

# June Goal Summit



**AUBURN UNIVERSITY CLUB**

**JUNE 4, 2013**



**AUBURN UNIVERSITY**

DIVISION OF STUDENT AFFAIRS

# WELCOME MESSAGE



*Dr. Ainsley Carry*  
*Vice President for Student Affairs*

*Dr. Abby Langham*  
*Director of Assessment & Strategic Planning*



# Agenda

7:45 – 8:45 a.m.

## Breakfast

Hot breakfast and assorted beverages prepared by the AU Club and served in the lobby

8:15 a.m.

## Welcome

Remarks in dining room/meeting space

8:45 a.m.

## Measuring a Culture of Evidence

Rubric exercise to assess where we are as a Division in establishing a culture of evidence

## Identifying our Mission Statement

Exercise to demonstrate our knowledge of the Division's Mission Statement. Do you know our mission? Can you pick it from a line-up?

## Review of Vision, Mission, Goals, and Objectives

Overview of vision, mission, goals, objectives and strategic planning process

## Matching Goals and Objectives

Working conversation to align objectives and goals

11:45 – 12:45 p.m.

## Lunch

Prepared by the AU Club and served on the porch

1:00 p.m.

## Refining Outcomes

Refine outcomes and align outcomes to objectives

# Learning Outcomes



**As a result of attending the 2013 June goal summit, attendees will be able to:**

- Explain where their departments are in establishing a culture of evidence.
- Identify the DoSA's Mission Statement.
- Discuss the DoSA's Strategic Plan components and process.
- Organize the DoSA's Objectives with Goals.
- Evaluate whether their Outcomes are SMART.



**MEASURING A  
CULTURE OF  
EVIDENCE**

# Measuring a Culture of Evidence

	A Culture of Good Intentions	A Culture of Justification	A Culture of Strategy	A Culture of Evidence
<b>Intentionality</b> (Thoughtfulness in action or decision)	People have a sense that they are doing good things.	People can describe what they are <u>doing</u> (i.e. operational or procedural specificity).	People can describe what they are <u>accomplishing</u> (i.e. strategic pertinence, how what they are doing relates to mission and goals).	People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.
<b>Perspective</b> (Relative to position, institutional role and general point of view)	Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	After-the-Fact. Data is used retroactively as justification for predetermined positions or prior decisions.	Before-the-fact. Assessment is designed with an end in mind. (e.g. Identification of learning outcomes, how the data will be used)	Real Time / Continuous. Data is collected and regularly used to inform processes. Data helps us <u>close the loop</u> on improvement processes and educational outcomes.
<b>Critical Linkages</b> (Connections that manage movement and relationships)	Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.	Cloudy. Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.	Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.	Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.
<b>Initiatives and Directions</b> (Goals, programs, projects, and plans)	Determined by whim, interest, opportunity.	Administration initiates assessment and it is done only when asked for or required.	Directors own and initiate assessment. Data describe the current situation.	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.
<b>Planning Processes</b> (Strategic planning, goal setting, measuring outcomes)	Vague and individualized. Success is vague or interpretive, and evaluated based on “feel,” intent and effort. Collective or strategic planning does not exist.	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but <u>not planning-oriented</u> .	Organized, routinized, and localized. Data informs deliberate <u>cyclical or episodic strategic planning</u> exercises.	Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into <u>continuous strategic thinking</u> .

# Measuring a Culture of Evidence



## First

- Use the handout of the rubric with the **orange heading** to determine where the Division is in creating a culture of evidence in each rubric category.
- Division scores will be compiled. The results will be shared at a later date.

## Second

- Use the handout of the rubric with the **blue heading** to determine where your department is in creating a culture of evidence in each rubric category.
- Discuss these scores with the other person from your department.
  - Where do your results match/differ?
  - Where is there room for improvement?
- Directors, keep these results to compare your growth at a later date.



**IDENTIFYING  
OUR MISSION  
STATEMENT**



# Identifying our Mission Statement



1. Write the DoSA's Mission Statement from memory.
2. Identify the DoSA's Mission Statement from a line-up.
3. Compare what you wrote and what you identified with the actual DoSA Mission Statement.



Do you remember our Mission?



