

For The Record

A publication devoted to interdisciplinary innovations where organizational, leadership, and communication studies intersect

Published by the Center for Organizational Development and Leadership
Rutgers University

Volume 1(2)
May, 2013



MAAP: An Integrative Strategy for Mission Alignment, Assessment, and Planning in Complex University Communities

Susan E. Lawrence, Ph.D.
Associate Professor, Political Science and
Dean for Educational Initiatives, School of Arts and Sciences
Rutgers University

Brent D. Ruben, Ph.D.
Distinguished Professor, Communication and
Executive Director, Center for Organizational Development and Leadership
Rutgers University

MAAP: An Integrative Strategy for Mission Alignment, Assessment, and Planning in Complex University Communities^{*1}

Susan E. Lawrence, Ph.D.
Associate Professor, Political Science
Dean for Educational Initiatives, School of Arts and Sciences
Rutgers University

Brent D. Ruben, Ph.D.
Distinguished Professor, Communication, and
Executive Director, Center for Organizational Development and Leadership
Rutgers University

Version 5-21-2013

Copyright 2013, S.E. Lawrence & B.D. Ruben, all rights reserved.

Introduction

The modern American research university is an enormously complex enterprise with multiple missions and multiple indicators of success and failure. Insuring organization effectiveness presents profound challenges in a climate of multiple stakeholders with widely differing views of the purpose of the university which itself operates as multiple semi-autonomous schools, departments, programs, and administrative units. Demands for accountability increase daily as does the need for strategic planning and management.

The federal government is calling our self-appointed higher education accrediting agencies to task for the colleges' and universities' inability to demonstrate what students are learning while broad swath studies purporting to show that students are, in fact, not learning very much grab headlines. (Arum and Roksa, 2011; but see Benjamin 2013 and CAE 3013). State governments, the federal government, and parents are asking hard questions about why college costs so much, leading state politicians and private foundations to come up with an array of demands and gimmicks to bring costs down. Colleges and universities are blamed for the inability of new graduates to get the jobs that simply do not exist in the current depressed economy while businesses are doing less and less of their own career training

** The authors wish to thank our Rutgers colleagues who contributed so much to imagining this project and launching it with a series of pilots at Rutgers, New Brunswick: Barbara Bender, Associate Dean, The Graduate School-New Brunswick; Jeanne Boyle, Associate University Librarian for Planning and Organizational Research; Richard De Lisi, Dean, Graduate School of Education; Philip Furmanski, Professor II of Cell Biology and Neuroscience and former Executive Vice President for Academic Affairs; Gary Gigliotti, Associate Vice President for Academic Affairs and Director, Center for Teaching Advancement and Assessment Research; Carol Goldin, Associate Dean, College of Pharmacy; Robert Heffernan, Director, Institutional Research; Kate Immordino, Director of Research, Center for Organizational Development and Leadership; Patrick Love, Associate Vice President for Student Affairs; Don Smith, Vice President for Information Technology; and Barry Qualls, Professor of English and former Vice President for Undergraduate Education.*

(Cappelli, 2012). Student debt levels are characterized as out of hand. State funding of public higher education has dropped precipitously, while the financial engines of the research university—NSF, NIH, NEH, and foundation grants—are being cut. And, online education initiatives and for-profit corporations are challenging the very model of higher education that has been the envy of the world. Internally, as we scramble for revenue, squeeze out savings, and race not to be out-innovated by our peers, questions of purpose and priorities may get lost.

Modern research universities generally define their missions as the advancement of knowledge through research and scholarship, through undergraduate and graduate education, and in the case of land-grant schools, through service to the public. Of course, exactly how these missions are defined and achieved at specific universities varies as each develops its own vision, strategic plan, and branding campaign. But, these universities have all grown to become small universes unto themselves as they have built on the tradition of residential colleges while expanding their research and professional education missions far beyond the classical seven liberal arts.

In terms of its multiplicity of missions and range of functions, the research university is one of our most complex modern institutions.

Universities employ not just faculty and academic administrators, but they include large scale housing and dining services; student health services including extensive mental health programs; hospitals; community outreach and service programs; public relations and public safety divisions; fund-raising offices; recreation and entertainment facilities; extensive transportation systems; massive physical plants that house everything from on-site daycare centers to high level toxic waste; and of course, intermural and big-time intercollegiate athletic programs. In terms of its multiplicity of missions and range of functions, the research university is one of our most complex modern institutions.

In this article we propose, and report on one experiment with, an integrative strategy for mission alignment, assessment, and planning in complex university communities. Our Mission Alignment, Assessment, and Planning (MAAP) system creates a *process* for integrating a cross-campus view of academic, student affairs, service, and administrative units' contributions to the core missions of the university. By way of illustration, we begin by applying our model to the core mission of undergraduate education, although we believe that it is equally useful when expanded to the graduate and professional education, scholarship and research, and service missions. In this article we first provide an overview of the functions and advantages of the MAAP approach and then we review our experience with a pilot implementation of it at our home institution, Rutgers University.

Overview

The MAAP process leverages the current pressure for accountability coming from Washington, state houses, accreditation commissions, and other stakeholders to promote alignment, assessment, strategic planning, and improved stakeholder communication. The approach unites academic, student affairs, and administrative units in clarifying and assessing their individual contributions to core missions and goals. As such, it also provides a tool for coordinating and assessing the implementation

of strategic plans. By uniting assessment of institutional effectiveness across units, it monitors system-wide progress toward strategic goals while promoting local ownership of the strategic goals and assessment measures. MAAP addresses the key question of how to satisfy external demands for assessment and accountability in a way that is also meaningful internally and enhances the quality and

By uniting assessment of institutional effectiveness across units, it monitors system-wide progress toward strategic goals while promoting local ownership of the strategic goals and assessment measures.

coherence of the institution. By providing an integrated, institution-wide response, it addresses the challenge of communicating the worth of the university’s multi-faceted model of undergraduate education and student learning in an era of expanding online degree programs and MOOCs, defunding of public universities, and a perceived crisis of student loan debt.

