Assessment Oriented Framework for Strategic Planning

Presented by Members of the Assessment Capability Collaborative (ACC)

- **Pamela Moses**, Ph.D., Organizational Change Facilitator, Office of Institutional Research
- **Jane Chin Davidson** Ph.D., Faculty Fellow for DEI in Teaching and Fellow for Assessment
- **Tom Long**, Ph.D. Faculty Director of Assessment for Academic Programs
- **Jennifer Mersman**, Ph.D. Assessment & Research Officer, Division of Student Affairs
Charge for Strategic Plan Work Groups and Timeline

Charge: Review previous documents related to the strategic planning process associated with the goal. Develop **goal statements, objectives, outcomes, and strategies** relative to your workgroup. Use campus feedback to make adjustments and provide final drafts to SPAC.

- **Early Feb**
  - Work groups drafts goal statements, objectives, outcomes, & strategies using assessment framework

- **Mid Feb**
  - Work groups share updates on deliverables, discuss what is needed

- **Early March**
  - Feedback from campus community via open forums and survey

- **Mid April**
  - Work groups incorporate campus feedback & finalize goal statements, objectives, outcomes, and strategies

- **Early May**
  - Final copies through writer and Strategic Communications

- **June**
  - Publish
Overview

- Using Assessment and DEI as a Frame
- Shared Language in Generation, Evaluation, and Curation of Deliverables
- Self-Determination for Quality Assurance
- Place in the Cycle
- Breakout Work
DEI Embedded into Strategic Plan

- Not an add-on, not a box to tick, not a neutral thing
- A student-focused plan and DEI focused-plan are inextricable

"Sexism and racism are reproduced by the techniques that justify the reproduction. When these words are dismissed, we are witnessing a defense of the status quo: it is a way of saying, there is nothing wrong; The very systematic nature of sexism and racism is obscured because of the systematic nature of sexism and racism....We need to throw a wrench in the works, to stop the system from working....Making feminist points, antiracist points, sore points, is about pointing out structures that many are invested in not recognizing. That is what an institutional brick wall is: a structure that many are invested in not recognizing. It is not simply that many are not bruised by this structure. It is also that they are progressing through the reproduction of what is not made tangible. When we are talking of sexism as well as racism, we are talking about systems that support and ease the progression of some bodies."

Embedding DEI Explicitly into the Cycle

Co-design reporting in appropriate and multiple modes of communication that conveys qualitative and quantitative findings

LEARN: Engage analysis & interpretation of findings with the people most impacted by the findings

Co-design data collection instruments in a participatory, accessible, and culturally & linguistically appropriate way

What inequities are to be addressed? What are some of their underling historical, social, cultural, economic, and structural causes

Plan
Document foundational framework (mission, goals, outcomes)

Do
Gather Evidence

Check
Analyze & interpret results

Act
Apply Insights
# Assessment Terms in Strategic Planning

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Attributes</th>
<th>Example 1: Walking the Dog</th>
<th>Example 2: Lunar Landing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>General description of an intended broad end state to be achieved</td>
<td>Ideas, Long-term purpose, around which organizational coordination is directed</td>
<td>To have a “successful” outing with the dog</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Specific description of intended achievements, pre-set targets, that are specific and measurable, in service of a goal</td>
<td>Specific, verifiable, performance based</td>
<td>Walk the dog for 30 minutes</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>Activities and attempts aimed in a specified direction</td>
<td>Intermediate actions and tasks; adaptable based on context; Outputs</td>
<td>Walk the dog by the park, lawns, and bushes</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>Change, effect, result attributed to a program, policy, project, product, service, or process</td>
<td>Results, effect, greater ownership</td>
<td>Dog peed, or dog didn’t pee, or dog is so worn out &amp; no longer cares about peeing, human got 1000 steps in, doggie enrichment in sights and sounds</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Longer term, larger scale changes in outcomes in a broad level of scope</td>
<td>Change, synthesis of outcomes</td>
<td>Healthy person and acclimated pet</td>
</tr>
</tbody>
</table>
Deliverables: Due February

Goal Statement

Objectives

Outcomes

Measures/Indicators

Strategies

Final Set

1

2-3 per goal

2-3 per objective

2-3 per outcome

3-5 per objective
Self Determination for Quality Assurance
An **Outcome** is the change, effect, or result attributes to a program, policy, project, product, service, or process.

<table>
<thead>
<tr>
<th>Criteria to Evaluate OUTCOMES</th>
<th>Yes</th>
<th>Sort of</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment</strong>: Does the outcome map onto larger departmental, divisional, or institutional goals?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Importance</strong>: Does the outcome represent an important change valued by a diverse set of stakeholders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Realistic</strong>: Is the outcome achievable given resources, context, timeframe, and needs of stakeholders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential for <strong>negative effects considered</strong>: has there been discussion of any possible unintended consequences for stakeholders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Results Oriented</strong>: is the outcome focused on intended impact?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measurable with multiple measures</strong>: do measures, data, or indicators already exist for this outcome? Do any need to be developed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Value forward</strong>: does the outcome have potential to lift marginalized voices and inform inclusive decision making?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
May 6 Leaders Retreat
- Considered findings
- Brainstormed objectives

LEARN

University Strategic Plan Expansion 2020-2022

Plan
Document foundational framework (mission, goals, outcomes)

Do
Gather Evidence

Act
Apply Insights

Check
Analyze & interpret results

NEW 2023-2028 PLAN
In this decade, we will perform a red lunar landing and return to earth.

One giant leap for mankind in 1969

In this decade, we will perform a red lunar landing and return to earth.

We will land on the moon.
Purpose: to accelerate the creation of deliverables based on evidence summaries

- Review the May 6 content within this assessment framework
- What’s missing? What assumptions and barriers are there? Is DEI being considered within these assumptions & barriers?
- Generate strategies, outcomes, objectives, and components of goal areas to inform your group’s deliverables
Let’s Jam

Quick overview of Google Jam Board functionality
Next Steps: Evaluate & Curate

- Prioritize content of jam boards
- Run it through QA checklist
  - Final set of Objectives should be mutually exclusive and collectively capture the goal area as you’ve articulated it