evaluation

In January 1986, the General Assembly of the Commonwealth of Virginia requested that the State Council of Higher Education for Virginia (SCHEV) require colleges in the Commonwealth to assess student achievement. Beginning in 1987, Christopher Newport University instituted its first assessment plan which was updated once in 1992 (Undergraduate Student Assessment Plan, October 1992). Each department or program within the University has devised a mission statement, action plans, and goals, as well as a method of evaluation which help to measure achievement.

Although planning and evaluation on a university-wide level have met with difficulties in the past, the planning and evaluation on the college and departmental level continue to enjoy success both within the University and the Commonwealth of Virginia. The University's Program Review Committee (PRC) utilizes a broad-based, systematic planning and evaluation process which assesses educational programs on all levels: undergraduate departmental majors, general education, and faculty. In a letter to the University dated August 4, 1992, Dr. Margaret Miller, associate director for SCHEV, stated that the State Council members "have always been impressed by the way that CNU has embedded assessment into its program-review process." Dr. Miller suggested that the PRC was "largely responsible for the effectiveness of assessment in helping to spur curricular change." In her evaluation of planning and evaluation, Dr. Miller noted that "CNU has one of the best student outcomes assessment programs in Virginia." Thus, it is evident that CNU continues to evaluate its success with respect to student achievement.

Each year, the PRC evaluates several departments through a systematic process. This includes an analysis of the department's programs, curricular goals, faculty goals, and immediate and long-range plans. The findings of the PRC review have been responsible for improving educational programs within a number of departments. For instance, program review in the Education Department revealed possible deficits in the degree to which the department provides its students with challenges in the areas of analytical and higher order thinking processes and

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skills. The Education Department then acted to include these activities in its courses.

Another example of effective use of the PRC to improve planning and evaluation within the departments took place in the Department of Physics and Computer Science. The Department was asked to identify separate goals for each of the programs and develop more specific criteria for external evaluation of senior research projects. It is, therefore, not surprising that in another review of the PRC by Dr. Margaret Miller, she notes that "feedback from the PRC is a major strength of assessment in the majors."

Other successful assessment programs which provided positive results can be found in the area of reading and writing skills. Careful monitoring of the progress of remediated students, for example, has led to changes within the freshman composition curriculum and the instruction of "at risk" students. Other assessment data revealed progress of students in freshman writing courses. The English Department also has taken significant steps to meet the writing needs and deficits of the student population by establishing a Writing Center during 1993.

Section 4.2.3 contains two recommendations involving Institutional Effectiveness--one to assess student needs and financial resources prior to instituting new undergraduate programs, the other to study the impact of graduate programs on undergraduate programs.

Graduate Program

Although the assessment of planning and evaluation of the departments is well-established, the processes for analyzing activities within the relatively new graduate program established in 1991 are comparatively untested. Graduate programs will be reviewed in a manner similar to the departments on the undergraduate level. The Admission, Assessment and Program Review Committee, like the Program Review Committee for undergraduate program review, is the reviewing body. There is a proposal to split this committee into two committees. Program review would then be undertaken by the Assessment and Program Review Committee, and admissions and other academic issues would be handled by the Admissions, Graduate Assistantships and Degrees Committee. The first graduate program was entering the program review cycle during the 1994-95 academic year. In response to a request from the director of graduate studies, two surveys were developed and are currently used to evaluate the existing programs. These surveys include the Graduate Follow-up Survey (GFS) and the Graduate Survey of Educational Gains (GSEG).

Section 4.3.1 contains three recommendations involving Institutional Effectiveness--the first on the need for a financial analysis of the graduate program, the second on the need for analysis of revenues and costs, and the third (the fourth recommendation in 4.3.1) on the need for a long-range plan for the graduate program.

General Education

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Although separate colleges or departments of the University plan and evaluate in a systematic and effective manner, the problems encountered by a university-wide general education requirement highlight the difficulties encountered when institutional planning and evaluation must be done within a larger context. The "1994 Interim Report on Assessment at Christopher Newport University" listed as one of its "major concerns" the fact that a SCHEV appointed team "had the impression that general education at CNU was fragmented and in flux, as reflected in its organization" (Interim Report, 2).