MAAP is a heuristic that operates as a process, a graphic, and a communication resource. At its most basic, MAAP is a matrix that defines columns by mission goal and rows by unit or program. It is designed to facilitate a zoom-in, zoom-out approach; moving from a university-wide overview to local program level data and back. A university’s fully developed MAAP will have a fractal-like quality in that each local unit or program using MAAP will use a MAAP matrix template for reporting its specific aligned goals and assessment data referenced from the university wide-matrix through reciprocal hyperlinks.

MISSION ALIGNMENT, ASSESSMENT, AND PLANNING						
	GOAL	GOAL	GOAL	GOAL	GOAL	GOAL
	sub goals	sub goals	sub goals	sub goals	sub goals	sub goals
unit						
unit						
unit						
unit						
unit						
unit						
unit						
unit						
unit						
unit						

Figure 1: MAAP Template

Alignment: The MAAP matrix provides an integrated visual picture of the university’s shared mission goals and the range of units and programs that contribute to them. (See Appendix A) The interactive process by which the matrix and sub-matrices are created and implemented promotes campus-wide organizational self-reflection, cooperation, alignment, and, where appropriate, organizational and programmatic changes of various kinds. Importantly, the MAAP approach also promotes unit- and division-based understanding and ownership of the goal-setting, review, and self-assessment process and of organizational improvement based on results. It helps people ‘on the ground’ feel a sense of identity with the core missions of the university by showing them where they are in the ‘group photo’ and identifying their essential contributions to the university’s various mission goals. The MAAP

It helps people ‘on the ground’ feel a sense of identity with the core missions of the university by showing them where they are in the ‘group photo’ and identifying their essential contributions to the university’s various mission goals.

process itself is often transformational for local units unaccustomed to reflecting on how their work aligns with the spectrum of university mission goals. And, we have found that in a time of significant leadership changes, it provides a needed ballast allowing local units to remain invested in the university’s core mission in the face of top-level personnel changes. At the same time, the alignment function of MAAP

makes it a powerful tool for new leaders seeking to reorient the university to new, or newly defined, mission goals and performance targets. As new strategic objectives are announced, MAAP provides a way to map them onto existing units avoiding costly new, and likely redundant, structures.

Assessment: The MAAP approach builds on the assessment of learning goals within academic units, and engages, also, student affairs, service, and administrative units to develop an integrated view of their contributions to the undergraduate experience, institutional effectiveness, *and* student learning.ⁱ A compelling strength of the MAAP process is that it combines bottom-up engagement in assessment along with a more purposeful top-down process aimed at identifying macro, institution-wide, indicators that speak to the university’s mission. The MAAP matrix shows top and mid-level leaders where connections need to be built—or enhanced—by providing a visual representation of commonalities of goals and assessment opportunities across reporting lines and functional divisions. It does this in a way that promotes a high degree of local ownership of assessment, and therefore a desire to make improvements based on assessment results. In this way, we believe MAAP cultivates and nurtures a genuine culture of evidence and continuous improvement, pushing units to clarify mission-aligned goals and measuring their success in terms meaningful to them. At the same time, it provides a way to disperse institutional-level assessment data to the local units who need it for evidence-based planning and improvement.

Planning and Reporting: MAAP’s graphic element provides a way to integrate bottom-up and centralized top-down assessment and data collection into a message of university accountability and effectiveness by providing a template for cohesive and coordinated reporting on standard institutional metrics (e.g. retention and graduation rates) *and* multiple, diverse, local assessment plans. It provides

a way to connect university level measures such as NSSE, and its research university counterpart—SERUⁱⁱ; IPEDS type data; and university dashboards with local unit planning as pieces of these data sets are employed as part of units’ assessment of their aligned goals. (See Appendix C). As units (including the Office of Institutional Research) report assessment results and establish local MAAP pages, the master MAAP matrix is populated with reciprocal hyperlinks creating the fractal-like zoom-in/zoom-out quality. MAAP provides a way to organize and manage the morass of results that genuine assessment activity produces into an accessible package for accreditors and macro-level planning. It makes assessment results available for use in constructing narratives that communicate a coherent vision of the university and the student learning experience to stakeholders while guiding internal planning and improvement by identifying trouble spots and gaps to be filled and best practices to be shared.

As units report assessment results and establish local MAAP pages, the master MAAP matrix is populated with reciprocal hyperlinks creating the fractal-like zoom-in/zoom-out quality. MAAP provides a way to organize and manage the morass of results that genuine assessment activity produces into an accessible package for accreditors and macro-level planning.

The MAAP process breaks down silos and improves cross-functional effectiveness. MAAP’s mission goals—which are the columns in the matrix—are not meant to be defined nor owned by particular vice-presidents or units, but rather they focus on shared mission-critical goals that transcend various

When the results of using MAAP with multiple units are brought together in a master matrix, it visually maps how decisions made in one unit impact multiple goals, calling attention to areas of potential duplication, stimulating innovative partnerships, and showing how decisions that seem reasonable within a unit may have other important implications for the overarching university mission goals.

internal administrative divisions. No one unit owns any mission goal and no unit can simply pass off all responsibility for other mission goals, although of course some units are more heavily and directly involved in one mission goal than another. One of the real appeals of MAAP is that it is a constructive way to bridge the chasms that so frequently exist between student life and administrative services on the one hand and the academic side of the house on the other.ⁱⁱⁱ

Each of the broad mission goals provides an opportunity to assemble *top-level working groups* representing the range of programs and services that contribute to each goal and to coordinate work across and among units. The matrix format assists in identifying micro and macro areas where change, re-prioritization, or improvement is needed and where success should be celebrated. Significantly, when the results of using MAAP with multiple units are brought together in a master matrix, it visually maps how decisions made in one unit impact multiple goals, calling attention to areas of potential duplication, stimulating innovative partnerships, and showing how decisions that seem reasonable within a unit may have other important implications for the overarching university mission goals that should be taken into account.

