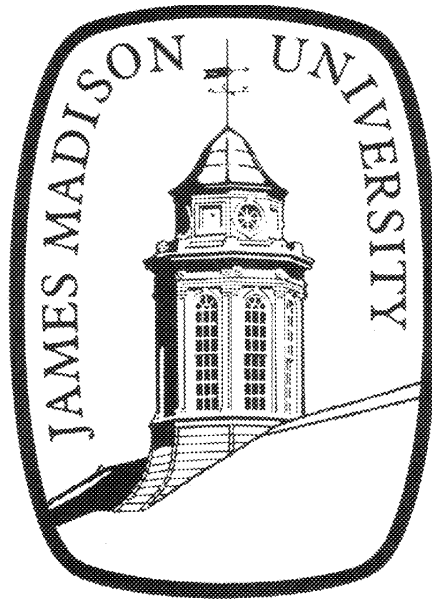


JMU Institutional Research Evaluation



July 1998

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EXECUTIVE SUMMARY

The James Madison University Office of Institutional Research (OIR) supports the decision-making and planning processes of various internal and external customers. Organizationally it operates under the purview of the Assistant Vice President for Resource Planning within the Division of Administration and Finance. OIR's activities fall in four product categories plus administration:

- Mandated Reporting
- Master Planning Process
- Measures of Effectiveness
- Management Information Reporting
- Administration

In the spring of 1998 Steven Knickrehm, Assistant Vice President For Resource Planning, directed that an evaluation of OIR be undertaken as a part of a three year cycle of organizational evaluations initiated in the Division of Administration and Finance. The model chosen for these evaluations satisfies the Southern Association of Colleges and Schools' (SACS) criterion that educational institutions and their subunits have regular, functioning evaluation processes in place. The results of these evaluations will be used for program improvement. This document reports the findings, conclusions, and recommendations of the evaluation of OIR.

The full report contains analyses of two data gathering efforts, a series of interviews with OIR customers and a customer satisfaction survey. Conclusions and recommendations are drawn from these analyses. The full report also includes as appendices the OIR Activity Design, the OIR Evaluation Design, interview schedules, a customer satisfaction questionnaire, and tabular results of the interviews, and a table of customer satisfaction survey results.

Below are the conclusions and recommendations found in the report.

CONCLUSIONS

Interviews, documentation, and the customer satisfaction survey lead to the conclusion that OIR operates effectively with a small staff. Those, moreover, who do business with OIR and know its operations, with very few exceptions, experience a high degree of satisfaction in their dealings with the OIR staff. Of its activity areas, OIR appears to perform most successfully supplying mandated reports to state agencies, administering its various tasks, and providing management information to units of the university.

The two areas of activity that generate the most comment and suggestions are the master planning process and devising measures of organizational effectiveness. Regarding the master planning process, this evaluation confirms the findings of OIR's June 1997 assessment. Upper levels of university administration find the process most useful, yet timeliness of the planning document has proved to be a general concern. Lower levels of administration do not find guidance in the plan or that it directly accommodates their initiatives. In truth many of the concerns expressed about the master planning process do not lie with OIR but with the administration of the process by divisions, colleges, and departments

Similarly, upper level administrators are likely to see benchmarking and other measures of effectiveness as useful or potentially useful, but lower level administrators tend either to be

unaware of their use or to see them as potentially threatening. Some comments about performance measures reflect a lack of awareness, at the departmental level, of how existing evaluation processes may address external review requirements. Many of the same respondents are unsure of the nature of university-wide performance measures.

RECOMMENDATIONS

The data, particularly the substantive comments of interviewees, suggest that OIR should review certain aspects of its operations. Recommendations indicated in the data fall into two categories.

(1) Because OIR facilitates and mediates activities, such as the master planning process and the use of performance standards, for which it lacks the authority to establish policy and the responsibility for full implementation, some recommendations can only call on OIR to alert other decision makers and organizations to the "informational findings" of this evaluation. Since OIR cannot be held responsible for completed "action" in these areas, this category of recommendations must be seen as "advisory" to others.

(2) Those recommendations that address activities over which OIR has effective responsibility and control are categorized as "action" recommendations. Regarding these, the evaluation team is aware that resource limitations are a major constraining factor in effecting them.

Advisory Recommendations

Given the data presented in this report, the evaluation team recommends that OIR

1. Present to the Planning Advisory Council and other decision makers the question of whether and how the master planning process can more effectively guide the activities of departments, faculty, and staff.
2. Present to the Planning Advisory Council and others the widespread concern with the timeliness of the master planning process.
3. Present to the Planning Advisory Council the concern that some organizational objectives are not accommodated by the categories in the Master Plan.
4. Counsel directors and department heads on how their units' objectives (initiatives) may fit within the Master Plan.
5. Advise the developers and users of benchmarks on drawing them from comparable organizations and situations.
6. Raise the awareness of those below the associate vice-president/dean level of the SACS requirements for program evaluation activities and assist them in determining whether their current evaluation efforts meet SACS criteria.
7. Raise the awareness of those below the vice-president level of the purpose and scope of university-wide performance measures.

Action Recommendation

Given the data presented in this report, the evaluation team recommends that OIR take action to

1. Maintain its capacity to perform the mandated reporting functions in exemplary, efficient fashion.
2. Maintain its capacity to coordinate and promulgate the university Master Plan.
3. Maintain its capacity to facilitate and distribute various measures of effectiveness for the university, its subunits, and, specifically, the Division of Administration and Finance.
4. Maintain its capacity to generate accurate reports of information important to management decision making.
5. Maintain its capacity to meet its mission effectively and efficiently.
6. Maintain its strong, cooperative relationships with other offices and divisions that facilitate its several activities so they may continue to be achieved in an exemplary, timely fashion.
7. Clarify and focus, in consultation with higher levels of administration and in light of limited resources, its mission within the growing and changing needs of the university by
 - (a) reexamining the primary functions and responsibilities of OIR,
 - (b) identifying the primary customers that OIR is to serve.
 - (c) reviewing specific OIR activities, such as the facilities inventory, to determine if they may be more effectively administered by other units of the university.
8. Clarify in all communications the source of initiatives (e.g., SCHEV, the legislature, local administration) OIR is undertaking and the role OIR plays in advancing their implementation.
9. Continue to raise the profile of OIR's informational services within the university community, especially awareness of its web site offerings.
10. Examine the kinds of managerial information those below the vice-president level need and determine whether these are kinds of information OIR can or should provide. (OIR may want to consider specific comments found in Appendix E, Table 4.1.)
11. Continue to pursue the recommendations of OIR's June 1997 evaluation of the planning process.

INTRODUCTION

The James Madison University Office of Institutional Research (OIR) supports the decision-making and planning processes of various internal and external customers. Organizationally it operates under the purview of the Assistant Vice President for Resource Planning within the Division of Administration and Finance. OIR 's activities fall in four product categories plus administration. (These are diagramed and described in detail in Appendix A.)

1.0 Mandated Reporting: OIR regularly responds to mandated reporting requests from the State Council of Higher Education in Virginia (SCHEV), the Virginia Department of Planning and Budget, as well as JMU officials.

2.0 Master Planning Process: The office coordinates the development and publication of the annual JMU Master Plan.

3.0 Measures of Effectiveness: OIR facilitates the collection and distribution of accountability information about the performance of JMU including benchmarking, accreditation studies, university-wide performance measures, and self-assessments.

4.0 Management Information Reporting: OIR regularly generates management information reports including the annual JMU *Statistical Summary* numerous ad hoc reports requested by university management.

5.0 Administration: Three full-time staff members, a director, senior analyst, and statistical analyst, administer and carry out these activities. Two graduate assistants supplement this workforce.

In the spring of 1998 Steven Knickrehm, Assistant Vice President For Resource Planning, directed that an evaluation of OIR be undertaken as a part of a three year cycle of organizational evaluations initiated in the Division of Administration and Finance. The model chosen for these evaluations satisfies the Southern Association of Colleges and Schools' (SACS) criterion that educational institutions and their subunits have regular, functioning evaluation processes in place. The results of these evaluations will be used for program improvement. This document reports the findings, conclusions, and recommendations of this evaluation.

Evaluation Team

Frank Doherty, Director of OIR, asked Douglas Skelley to coordinate the implementation of the evaluation effort. In March 1998 they tapped an evaluation team drawn from administrative and academic units of the university, many of whom represent major consumers of OIR services. The team consisted of

- Robert Brookshire, Associate Professor and Program Director, Computer Information Systems and Operations Management
- Frank Doherty, Director, Office of Institutional Research
- Margee Greenfield, Director, Academic Advising Center
- Larry Holsinger, Director, Office of Audit and Management Review
- John Sellers, Director, Office of Financial Aid and Scholarship
- Shelli Short, Director, Office of Human Resources
- Douglas Skelley, Evaluation Team Coordinator, Professor of Political Science

- Donna Sundre, Associate Professor of Psychology, Center for Assessment and Research Studies
- Michael Way, Director, Office of Judicial Affairs
- Terry Woodward, Manager, Office of Facilities Analysis

Evaluation Focus

The evaluation team recognized that a useful evaluation must focus on the most important aspects of an organization's activities. This evaluation emphasizes

- Customer awareness of products and services
- Usefulness of products to customers and potential customers
- Communication between customers and OIR
- Customer service quality
- Customer satisfaction

Although the purpose of the evaluation was to assess OIR's performance, the evaluation also generated information regarding several services that OIR mediates (e.g., the Master Planning Process) but cannot control their outcomes. The evaluation distinguishes between measures of OIR's effectiveness and these "informational" measures.