**REVIEW OF VISION,  
MISSION, GOALS, AND  
OBJECTIVES AND  
STRATEGIC PLANNING  
PROCESS**

# Strategic Planning Common Language

## Vision

A vivid purpose statement of aspiration for the future derived from the organization's values and mission

## Mission

A concise inspiring statement of purpose that defines the organization's prime functions

## Values

Traits or characteristics considered intrinsic to or necessary for the optimal functioning of an institution or culture

## Goals

Broad long-term aims for desired accomplishments

## Objectives

Specific programs or processes implemented to achieve goals

## Outcomes

Identifiable, measurable end results of a program

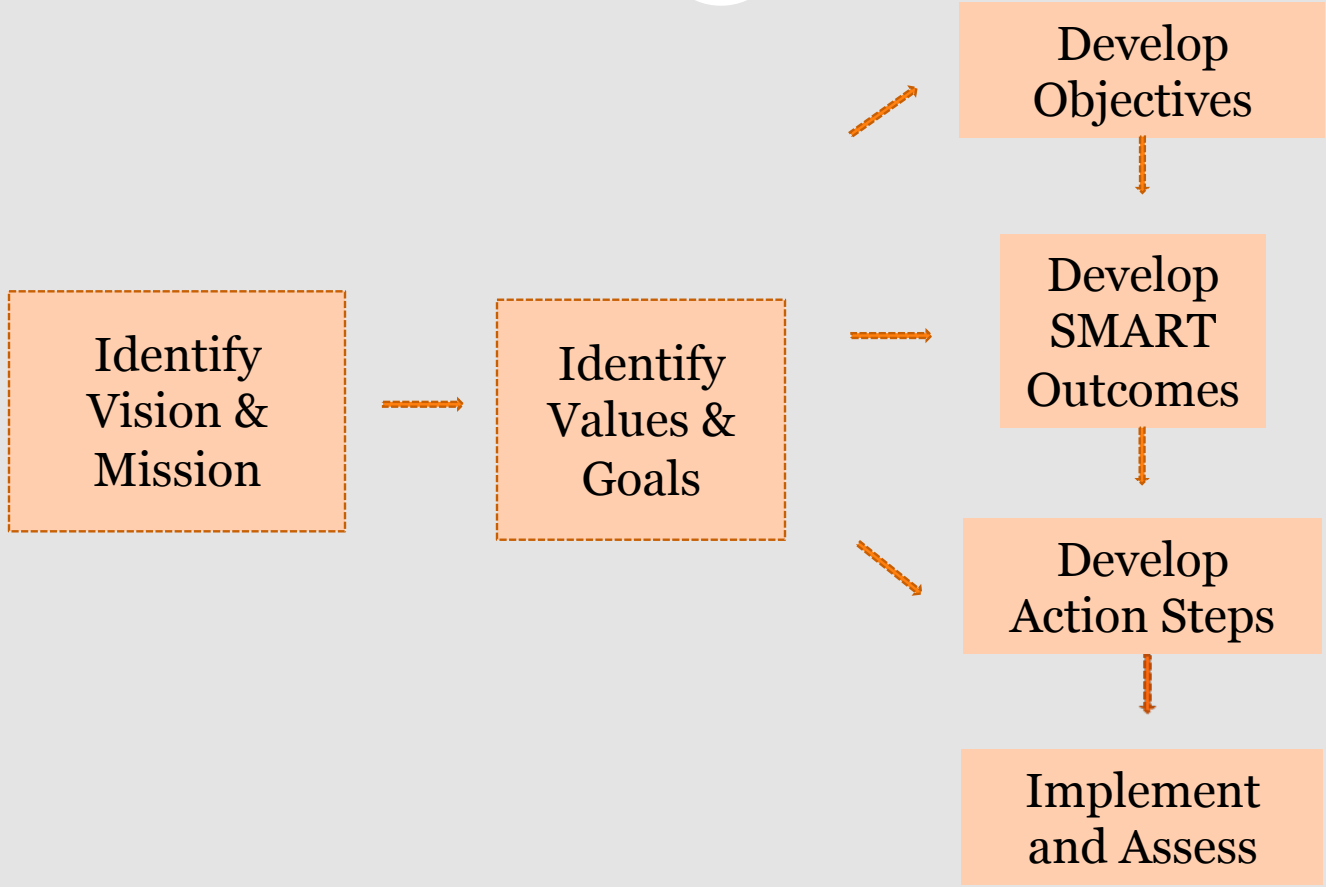
## Action Steps

Incremental tasks necessary to achieve broader objectives

## Assessment

A three-step process which includes the systematic collection, analysis, and use of information to make improvements