Deploying the MAAP Model – The Rutgers Experience

While the MAAP concept could be employed in virtually any domain within any college or university, we chose to begin with the undergraduate educational experience at Rutgers, New Brunswick for several reasons. Having just gone through a significant reorganization of undergraduate schools and functions, it was already a major item of concern on the university agenda and there was an awareness of the potential for a lack of coherence among academic affairs, student affairs, enrollment management, and other units that contribute importantly to the undergraduate experience. Undergraduate education is central in the accreditation process and in terms of sheer number of bodies and dollars, it is the single largest mission of the University. Finally, undergraduate education is, in the public mind, the university's *raison d'être*.

The MAAP process can, however, be used with any facet of the university's mission. We have added a graduate education dimension and are in the early stages of piloting it as well. (See Appendix D) and hope to soon expand MAAP to the research and service missions. MAAP can be easily adopted by and customized for any university or college (or other multi-mission organization) with any set of institutional mission goals.

Construction of the MAAP matrix at Rutgers began with a review of university documents and discourse to develop a short list of undergraduate mission-critical goals. Our review focused first on the major university task force assessment report that resulted in the reorganization of the multiple liberal arts and sciences colleges into a single School of Arts and Sciences and the consolidation of student services across the New Brunswick campus, "*Transforming Undergraduate Education*".^{iv} The process of developing a short list of critical mission goals and the resulting list itself was broadly inclusive and endorsed by senior leaders, as we believe it must be to be successful. As this review and discussion has progressed through multiple venues and as we have learned from our pilots' experiences, we have refined and clarified our articulation of the Rutgers undergraduate mission goals and developed a parallel set of graduate mission goals.

Undergraduate Educational Experience Goals

Student Recruitment Goals

- Reputation of University and academic programs
- Quality/Selectivity
- Access and affordability
- Diversity

Rutgers Support and Pride Goals

- Value Rutgers as a comprehensive research university
- Sense of belonging, pride, and self-identification with University and School
- Quality campus facilities and support services
- Satisfaction with education and experience

Personal and Professional Development Goals

- Co-curricular engagement and learning
- Respect for human rights, diversity, and individuality
- Local and global citizenship
- Leadership skills & workforce readiness

Academic Degree Goals -- Credit Bearing

- Credit-bearing general education
- Credit-bearing program learning outcome goals (majors, minors, certificates, etc.)
- Credit-bearing experiential learning goals

Progress to Degree Goals

- Retention
- Academic success and progress
- Timely graduation (4 year and 6 year rates)

Post-Graduation Success Goals

- Honors, Awards, Fellowships, etc.
- Graduate and professional school admission
- Employment

Operational Support for Faculty and Staff Goals

The result was six broadly-defined mission-critical goals: 1) Student Recruitment; 2) Rutgers Support and Pride; 3) Personal and Professional Development; 4) Academic Degree Goals; 5) Progress to Degree; and 6) Post-Graduation Success. For each, a number of additional sub-goals were also identified. Each of these goals is a column in the MAAP matrix, along with a seventh “Operational Support for Faculty and Staff.”

These six mission categories were then used as the point of departure for reflective discussions and facilitated workshops within our pilot “units.” We purposefully leave the term “unit” undefined and our pilots range from large scale operations with many units and programs under their umbrella (e.g. Student Affairs) to smaller, task-specific, offices within schools or within other large divisions within the University (e.g. the Transfer Center within one school’s academic services office). MAAP is an appropriate and useful tool across levels.

Our first step with our MAAP pilots was to ask the unit to inventory its programs and services and the goals of each. We asked the unit to reflect on how its goals articulate with the university’s broad mission goals. At times, this was challenging for units and showed us where our phraseology was confusing and where redundancies might lie. We also discovered that unit responses tended to cluster at two poles. Some units perceived themselves as support units and were skeptical that their work could be well captured by MAAP’s articulation of mission goals; other units that work directly with students initially responded that they, of course, contribute to all of the mission goals.

We found that the next step, asking members of the unit/program/service to discuss how they define and evaluate the success of their programs and services, was very useful in helping them more precisely clarify exactly how their unit’s goals align with the university’s mission goals. This process of collaborative unit-based discussions of how the unit has been defining success for itself is a crucial and effective step in bringing unit goals into alignment with university mission goals. At times, the discussions themselves were enough to trigger unit’s rethinking and, in some cases, a reframing of their goals and priorities, prompting changes to better advance the university’s mission goals.

With this bridge between university-level mission goals and unit-level operational goals in place, the MAAP process then became a tool for thinking through what kind of information and data would be useful *to the unit* in assessing its contributions to the mission-critical goals. For some units, this was simply an organizational task; for others (particularly, non-academic units) this stage seemed to mark the beginning of a foray into mission-based outcomes assessment or measures of institutional effectiveness.

The MAAP process became a tool for thinking through what kind of information and data would be useful to the unit in assessing its contributions to the mission-critical goals. For some units, this stage seemed to mark the beginning of a foray into mission-based outcomes assessment or measures of institutional effectiveness and provided an opportunity to integrate university level institutional data and local unit assessment plans.