METHODOLOGY

This evaluation employs a discrepancy evaluation model developed by the late Dr. Malcolm Provus of the University of Virginia. Discrepancy evaluation involves the comparison of performance (P) with a standard (S). The development of a useful evaluation first involves a thorough description of the program to be evaluated. Appendix A contains a description and diagram of OIR's activities. This design contains information about the resources (inputs), activities (processes), and expected products (outputs) of OIR. An evaluation design, found in Appendix B, describes how this evaluation is related to the most important aspects of OIR's five areas of activity.

The evaluation design was implemented in two ways. First, because of the customer focus of the evaluation and the limited population of direct internal and external customers, the evaluation was instrumented as an open-ended interview questionnaire directed at customers or potential customers that the evaluation team believe to be knowledgeable about OIR's products and services. The questions found in the evaluation design (Appendix B) were adapted for this purpose. The evaluation team anticipated that these open-ended questions would generate specific criticisms and suggestions, which OIR could use in redesigning and refining its services.

The team identified five groups of interviewees:

- Primary contacts at the State Council of Higher Education in Virginia (SCHEV)
- Vice presidents and other administrators with university-wide responsibilities
- Associate vice presidents and deans of colleges and schools
- Directors and department heads
- OIR staff members

A set of questions believed appropriate for each administrative level was devised (see Appendix C). As a result the number of questions addressed to interviewees differed. Evaluation team members, exclusive of the OIR director, conducted the interviews between mid-May and mid-June, 1998. Interviewee responses were also supplemented with documentary evidence where appropriate. The type and number of interviewees are displayed in the table below.

| TYPES OF INTERVIEWEES | NUMBER OF INTERVIEWEES | Per Cent of Total |
|--|------------------------|-------------------|
| SCHEV Personnel | 2 | 5 % |
| Vice Presidents & Other General Administrators | 8 | 18% |
| Associate Vice Presidents & Deans | 12 | 28% |
| Directors & Department Heads | 17 | 40% |
| OIR Staff | 4 | 9% |
| TOTAL | 43 | 100% |

The second element of the evaluation, an eighteen-item customer satisfaction questionnaire, (see Appendix D) was distributed to these interviewees, except OIR staff. This instrument poses eighteen positive descriptions of OIR's customer service and requires respondents to make choices on a four-point agree-disagree scale. These items are identical to those used by the Division of Administration and Finance in a customer satisfaction survey conducted earlier in spring 1998. Interviewees returned seventeen questionnaires, which were added to the responses obtained in the earlier survey.

Analysis and Interpretation of Interview Data

Because of the varied nature and content of open-ended questions, they pose a challenge to analyze and reduce to general observations about OIR's performance. At the same time it is the richness of the detail and emphasis in many responses that make this qualitative approach valuable to understanding customer service issues and addressing them. The approach here attempts to be systematic by categorizing the nature of the responses and their general thrust. A range of interviewee comments is used to supplement the general direction in which the majority of responses appear to point.

The responses appear to fall in at least four categories:

1. Many responses are *substantive*. The respondents answer "yes," "no," or "maybe," to questions and extend this with praise, examples, criticism, suggestions, or other comments.
2. At other times respondents provide only a "yes," "no," "maybe," or "I don't know." These are meaningful, but they are *nonsubstantive*.

3. Many responses are *affirming* in nature; that is, they may confirm that action took place, quality was good, personnel were accommodating, work was effective and efficient, the product useful, or the scope of action or product was complete.
4. Many responses express *concerns*. Concerns may range from a report of a negative experience with the organization and criticisms of it to suggestions for expanded services. A response in this category may be a critique encouraged by a question itself (e.g., "How can we better serve you?").

On the one hand, the evaluation model seeks to identify the "discrepancies" between standards of organizational behavior and perceived behavior. All responses are useful in identifying ways in which OIR approaches these standards. On the other hand, an expressed purpose of the evaluation is to improve customer service. The substantive answers are especially of use here, particularly as they express concerns that OIR may be able to address in the future. The substantive responses of interviewees offer a range of ideas about the subject of a question, while in some cases substantive responses prove to be repetitive. In the results section below and in the table in Appendix D, not all the substantive responses are reported. Rather judgements were made about the usefulness of the comments recorded, and those that reflect a range of views, interpretations, criticisms, and suggestions are reported.

The categories of responses are not measures, but they are used as guides to identifying questions and responses of significance to the evaluation. Among the responses there were a few labeled *noncommittal* because they could neither be identified as affirming or expressing a concern. Moreover, there were instances in which *no answer* was reported by the interviewer. These responses may reflect either uncertainty about the question or the knowledge required to give a credible answer. The questions that collected a number of noncommittal or no answer responses are investigated for the implications of this behavior on the part of the respondents.

While inspecting the data, it became apparent that there are fairly distinct differences in perceptions of OIR depending on where the respondent is within the university. For this reason, and because of the customer emphasis of this report, the data for the interviewed groups are frequently reported separately.

RESULTS OF INTERVIEWS

The presentation of the results of the interviews addresses the five areas of OIR activity separately. Appendix E provides tables of response frequencies for questions, interviewee comments, and documented observations. The tables display total response frequencies and break these response elements down by respondent group. For each activity area the observations below, based on the tables in Appendix E, will present what interviewees tended to affirm, what they expressed concern about, and, where pertinent, what they appeared to know little about.

1.0 Mandated Reporting

Affirmations: Interviews with two SCHEV staff (see Appendix E, Table 1.1) and OIR documentation indicate no concerns or suggested changes in OIR's mandated reporting activities. All responses were affirming. There is reason to believe that OIR is perceived by SCHEV to be a model for mandated reporting.

Concerns: No concerns were expressed by interviewees or noted in documentation.

Informational Items: There were no informational items in this activity category.

2.0 Master Planning Process

Affirmations: Six questions (see Appendix E, Table 2.1) were posed to 37 interviewees regarding the Master Planning Process devised and supported by OIR. On all but one of these, more than half the respondents provided substantive answers. Interviewees expressed the greatest confidence in the logic and structure of the Master Plan. It can be concluded that, in general, the Master Plan is thought to have objectives that relate to the university's planning priorities and that they align logically with the missions of lower levels of the university. Similarly, most believe that plan objectives fit the Priorities for Action to which they relate. There is a high level of confidence that everyone in the university has access to the objectives related to their work. OIR's documentation provides evidence of a high level of effort invested in organization, dissemination, and advertisement of the Master Plan.

Concerns: The interviewees' substantive responses raised a number of issues concerning the Master Planning process, most of which are not directly the responsibility of OIR.

Interviewees at all levels expressed concern about (Questions 2.1 and 2.2) awareness of the Master Plan's completion and its timeliness. This finding appears to confirm OIR's own June 1997 evaluation of the planning process which found less than half of those surveyed were aware of the plan. Many administrators believe that only they are aware of the Master Plan and its completion. Directors and Department Heads, on the whole, indicated awareness, but some questioned its relevance for themselves or faculty/staff. Comments included questions about its purpose and meaningfulness for lower levels of the university. There appears to be a need to clarify the purpose of the Master Plan and for whom it holds relevance.

All levels of respondents expressed concern that the Master Plan is not timely. There is documentary and interview evidence, however, that the Master Plan is disseminated in accordance with the planning calendar set by division heads, but many perceive this deadline as too late to make the Master Plan a useful document. The question of timeliness appears to be related to purpose. For example, if the Master Plan is to guide budgeting, then it must appear at such a time that it will guide budgeters at all levels. It is important to point out that the planning calendar and the timing of the plan is not determined by OIR.

Although the Master Plan's objectives, their appropriateness and logic received considerable affirmation, interviewees expressed a number of concerns about these. Particularly at the director/department head level a lack of familiarity with the plan led several respondents to avoid answering questions 2.2 and 2.4, or to make noncommittal statements in response. Some higher level administrators saw the assignment of some objectives to categories as problematic. Several directors and department heads appear to believe that the objectives they are pursuing in their departments or through their colleges are not included in the Master Plan document.

Informational Items: Questions about access to Master Plan objectives, whether objectives relate to the Priorities for Action under which they appear, and whether major objectives are missing from the plan are all informational interview items from OIR's perspective. In other words these are aspects of the Master Planning Process, which must be executed by units of the university other than OIR.

3.0 Measures Of Effectiveness

Affirmations: OIR's efforts at facilitating and distributing measures of effectiveness were the topic of seven interview items (see Appendix E, Table 3.1). Overall those interviewed appear to be aware that benchmarks have been produced and that divisions need to establish evaluation processes in their areas of work in order to satisfy recently developed requirements of the Southern Association of Colleges and Schools (SACS) (Questions 3.2 and 3.3). Of 36 respondents 21 indicated positively that they were aware of benchmarks. Fourteen of 25 interviewees expressed a positive awareness of the SACS standards. There was less evidence, however, that interviewees could respond to the second half of the questions in these two instances: Are benchmarks useful in decision making? What evaluation procedures have been developed for your organization? A number of respondents did point, however, to evaluative procedures other than student assessment. Seven of 20 respondents found benchmarking useful in program improvement (Question 3.1) and another 4 indicated they believe benchmarking useful and would use it if appropriate measures for their activities were available.

Three university-wide administrators were not responsible for divisional evaluation plans (Question 3.6) and did not respond to a question about such plans' specific requirements. Three others were confident of their division's plans, whereas two were not.

Documentary evidence supports a positive assessment of OIR's performance in its role of evaluator within the Division of Administration and Finance. Here it has identified and applied an evaluation model, which is scheduled to be used in all the units of the division in a three-year cycle. Unit assessment parameters have also been generated to meet specific requirements.