Since the general education requirement has been a continuing problem for at least five years, an explanation is required. In 1989 the president bypassed all curriculum committees and appointed a faculty committee to rewrite the general education requirements. Although some revisions were made in the general education requirements, planning and evaluation remain in a state of flux. When it became apparent that SCHEV would insist on revisions, the Curriculum Committee began the process of revision, but their efforts were undermined because the committee consisted of a majority of untenured faculty. For this reason, this committee asked the provost to bypass established curriculum committees and create a special "task force" to revise the general education requirements. This new committee worked over the summer and, therefore, its report did not necessarily elicit the confidence of the faculty as a whole. The University's 1994 Interim Report noted: "concerns are frequently raised regarding the overall coordination of general education (or its lack), and it is widely recognized that improvements need to be made to merit the kind of confidence that undergraduate education in the majors has inspired both at SCHEV and at CNU" (Interim Report, 3).

After the second task force's controversial revision of general education took place in the summer of 1994, a more systematic and broad-based planning and evaluation process was instituted in which the Curriculum Committee and the Faculty Senate held meetings to debate changes. After a lengthy review and open faculty hearings by both the Undergraduate Curriculum Committee and the Faculty Senate, the Senate passed a final revision of the general education requirements. The president, however, rejected the Faculty Senate's deletion of the foreign language requirement and reinserted it in the new program. The faculty then expressed its unhappiness with the president's decision by passing a motion which criticized the president's action.

In order to ensure that future curricular changes will no longer bypass established and representative faculty committees, guidelines for making university-wide curriculum changes should be created and published in the University Handbook. It should also be noted that key committees which are required to make controversial decisions should be better balanced between tenured and untenured faculty. This fact seems crucial to the orderly and effective planning and evaluation of the educational programs.

RECOMMENDATION: Procedures for selecting members to planning and evaluation

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committees which make crucial and often controversial decisions on resources and faculty allocations should be reviewed.

RECOMMENDATION: The University should follow established guidelines for curriculum changes.

The university may be able to improve its efforts to assess all of its educational programs if the faculty members of the Student Assessment Committee, which works with the director for student assessment and evaluation, included some persons with a background in statistics appropriate to such work.

RECOMMENDATION: The Student Assessment Committee which works with the director for student assessment and evaluation must include some members of the faculty with specific training in evaluation, assessment, forecasting, statistics, and research.

Research and Scholarship

Frustration also resulted from a delay in implementing a policy on expectations for faculty scholarship for awarding retention, promotion, and tenure. Though approved by the faculty in April 1994, the policy did not appear in the University Handbook until the 1995-96 edition. Until this printing, the University Handbook listed "professional development" as one of the criteria for retention, promotion, and tenure, but was imprecise in defining what constituted "professional development" beyond the assertion that "each department delineates the specific criteria and procedures it will use in evaluating its members" (VII, 41-2). The president had asked the faculty to arrive at a definition of "scholarship." When the faculty did this, the provost and the president delayed any response. After three years and at least two faculty revisions of the definition, the University now has a definition of scholarship and research. The statement requires individual departments to arrive at individual standards with a final approval by the deans, provost, and president.

RECOMMENDATION: All University academic departments should expedite and publish their specific expectations for faculty research and scholarship in accordance with the Mission and the Goals of the University.

3.2 Planning and Evaluation: Administrative and Educational Support Services

In 1994, all educational support service units were asked to write individual mission statements, goals, and strategic plans which addressed their activities and were complements to the university-wide Mission Statement and goals. This effort was envisioned as a first step to a unified planning and evaluation program in this area. There are, in fact, plans through the Office of Institutional Effectiveness to centralize and coordinate the planning and evaluation of

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educational support and administrative services; however, as of late 1994 most evaluation and assessment activities are carried out within the Student Development Services and a number of other offices.

Previous evaluation activities conducted by the Office of Student Life have produced award-winning assessment-related research. This research explored student involvement from the commuter students' perspective, providing information about the differences between highly involved and minimally involved students. The study suggested ways in which students could become more involved in the University and thus benefit even more from the university experience. In this way, Student Life has led the way toward identifying some of the unmet needs of students at CNU.