This also provided an opportunity to integrate university-level institutional data and local unit assessment plans. University-wide retention and graduation rates, for example, could be used as points of comparison when a unit's activity was posited to positively affect these rates. Appendix C shows how SERU questions were keyed to MAAP cells so that local units could easily locate data of possible use in their assessment plans. This step culminates in the unit identifying and/or developing definitions and measures and designing effective ways to present this information on a unit-based assessment web-page keyed to a unit-based MAAP matrix.

As multiple units complete their MAAP matrix, program or unit rows will be transferred to the university-wide matrix to show the connections and overlap between programs across units. In fact, we plan to use the organization of the graphic MAAP matrix itself to begin the disruption of silos by ordering units, programs and services—which define the horizontal rows in the MAPP matrix—based on their point of intervention in the student life-cycle rather than organizing them based on reporting lines. For example, the Rutgers MAAP groups the first-year advising programs provided by academic services staff from each individual school with new student orientation handled by our cross-campus student life staff although the two functions have dramatically different reporting lines. Each of the six broad mission goal columns provides an opportunity to assemble *top-level working groups* to coordinate work across and among units.

We are developing a university-level master MAAP matrix with reciprocally hyperlinked unit pages that will be constantly added to and updated as more and more units adopt MAAP. Accreditors' focus on the assessment of student learning outcomes in credit-bearing academic programs is situated in the larger context of the undergraduate student learning experience and squarely placed as a key transformational experience (along with personal and professional development) between the popular

Using a university-level matrix as a focal point, the work of individual units builds in an organic way toward the development of a readily useable institution-wide integrated inventory of assessment data providing a portal to an increasingly comprehensive picture of the university's institutional effectiveness—mission effectiveness—in undergraduate education.

bookend institutional metrics of admissions profiles and graduation rates. Using a university-level matrix as a focal point, the work of individual units thus builds in an organic way toward the development of a readily useable *institution-wide* integrated inventory of assessment data providing a portal to an increasingly comprehensive picture of the university's institutional effectiveness—mission effectiveness—in undergraduate education.

Already apparent is that one of the real advantages of MAAP at large complex institutions is that the process itself is transformational and promotes mission-directed alignment, assessment, and planning within the units that adopt it. The university does not have to wait for the project to be complete before seeing movement toward better achievement of its mission goals. Through the MAAP process, each unit creates its own matrix through collaborative review and discussion and controls the specifics

of implementing appropriate assessment tools and ‘close the loop’ changes. Each unit keeps its assessment measures relevant and its data up-to-date as it is used to guide planning at the local and university level, as well as at every point in-between.

Progress and Lessons

At Rutgers, we began the MAAP process in 2010-11 with pilot programs in the University Office of Undergraduate Education; Student Affairs; several divisions in the School of Arts and Sciences; the Core Curriculum; Information Technology; Administration and Public Safety; and more recently the Libraries have joined. We purposefully included academic, student affairs, and service units. Some of our pilots quickly embraced MAAP as a particularly useful process for approaching the assessment issues that had bedeviled them.^v Others were volunteers who heard about the project and wanted to join. We did find that caution is needed in presenting MAAP directly to academic instructional units whose faculty may first react to it as yet another multiplication of their new assessment responsibilities rather than seeing it as a tool for organizing the reporting of the assessment of student learning outcomes that they are already doing.

We have learned a number of lessons in working with each of these piloting units which has allowed us to refine the MAAP approach. In particular, we were challenged to clarify and further develop the staged processes for engaging units in thinking through the MAAP process and implementing it. On one level, MAAP is incredibly simple—goals on the x axis and programs on the y axis. On another level, when units actually begin thinking through how they fit into rows ordered by the student life cycle rather than reporting lines and when programs begin thinking about how to re-orient themselves around university-wide mission-critical goals instead of isolated unit purposes and traditional measures of operational effectiveness (necessary but not sufficient conditions for advancing mission goals), it can come to seem incredibly complex. Add to that higher education’s tendency to think of its undergraduate purposes in terms that don’t suggest ready measures—equip students to function as life-long learners, global citizens, and productive members of society; engage students in transformative learning experiences; foster students’ intellectual, personal, and professional growth; acquire the tools and knowledge necessary to pursue a wide variety of career and life paths^{vi} —and the whole process can seem overwhelming.

We have learned that it is important to break the MAAP approach into specific simple steps and to reassure programs that we understand that not everything they do will be captured in the MAAP matrix for the undergraduate educational experience mission. We found that in presenting this to staff in service units we needed to be especially careful to preempt a defensive reaction to MAAP as a questioning of the value of the work they do. It is important to emphasize an understanding of the crucial role their work plays in providing essential preconditions for achievement of the university’s goals even if they are not seen as making a direct and obvious contribution to undergraduate education. In fact, it is often useful to allow them to think through the MAAP project initially from within their units, independently defining their own program goals. After this initial exercise, those goals can be refashioned to articulate with the university mission goals and the program’s place in the ‘group photo’ MAAP provides can be identified. This works much better than imposing a list of

10 | S. E. Lawrence & B. D. Ruben, MAAP: An Integrative Strategy for Mission Alignment, Assessment, and Planning in Complex University Communities, *For The Record*, 1(2), May 2013

university mission goals which, oddly enough, may seem unfamiliar and distant to some units. But, we have found that when MAAP is presented with patience and sincere appreciation for the work the unit is currently doing, many participants genuinely appreciate the opportunity to connect with a broader university vision. These discussions, and later the assessment measures they generated, reveal what would be lost by outsourcing these functions to corporations not committed to the educational, research, and service missions of the university. In these ways, the MAAP process builds community and allegiance within the university.