Concerns: Some substantive responses (Questions 3.1 and 3.2) indicated moderate concern regarding benchmarking activities, albeit that concern was distributed unevenly across categories of respondents. Some respondents described them as important and useful, but others saw them as a threat to their organizations. The comparability of organizations used to produce benchmarks was a frequent issue.

Some respondents, 8 of 25, indicated little awareness of SACS's requirement for evaluation of programs (Question 3.3) or uncertainty as to what such a requirement might mean in the context of existing evaluative activities. This deficiency was most evident among directors and department heads.

A query (Question 3.5) about perspectives on university-wide performance measures drew considerable comment at levels below vice-president. These responses ranged from expressions of ignorance of such activity to labeling them as "dangerous."

Informational Items: It is important to observe that OIR cannot force departments to use benchmarking for program improvement (Question 3.1), neither is it responsible for the performance of evaluation processes (Question 3.6) in divisions outside its own.

4.0 Management Information Reporting

Affirmations: Generally OIR's efforts at generating management information are well received by those interviewed. Four of the five questions addressing management information reporting by OIR received a majority of positive responses (Appendix E, Table 4.1). Twenty-five of 37 interviewees found OIR's *Statistical Summary* to contain information useful to decision making (Question 4.1), and twenty-one of 39 respondents saw no reason to alter its current contents (Question 4.3). Twenty-two of 36 responses affirmed that OIR designs studies that are useful,

accurate, and timely (Question 4.4), while twenty-one of that number believed that the information in these studies is useful, accurate, and timely (Question 4.5).

The fifth item (Question 4.2) generated twice the number of concerns as affirmative responses, but the question itself asked specifically for suggestions of additional management information reporting.

Considerable documentary evidence of OIR studies affirmed that these have assisted other units of the university in their decision making.

Concerns: While vice-presidents found the *Statistical Summary* highly useful and requiring little change (Questions 4.1, 4.2 and 4.3), those at lower organizational levels were less likely to find it useful given its present composition. Generally the *Statistical Summary* is thought to be most useful at a general level and lacking in the detail or content that would make it useful to directors and departments heads. The specific comments here may guide OIR in its effort to enhance its products and services. A number of decision-makers claimed to need more information for managerial decisions, but they didn't think that OIR is presently providing what they need.

Informational Items: There were no informational questions in this activity category.

5.0 ADMINISTRATION

Questions about OIR's administrative activities fall into two subcategories. One set of questions address the internal workings of the office, which requires the immediate knowledge of those who work there. The other set of questions is of a customer service nature that customers may be able to answer. Both staff and customers can answer a few questions in this latter set.

Affirmations: Staff and customers responded very positively, on the whole, to questions about the administrative operations of OIR. Of the staff members interviewed, only two were full-time. These had the most comprehensive knowledge of the organization's operations. As might be expected, the two graduate assistants' responses tended to be nonsubstantive, noncommittal, or no answer on many items.

On the whole staff responded very positively about OIR's operations (see Appendix E, Table 5.1). They believe their office has sufficient computers and printers (Question 5.1), that the office is managed efficiently and effectively (Question 5.3), and that training (Questions 5.4-5.6) and planning responsibilities (Questions 5.7, 5.8, 5.9 and 5.11) are met.

Customers also believe that the office is efficiently and effectively run. More than two-thirds of respondents responded that departments know how to get OIR information (Question 5.12), can identify common means for contacting OIR staff (Question 5.12), find sufficient information on the OIR web site (Questions 5.15), and feel that OIR staff listen attentively to concerns (Question 5.14).

Concerns: Although the great majority of respondents expressed favorable opinions concerning the operation of OIR, many made comments that revealed, on the whole, minor concerns. Despite staff confidence in the planning process in the office, one staff member did make suggestions for the planning process. The lack of staff responses to item 5.11 appears to indicate a lack of awareness, or a lack of application, of evaluation information in the organization's activities.

Some respondents are uncertain what information they might get from OIR, how to get it, and where to get it (Question 5.12 and 5.13). Although those that have visited the OIR web site

generally believe it to be information rich (Question 5.15), it appears that some respondents have never visited the site nor would think to look there for information.

Many respondents appeared uncertain as to OIR's role and what it should or should not be doing (Questions 5.16 and 5.17). In both instances half or more of the respondents were noncommittal or did not respond to the queries about what functions might or might not be housed in OIR.

Informational Items: There were no informational items in this activity category.

RESULTS OF CUTOMER SATISFACTION QUESTIONNAIRE

Although there are items in the interview questionnaire that speak to customer satisfaction, most addressed the quality of specific products and services. The Customer Satisfaction Questionnaire seeks to capture judgments about the qualities of getting and using these products and services. The response frequencies to the 18 items on the Customer Service Questionnaire can be found in Appendix F. The table below summarizes the responses to the items on this instrument given by the 17 interviewees that completed it and the 39 others that returned the questionnaire in the spring of 1998 as a part of the Division of Administration and Finance's larger Customer Satisfaction Survey.

| Number and Percentage of Responses to OIR Customer Service Questionnaire Items | | | | |
|---|-------------|-----------|-------------------|-------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree | No Opinion |
| 192 (19.3%) | 224 (22.5%) | 26 (2.6%) | 16 (1.6%) | 538 (54.0%) |

Affirmations: Overwhelmingly respondents holding opinions about OIR activities either agreed or strongly agreed with positively worded attributes of OIR's customer service efforts.

Concerns: There were only 42 disagree and strongly disagree responses among the total of 458 expressing opinions. This very small number and the lack of a pattern among them suggest that OIR has no consequential customer satisfaction concerns. The large number of "no opinions" reflects the fact that the original survey was distributed randomly to the university community. Respondents had varying degrees of knowledge and contact with the units of the Division of Finance and Administration.

CONCLUSIONS

Interviews, documentation, and a customer satisfaction survey lead to the conclusion that OIR operates effectively with a small staff. Those, moreover, who do business with OIR and know its operations, with very few exceptions, experience a high degree of satisfaction in their dealings with the OIR staff. Of its activity areas, OIR appears to perform most successfully supplying mandated reports to state agencies, administering its various tasks, and providing management information to units of the university.

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guidance in the plan or that it directly accommodates their initiatives. In truth many of the concerns expressed about the master planning process do not lie with OIR but with the administration of the process by divisions, colleges, and departments

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RECOMMENDATIONS

The data, particularly the substantive comments of interviewees, suggest that OIR should review certain aspects of its operations. Recommendations indicated in the data fall into two categories.

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(2) Those recommendations that address activities over which OIR has effective responsibility and control are categorized as "action" recommendations. Regarding these, the evaluation team is aware that resource limitations are a major constraining factor in effecting them.

Advisory Recommendations

Given the data presented in this report, the evaluation team recommends that OIR

1. Present to the Planning Advisory Council and other decision makers the question of whether and how the master planning process can more effectively guide the activities of departments, faculty, and staff.
2. Present to the Planning Advisory Council and others the widespread concern with the timeliness of the master planning process.
3. Present to the Planning Advisory Council the concern that some organizational objectives are not accommodated by the categories in the Master Plan.
4. Counsel directors and department heads on how their units' objectives (initiatives) may fit within the Master Plan.
5. Advise the developers and users of benchmarks on drawing them from comparable organizations and situations.
6. Raise the awareness of those below the associate vice-president/dean level of the SACS requirements for program evaluation activities and assist them in determining whether their current evaluation efforts meet SACS criteria.

7. Raise the awareness of those below the vice-president level of the purpose and scope of university-wide performance measures.

