

# Aligning Strategic Planning, Accreditation, and Institutional Assessment for a Future-Ready University

Workshop Materials  
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# Aligning Outcomes...

## Join our Poll Everywhere!

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Four ways to join:

<p>1.</p> <p>Write this message: <a href="https://www.poll Everywhere.com/sharlenesaye079">SHARLENESAYE079</a></p> <p>To this number <a href="tel:37607">37607</a> to join the session</p> <p>then you can text throughout</p>	<p>3. Try using this QR code* for the first poll:</p> 
<p>2. Go to:</p> <p><a href="https://www.poll Everywhere.com/sharlenesaye079">PollEv.com/sharlenesaye079</a></p> <p>And you can join any active activity</p>	<p>4. And if #3 worked, use this QR code for poll #2</p> 

\*QR codes are a new PollEV feature, and I'm not sure if they reset for each activity. 😊

Name: \_\_\_\_\_

### LEADERSHIP ORIENTATIONS

This questionnaire asks you to describe yourself as a manager and leader. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:

- \_\_\_\_\_ a. *Analytic skills*
- \_\_\_\_\_ b. *Interpersonal skills*
- \_\_\_\_\_ c. *Political skills*
- \_\_\_\_\_ d. *Flair for drama*

2. The best way to describe me is:

- \_\_\_\_\_ a. *Technical expert*
- \_\_\_\_\_ b. *Good listener*
- \_\_\_\_\_ c. *Skilled negotiator*
- \_\_\_\_\_ d. *Inspirational leader*

3. What has helped me the most to be successful is my ability to:

- \_\_\_\_\_ a. *Make good decisions*
- \_\_\_\_\_ b. *Coach and develop people*
- \_\_\_\_\_ c. *Build strong alliances and a power base*
- \_\_\_\_\_ d. *Inspire and excite others*

4. What people are most likely to notice about me is my:

- \_\_\_\_\_ a. *Attention to detail*
- \_\_\_\_\_ b. *Concern for people*
- \_\_\_\_\_ c. *Ability to succeed, in the face of conflict and opposition*
- \_\_\_\_\_ d. *Charisma.*

5. My most important leadership trait is:

- \_\_\_\_\_ a. *Clear, logical thinking*
- \_\_\_\_\_ b. *Caring and support for others*
- \_\_\_\_\_ c. *Toughness and aggressiveness*
- \_\_\_\_\_ d. *Imagination and creativity*

6. I am best described as:

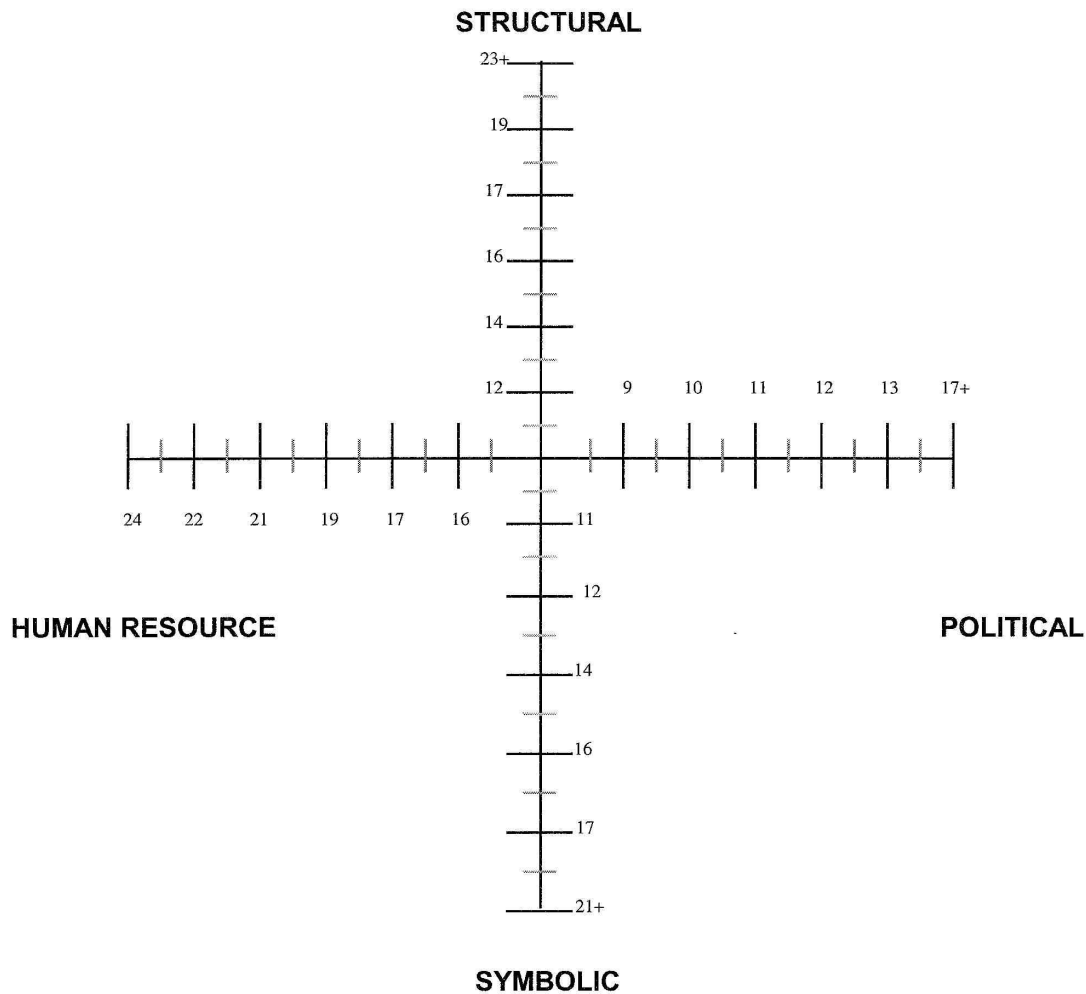
- \_\_\_\_\_ a. *An analyst*
- \_\_\_\_\_ b. *A humanist*
- \_\_\_\_\_ c. *A politician*
- \_\_\_\_\_ d. *A visionary*