Through both this process and through reflection on the progress reports pilots shared, it became clear to us that we needed to clarify some of the language we had used in defining the mission-critical goals. While we knew what we meant, different audiences had their own different interpretations. In particular, we found that the common terms “Students Engagement” and “Learning Goals” were causing considerable analytical confusion and unproductive turf battles. Both terms invoked both pre-existing senses of ownership and patterns of perceived trespass. There seemed to be a credit-claiming war brewing. We responded by refining our labeling. These two columns now have less jurisdictional overlap and learning *and* engagement are valued in each. We chose the names “personal and professional development goals” and “academic degree goals.” We were also attracted to these names because they could be used in parallel in our graduate education MAAP. They also, we think, will aid in using MAAP to tell the story of the richer educational experience students get on-campus compared to achieving academic degree goals through fully online programs.

One of the great joys of MAAP is the opportunity to bring together the people actually doing the work on-the-ground and senior leaders in a conversation about a shared vision of the university’s mission.

But, it must be emphasized that it is essential to have support and commitment from the highest levels of the university and to get “buy-in” from key individuals at all levels and across many units. A strategic choice of pilots can develop a leadership team with credibility and diverse perspectives. One-on-one conversations with key leaders are crucial for successfully implementing MAAP. Once we received endorsements from key decision makers and opinion leaders and started doing a

We’ve seen clearly that the MAAP approach is enormously useful for bringing together our internal interest in cross-campus coordination and cooperation, strategic planning, and organizational change management with the external calls to institutionalize assessment, alignment, and accountability.

few pilots, MAAP became the answer to many challenges facing units across the university and a “buzz” developed that brought others into the project more successfully than any mandate could have. As we prepared for our 2013 Periodic Review between decennial accreditation reviews, MAAP took on yet another layer of significance and usefulness. We’ve seen clearly that the MAAP approach is enormously useful for bringing together our internal interest in cross-campus coordination and cooperation, strategic planning, and organizational change management with the external calls to institutionalize assessment, alignment, and accountability.

Conclusion

The MAAP approach leverages the pressure for accountability coming from local, state, and national constituencies, as well as from boards and accreditation commissions and other stakeholders to promote alignment, assessment and strategic planning in complex institutions of higher education. It addresses important, unfulfilled needs common across universities by addressing the key question of how to satisfy external demands for assessment in a way that also provides information meaningful internally for improving the quality of what we do and creating a successful, multi-faceted, undergraduate educational experience. The MAAP approach is not only workshops and a graphic. It is a dynamic, organic, collaborative tool that produces a culture and a vision that will become more sophisticated, complete, and useful over time as each mission goal is clarified and operationalized, as the rows become increasingly granular, and as the MAAP cells are filled with information from various sources. MAAP is a powerful approach to directing change when needed and celebrating success when achieved.

References and Resources

Arum, R. and Roksa, J. (2011). *Academically Adrift: Limited Learning on College Campuses*. Chicago: University of Chicago Press.

Benjamin, R. (2013). Three Principle Questions About Critical-Thinking Tests, Council for Aid to Education.

http://cae.org/images/uploads/pdf/Three_Principal_Questions_About_Critical_Thinking_Tests.pdf

Cappelli, P. (2012). *Why good People Can't Get Jobs: The Skills Gap and What Companies Can Do About It*. Philadelphia, PA: Wharton Digital Press.

(CAE) Council for Aid to Education, (2013). Does College Matter? Measuring Critical-thinking Outcomes Using the CLA. January. http://cae.org/images/uploads/pdf/Does_College_Matter.pdf

Kiley, Kevin (2013). Let's Make a Deal. *Inside Higher Education*, May 21.

<http://www.insidehighered.com/news/2013/05/21/barry-university-considers-asking-contract-bidders-provide-internships>

Endnotes

ⁱ Rutgers University is accredited by the [Middle States Commission on Higher Education](#). Like all regional accreditors, Middle States' current standards emphasize assessment of institutional effectiveness (Standard 7) and of student learning outcome goals (Standard 14), and integration of both into the planning and resource allocation processes (Standard 2). MAAP effectively combines and organizes all three of these activities and provides a coherent organized way to communicate the relationships between them to accreditors and other stakeholders.

ⁱⁱ Survey of Educational Experiences at Research Universities. Developed at the Center for Studies in Higher Education at the University of California - Berkeley, the SERU Consortium includes a peer group of top ranked and progressive U.S. and international major research universities. Consortium members are devoted to creating new data sources and policy-relevant analyses to help broaden our understanding of the undergraduate experience and to promote a culture of institutional self-improvement.

<http://cshe.berkeley.edu/research/seru/>

ⁱⁱⁱ Barry University's recent decision to ask outside suppliers of goods and services to include in their bids employment or internship opportunities for their students is an innovative attempt to enlist the business side of the university in the achieving the career preparation and gainful employment mission goals of the university (Kiley, 2013). On our own campus, our in-house public safety and information technology offices enhance students' career readiness through internship and employment opportunities.