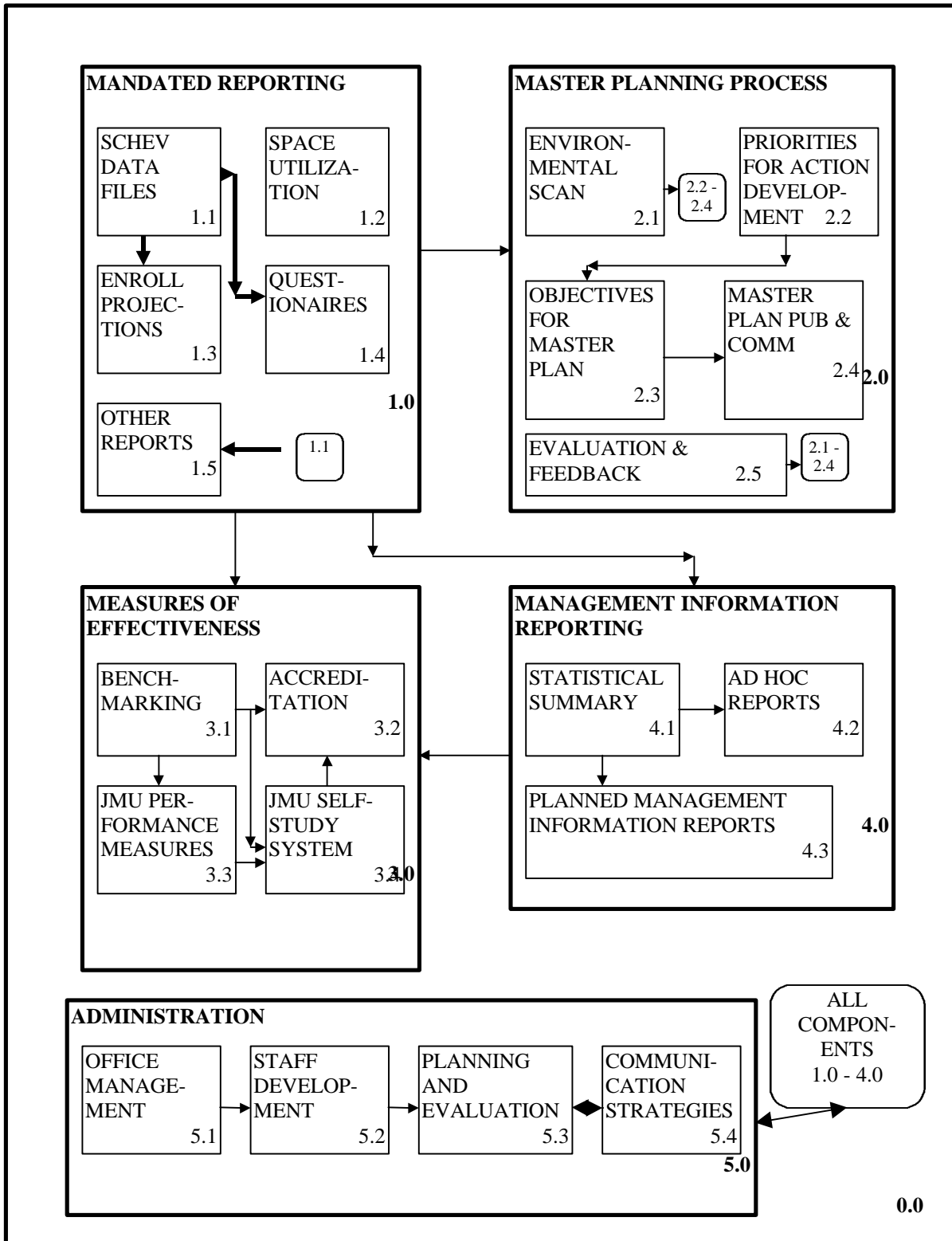
Action Recommendation

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1. Maintain its capacity to perform the mandated reporting functions in exemplary, efficient fashion.
2. Maintain its capacity to coordinate and promulgate the university Master Plan.
3. Maintain its capacity to facilitate and distribute various measures of effectiveness for the university, its subunits, and, specifically, the Division of Administration and Finance.
4. Maintain its capacity to generate accurate reports of information important to management decision making.
5. Maintain its capacity to meet its mission effectively and efficiently.
6. Maintain its strong, cooperative relationships with other offices and divisions that facilitate its several activities so they may continue to be achieved in an exemplary, timely fashion.
7. Clarify and focus, in consultation with higher levels of administration and in light of limited resources, its mission within the growing and changing needs of the university by
 - (a) reexamining the primary functions and responsibilities of OIR,
 - (b) identifying the primary customers that OIR is to serve.
 - (c) reviewing specific OIR activities, such as the facilities inventory, to determine if they may be more effectively administered by other units of the university.
8. Clarify in all communications the source of initiatives (e.g., SCHEV, the legislature, local administration) OIR is undertaking and the role OIR plays in advancing their implementation.
9. Continue to raise the profile of OIR's informational services within the university community, especially awareness of its web site offerings.
10. Examine the kinds of managerial information those below the vice-president level need and determine whether these are kinds of information OIR can or should provide. (OIR may want to consider specific comments found in Appendix E, Table 4.1.)
11. Continue to pursue the recommendations of OIR's June 1997 evaluation of the planning process.

**APPENDIX A: OFFICE OF INSTITUTIONAL RESEARCH
PROGRAM DESIGN**

JMU Office of Institutional Research Level II Network



JMU OFFICE OF INSTITUTIONAL RESEARCH LEVEL I INPUT-PROCESS-OUTPUT DESCRIPTION

| INPUTS | PROCESS | OUTPUTS |
|--|--|--|
| <p>FUNDING: \$150,000 to \$160,000. Included with RP budget</p> <p>STAFF: Administrator (1.0) Statistical Analyst (1.0) Agency Management Lead Analyst (1.0) Graduate Assistant (.5)</p> <p>OTHER RESOURCES: Senior Programmer Analysts from Systems Development (.4) JMU Web site Electronic mail Computer technology (5.0)</p> <p>RECEPTORS: JM Administration Faculty and staff</p> <p>External: SCHEV DPB Federal govt. College guides Local officials</p> <p>FACILITIES: Offices in Smith House Annex</p> <p>LIAISON: SCHEV DPB SACS Other JMU Departments Local community</p> <p>PRECONDITIONS: Need for information on which to base decisions and evaluation information to improve university processes.</p> | <p>The James Madison Office of Institutional Research supports the decision-making and planning processes of various internal and external customers. This is accomplished by completing mandated reports for audiences such as the JMU administration, SCHEV and the Department of Planning and Budget.</p> <p>The office coordinates the development and publication of the annual JMU Master Plan.</p> <p>With the rise of the need for accountability information from various internal and external audiences, OIR develops and compiles various measures of effectiveness and disseminates them to various audiences. The office assists with the development and coordination of a university-wide self-assessment system. The office coordinates evaluation studies for the Division of Administration and Finance.</p> <p>The office responds to the information needs of decision-makers by developing the Statistical Summary and other reports as requested and planned.</p> | <p>The James Madison University Office of Institutional Research:</p> <ul style="list-style-type: none"> • completes mandated reports accurately and on time • coordinates the development and dissemination of the JMU Master Plan. The university community's knowledge of the MP is increased. • develops appropriate and/or required measures of effectiveness, and disseminates the completed documents to appropriate audiences. • completes useful and effective evaluation studies for the Division of Administration and Finance • provides internal and external customers with useful, accurate, and timely information on which to base decisions |

**JMU OFFICE OF INSTITUTIONAL RESEARCH
LEVEL II INPUT-PROCESS-OUTPUT DESCRIPTION
MANDATED REPORTING - 1.0**

| INPUTS | PROCESS | OUTPUTS |
|---|---|---|
| <p>STAFF: Administrator (.1) Statistical Analyst (.8) Agency Management Lead Analyst (.75) Graduate Assistant (.2)</p> <p>RECEPTORS: JMU Administration</p> <p>OTHER RESOURCES: Senior Programmer Analysts from Systems Development (.4)</p> <p>External: SCHEV DPB Federal govt. College guides Local officials</p> <p>FACILITIES: Offices in Smith House Annex</p> <p>LIAISON: SCHEV DPB JMU Systems Development staff</p> <p>DATA Data from JMU automated information systems</p> <p>PRECONDITIONS: Need for mandated information on which to base decisions and build long-term databases</p> | <p>The James Madison Office of Institutional Research supports the decision-making and publication processes of various internal and external customers through the development of the following mandated reports.</p> <p>The office develops and edits the SCHEV data files according to SCHEV standards on admissions, enrollment, courses taken, graduation, and financial aid.</p> <p>The office maintains the facilities inventory of every space on campus according to SCHEV's directions. Biannually the office submits to SCHEV a data file of the utilization of classroom and class lab space.</p> <p>Information about the university appears in many publications. OIR completes all questionnaires for these publication on time and accurately. The information is gathered from a wide variety of internal and external data sources.</p> <p>The office also gathers data for the mandated reporting requirements that often arise during the year.</p> | <p>The James Madison University Office of Institutional Research:</p> <ul style="list-style-type: none"> • produces SCHEV data files which meet requirements, are accurate, and completed on time, • develops the space inventory and conducts utilization studies which accurately reflect space used by the university and especially by classes, • develops questionnaires for various audiences which accurately reflects information about the university, and • develops other mandated reports which contain the necessary information, are accurate, and on time. |

**JMU OFFICE OF INSTITUTIONAL RESEARCH
LEVEL II INPUT-PROCESS-OUTPUT DESCRIPTION
MASTER PLANNING PROCESS - 2.0**

| INPUTS | PROCESS | OUTPUTS |
|--|--|--|
| <p>STAFF: Administrator (.1) Graduate Assistant (.05)</p> <p>RECEPTORS: JMU Administration Faculty and Staff Board of Visitors</p> <p>External: Local officials</p> <p>LIAISON: Administration and departments Planning Advisory Council</p> <p>DATA Information from mandated reports</p> <p>PRECONDITIONS: Need for a planning process which is open to all JMU personnel and provides an annual summary of the most important priorities and the related objectives</p> | <p>The James Madison Office of Institutional Research supports the planning process of all JMU offices through the coordination of the JMU Master Plan.</p> <p>Each fall an environmental scan of the most important internal and external trends that could affect the university is conducted.</p> <p>In the spring the Planning Advisory Council makes recommendations for the university's Priorities for Action for the next year. OIR coordinates the collection of suggestions for these priorities and gives them to the PAC for their recommendations to senior management.</p> <p>Each November and May each division submits to OIR its Action Plans which relate to the Priorities for Action. OIR compiles these into a draft document that is reviewed and approved by the PAC in March.</p> <p>OIR publishes in hard copy and electronically the Master Plan in late March. These are sent to all offices, and the supervisors are strongly encouraged to discuss these with their staff.</p> | <p>The James Madison University Office of Institutional Research:</p> <ul style="list-style-type: none"> • develops an annual useful environmental scan of the most critical issues facing the university, • coordinates input to the decisions about the university's Priorities for Action, • collects and compiles all Action Plans which contain objectives relating to the Priorities for Action • publishes the Master Plan on time and to all offices on campus and to selected outside agencies. This ensures that all members of the university community are aware of the objectives which relate to their areas |