Another successful student services evaluation project involves the cooperation between CNU and Thomas Nelson Community College in studying transfer student success. This activity is one of the latest research activities between CNU and the community colleges designed to increase the success of transfer students as they move from a two- to a four-year program.

Although the research efforts of Student Services have been significant over the past ten years, the results of evaluation and assessment data generated by this office are not regularly distributed to the faculty. In fact, when faculty were asked on a survey to react to the question "The following student service and/or programs are effectively contributing to meeting Christopher Newport's goals," and were then given a list of activities including academic advising, counseling, and career services, the largest percentage of respondents answered "don't know." (FcSv, Questions 171-84).

The freshman advising program is another example of how data could be used more efficiently. Advisors often lack data when advising students, in particular transfer and unclassified students. After students take academic placement tests, their scores are given to advisors who will help them select appropriate courses. However, the results from tests are sometimes incorrect or incomplete and do not provide a basis for informed analysis on the part of the advisor or the student. Comments from the student survey included many negative statements about advising. Much of the student criticism about advising dealt with mismatched advisors and students and incomplete information on which to base course selection. In addition, registration materials no longer require an advisor's signature, and thus many students "self-advise," often to their own detriment.

RECOMMENDATION: The academic deans should evaluate the system by which students are assigned to advisors, with special emphasis on matching students with professors in their intended major departments.

RECOMMENDATION: The academic deans should revise the system of test reporting in

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order to provide accurate and timely information to both students and their advisors.

SUGGESTION: The concept of self-advising at registration should be reevaluated.

Administrative Services

When the formal strategic planning process began in 1994, every administrative unit within the University was asked to create a mission statement and goals which were specific to that unit but also complementary with the University Mission Statement and Goals.

Even before this restructuring of planning and evaluation, however, there was a mechanism for assessing the effectiveness of administrative units within the University. According to information obtained from an interview in early December 1994 with the University's internal auditor, all administrative units, including student activities, undergo a risk assessment and efficiency and effectiveness review at least once every five years. In addition, section VII-C-5 of the 1994 University Handbook states that the supervisor of each administrative or professional faculty member is responsible for an annual evaluation of the faculty member prior to the beginning of each fiscal year. The supervisor may solicit information from the employee's files, peers, and subordinates, but the responsibility for the evaluation lies with the supervisor. However, this prescribed review is not always carried out.

RECOMMENDATION: Each administrative or professional faculty member should be evaluated every year based upon clearly described performance goals and objectives.

As the new Office for Institutional Effectiveness began to operate in 1994-95 with a new associate vice president, it assumed the task of integrating and coordinating all administrative activities:

1. Conduct institutional long- and short-range planning,
2. Oversee personnel, budgets, committees, and frameworks for development of the University,
3. Develop and coordinate institutional Mission Statements and goals.

More specifically, the Office of Institutional Effectiveness also coordinates many other administrative efforts:

1. Prepare and submit operating planning documents for the next biennium based on approved priorities,
2. Execute preliminary recommendations for annual resource allocation plan for the Executive Planning Council (EPC) and the Budget Advisory Committee for University Planning (BACUP),

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3. Prepare and distribute an annual institutional effectiveness report,
4. Coordinate next assessment cycle for academic and administrative programs, and
5. Conduct scheduled studies and analyses of the institution.

Another goal for the Office should be the dissemination of institutional research and data results. A University newsletter entitled Perspectives once provided much needed information on university-wide planning and assessment activities. Due to a lack of personnel in the Office for Institutional Effectiveness, the last issue appeared in the spring of 1994.

RECOMMENDATION: An assessment newsletter, Perspectives, should be published on a timely basis.

One respondent to the Self-Study Survey designed for administrators and professional faculty best summed up the current state of administrative planning and evaluation on the institutional level:

Regarding questions which pertain to planning and evaluation, I offer a general observation: Much is in the process of coming together right now, and a lot of good effort has been expended in that direction. However, the work that remains to be done is still very significant. It is difficult, looking at the institution as a whole, to find many evidences of a planning and evaluation process that is coordinated and moving in the same direction. Planning/evaluation does happen, but its coordination remains a problem. The fact that my responses were as positive as they were is owing to two factors: (a) an optimism that the efforts begun thus far will continue and will outlive all of us and (b) a knowledge that as far as my own operations are concerned, there is a rational process of planning ahead and evaluating the performance over time.