^{iv} *Transforming Undergraduate Education: Report of the Task Force on Undergraduate Education, July 18, 2005.*

http://ur.rutgers.edu/transform_ru/pdf/fullreport.pdf On the Transformation more generally, see: http://ur.rutgers.edu/transform_ru/index.shtml. This was closely followed by preparation for the 2008 decennial reaccreditation process. See <http://middlestates.rutgers.edu/>

^v Student Affairs was particularly adept at this and used MAAP as the impetus for the creation of their own in-house journal on assessment, Assessment in Action.

http://issuu.com/assessment_in_action/docs/assessmentinactionissue2version5finalissuu/1

^{vi} While these come from Rutgers web pages, the language is typical.

http://sas.rutgers.edu/component/docman/doc_download/490-faculty-guide-to-submitting-courses-for-certification-in-core-curriculum & <http://studentaffairs.rutgers.edu/about-us/mission-statement> & <http://sas.rutgers.edu/office-of-the-dean/office-of-undergraduate-education>

Appendix A: The Rutgers Master Matrix: Undergraduate Educational Experience

	STUDENT RECRUITMENT GOALS	RUTGERS SUPPORT AND PRIDE GOALS	PERSONAL AND PROFESSIONAL DEVELOPMENT GOALS	ACADEMIC DEGREE GOALS CREDIT-BEARING	PROGRESS TO DEGREE GOALS	POST-GRADUATION SUCCESS GOALS	
<p><u>PROGRAMS /SERVICES ORGANIZED BY STUDENT PROGRESSION</u></p> 	<ul style="list-style-type: none"> • Reputation of University and academic programs • Quality/Selectivity • Access and affordability • Diversity 	<ul style="list-style-type: none"> • Value Rutgers as a comprehensive research university • Sense of belonging, pride, and self-identification with University and School • Quality campus facilities and support services • Satisfaction with education and experience 	<ul style="list-style-type: none"> • Co-curricular engagement and learning • Respect for human rights, diversity, and individuality • Local and global citizenship • Leadership skills & workforce readiness 	<ul style="list-style-type: none"> • Credit-bearing general education • Credit-bearing program learning outcome goals (majors, minors, certificates, etc.) • Credit-bearing experiential learning goals 	<ul style="list-style-type: none"> • Retention • Academic success and progress • Timely graduation (4 yr and 6 yr rates) 	<ul style="list-style-type: none"> • Honors, awards, fellowships, etc. • Graduate and professional school admission • Employment 	OPERATIONAL SUPPORT FOR FACULTY AND STAFF GOALS
<p>Aligned Unit Goals</p> 	aligned unit goals						
recruitment, admissions, financial aid							
infrastructure, facilities, services, transportation, IT, dining, registrar, etc.							
health, psychological, & disability services public safety, et. al.							
new student orientation and advising -- SA and Academic Units;							
Student Affairs/ Student Life							
acad support, learning c, libraries, acad co-curricular							
general education/ core curriculum/ electives							
school/academic programs, majors&minors							
post-graduation planning programs							



MAAP: Mission Alignment, Assessment, and Planning: The Undergraduate Educational Experience

MAAP’s Purposes:

- Provide a visual display of the multiple ways in which the goals of each unit/activity **align** with the university’s goals.
- Recognize unit success in meeting these goals by providing a collective portal to unit/activity **assessment** data, while connecting effective local ownership of assessment with institutional indices.
- Facilitate **planning** by identifying under-met goals and cultivating synergies between units that all contribute to a particular mission goal.

Rutgers Shared Mission Goals for the Undergraduate Educational Experience

- Student Recruitment Goals**
- Rutgers Support and Pride Goals**
- Personal and Professional Development Goals**
- Academic Degree Goals**
- Progress to Degree Goals**
- Post-Graduation Success Goals**

The MAAP Process:

Alignment: What are each unit’s goals? (Units may be schools, administrative units, programs, centers, departments, services, or activities.) Which of those goals align with which of the university’s undergraduate educational experience mission goals?

Assessment: What evidence is there that the unit is meeting its aligned goals?

Ideally each unit will have a MAAP web page listing its aligned goals and providing current assessment results. For many units, all that will be involved is creating a link to the assessment data they are ALREADY collecting! Some units will want to adjust their goals to better align with the university mission goals --- this may then lead them to adopt additional or different assessment measures.

Planning: Individual units will use the visual map for continuous mission alignment and improvement within their units. All units and all levels in the institutional hierarchy will use MAAP to see synergies and the array of units that contribute to each of the mission goals both graphically and by clicking on the columns to a page of hyperlinks.

MAAP’s Benefits:

COMMUNITY:

- Promotes community and cooperative strategic planning across units
- Promotes campus-wide self-reflection & alignment as units identify their contributions to shared mission goals.
- Promotes unit-based understanding and ownership of goal-setting, assessment, and continuous improvement.
- Bridges the typical chasms between student life, administrative services, and academic units.
- Helps administrative service units see and articulate their contribution to mission goals and demonstrates why those services should not be outsourced.
- Demonstrates the distinctive value of the university community by providing evidence of the rich educational experience students get on-campus
- Integrates macro, institution-wide, indicators with local unit goals and assessment data.

CHANGE MANAGEMENT:

- Effective tool for implementing a new vision of the university’s mission goals and priorities.
- Through local ownership of assessment, it cultivates and nurtures a genuine culture of evidence and a self-generated momentum for continuous improvement.
- The process itself is transformational -- improved mission-directed alignment, assessment, and planning does not depend on all units adopting MAAP or units ‘finishing’ the initial MAAP process.

COMMUNICATION

- Effectively organizes the morass of results that genuine assessment activity produces into an accessible package for macro-level planning and for accreditation reports
- Provides data that is both meaningful internally for improving the quality of what we do and externally for telling a compelling story to our publics about the university’s accomplishments and the value added by large, complex, residential universities
- Locates the measure of success used in public rankings in the context of the additional mission and learning goals we value and the contributions made administrative, student life, and academic units.