# Strategic Planning Process



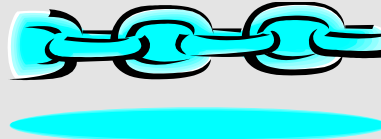
**Collect Input From Stakeholders**

# Creating an Institutional and DoSA Link



## Five AU Strategic Plan Priorities

1. Student Success
  - a. Academic Success
  - b. Professional Success
  - c. Personal Health
  - d. Social Success
  - e. Campus Environment
2. Faculty Enterprise
3. Research Enterprise
4. Business Operations/  
Revenue Enhancement
5. Outreach and  
Extension



## DoSA Connections to AU Plan

### Vision: Student Success

- a. Student Learning
- b. Professional Readiness
- c. Health & Wellness
- d. Student Engagement

# DoSA Strategic Plan Overview

## Vision

The vision of “Student Success” for the Division of Student Affairs is to empower students to be well-rounded and productive members of society who positively impact the world.

## Mission

The mission of the Division of Student Affairs is to cultivate a healthy and supportive campus environment that engages students, advances learning, encourages leadership, and prepares students for future success.

### Goal:

#### Student

#### Learning:

The Division will enhance learning through intentional co-curricular experiences and opportunities.

### Goal:

#### Student

#### Engagement:

The Division will create meaningful opportunities for students to be actively engaged with the campus community.

### Goal:

#### Health, Wellness, & Safety:

The Division will promote a healthy and safe campus community.

### Goal:

#### Professional Readiness:

The Division will prepare students for professional success.

**Objectives**

**Objectives**

**Objectives**

**Objectives**

**Outcomes**

**Outcomes**

**Outcomes**

**Outcomes**

**Action Steps**

**Action Steps**

**Action Steps**

**Action Steps**

# Objectives



1. Shape the campus environment to encourage and support student success.
2. Foster a culture of student academic success.
3. Utilize student involvement to develop professional skills or competencies.
4. Create a supportive campus environment by responding to the needs of underrepresented students.
5. Prepare students to address society's most pressing challenges.
6. Improve student health and wellness through prevention, education, and intervention initiatives.
7. Emphasize the importance of personal safety.

Objectives: Specific programs or processes implemented to achieve goals



**MATCHING  
GOALS AND  
OBJECTIVES**



# Matching Goals and Objectives



1. Examine under which Goals the Objectives were placed as a result of consolidating each portfolio's Objectives into one set of Divisional Objectives.
2. Discuss where each Objective should be placed.
3. Write the final placement of Objectives on the handout.

Goals: Broad long-term aims for desired accomplishments

Objectives: Specific programs or processes implemented to achieve goals



# **REFINING OUTCOMES**

# Refining Outcomes



## What does it mean to be SMART?

- **S** – Specific
- **M** – Measurable
- **A** – Attainable/Ambitious
- **R** – Relevant/Resource-Conscious
- **T** – Time-Sensitive/Timely

## Instructions

1. Revise your outcomes so that they are SMART. Work with your department team member.
2. Write your revised outcomes for your department on the handout.
3. If needed, discuss with your portfolio group about how to make your outcomes SMART.
4. When ready, discuss with your portfolio groups where revised outcomes will align with the DoSA's objectives.
5. Each group will record 1 outcome for 1 objective for 2 of the 4 goals on flip chart paper and will share their work.

Example: Goal  
Objective  
Outcome

Outcomes: Identifiable, measurable end results of a program



# NEXT STEPS

# Next Steps



- Have a Values conversation to get Division-wide input
- Submit final year 1 Outcomes/Action Steps to your AVP by June 14  
(*Same day revised 2012 assessment reports are due*)
- AVPs will send final Outcomes/Action Steps to Dr. Langham by June 19.
- Participate in Compliance Assist and Baseline trainings from approximately July 8 – August 2
- Work on creating/finding any necessary assessment instruments
- Begin inputting information into Compliance Assist and Baseline
- Use the Strategic Plan to guide your decisions for the coming year/s

# Evaluation



**Please fill out the June Goal Summit evaluation.  
Thanks for your participation!**