\_\_\_\_\_ST          \_\_\_\_\_HR          \_\_\_\_\_PL          \_\_\_\_\_SY          \_\_\_\_\_Total

## LEADERSHIP ORIENTATIONS SCORING

The Leadership Orientations instrument is keyed to four different conceptions of organizations and of the task of organizational leadership.

Plot each of your scores on the appropriate axis of the chart below: ST for Structural, HR for Human Resource, PL for Political, and SY for Symbolic. Then read the brief description of each of these orientations toward leadership and organizations.



[Scales are adjusted to represent percentile scores. The lowest number for each frame represents the 25<sup>th</sup> percentile; the highest number represents the 90<sup>th</sup> percentile. The table below shows percentiles for each frame, based on a sample of more than 700 managers from business, education and government. For the structural frame, for example, 25% of managers rate themselves 12 or below, and only 10% rate themselves 23 or above. The percentiles for each frame are shown in the table below, based on a sample of more than 700 managers in business, education, and government.]

<b>In a sample of more than 700 managers:</b>	<b>Structural</b>	<b>Human Resource</b>	<b>Political</b>	<b>Symbolic</b>
10% rated themselves at or above:	22	24	17	21
25% rated themselves above:	19	22	13	17
50% rated themselves above:	16	19	11	14
75% rated themselves above:	12	16	9	11

### Interpreting Scores

1. **Structural** leaders emphasize rationality, analysis, logic, facts and data. They are likely to believe strongly in the importance of clear structure and well-developed management systems. A good leader is someone who thinks clearly, makes the right decisions, has good analytic skills, and can design structures and systems that get the job done.

2. **Human resource** leaders emphasize the importance of people. They endorse the view that the central task of management is to develop a good fit between people and organizations. They believe in the importance of coaching, participation, motivation, teamwork and good interpersonal relations. A good leader is a facilitator and participative manager who supports and empowers others.

3. **Political** leaders believe that managers and leaders live in a world of conflict and scarce resources. The central task of management is to mobilize the resources needed to advocate and fight for the unit's or the organization's goals and objectives. Political leaders emphasize the importance of building a power base: allies, networks, coalitions. A good leader is an advocate and negotiator who understands politics and is comfortable with conflict.

4. **Symbolic** leaders believe that the essential task of management is to provide vision and inspiration. They rely on personal charisma and a flair for drama to get people excited and committed to the organizational mission. A good leader is a prophet and visionary, who uses symbols, tells stories and frames experience in ways that give people hope and meaning.

### Computing Scores:

Compute your scores as follows:

$$ST = 1a + 2a + 3a + 4a + 5a + 6a$$

$$HR = 1b + 2b + 3b + 4b + 5b + 6b$$

$$PL = 1c + 2c + 3c + 4c + 5c + 6c$$

$$SY = 1d + 2d + 3d + 4d + 5d + 6d$$

## ***Aligning Strategic Planning, Accreditation, and Institutional Assessment***

Activity: Mapping Mission, Vision, and Outcomes

ILOs	WSCUC CFRs	Core Competencies	GELOs?	University Mission	Strategic Plan / Priorities	Relevant Data	Stakeholders

*Instructions:* fill in this chart as completely as possible. This chart will be the cornerstone of your alignment.

## CSULB Office of Program & Institutional Effectiveness Institutional Outcomes Mapping & Alignment

	Institutional Outcome	Unit Outcome	Who / what office maps to this outcome?	What artifacts / evidence will you use & submit?
1	Demonstrate a strong liberal education foundation in oral and written communication, critical thinking, quantitative reasoning, and information literacy skills to become civically engaged human beings.			
2	Integrate foundational knowledge with disciplinary or professional competency to successfully lead personal, civic, and professional lives they consider meaningful.			
3	Value equity, diversity, social justice, and global citizenship and promote the public good in local, national, and global communities.			
4	Promote and participate respectfully with our diverse community. Actively engage in self-reflection and critical analysis of one's own perspectives and biases and value other's perspectives.			
5	Integrate and engage in evidence-based decision making, life-long learning, curiosity, collaboration, innovation, critical thinking and research and creative activities in understanding and analyzing the world.			
6	Cultivate physical/mental health and well-being of self and community, and promote economic, socio-cultural, and environmental sustainability to thrive.			