Appendix C: Possible Sources of Data for Assessment

MAAP – MISSION ALIGNMENT, ASSESSMENT, AND PLANNING <small>REVISED 3/27/2012 IN LIGHT OF JAN 2012 CONFERENCE</small> RUTGERS UNIVERSITY UNDERGRADUATE MISSION GOALS possible data sources								
		STUDENT RECRUITMENT GOALS	RUTGERS SUPPORT AND PRIDE GOALS	PERSONAL AND PROFESSIONAL DEVELOPMENT GOALS	ACADEMIC DEGREE GOALS - CREDIT-BEARING	PROGRESS TO DEGREE GOALS	POST-GRADUATION SUCCESS GOALS	
		<ul style="list-style-type: none"> • Reputation of University and academic programs • Quality/Selectivity • Access and affordability • Diversity 	<ul style="list-style-type: none"> • Value Rutgers as a comprehensive research university • Sense of belonging, pride, and self-identification with University and School • Quality campus facilities and support services • Satisfaction with education and experience 	<ul style="list-style-type: none"> • Co-curricular engagement and learning • Respect for human rights, diversity, and individuality • Local and global citizenship • Leadership skills & workforce readiness 	<ul style="list-style-type: none"> • Credit-bearing general education • Credit-bearing program learning outcome goals (majors, minors, certificates, etc.) • Credit-bearing experiential learning goals 	<ul style="list-style-type: none"> • Retention • Academic success and progress • Timely graduation (4 yr and 6 yr rates) 	<ul style="list-style-type: none"> *Honors, awards, fellowships, etc. *Graduate and professional school admission *Employment 	OPERATIONAL SUPPORT FOR FACULTY AND STAFF GOALS
		profile of applicants, admittees and admitting from Admissions; data from financial aid; and OIRAP data	program assessments, facilities audits; ARESTY data broken out by units; some OIRAP data -- senior survey; alumni survey	program assessments, attendance rates, some OIRAP data	Academic Unit assessments including gen ed assessments; support and co-curricular program assessments; Undergrad Ed dashboards; some CTAAR and OIRAP data; alumni surveys, employer surveys	OIRAP data broken out by program, some program assessments	Distinguished Fellowship office data; program assessments; alumni surveys, department or school data; need Campus-wide data-base broken out by program/unit	
SERU, Part I	Time, Student Development, Academic Engagement, Campus Climate, Satisfaction, And Evaluation Of The Educational Experience	4-5, 15, 23	5, 7, 13-15, 18, 20, 21, 23	1-4, 9, 21	1-9, 16-20	1-15, 21-23	9-11, 15, 20	
SERU, Part II	Student Background And Personal Characteristics	1-12	1-12, 23	1-5, 9-12	1-12	1-12	1-12	
SERU, Part III AE	Academic Experience	1-5	1-5	IIIAE, 2-3	1-5	1-4	1-5	
SERU, Part III CE	Civic Engagement		1-3	11-Jan	1-11			
SERU, Part III SLD	Student Life And Development	1-14	1-14	1-8, 12-14	3-5, 8, 9, 12, 13	1-14	1-14	
SERU, Part III GKSA	Global Knowledge, Skills & Awareness			1, 3, 6, 7, 9	1-9		1, 2, 6-9	
SERU, Part III OLE	Student Evaluation Of Overall Learning Environment At Rutgers University		1-5	III OLE, 5	1-5	1-5	1-4	
SERU, Part III SLO	Student Evaluation Of Program's Student Learning Outcomes		1-4	III SLO	1-4	1-2	1-4	

Rutgers Mission Goals

POST-CONFERENCE REVISIONS, March 2012 and August 2012



Undergraduate Educational Experience Goals	Graduate Educational Experience Goals
<p>Student Recruitment Goals Reputation of university and academic programs Quality/Selectivity Access and affordability Diversity</p> <p>Rutgers Support and Pride Goals Value Rutgers as a comprehensive research university Sense of belonging, pride, and self-identification with university and school Quality campus facilities and support services Satisfaction with education and experience</p> <p>Personal and Professional Development Goals Respect for human rights, diversity, and individuality Engagement in campus life and extra-curricular activities Local and global citizenship and community involvement Leadership and teamwork knowledge and skill</p> <p>Academic Degree Goals University, general education, academic major and minor program credit-bearing learning outcomes Co-curricular, experiential, and workforce readiness learning outcomes</p> <p>Progress to Degree Goals Retention Academic success and progress Timely graduation (4 year and 6 year rates)</p> <p>Post-Graduation Success Goals Honors, Awards, Fellowships, etc. Graduate and professional school admission Employment</p> <p>Operational Support for Faculty and Staff Goals</p>	<p>Student Recruitment Goals Reputation of university and academic programs Quality/Selectivity Financial support and affordability Diversity</p> <p>Rutgers Support and Pride Goals Value Rutgers' as a comprehensive research university Sense of belonging, pride, and self-identification with university and school/program Quality campus facilities and support services Satisfaction with education and experience</p> <p>Personal and Professional Development Goals Respect for human rights, diversity, and individuality Engagement in campus life and extra-curricular activities Involvement in disciplinary/professional activities beyond the campus Leadership and teamwork knowledge and skill</p> <p>Academic Degree and Professional Goals Disciplinary and professional learning outcomes Professional socialization Other specialized program goals</p> <p>Progress to Degree Goals Retention Academic success and progress Timely degree completion</p> <p>Post-Graduation Success Goals Honors, Awards, Fellowships, Scholarship/Publication, Service Distinction Subsequent graduate, professional school admission, or post doc placement Employment</p> <p>Operational Support for Faculty and Staff Goals</p>



Appendix E: MAAP January 2012 Conference

Many of these units subsequently have made substantial progress

Mission Alignment, Assessment and Planning (MAAP) Program Retreat Summary Rutgers University, January 26, 2012