RECOMMENDATION: University evaluation and assessment data should be channeled through the Office of Institutional Effectiveness.

RECOMMENDATION: The Office of Institutional Effectiveness should develop a clearinghouse of CNU research to support institutional effectiveness as well as on-going research and planning efforts.

RECOMMENDATION: The University must commit itself to use its resources--financial and otherwise--to maintain and support the Office of Institutional Effectiveness.

3.3 Institutional Research

There is a significant number of planning and assessment activities carried on at Christopher Newport University, as evidenced by the many examples discussed in this section of

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the Self-Study. Various constituencies of the University produce studies on student attrition and graduation, demographic profiles, analysis of SAT scores, faculty salaries, and a host of other important issues. However, the challenge facing the institution is to develop an organizational system that will link short- and long-range planning to research findings. The trend in the past has been to conduct evaluation and assessments in response to State mandates only.

RECOMMENDATION: The Office of Institutional Research should work proactively, providing forecasts for the University in order to help it in future planning.

Several recommendations from other sections of this report pertain to Institutional Research. Each is identified below by a brief summary and the number of the Section in which the recommendation appears.

To assess student needs and financial resources prior to instituting new undergraduate programs (4.2.3)

To study the impact of graduate programs upon undergraduate programs (4.2.3)

To evaluate the components of the advising system (4.2.5)

To develop a financial analysis of the graduate program (4.3.1)

To analyze the revenues and costs of the graduate program (4.3.1)

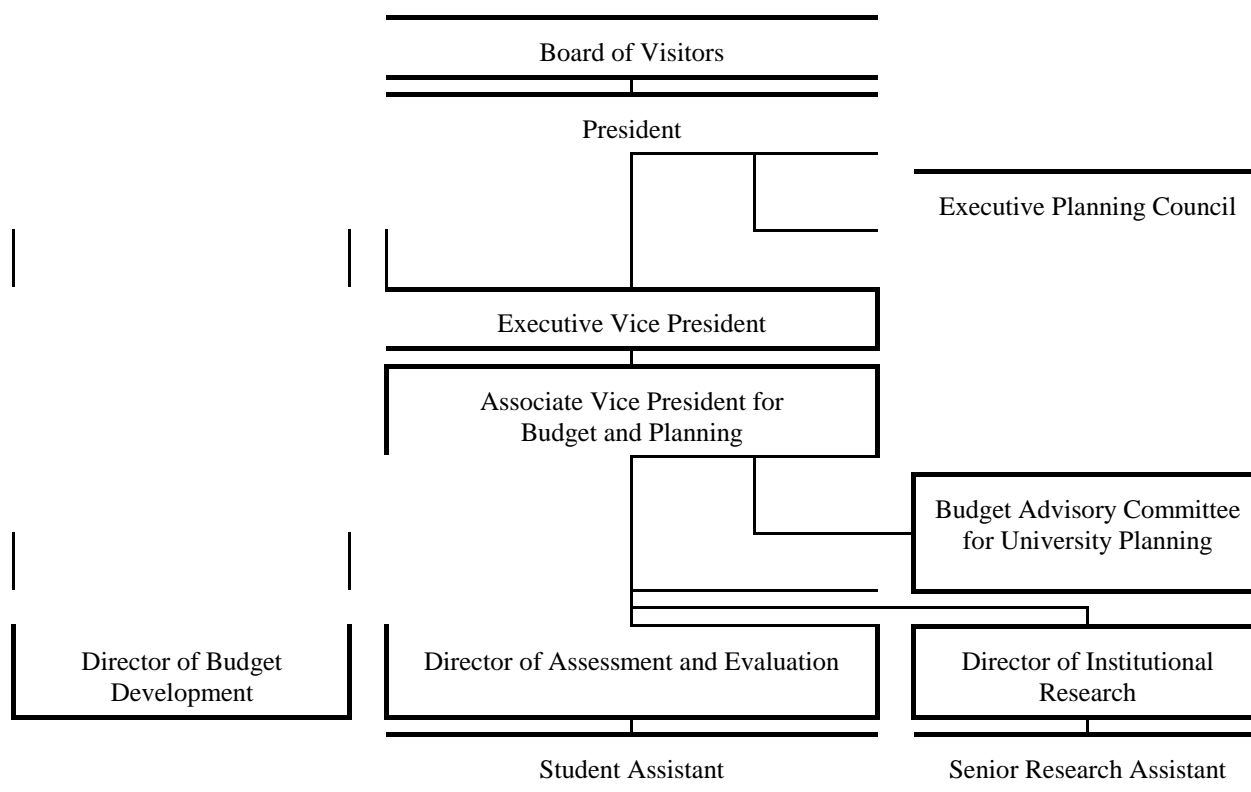
To evaluate the resources and services of the Computer Center (5.3)

