



## A Progress Report on the Rutgers MAAP Project: An Integrative Strategy for Mission Alignment, Assessment, and Planning in Complex University Communities\*

Presented at  
The 2012 Annual Conference of the  
National Consortium for Continuous Improvement in Higher Education (NCCI)  
Alexandria, Virginia, July 26-28

Susan E. Lawrence, Ph.D.

Director of the Core Curriculum, Office of the Vice President for Undergraduate Education  
Dean for Educational Initiatives and the Core Curriculum, School of Arts and Sciences  
Associate Professor of Political Science  
Rutgers, The State University of New Jersey  
[slawrence@sas.rutgers.edu](mailto:slawrence@sas.rutgers.edu)

Brent Ruben, Ph.D.

Executive Director, University Center for Organizational Development and Leadership  
Professor II (Distinguished Professor) of Communication  
Rutgers, The State University of New Jersey  
[ruben@odl.rutgers.edu](mailto:ruben@odl.rutgers.edu)

**Overview:** The Mission Alignment, Assessment, and Planning (MAAP) system is a constructive response to the growing pressures for accountability, assessment, and transformative change in higher education. The approach unites academic, student affairs, and administrative units in clarifying and assessing their individual contributions to Rutgers' core undergraduate education mission and goals. The MAAP initiative began in 2010 as a series of pilot projects. This paper provides a progress report on the effort as of July 2012.

**Purposes:** MAAP creates a process for integrating a cross-campus view of academic, student affairs, service, and administrative units' contributions to the core mission of undergraduate education. It leverages the pressure for accountability coming from Washington, state houses, accreditation commissions, and other stakeholders to promote alignment, assessment, strategic planning, and

---

\* 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, Vice President for Undergraduate Education.

improved stakeholder communication in complex institutions of higher education. MAAP addresses the key question of how to satisfy external demands for assessment and accountability in a way that is also provides meaningful internally and enhances the quality and coherence of the institution. By providing an integrated, institution-wide response, it addresses the challenge of communicating the worth of the multi-faceted model of undergraduate education and student learning in an era of expanding on-line degree programs and MOOCs (massive open online courses), defunding of public universities, and a perceived crisis of student load debt.

*Alignment:* MAAP provides an integrated visual picture of the university’s shared undergraduate mission goals and the range of units and programs that contribute to them. (See Appendix A) The interactive process by which the model is 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

	STUDENT LEARNING GOALS	PEER-TO-PEER SUPPORT AND PROFESSIONAL GOALS	PERSONAL AND PROFESSIONAL DEVELOPMENT GOALS	ACADEMIC COURSE GOALS	PROGRESS TO STUDENT GOALS	POST-GRADUATION PROGRESS GOALS	ORGANIZATIONAL SUPPORT FOR FACULTY PROFESSIONAL GOALS
<b>PROGRESS OPPORTUNITIES BY ACADEMIC PROGRAM</b>	<ul style="list-style-type: none"> <li>• Reputation of University and academic programs</li> <li>• Quality of teaching, and self-identification with University and School</li> <li>• Access and affordability</li> <li>• Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Vision: Program as a comprehensive research university</li> <li>• Series of tutoring, peer, and self-identification with University and School</li> <li>• Quality of teaching, and support services</li> <li>• Satisfaction with education and experience</li> </ul>	<ul style="list-style-type: none"> <li>• Communication management and learning</li> <li>• Respect for human rights, diversity, and inclusivity</li> <li>• Local and global citizenship</li> <li>• Leadership skills &amp; academic readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Credit-bearing general education</li> <li>• Credit-bearing program learning outcomes goals (degrees, minors, certificates, etc.)</li> <li>• Credit-bearing experiential learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Retention</li> <li>• Academic success and progress</li> <li>• Degree graduation (4 yr and 6 yr rates)</li> </ul>	<ul style="list-style-type: none"> <li>• Minors, master, fellowships, etc.</li> <li>• Graduate and professional school admission</li> <li>• Employment</li> </ul>	
Aligned Unit Goals		aligned unit goals					
recruitment, retention, financial aid							
admission, financial aid, retention, IT, library, register, etc.							
pedagogy & disability services							
peer support, peer-to-peer, and Academic Units							
Student Affairs Student Life							
social support, learning, e. libraries, and e-commerce							
general education core curriculum objectives							
scholarship/academic programs, engagement							
post-graduation planning programs							

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 educational mission of the university by showing them where they are in the ‘group photo’ and identifying their essential contributions to the university’s undergraduate education mission goals. The MAAP 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.

*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.<sup>1</sup> A compelling strength of the MAAP process is that it combines bottom-up engagement in assessment and alignment issues along with a more purposeful top-down process aimed at defining the university’s goals and 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. 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 – SERU<sup>ii</sup>; 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 will be populated with reciprocal hyperlinks. 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.

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 focus on shared mission-critical goals that transcend various 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.

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, 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 finally, undergraduate education is, in the public mind, the university's *raison d'être*.