**JMU OFFICE OF INSTITUTIONAL RESEARCH
LEVEL III INPUT-PROCESS-OUTPUT DESCRIPTION
MASTER PLANNING PROCESS - 2.1
ENVIRONMENTAL SCAN**

| INPUTS | PROCESS | OUTPUTS |
|--|---|--|
| <p>STAFF: Administrator Graduate Assistant JMU Administrative Council</p> <p>RECEPTORS: JMU Administration Faculty and Staff Board of Visitors</p> <p>External: Local officials</p> <p>LIAISON: Administration and departments Planning Advisory Council</p> <p>DATA Information from environmental scan</p> | <p>The JMU executive management, the Office of Institutional Research and the Planning Advisory Council are responsible for an annual environmental scan of both internal and external trends that could affect JMU in the immediate and long-range future.</p> <p>During the summer and early fall a subcommittee of members of the Planning Advisory Committee collects information from a variety of sources about the major internal and external trends that could affect JMU. These trends are presented to the total PAC at its October meeting. The PAC votes on which trends it believes are the most important and communicates these to the senior management of the university.</p> | <ul style="list-style-type: none"> • list of possible trends affecting JMU, both internally and externally, developed • list of internal and external trends approved by the PAC |

**JMU OFFICE OF INSTITUTIONAL RESEARCH
 LEVEL III INPUT-PROCESS-OUTPUT DESCRIPTION
 MASTER PLANNING PROCESS - 2.2
 PRIORITIES FOR ACTION DEVELOPMENT**

| INPUTS | PROCESS | OUTPUTS |
|---|---|---|
| <p>STAFF: Administrator JMU Administrative Council</p> <p>RECEPTORS: JMU Administration Faculty and Staff Board of Visitors</p> <p>External: Local officials</p> <p>LIAISON: Administration and departments Planning Advisory Council</p> <p>DATA Important trends from environmental scan (2.1)</p> | <p>The JMU executive management, the Office of Institutional Research and the Planning Advisory Council are responsible for the development of Priorities for Action</p> <p>In the spring after the Master Plan is published the PAC uses the information from the environmental scanning process to develop recommendations to modify, delete, or add to the university's Priorities for Action. The recommendations of the PAC are sent to the Administrative Council. During the summer the Administrative Council reviews the recommendations and produces a final list of Priorities for Action for dissemination to the university community.</p> | <ul style="list-style-type: none"> • list of Priorities for Action developed |

**JMU OFFICE OF INSTITUTIONAL RESEARCH
LEVEL III INPUT-PROCESS-OUTPUT DESCRIPTION
MASTER PLANNING PROCESS - 2.3
OBJECTIVES FOR MASTER PLAN**

| INPUTS | PROCESS | OUTPUTS |
|---|---|---|
| <p>STAFF: Administrator Graduate Assistant JMU Administrative Council</p> <p>RECEPTORS: JMU Administration Faculty and Staff Board of Visitors</p> <p>External: Local officials</p> <p>LIAISON: Administration and departments Planning Advisory Council</p> <p>DATA Important trend information from environmental scan (2.2) Relevant Priorities for Action</p> | <p>All JMU staff are responsible for the development of the objectives for the Master Plan.</p> <p>In the fall after the Priorities for Action are published, each divisional head communicates to his or her staff that it is time to solicit objectives for the Master Plan that relate to the university's Priorities for Action.</p> <p>Each department head/director shares the Priorities for Action with his or her staff/faculty and solicits objectives for the Master Plan that relate to the Priorities for Action. The department head/director prioritizes the objectives and sends them to his or her supervisor. This process continues until objectives from each area of each division are sent to the divisional vice president.</p> <p>The vice president prioritizes the division's Annual Action Plan and submits it to the Office of Institutional Research by November 1. Each objective contains a brief description of the responsible office and the criteria for evaluation.</p> | <ul style="list-style-type: none"> • Department objectives contain the recommendations of staff from the department. • All full-time staff have knowledge of the objectives for their departments that appear in the Master Plan. • Department and division objectives that relate to the Priorities for Action are developed. • Annual Action Plans are developed and submitted to the Office of Institutional Research by November 1 each year. |

**JMU OFFICE OF INSTITUTIONAL RESEARCH
 LEVEL III INPUT-PROCESS-OUTPUT DESCRIPTION
 MASTER PLANNING PROCESS - 2.4
 MASTER PLAN PUBLICATION AND COMMUNICATION**

| INPUTS | PROCESS | OUTPUTS |
|---|--|--|
| <p>STAFF: Administrator Graduate Assistant</p> <p>RECEPTORS: JMU Administration Faculty and Staff Board of Visitors</p> <p>External: Local officials Accrediting agencies</p> <p>LIAISON: Administration and departments Planning Advisory Council</p> <p>DATA Priorities for Action Objectives for the Master Plan Master Plan (2.3) PAC Meeting Minutes</p> | <p>The JMU Office of Institutional Research is responsible for publishing the Master Plan and communicating with the JMU community about the process.</p> <p>OIR publishes all major planning documents on the MP Home Page when they are published. This includes the annual planning calendar, members of the PAC, minutes of all meetings, and the MP document.</p> <p>OIR sends one paper copy of the MP to all departments with instructions to share it with all staff.</p> <p>OIR sends an electronic message to all departments and faculty communicating the publication of the MP on the CWIS.</p> | <ul style="list-style-type: none"> • Master Plan Web Home Page contains all major planning documents except divisional Annual Action Plans • Master Plan is published on time and distributed to all departments • all staff know that the Master Plan has been published • all staff know the content of the documents which appear on the MP Web Home Page |

**JMU OFFICE OF INSTITUTIONAL RESEARCH
LEVEL III INPUT-PROCESS-OUTPUT DESCRIPTION
MASTER PLANNING PROCESS - 2.5
EVALUATION AND FEEDBACK**

| INPUTS | PROCESS | OUTPUTS |
|--|---|--|
| <p>STAFF: Administrator Graduate Assistant All JMU staff</p> <p>RECEPTORS: JMU Administration Faculty and Staff Board of Visitors</p> <p>External: Local officials</p> <p>LIAISON: Administration and departments</p> <p>DATA Priorities for Action (2.2) Master Plan (2.3) Master Plan objectives (2.3)</p> | <p>All offices are responsible to develop evaluation strategies to measure annually the achievement of the objectives in the MP.</p> <p>Each office evaluates its objectives and reports the outcomes to its division head. The divisional head summarizes the outcomes and provides a report to senior management in June.</p> <p>Results of the evaluation outcomes are communicated to all staff within the department and division.</p> <p>Results of the evaluation are used by staff to develop plans to improve its functions.</p> | <ul style="list-style-type: none"> • evaluation procedures for each objective developed • annual evaluation of the achievement of each MP objective completed by June • all staff are aware of the outcomes of the evaluation • all evaluations reported to senior management. • information from evaluation outcomes is used for program improvement |

**JMU OFFICE OF INSTITUTIONAL RESEARCH
LEVEL II INPUT-PROCESS-OUTPUT DESCRIPTION
MEASURES OF EFFECTIVENESS - 3.0**

| INPUTS | PROCESS | OUTPUTS |
|---|--|---|
| <p>STAFF: Administrator (.5) Graduate Assistant (.05)</p> <p>RECEPTORS: JMU Administration Faculty and Staff Board of Visitors</p> <p>External: Higher education community Accrediting agencies DPB and SCHEV</p> <p>LIAISON: Administration and departments SCHEV DPB</p> <p>DATA Information from mandated reports</p> <p>PRECONDITIONS: Need for accountability information by a wide variety of internal and external organizations which make decisions about the effectiveness of JMU</p> | <p>The James Madison Office of Institutional Research facilitates the collection and distribution of accountability information about the performance of JMU. The office does not, however, coordinate student assessment reports.</p> <p>JMU annual participates in benchmarking studies as directed by senior management. OIR collects data for these studies according to specifications and submits them to the organizations. OIR also assists with the analysis of the results and provides technical assistance from the offices as desired.</p> <p>JMU has a variety of national, regional, and state accreditations. OIR provides accurate and timely information for the agencies and campus departments or teams (like SACS) who must develop reports for these agencies.</p> <p>Many colleges and universities across the nation are developing institution-wide performance measures. JMU must also provide performance measures to DPB and SCHEV. OIR compiles these measures and reports them accurately and in a timely manner.</p> <p>SACS, the regional accrediting agency, requires that all departments conduct periodic self-assessments. To help the university comply with the SACS Criteria, OIR assists with the development of a university-wide process for ensuring that all offices have information about the requirements of the self-assessment process.</p> <p>OIR leads evaluation teams for the Division of Administration and Finance. This includes the development of program designs, evaluation designs, team coordination, survey research, and report writing.</p> | <p>The James Madison University Office of Institutional Research:</p> <ul style="list-style-type: none"> • produces accurate and timely benchmarking information • produces timely reports on the outcomes of benchmarking for senior management and all affected departments • collections accurate and timely information for initial accreditation and reaccreditation activities • assists with the development of university-wide performance measures which meet the needs of senior management and for external reporting • assists with the development and ongoing monitoring of a university-wide self-study system. All departments are aware of the self-assessment standards • timely and useful evaluations completed for all offices in the division |