To balance allocations between programs for commuter and residential students (5.4.2)

The development of an Office of Institutional Effectiveness in 1994 created a much-needed coherent structure for university-wide planning and evaluation. Crucial to the success of this office, however, was the hiring of a new director of institutional research to work with the director of budget development and the director of assessment and evaluation to help coordinate the efforts of the office under the guidance of the associate vice president for budget and planning.

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Chart 3.3.A
CHRISTOPHER NEWPORT UNIVERSITY
ORGANIZATION CHART
OFFICE OF INSTITUTIONAL EFFECTIVENESS



It is only through these coordinated efforts that data can be systematically collected, and analyzed and the results used to plan and evaluate University activities. In addition, research will no longer be done in isolation from budgetary concerns.

The Office of Institutional Effectiveness must lead the university-wide efforts to collect and analyze data and to make known its findings. After the first cycle of university-wide research and analysis, a regular evaluation of the effectiveness of the research process must begin. Results of such evaluations must be used to improve the process.

RECOMMENDATION: The Office of Institutional Effectiveness must coordinate university-wide efforts to collect and analyze data and make known its findings.

RECOMMENDATION: There must be regular evaluation of the effectiveness of the institutional research process, and the results of such evaluations must be used to improve

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the process.

In fact, a successful Office of Institutional Effectiveness might have been able to prevent or at least anticipate a recent budget shortfall which occurred when the new dormitory did not fill to capacity and enrollment and retention projections were not met. An Office of Institutional Research would have assisted and clarified the short- and long-term costs and benefits of building the dormitory. Instead, the University built the dormitory and hired new faculty based on projected increases in both in- and out-of-state students. These projections, however, were not based on statistically valid surveys or models. When these new students did not materialize, the University found itself in a serious financial shortfall.

Unfortunately, the planners of the dormitory also relied on incomplete admissions data. Without doing a systematic survey, the Office of Admissions calculated that, in the past, approximately 1,600 student application packets were not returned because the applicants wanted to live in a campus dormitory. This information was, at best, circumstantial and in no way a scientific sampling. No needs assessment for the dormitory was ever carried out.

A successful Office of Institutional Effectiveness will also be a source for important data when other restructuring efforts and "downsizing" are required. During 1994-95, the Commonwealth of Virginia asked that state colleges and universities restructure for efficiency and economy. Christopher Newport University finally had its plan accepted after two rejections.

Although the administrators of the University have worked extremely hard to meet the restructuring demands of the Commonwealth, they were, no doubt, hampered by a lack of personnel, data, and a coherent strategic plan.

RECOMMENDATION: The Office of Institutional Effectiveness should include a full-time director of institutional research and appropriate support staff.

Although the University has written a justification of its actions on restructuring (see "A Brief History of Restructuring at Christopher Newport University," January 10, 1995), the report does not come to terms with the actual problem of meeting the Commonwealth's goals for restructuring. Instead, the report emphasizes that CNU met the "deadlines" for filing restructuring plans. Meeting deadlines is, of course, imperative, but satisfying the expectations of the Commonwealth is of greater importance.

Although the General Assembly rescinded a \$680,000 penalty for non-approval of the restructuring plan by the deadlines, this stressful incident has exacted its toll on administrators and faculty alike. In order to avoid these situations in the future, as well as for a host of reasons mentioned throughout this report, Christopher Newport University and its president should commit resources, personnel, and effort to the building of a well-run and efficient Office of Institutional Research.