The MAAP process can be used with any facet of the university's mission. This year we have added a graduate education dimension and are in the early stages of piloting it as well. (See Appendix D) We held a mid-year MAAP program retreat in January 2012 and have continued to refine the MAAP system incorporating what we've learned. (See Appendix E) We hope to also expand MAAP to the research and service missions. MAAP can be easily adopted by and customized for other universities and colleges and the approach we've developed can be easily deployed at any university or college 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*".<sup>iii</sup> The process of developing a short list of mission-critical 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. We were led to the specification of 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."

## 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

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 and is best thought of as a template for something vaguely analogous to Russian nesting dolls.

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 not clear as to whether or not 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 prompted 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 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. 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 six the 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 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. 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. Our plan for the future is to extend MAAP to all units within the university; pilot the graduate education MAAP matrix we've developed with the Graduate School of Education; and develop additional MAAP matrixes for other key university missions such as research, and service.

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<sup>iv</sup> -- 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 undergraduate education experience MAAP matrix. 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 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. In this way, the MAAP process builds community and allegiance within the university.

Through both this process and through reflection on our January conference when pilots shared progress reports, 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 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 now begin preparing for our 2013 Periodic Review between decennial accreditation reviews, MAAP is taking on yet another layer of significance and usefulness. Each step further institutionalizes it into the on-going functioning of the university. Hence, the MAAP approach is rapidly becoming our primary mechanism 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.

As Rutgers experiences significant transitions in leadership at the very top levels this year, we have discovered new virtues in the local ownership model MAAP provides. The on-the-ground conversations and collaboration around university mission goals that are fundamental to the MAAP process have kept all those involved in the undergraduate education experience focused on shared goals and on moving us forward in fulfilling the Rutgers mission in undergraduate education through alignment, assessment, and planning.<sup>v</sup> Immersed in the process of recruiting a new President and all the top-level personnel churning and uncertainty that process inevitably brings, MAAP has brought a comforting sense of stability of purpose to the daily life of the campus. Involvement in the MAAP process has given these early adopters the framework, language, and assessment tools to demonstrate the value of their contributions to new leadership. At the same time, we think MAAP will be quite useful to our new leaders as they seek to effectuate change. MAAP provides a mechanism through which to communicate new mission goals and engage local units in realigning their goals and assessing their success in achieving new purposes. MAAP provides not just measures of institutional effectiveness, but also a powerful tool for *mission-effectiveness*.

**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 that is used to direct change when needed and celebrate success when achieved.



---

<sup>i</sup> 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.

<sup>ii</sup> 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/>

<sup>iii</sup> *Transforming Undergraduate Education: Report of the Task Force on Undergraduate Education, July 18, 2005.* [http://ur.rutgers.edu/transform\\_ru/pdf/fullreport.pdf](http://ur.rutgers.edu/transform_ru/pdf/fullreport.pdf) On the Transformation more generally, see: [http://ur.rutgers.edu/transform\\_ru/index.shtml](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/>

<sup>iv</sup> 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://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>

<sup>v</sup> Our Executive Vice-President for Academic Affairs stepped down effective June 30, 2011. [http://president.rutgers.edu/letter\\_051611.shtml](http://president.rutgers.edu/letter_051611.shtml) June 2011 our President has announced he would step down and rejoin the faculty June 30, 2012. <http://news.rutgers.edu/medrel/news-releases/2011/05/rutgers-president-ri-20110531> Our Boards have appointed Robert L. Barchi as our 20<sup>th</sup> President taking office September 1, 2012. <http://presidentsearch.rutgers.edu/about-new-president/about-robert-l-barchi-md-phd> Rutgers has also faced a good deal of uncertainty about what actions the state might take in re-organizing higher education in New Jersey. <http://chronicle.com/blogs/ticker/new-jersey-lawmakers-approve-controversial-restructuring-of-3-universities/45035>

**SUSAN E. LAWRENCE** is the Director of the Core Curriculum in the Office of the Vice President of Undergraduate Education; Dean for Educational Initiatives and the Core Curriculum in the School of Arts and Sciences; a fellow in the University Center for Organizational Development and Leadership; and Associate Professor of Political Science, Rutgers, New Brunswick. She is responsible for the development, implementation, and on-going assessment of the New Brunswick [Core Curriculum](#); broad educational programs including the [SAS Signature Course Initiative](#); and oversight of assessment in all SAS student support services, programs, and academic departments. She is a member of the Executive Vice-President for Academic Affairs' Executive Council on Assessment and Co-Chair (with Brent Ruben) of the Mission Articulation, Assessment, and Planning (MAAP) Program Task Force. She is currently Vice-Chair of the University's Middle States Commission on Higher Education Periodic Review Report (PRR) Committee. As a tenured member of the [Department of Political Science](#), Dean Lawrence brings the faculty perspective to strategic planning and assessment. Her publications include the award winning book, *The Poor in Court: The Legal Services Program and Supreme Court Decision-Making* (Princeton University Press, 1990) and "Substantive Due Process and Parental Rights," *The Journal of Law and Family Studies*, 8 (2006):71-118. Her current research projects involve the future of the liberal arts and sciences at the research university; developing the cross-walk between the liberal arts curriculum and 21<sup>st</sup>c careers; and using assessment promote mission-centered instructional and institutional effectiveness in complex higher education institutions.

