An Outline for the Strategic Planning Process: The Role of the Subcommittee on Assessment & Review

Developed for the Strategic Planning Committee Process: A Proposed Theoretical Framework for the Assessment & Review Subcommittee

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Purpose of the Assessment and Review Subcommittee for the Strategic Plan

This committee does not exist with any agenda items. It has the assessment and the review of those strategic planning directions generated by the operating committees as its focus. As such, the committee functions like the officials on the football field (i.e. The role of the officials is to keep the game going with the rules established by the stakeholders).
Theoretical Framework for Assessment & Review of the Strategic Planning Process

CAU

Mission

Vision

Strategic Priority 1

Strategic Priority 2

Strategic Priority 3

CAU Strategic Planning Committee

Measurable outcomes

Objectives aligned within Vision

Relationship to Mission

Timetables

Review process
What is driving the Strategic Planning Process?

Input Variables

- CAU Mission
- CAU Vision

Measureable Outcomes

- Student Faculty/Staff Planning Moderators
- External Accreditation moderators

Qualitative Outcomes

Quantitative Outcomes
Selected Essential Components for the Assessment Process

1. Assessment should flow from the institutional mission, and the institution’s mission should be shaped by the results of assessment when appropriate.

2. Assessment should be a systematic, ongoing process that involves gathering, interpreting, and using information for continuous improvement.

3. Assessment should focus on specific programs and activities that contribute to the intellectual, professional, personal, and cultural needs of students.

4. Assessment should be shaped and guided by faculty, students, and staff, with administration and administrative.

5. Flexibility in the choice of assessment procedures should be encouraged, permitting the exercise of professional judgment as to the appropriate methods of assessment.

6. Assessment outcomes should be used in planning, budgeting, and allocating resources.
Selected Essential Components for the Assessment Process

7. Assessment should be based on multiple measures both quantitative and qualitative, including, for example, locally developed instruments, surveys, nationally normed exams, external reviews, exit interviews, historical data, and evaluation of performances.

8. The use of assessment results should determine the choice of assessment procedures.

9. Assessment should be cost-effective.

10. Assessment procedures should be regularly evaluated as to their usefulness for fostering continuous program improvement.

11. While assessment for accountability may be necessary, it should be integrated as far as possible into assessment for improvement.

12. Assessment should be minimally intrusive on faculty, students, and staff.
CAU 2005-2010 Strategic Focus Areas

What was achieved as a result of the plan?
What will remain and what will change?

• Focus Area #1: Rigorous Academic Programs
• Focus Area #2: Distinguished Faculty
• Focus Area #3: Student Recruitment and Retention
• Focus Area #4: Financial Strength
• Focus Area #5: Institutional Advancement
Moving Forward with Data Analyses

- How effective was the 2005-2010 Strategic Plan?
- What did we learn from the plan that could inform the current planning process - What is the SWOT for the current planning committee?
- How has the data driven the work of the current planning committee?
- In the current planning process, has the outcome for student-centered knowledge, skills and dispositions been considered?