## 2013 STANDARDS AT A GLANCE

**Note:** Standards at a Glance is a much abbreviated, “quick view” version of the Standards and Criteria for Review contained in the 2013 Handbook of Accreditation Revised. It does not address all points under each CFR or include important guidelines or policies. Teams should use the full Standards, CFRs, guidelines, and policies as they conduct reviews and site visits and prepare reports.

### **Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives**

#### Institutional Purposes

- 1.1 Formally approved, appropriate statements of purpose that define values and character
- 1.2 Clear educational objectives; indicators of student achievement at institution, program and course levels; retention/graduation data and evidence of student learning made public

#### Integrity and Transparency

- 1.3 Academic freedom: policies and practices
- 1.4 Diversity: policies, programs, and practices
- 1.5 Education as primary purpose; autonomy from external entities
- 1.6 Truthful representation to students/public; fair and equitable policies; timely completion
- 1.7 Operational integrity; sound business practices; timely and fair responses to complaints; evaluation of institutional performance
- 1.8 Honest, open communication with WSCUC including notification of material matters; implementation of WSCUC policies

### **Standard 2: Achieving Educational Objectives Through Core Functions**

#### Teaching and Learning

- 2.1 Programs appropriate in content, standards, degree level; sufficient qualified faculty
- 2.2 Clearly defined degrees re: admission requirements and levels of achievement for graduation; processes to ensure meaning, quality and integrity of degrees
  - 2.2a – Undergraduate degree requirements, including general education and core competencies
  - 2.2b – Graduate degree requirements clearly stated and appropriate
- 2.3 Student learning outcomes (SLOs) and expectations for student learning at all levels; reflected in curricula, programs, policies, advising
- 2.4 Faculty’s collective responsibility for setting SLOs and standards, assessing student learning, demonstrating achievement of standards
- 2.5 Students actively involved in learning and challenged; feedback on learning provided
- 2.6 Graduates achieve stated levels of attainment; SLOs embedded in faculty standards for assessing student work
- 2.7 Program review includes SLOs, retention/graduation data, external evidence and evaluators

#### Scholarship and Creative Activity

- 2.8 Scholarship, creative activity, and curricular and instructional innovation for both students and faculty valued and supported
- 2.9 Faculty evaluation links scholarship, teaching, student learning, and service



### Student Learning and Success

- 2.10 Institution identifies and supports needs of students; tracks aggregated and disaggregated student achievement, satisfaction and campus climate; demonstrates students' timely progress
- 2.11 Co-curricular programs aligned with academic goals and regularly assessed
- 2.12 Institution provides useful and complete program information and advising
- 2.13 Appropriate student support services planned, implemented, and evaluated
- 2.14 Appropriate information to, and treatment of, transfer students (if applicable)

## **Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability**

### Faculty and Staff

- 3.1 Sufficient, qualified, and diverse faculty and staff to support programs and operations
- 3.2 Faculty and staff policies, practices and evaluation well developed and applied
- 3.3 Faculty and staff development planned, implemented, and evaluated

### Fiscal, Physical, and Information Resources

- 3.4 Financial stability, clean audits, sufficient resources; realistic plans for any deficits; integrated budgeting; enrollment management; diversified revenue sources
- 3.5 Facilities, services, information and technology resources sufficient and aligned with objectives

### Organizational Structures and Decision-Making Processes

- 3.6 Leadership operates with integrity, high performance, responsibility, and accountability
- 3.7 Clear, consistent decision-making structures and processes; priority to sustain institutional capacity and educational effectiveness
- 3.8 Full-time CEO and full-time CFO; sufficient qualified administrators
- 3.9 Independent governing board with appropriate oversight, including hiring and evaluating CEO
- 3.10 Effective academic leadership by faculty

## **Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement**

### Quality Assurance Processes

- 4.1 Quality-assurance processes in place to collect, analyze, and interpret data; track results over time; use comparative data; and make improvements
- 4.2 Sufficient institutional research (IR) capacity; data disseminated and incorporated in planning and decision-making; IR effectiveness assessed

### Institutional Learning and Improvement

- 4.3 Commitment to improvement based on data and evidence; systematic assessment of teaching, learning, campus environment; utilization of results
- 4.4 Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment
- 4.5 Appropriate stakeholders involved in regular assessment of institutional effectiveness
- 4.6 Reflection and planning with multiple constituents; strategic plans align with purposes; address key priorities and future directions; plans are monitored and revised as required
- 4.7 Anticipating and responding to a changing higher educational environment

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