Pilot Units were invited to:

“...share your MAAP experience with the group, providing a summary of how MAAP is working in your unit, the progress you've made, challenges you've faced, solutions you've found, advantages to the MAAP approach you're finding, and your plans for continuing to move forward. We invite you to make your presentation as formal or informal as you like. Our hope is that everyone assembled will be able to walk away with some good ideas about how to further MAAP in their unit and be re-energized to do so.” Presentations varied widely since units were all at different stages in the MAAP process. A summary report by units is included below:

University Office of Information Technology

OIT provided a narrative description of several programs which contribute to the University Undergraduate Education mission goals as listed in MAAP. One of particularly significant scope and reach is the IT student support staff training. The next step will be for OIT to identify particular university career readiness goals with which their student IT training aligns, and then to develop indicators that will allow OIT to assess and communicate the successes of these efforts. An additional next step will be the identification of other OIT programs and services which contribute to undergraduate education goals, and to identify indicators of effectiveness of these programs.

Public Affairs

Like OIT, the MAAP project provides Public Safety with an excellent opportunity to identify, communicate, evaluate and improve several programs and services they provide which contribute to the university undergraduate education mission goals. A particular focus, in this regard, is the Community Service Officer (CSO) program, which provides extensive career readiness preparation for involved students. The next steps will be to develop methods for assessing the contribution of this program, and to identify any other programs that may also contribute directly to workforce readiness or other undergraduate education mission goals.

Office of Undergraduate Education: Dashboards

In many ways, the Office of Undergraduate Education's dashboards, originally developed for more generic assessment purposes, best show the links between on-the-ground unit activities and University level mission goals. Of particular note are the measures of how OUE's local programs contribute to

some of the widely-reported measures of institutional effectiveness such as retention rates. As OUE moves forward, the next steps will be to expand the number of its programs involved in this project and have each more clearly articulate how their program goals align with the University mission goals allowing them to document and continuously improve their important contributions to the undergraduate educational experience.

Addendum: In 2013 the Office of Undergraduate Education was reorganized as Undergraduate Academic Affairs under a Vice-Chancellor of Undergraduate Academic Affairs.

Student Affairs

Student Affairs is, by far, the largest unit participating. Their presentation illustrates how MAAP can be used and adapted within units to inventory and clarify the services provided by their programs and to think about how those services cluster around and align with a range of university mission goals, particularly in the areas of Personal and Professional Development and Rutgers Support and Pride Goals. As Student Affairs moves forward the next step will be for them to develop appropriate indicators and measures of success in meeting the particular mission-articulated goals of their specific programs.

Addendum: for Student Affairs progress as of May 2013, see their online journal, *Assessment in Action* <http://studentaffairs.rutgers.edu/Media/magazine>

SAS Office of Undergraduate Education

As the home for curricular oversight, development, and assessment in the School of Arts and Sciences, the SAS-OUE provides the kind of academic student learning outcome goal assessment that dominated the assessment and accreditation conversation in the late 1990s and the first decade of the 21st century. One of the prime advantages of MAAP is that it incorporates assessment of student learning outcomes into discussions that focus on admission profiles, retention statistics, and graduation rates as metrics of institutional effectiveness. By so doing, it keeps the defining purpose of higher education central and brings together the traditional instructional work of the faculty with the myriad of other university actors that advance the university's undergraduate education mission goals. Much is to be done to advance SAS's assessment of student learning goals in general education and in each specific major. One next step is to chart the alignment of SAS goals with the university's learning goals. Moving forward SAS will develop a web page where assessment results can be linked to MAAP. An additional next step for SAS faculty is to look more explicitly at how their student learning goals, and their methods of advancing them, articulate with other university undergraduate education goals like Rutgers support and pride, personal and professional development, and career readiness. MAAP provides a model for the future by bringing together assessment of student learning with broader concerns about institutional effectiveness.

SAS Office of Academic Services

The SAS Office of Academic Services is charged with both multiple types of academic advising and lots of

back-office processing of student files. OAS initially struggled with how to articulate its service goals with the university mission goals and how to measure effectiveness in any way beyond general, broad student surveys that, even at their best, would miss much of the invisible yet crucial work OAS does in maintaining the accuracy of student records of progress. After the conference on the 26th, SAS Office of Academic Services was able to go back to some of its leading programs and develop dashboards and narratives that give a tight picture of how OAS's work contributes to the undergraduate mission. The next step for OAS will be to expand this work to all of its programs and functions, further specify the articulation between its goals and the university mission goals, and develop a web page of results linking to a central MAAP.

SAS Honors Program

The SAS Honors Program developed an online survey of its students with questions specifically keyed to their various activities' contribution to MAAP mission goals. They have some pilot responses and plan to recruit many more of their students as survey respondents. This will provide the Honors Program with valuable data for both improving their activities and further articulating specific goals for each activity that aligns with the University mission goals. Some of these survey results will be used to create dashboards. The next step for the SAS Honors Program will be to develop direct measures of the mission-articulated goals.

RU Libraries

Rutgers University Libraries is integrating MAAP with their strategic planning process. As with other pilots, a critical step is to identify which RUL programs and services align with and support which undergraduate mission goals. The subsequent task is to clarify the best ways to evaluate and communication RUL's success in these programs and services, and to identify and pursue opportunities for improvement. Setting and monitoring progress toward specific RUL goals, taking account of RUL aspirations, and historical and national comparisons will be a next step.

Addendum: for the Libraries' progress as of June 2012, see <http://www.libraries.rutgers.edu/rul/staff/planning/maap/maap.shtml>