**JMU OFFICE OF INSTITUTIONAL RESEARCH
LEVEL II INPUT-PROCESS-OUTPUT DESCRIPTION
MANAGEMENT INFORMATION REPORTING - 4.0**

| INPUTS | PROCESS | OUTPUTS |
|--|---|--|
| <p>STAFF: Administrator (.2) Statistical Analyst (.2) Agency Management Lead Analyst (.25) Graduate Assistant (.15)</p> <p>RECEPTORS: JMU Administration Faculty and Staff Board of Visitors</p> <p>External: Higher education community</p> <p>RESOURCES Computer technology (5.0)</p> <p>LIAISON: Administration and departments</p> <p>DATA Information from mandated reports. (1.0)</p> <p>PRECONDITIONS: Need for information with which to make decisions</p> | <p>The James Madison Office of Institutional Research supports the need to provide useful information for decision-making.</p> <p>The Statistical Summary is the major management information document produced by OIR. The information in the Statistical Summary is collected from a wide variety of mandated reports and published in hard copy and electronically. Members of the university community are urged to read and comment.</p> <p>Management during the year requests ad hoc reports to help with decisions. OIR determines the information needs, collects and analyzes the data, and reports the results in a timely and accurate manner.</p> <p>In response to either direct requests or the perceived need for information on critical issues, OIR conducts several specific studies to provide useful information on a variety of important issues. These reports must be useful, accurate, and timely.</p> | <p>The James Madison University Office of Institutional Research:</p> <ul style="list-style-type: none"> • produces an annual Statistical Summary of JMU which contains accurate, useful, and timely information. • produces ad hoc reports as requested which are useful, accurate, and timely • produces useful, accurate, and timely reports which have either been requested by senior management or planned by OIR |

**JMU OFFICE OF INSTITUTIONAL RESEARCH
LEVEL II INPUT-PROCESS-OUTPUT DESCRIPTION
ADMINISTRATION 5.0**

| INPUTS | PROCESS | OUTPUTS |
|--|---|--|
| <p>STAFF: Administrator (.1) Graduate Assistant (.1)</p> <p>RECEPTORS: Office staff</p> <p>RESOURCES: JMU Web site Electronic mail</p> <p>LIAISON: Division of Administration and Finance Resource Planning Office of Human Resources</p> <p>PRECONDITIONS: Need to use resources efficiently and develop staff to provide exceptional services</p> | <p>The James Madison Office of Institutional Research desires to conduct its activities in an efficient and effective manner.</p> <p>The director works with his supervisor to gain sufficient resources to effectively manage the office's activities.</p> <p>OIR staff are encouraged to upgrade their skills and abilities through a variety of workshops, conferences, and seminars.</p> <p>OIR periodically evaluates the effectiveness of its various functions through interviews, surveys, and self-studies. The information gathered from these evaluations are used to develop annual objectives and improve services.</p> <p>It is important that OIR communicate effectively with its many constituencies to ensure that it understands the needs of its customers and works effectively and efficiently. Therefore, the office staff periodically ask its customers to state their information needs. The office staff also listen carefully to the information needs of customers and attempts to develop methods to communicate.</p> | <p>The James Madison University Office of Institutional Research:</p> <ul style="list-style-type: none"> • has an office which is efficiently managed with sufficient resources. • develops all OIR staff to increase their skills and abilities to perform their job • periodically evaluates its primary functions and uses the information for improvement • annual planning process identifies the most important studies and reports to conduct • information needs of customers are known by OIR staff • customers believe that OIR staff listen well to their concerns. |

**JMU OFFICE OF INSTITUTIONAL RESEARCH
LEVEL III INPUT-PROCESS-OUTPUT DESCRIPTION
ADMINISTRATION 5.1 – 5.4**

| INPUTS | PROCESS | OUTPUTS |
|---|--|--|
| <p>5.1 Office Management STAFF: Administrator Graduate Assistant Effective evaluation procedures from the State</p> | <p>There are many office functions that must be efficiently and effectively managed. These include budget development, resource acquisition, staff evaluations, staff meetings, etc. Development needs of staff are identified in the evaluations.</p> | <ul style="list-style-type: none"> • all office functions are efficiently and effectively managed • sufficient personal and nonpersonal resources exist • effective personnel evaluations are conducted • individual development needs are identified |
| <p>5.2 Staff Development Sufficient resources for training Individual development needs (5.1)</p> | <p>The director and staff identify the training needs for the IR profession. Training opportunities are then identified. Each staff member also receives at least 12 hours of training per year that relate to the training needs. These training activities are designed to improve annually the skills of all staff.</p> | <ul style="list-style-type: none"> • training needs of IR are identified • recommendations for future training are developed • each staff member receives at least 12 hours of training per year • skills and competencies are improved annually |
| <p>5.3 Planning and Evaluation Staff with appropriate skills (5.2) Priorities for Action (2.2) Recommendations for training (5.2) Suggestions for objectives from the VP for Administration and Finance, and the AVP for Resource Planning</p> | <p>The office periodically examines its Mission Statement to ensure that it is appropriate for the office and relates to the university's mission. Annually objectives are developed that relate to the Mission and the university's Priorities for Action. The VP for Administration and Finance and the AVP for Resource Planning also provide input into the objectives. All staff have an opportunity to contribute to the development of the objectives and are continually aware of the status of the objectives. Annually evaluations are conducted of the objectives. Information from the evaluations are used to develop short- and long-range objectives.</p> | <ul style="list-style-type: none"> • an appropriate OIR Mission Statement exists • annual mission-critical objectives that relate to the Mission Statement are developed • staff are continually aware of the office's annual objectives • periodical evaluations are conducted of the office's activities • information from the evaluations are used for program improvement |
| <p>5.4 Communication Strategies Offices with information needs RESOURCES: Web site space Electronic mail</p> | <p>The office continually makes efforts to develop useful communication strategies. The office updates its Web site to provide the most useful information. Periodic newsletters, email, and memos are sent to offices across the university to communicate the office's activities.</p> <p>Office staff discuss periodically with many senior administrators their information needs. Office staff concentrate on using effective listening skills to determine the needs of these administrators.</p> | <ul style="list-style-type: none"> • periodic effective communication strategies are employed to communicate OIR's activities to the university community • OIR Web site contains critical and useful information about the university • university officials state that OIR staff effectively listen to their information needs • OIR staff are aware of the information needs of its primary customers |

APPENDIX B: OIR EVALUATION DESIGN

JMU OFFICE OF INSTITUTIONAL RESEARCH EVALATION CONCERNS AND QUESTIONS

| EVALUATION ISSUES | EVALUATION QUESTION | DESIGN REFERENT | INFORMATION NEED | SOURCE OF INFORMATION | DATE NEEDED |
|------------------------------------|---|-----------------|--|---|-------------|
| <i>1.0 MANDATED REPORTING</i> | | | | | |
| Accuracy of information | Do the SCHEV data files meet all requirements of SCHEV? | Process 1.1 | SCHEV has specific criteria for their data files. Since many decisions about the university are based on these data, it is essential that the reported data meet SCHEV's criteria. | SCHEV edit reports, Audit report, interviews with SCHEV staff | |
| | Are the SCHEV data files accurate? | Output 1.1 | SCHEV has specific criteria for their data files. Since many decisions about the university are based on these data, it is essential that the reported data be accurate. | Audit report, interviews with SCHEV staff | |
| Accuracy of enrollment projections | Do enrollment projections meet SCHEV criteria for accuracy? | Output 1.3 | There are internal and external consequences for both under-projecting and over-projecting. It is essential that the projections be accurate. | Comparison of enrollment projections with SCHEV criteria | |
| Accuracy of space inventory | Do room use codes accurately portray the use of the rooms to which they are assigned? | Process 1.2 | Since the acquisition of funds for new and renovated space is dependent upon the accuracy of the facilities inventory, it is essential that the inventory be accurate. | Room inventory | |
| <i>2.0 Master Planning Process</i> | | | | | |

| EVALUATION ISSUES | EVALUATION QUESTION | DESIGN REFERENT | INFORMATION NEED | SOURCE OF INFORMATION | DATE NEEDED |
|---|---|------------------------|---|---|--------------------|
| Knowledge of the Master Plan | Are faculty, staff, and administrators aware the Master Plan has been completed? | Process 2.4 | It is important that all staff be aware that the MP has been published. This is the major form of communication about university-wide objectives that affect all areas of JMU. | Spring 97 study | |
| | Was the Master Plan published on time? | Output 2.0 | The university is required to have a published Master Plan. This documents whether it was published on time. | Document review | |
| | Do all staff have access to the objectives which relate specifically to their area? | Process 2.1, 2.4 | It is important for all staff to understand the major trends that could affect JMU and their jobs. These trends are listed on the CWIS and in the MP. It is important to understand the knowledge each person has about these trends. | Spring 97 study | |
| Consistency of objectives and Priorities for Action | Do all objectives under each Priority for Action relate to that Priority? | Output 2.2 | It is critical that all objectives relate to the Priorities for Action. This question determines if evidence exists that all objectives relate to the Priorities. | Spring 97 study Interviews with vice presidents/AVP's and department heads/directors | |

| EVALUATION ISSUES | EVALUATION QUESTION | DESIGN REFERENT | INFORMATION NEED | SOURCE OF INFORMATION | DATE NEEDED |
|--------------------------------------|---|------------------------|---|--|--------------------|
| | Are there any major objectives missing from the Master Plan? | Process 2.3 | It is critical that all objectives relate to the Priorities for Action. This question determine if evidence exists that all important objectives have been developed. | Spring 97 study Interviews with vice presidents/AVP's and department heads/directors | |
| | Was an evaluation of the planning process completed? | 2.5 Output | This is an accountability measure. The process should be evaluated every other year. | Spring 97 study | |
| | Were the results of the planning process evaluation reported in a timely manner to senior management? | 2.5 Output | In order to use the results of any evaluation, it must be completed on time and given to the appropriate management. | Interviews with vice presidents/AVP's. | |
| <i>3.0 Measures of Effectiveness</i> | | | | | |
| Use of benchmark information | Do departments use benchmarking information for program improvement? | Process 3.1 | Departments have spent a significant amount of time developing and reporting benchmark data. It is important to determine if the data are being used. | NACUBO benchmarking data, interviews with vice presidents/AVP's and department heads/directors | |
| | Do senior management know the benchmarks have been produced, and are they useful to them in making decisions? | Output 3.1 | Departments have spent a significant amount of time developing and reporting benchmark data. It is important to determine if the data are being used. | Interviews with division heads | |