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RECOMMENDATION: Institutional research results must be published on a timely basis to key faculty and administrators.

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RECOMMENDATIONS

1. The University should reaffirm in its Mission Statement its commitment to the region and be more definitive about its purpose.
2. The University, through the Office of Institutional Effectiveness, should demonstrate how assessment results have been incorporated into resource allocation.
3. Representation of the Faculty Senate on EPC should be increased.
4. Current representation on BACUP should be reviewed to ensure that all University constituencies are fairly represented.
5. The ideas implicit in the Mission Statement and the Preface to the Restructuring Plan should be reconciled in the Strategic planning process.
6. The Strategic Plan should demonstrate a cogent relationship between the Mission Statement and the Restructuring Plan and generate measurable operational goals.
7. The associate vice president for budget and planning should publish a concise draft of the University's Strategic Plan and invite campus-wide response in advance of finalizing the Plan.
8. The University's Strategic Plan should be published annually and made easily accessible to all constituencies.
9. The associate vice president for budget and planning should immediately initiate a coordinated effort to collect data to assess the extent to which the educational goals of the University are being achieved.
10. Procedures for selecting members to planning and evaluation committees which make crucial and often controversial decisions on resources and faculty allocations should be reviewed.
11. The University should follow its own guidelines for curriculum changes.
12. The Student Assessment Committee which works with the director for student assessment and evaluation must include some members of the faculty with specific training in evaluation, assessment, forecasting, statistics, and research.
13. All University academic departments should expedite and publish their specific expectations for faculty research and scholarship in accordance with the Mission and

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Goals of the University.

14. The academic deans should evaluate the system by which students are assigned to advisors, with special emphasis on matching students with professors in their intended major departments.
15. The academic deans should revise the system of test reporting in order to provide accurate and timely information to both students and their advisors.
16. Each administrative or professional faculty member should be evaluated every year based upon clearly described performance goals and objectives.
17. The assessment newsletter, Perspectives, should be published on a timely basis.
18. University evaluation and assessment data should be channeled through the Office of Institutional Effectiveness.
19. The Office of Institutional Effectiveness should develop a clearinghouse of CNU research to support institutional effectiveness as well as on-going research and planning efforts.
20. The University must commit itself to use its resources--financial and otherwise--to maintain and support the Office of Institutional Effectiveness.
21. The Office of Institutional Research should work proactively, providing forecasts for the University in order to help it in future planning.
22. The Office of Institutional Effectiveness must coordinate university-wide efforts to collect and analyze data and make known its findings.
23. There must be regular evaluation of the effectiveness of the institutional research process, and the results of such evaluations must be used to improve the process.
24. The Office of Institutional Effectiveness should include a full-time director of institutional research and appropriate support staff.
25. Institutional research results must be published on a timely basis to key faculty and administrators.

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SUGGESTION

1. The concept of self-advising at registration should be reevaluated.

SOURCES CITED

- 1994 Mission Statement and Goals
- "A Brief History of Restructuring at CNU," January 10, 1995
- CNU Assessment Report, 1989
- CNU Organization Charts
- Institutional Response to the Report of the Substantive Change Committee
- Interim Assessment Report to SCHEV 1994
- Letter from Dr. Margaret Miller (SCHEV) to Executive Assistant to the President, August 25, 1992
- Letter from Dr. Margaret Miller (SCHEV) to Executive Assistant to the President, October 16, 1991
- Master Plan 2000
- Original Student Assessment Proposal to SCHEV
- Program Review Committee regulations, June 10, 1993
- Senate Joint Resolution No. 83--SCHEV Guidelines
- State Council of Higher Education for Virginia (SCHEV) letter, October 7, 1993
- Student Assessment Annual Reports

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APPENDICES

- III-A CNU Planning Calendar by Activity, Fiscal Year A
- III-B CNU Planning Calendar by Activity, Fiscal Year B
- III-C CNU Planning Calendar by Area of Responsibility, Fiscal Year A
- III-D CNU Planning Calendar by Area of Responsibility, Fiscal Year B
- III-E CNU Planning Cycle
- III-F CNU Organizational Chart, December 1, 1992
- III-G CNU Organization Chart, January 27, 1995

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