| EVALUATION ISSUES | EVALUATION QUESTION | DESIGN REFERENT | INFORMATION NEED | SOURCE OF INFORMATION | DATE NEEDED |
|---|--|------------------------|--|---|--------------------|
| Development of evaluation procedures across divisions | Do all divisional heads know the SACS requirements for evaluation across all areas of their division? | Process 3.2 | Evaluation activities are required by SACS throughout the university. It is important to determine if division heads are knowledgeable of the requirements so that they can prepare their divisions. | Interviews with division heads | |
| | Have procedures been developed that are tailored for each division? Have measures been developed for the Division of Administration and Finance? | Process 3.2 | The divisions were encouraged to develop evaluation strategies for their division. This seeks information to determine if this has been accomplished and what improvements are needed. | Interviews with division heads, divisional evaluation coordinator(s) | |
| | Have university-wide performance measures been developed, and are they useful to internal and external audiences? | Output 3.3 | The Executive Council agreed to adopt university-wide performance measures. This seeks to determine if OIR assisted in their development and whether they are useful measures. | Performance measures document, interviews with vice presidents/AVP's and department heads/directors | |
| | Do divisional evaluation plans all contain the specific requirements for all divisions? Do evaluation plans in Administration and Finance contains the specific requirements? | Output 3.4 | Evaluation activities are required by SACS throughout the university. It is important to determine there is enough consistency among divisional evaluation plans to satisfy SACS. | Interviews with vice presidents/AVP's and department heads/directors | |
| <i>4.0 MANAGEMENT INFORMATION REPORTING</i> | | | | | |

| EVALUATION ISSUES | EVALUATION QUESTION | DESIGN REFERENT | INFORMATION NEED | SOURCE OF INFORMATION | DATE NEEDED |
|-----------------------------------|--|------------------------|--|---|--------------------|
| Usefulness of Statistical Summary | Does the Statistical Summary contain information needed by departments upon which to make decisions? | Output 4.1 | This document is the primary statistical document produced by OIR. It is extremely important that the data be accurate and useful for decision making. | Interviews with vice presidents/AVP's and department heads/directors and document review | |
| | What additional information is needed by divisions and departments to improve their operations? | Process 4.1 | This seeks to determine if additional tables should be included in the document. | Interviews with vice presidents/AVP's and department heads/directors | |
| | Should any tables be modified? | Process 4.1 | This seeks to determine if some tables should be modified to improve the quality of the information provided. | Interviews with vice presidents/AVP's and department heads/directors | |
| Usefulness of planned reports | Does OIR design studies that are useful, accurate, and timely? What additional studies should be undertaken? | Output 4.2, 4.3 | It is critical that OIR use its human resources to conduct the most useful studies.. | Examples of reports, interviews with vice presidents/AVP's and department heads/directors | |
| | Was the information provided useful, accurate, and timely? What changes occurred as a result of the information? | Output 4.2, 4.3 | These studies should also be accurate and timely. They should also be a catalyst for change. | Interviews with vice presidents/AVP's and department heads/directors | |
| <i>5.0 ADMINISTRATION</i> | | | | | |
| Adequacy of office management | Does the office have sufficient computers and printers to perform its tasks? | Process 5.1 | The office must have equipment sufficient to perform its mission. | Interview with OIR staff | |
| | Does the office have sufficient staff to perform its tasks? | Process 5.1 | The office must have sufficient personnel to perform its mission. | Interview with OIR staff and vice president | |
| | Are all office functions managed efficiently and effectively? | Process 5. | The office must be efficiently managed in order for staff to be able to perform their tasks. | Interview with OIR staff and vice president | |

| EVALUATION ISSUES | EVALUATION QUESTION | DESIGN REFERENT | INFORMATION NEED | SOURCE OF INFORMATION | DATE NEEDED |
|---|---|------------------------|--|--|--------------------|
| Adequacy of staff development | Did every staff member receive at least 12 hours of staff development training during the year? | Process 5.2 | The office staff must constantly upgrade its skills to take advantage of technology in this knowledge-based environment. | Interview with OIR staff | |
| | Have the training needs of each staff member been identified? | Process 5.2 | The skills of staff cannot be upgraded if the needs are not identified. This seeks information about how well the needs have been identified. | Interview with OIR staff | |
| | What skills and abilities did each staff member gain during the year? Do the skills and abilities gained relate to their job description? | Process 5.2 | It is important that the staff be trained in the most important skills. | Interview with OIR staff | |
| Effectiveness of departmental planning and evaluation | Are annual objectives accomplished effectively and in a timely manner? | Output 5.3 | This question seeks information to determine if OIR's objectives are accomplished effectively and in a timely manner. | OIR documents interviews with vice presidents/AVP's and department heads/directors | |
| | Does the office have a current mission statement that accurately reflects the responsibilities of the office? | Output 5.3 | It is important that the office not only achieve its objectives, but that it be doing the right thing. This seeks to determine if the staff and customers believe the office is performing the appropriate duties. | OIR documents and interviews with vice presidents/AVP's and department heads/directors | |

| EVALUATION ISSUES | EVALUATION QUESTION | DESIGN REFERENT | INFORMATION NEED | SOURCE OF INFORMATION | DATE NEEDED |
|--|--|------------------------|---|--|--------------------|
| | What is the OIR planning process, and how might it be improved? | Process 5.3 | This question seeks information about how OIR plans. It can provide useful information about how it develops objectives that relate to the mission and priorities of JMU. | OIR documents and interviews with vice presidents/AVP's and department heads/directors | |
| | Are objectives that relate to the university's planning priorities aligned with the department's, division's, and university's missions? | Process 5.3 | JMU has a Master Plan that states the major priorities for action. Each department is supposed to develop objectives that relate to the priorities and mission of JMU. | Annual action plans, interviews with vice presidents/AVP's and department heads/directors. | |
| | Are the results of evaluation used for program improvement? | Process 5.3 | It is critically important that any evaluation results be used to improve the office's functions. | OIR documents and interviews with OIR staff | |
| Comprehensiveness and quality of communication | | | | | |
| | Do departments know how to gain needed information from OIR? | Process 5.4 | OIR's role is to provide useful management information. This seeks to determine whether the departments know how to gain the information they need. | Interviews with vice presidents/AVP's and department heads/directors | |
| | What are the best ways for OIR to communicate with its customers? | Process 5.4 | OIR's role is to provide useful management information. This question seeks to determine the best ways for OIR to communicate with its customers. | Interviews with vice presidents/AVP's and department heads/directors | |

| EVALUATION ISSUES | EVALUATION QUESTION | DESIGN REFERENT | INFORMATION NEED | SOURCE OF INFORMATION | DATE NEEDED |
|--------------------------|--|------------------------|--|---|--------------------|
| | Do OIR staff listen attentively to all concerns? | Process 5.4 | Good listening skills are an essential means for the determining the needs of employees. This question is intended to help determine if OIR's important customers feel that OIR listens well to them. This does not imply that OIR answers all their questions, but rather the manner in which employees are helped. | Interviews with vice presidents/AVP's and department heads/directors | |
| | Has sufficient information been placed on OIR's web site for management? | Output 5.4 | OIR has places an enormous amount of information on the Web. This question seeks to determine if sufficient information exists and how access to the information might be improved. | Review of Web site and interviews with vice presidents/AVP's and department heads/directors Web use statistics | |
| Organization of OIR | | | | | |

| EVALUATION ISSUES | EVALUATION QUESTION | DESIGN REFERENT | INFORMATION NEED | SOURCE OF INFORMATION | DATE NEEDED |
|--------------------------|---|------------------------|---|--|--------------------|
| | Are there any functions currently performed by OIR that could be done more effectively and efficiently by another unit? | Process All components | It is possible that some functions currently performed by OIR might be more efficiently and/or effectively performed by another JMU unit. This seeks the opinions about whether some functions might be better performed elsewhere. | Interviews with vice presidents/AVP's and department heads/directors | |
| | Are there any functions currently performed by another unit that could be done more effectively and efficiently by OIR? | Process All components | It is possible that some functions currently performed by other units might be more efficiently and/or effectively performed by OIR. This seeks the opinions about whether some functions might be better performed in OIR. | Interviews with vice presidents/AVP's and department heads/directors | |

APPENDIX C: INTERVIEW QUESTIONNAIRES

OFFICE OF INSTITUTIONAL RESEARCH EVALUATION

Interview Questionnaire
for
SCHEV Staff

Interviewee's Names: _____

Interviewee's Position: _____

1. Do JMU enrollment projections meet SCHEV criteria for accuracy?
2. Do the SCHEV data files, created by JMU's OIR, meet all requirements of SCHEV?
3. Are the SCHEV data files, created by JMU's OIR, accurate?

OFFICE OF INSTITUTIONAL RESEARCH EVALUATION

Interview Questionnaire
for
Associate Vice-Presidents and Deans

Interviewee's Names: _____

Interviewee's Position: _____

1. Does the Statistical Summary contain information needed by departments for making decisions?
2. What additional information, either in the Statistical Summary or from other sources, is needed by your divisions and departments to improve your operations?
3. Should any tables in the Statistical Summary be modified?
4. Does OIR design studies that are useful, accurate, and timely? What additional studies should be undertaken?
5. Was the information provided in any studies useful, accurate, and timely? What changes occurred as a result of the information?
6. Do departments know how to gain needed information from OIR?
7. What are the best ways for OIR to communicate with you?
8. Do OIR staff listen attentively to your concerns?
9. Has sufficient information been placed on OIR's web site for management?
10. Are there any functions currently performed by OIR that could be done more effectively and efficiently by another unit?
11. Are there any functions currently performed by another unit that could be done more effectively and efficiently by OIR?
12. In recent years the university has been involved in several benchmarking activities. Two that were organized by OIR were the National Study of Instructional Costs and Productivity (not currently done due to changes in how instruction is delivered and the requirements of the study) and the NACUBO Benchmarking Project (JMU did not participate this year because of costs and because most departments did not find it useful because of so few similar institutions participating). From your perspective, how useful are benchmarking activities?
13. (Informational Item) Do departments use benchmarking information for program improvement?
14. The 1997-98 to 1999-2000 Master Plan was recently approved by the Planning Advisory Council. From your perspective, are faculty, staff, and administrators aware the Master Plan has been completed?

Have university-wide performance measures been developed, and are they useful to internal and external audiences?

15. The 1997-98 to 1999-2000 Master Plan was recently approved by the Planning Advisory Council. From your perspective, are faculty, staff, and administrators aware the Master Plan has been completed?

16. Is the Master Plan timely?

17. (Informational Item) Do all staff in your area have access to the objectives in the Master Plan which relate specifically to their area?

18. (Information Item) Do all objectives under each Priority for Action related to that Priority?

19. (Informational Item) Are there any major objectives missing from the Master Plan?

20. In general, are objectives in the Master Plan that relate to the university's planning priorities aligned with the department's, division's, and university's mission?

OFFICE OF INSTITUTIONAL RESEARCH EVALUATION

Interview Questionnaire
for
Directors and Department Heads

Interviewee's Names: _____

Interviewee's Position: _____

1. Does the Statistical Summary contain information needed by departments for making decisions?
2. What additional information, either in the Statistical Summary or from other sources, is needed by your divisions and departments to improve your operations?
3. Should any tables in the Statistical Summary be modified?
4. Does OIR design studies that are useful, accurate, and timely? What additional studies should be undertaken?
5. Was the information provided in any studies useful, accurate, and timely? What changes occurred as a result of the information?
6. Do departments know how to gain needed information from OIR?
7. What are the best ways for OIR to communicate with you?
8. Do OIR staff listen attentively to all concerns?
9. Has sufficient information been placed on OIR's web site for management?
10. Are there any functions currently performed by OIR that could be done more effectively and efficiently by another unit?
11. Are there any functions currently performed by another unit that could be done more effectively and efficiently by OIR?
12. OIR is currently developing university-wide performance measures. What is your perspective on the development of university-wide measures?
13. (Informational Item) SACS requires that each area have a planning and evaluation process that systematically develops plans and evaluates the outcomes. How aware are you of the SACS requirements for evaluation across all areas of your division? Besides the assessment of student outcomes what procedures have been developed for your division?
14. (Informational Item) In recent years the university has been involved in several benchmarking activities. Two that were organized by OIR were the National Study of Instructional Costs and Productivity (not currently done due to changes in how instruction is delivered and the requirements of the study) and the NACUBO Benchmarking Project (JMU did not participate this year because of costs and because most departments did not find it useful

because of so few similar institutions participating). From your perspective, how useful are benchmarking activities?

15. . The 1997-98 to 1999-2000 Master Plan was recently approved by the Planning Advisory Council. From your perspective, are faculty, staff, and administrators aware the Master Plan has been completed?

16. Is the Master Plan timely?

17. (Informational Item) Do all staff have access to the objectives in the Master Plan which relate specifically to their area?

18. (Information Item) Do all objectives under each Priority for Action related to that Priority?

19. (Informational Item) From you perspective, are there any major objectives missing from the Master Plan?

20. In general, are the objectives in the Master Plan that relate to the university's planning priorities aligned with the department's, division's, and university's mission?

OFFICE OF INSTITUTIONAL RESEARCH EVALUATION

Interview Questionnaire
for
OIR Staff

Interviewee's Names: _____

Interviewee's Position: _____

1. Are all office functions managed efficiently and effectively?
2. Did every staff member receive at least 12 hours of staff development training during the year?
3. Have the training needs of each staff member been identified?
4. What skills and abilities did each staff member gain during the year? Do the skills and abilities gained relate to their job description?
5. Are annual objective accomplished effectively and in a timely manner?
6. Does the office have a currently mission statement that accurately reflects the responsibilities of the office?
7. What is the OIR planning process, and how might it be improved?
8. Are the results of evaluation used for program improvement?
9. Do departments know how to gain needed information from OIR?
10. Has sufficient information been placed on OIR's web site for management?
11. Are there an functions currently performed by OIR that could be done more effectively and efficiently by another unit?
12. Are there any functions currently performed by another unit that could be done more effectively and efficiently by OIR?
13. Does the office have sufficient computers and printers to perform its tasks?

OFFICE OF INSTITUTIONAL RESEARCH EVALUATION

Documentation Questions

Document Searched: _____

1. Have evaluation measures been developed for the Division of Administration and Finance?
(Copies of evaluation efforts to date)
2. Does the Statistical Summary contain information needed by departments upon which to make decisions?
(Copies of Statistical Summaries)
3. Does OIR design studies that are useful, accurate, and timely?
What additional studies should be undertaken?
(Copies of recent studies)
4. Did every staff member receive at least 12 hours of staff development training during the year?
(Documentation of staff development)
5. Have the training needs of each staff member been identified?
(Documentation of training needs)
6. Are annual objectives accomplished effectively and in a timely manner?
(Annual accomplishment documents)
7. Does the office have a current mission statement that accurately reflects the responsibilities of the office?
(Copy of mission statement—this is on the Web site)
8. What is the OIR planning process, and how might it be improved?
(Documentation of planning process)
9. Are the results of evaluation used for program improvement?
(Documentation of use of evaluation)
10. Has sufficient information been placed on OIR's web site for management?
(Web)
11. Have evaluation procedures been developed that are tailored for each division?
(Copies of evaluation plans)
12. Have university-wide performance measures been developed, and are they useful to internal and external audiences?
(Copies of draft of measures)
13. Do enrollment projections meet SCHEV criteria for accuracy?
(Enrollment projections, SCHEV's criteria, and actual enrollments.)
14. Do departments use bench marking information for program improvement?

(Benchmarking information)

15. Do divisional evaluation plans all contain the specific requirements for all divisions?
(Copies of plans from other divisions)
16. Do evaluation plans in Administration and Finance contain the specific requirements?
(Copies from Administration and Finance)
17. Are faculty, Staff, and administrators aware the Master Plan has been completed?
(Spring 1997 study)
18. Was the Master Plan timely?
(Copy of Master Plan and date)
19. Do all staff have access to the objectives which relate specifically to their area?
(Documentation of dissemination of MP)
20. Do all objectives under each Priority for Action relate to that Priority?
(Spring 1997 study)
21. Are there any major objectives missing from the Master Plan?
(Spring 1997 study)
22. Was an evaluation of the planning process completed?
(Spring 1997 study)
23. Are objectives that relate to the university's planning priorities aligned with the department's, division's, and university's missions?
(Copy of OIR's annual objectives)
24. Do the SCHEV data files meet all requirements of SCHEV?
(Copy of audit)
25. Are the SCHEV data files accurate?
(Copy of audit)
26. Do room use codes accurately portray the use of the rooms to which they are assigned?
(Room inventory)

**APPENDIX D: CUSTOMER SATISFACTION SURVEY
QUESTIONNAIRE**

JMU Office of Institutional Research Customer Satisfaction Survey, Spring 1998

Introduction:

The Office of Institutional Research (OIR) provides many different and important services to the JMU community. As part of our on-going self-evaluation system, we desire your input about some important services we provide.

Content Questions About the Office of Institutional Research

The following questions seek information about the services provided by the Office of Institutional Research. Using the following scale, please indicate your level of agreement or disagreement with each statement about each of the offices and or functions of our division. Please consider your experiences with the office only during the previous 12 months. Your choices are **Strongly Agree; Agree; Disagree; Strongly Disagree; No Opinion.**

| ATTRIBUTES OF OIR | Strongly Agree | Agree | Disagree | Strongly Disagree | No Opinion |
|--|----------------|-------|----------|-------------------|------------|
| 1. Provides high quality service | | | | | |
| 2. Requires only appropriate paperwork | | | | | |
| 3. Staff listen attentively to my concerns | | | | | |
| 4. Services are performed accurately | | | | | |
| 5. Services are provided courteously | | | | | |
| 6. Services provided in a timely manner | | | | | |
| 7. I am correctly referred to other offices when appropriate | | | | | |
| 8. Places a high value on customer service | | | | | |
| 9. Prompt in dealing with customer inquiries | | | | | |
| 10. Staff are excited about their work | | | | | |
| 11. Staff look for new and better ways to do things | | | | | |
| 12. Staff are helpful | | | | | |
| 13. Staff make an extra effort for the university | | | | | |
| 14. Office plans for the future | | | | | |
| 15. Office is concerned about its employees | | | | | |
| 16. Activities are performed efficiently | | | | | |
| 17. Web pages contain useful information | | | | | |
| 18. Uses advanced technology | | | | | |

**APPENDIX E: TABLES 1.1-5.1: QUESTIONS, RESPONSE
FREQUENCIES, AND COMMENTS**

**APPENDIX F: TABLE 6.1: RESPONSE FREQUENCIES TO
CUSTOMER SATISFACTION SURVEY ITEMS**