**BRENT RUBEN** is Professor II (distinguished professor) of communication; Executive Director of the University Center for Organizational Development and Leadership at Rutgers University; and Coordinator of the Predoctoral Leadership Development Institute (PLDI). Dr. Ruben's work focuses on role of communication in human behavior, and the translation of this knowledge to enhance communication competency and strategy among professionals in varying contexts—interpersonal, intercultural, health, organizational, educational and leadership. His recent books include: *Understanding, Planning and Leading Change* (NACUBO, 2011); *A Guide to Excellence in Higher Education 2010: An Integrated Approach to Assessment, Planning, and Improvement in Colleges and Universities* (NACUBO, 2010); *What Leaders Need to Know and Do* (NACUBO, 2006), *Communication and Human Behavior. Fifth Edition* (with L. Stewart, Allyn-Bacon, 2006); and *Pursuing Excellence in Higher Education: Eight Fundamental Challenges* (Jossey-Bass, 2004). Dr. Ruben was first president of the National Consortium for Continuous Improvement in Higher Education (NCCI), a member of the 2007 USDE Accreditation Regulations Negotiation Team, an examiner for the Department of Commerce/NIST Malcolm Baldrige National Quality Awards, and a member of the NIST Education and Healthcare Baldrige Pilot Advisory and Evaluation Team. He is the 2006 recipient of the Brent D. Ruben Award for distinguished contribution to higher education, conferred by the National Consortium for Continuous Improvement in Higher Education (NCCI), and other awards.

## 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"> <li>• Reputation of University and academic programs</li> <li>• Quality/Selectivity</li> <li>• Access and affordability</li> <li>• Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Value Rutgers as a comprehensive research university</li> <li>• Sense of belonging, pride, and self-identification with University and School</li> <li>• Quality campus facilities and support services</li> <li>• Satisfaction with education and experience</li> </ul>	<ul style="list-style-type: none"> <li>• Co-curricular engagement and learning</li> <li>• Respect for human rights, diversity, and individuality</li> <li>• Local and global citizenship</li> <li>• Leadership skills &amp; workforce readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Credit-bearing general education</li> <li>• Credit-bearing program learning outcome goals (majors, minors, certificates, etc.)</li> <li>• Credit-bearing experiential learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Retention</li> <li>• Academic success and progress</li> <li>• Timely graduation (4 yr and 6 yr rates)</li> </ul>	<ul style="list-style-type: none"> <li>• Honors, awards, fellowships, etc.</li> <li>• Graduate and professional school admission</li> <li>• Employment</li> </ul>	OPERATIONAL SUPPORT FOR FACULTY AND STAFF GOALS
<p>Aligned Unit Goals</p> 	<i>aligned unit goals</i>						
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 at a Glance**



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

**MAAP's Purposes:**

- Provides a visual display of the multiple ways in which the goals of each unit/activity **align** with the University's goals.
- Recognizes 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.
- Facilitates **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:**

1. Alignment: What are each unit's<sup>1</sup> goals? Which of those goals align with which of the University's undergraduate educational experience mission goals?
2. 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.
3. 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

<sup>1</sup> Units may be schools, administrative units, programs, centers, departments, services, or activities.

### Appendix C: Possible Sources of Data for Assessment

<b>MAAP - MISSION ALIGNMENT, ASSESSMENT, AND PLANNING</b> <small>REVISED 3/27/2012 IN LIGHT OF JAN 2012 CONFERENCE</small> <b>RUTGERS UNIVERSITY UNDERGRADUATE MISSION GOALS</b> <b>possible data sources</b>								
		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"> <li>• Reputation of University and academic programs</li> <li>• Quality/Selectivity</li> <li>• Access and affordability</li> <li>• Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Value Rutgers as a comprehensive research university</li> <li>• Sense of belonging, pride, and self-identification with University and School</li> <li>• Quality campus facilities and support services</li> <li>• Satisfaction with education and experience</li> </ul>	<ul style="list-style-type: none"> <li>• Co-curricular engagement and learning</li> <li>• Respect for human rights, diversity, and individuality</li> <li>• Local and global citizenship</li> <li>• Leadership skills &amp; workforce readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Credit-bearing general education</li> <li>• Credit-bearing program learning outcome goals (majors, minors, certificates, etc.)</li> <li>• Credit-bearing experiential learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Retention</li> <li>• Academic success and progress</li> <li>• Timely graduation (4 yr and 6 yr rates)</li> </ul>	<ul style="list-style-type: none"> <li>*Honors, awards, fellowships, etc.</li> <li>*Graduate and professional school admission</li> <li>*Employment</li> </ul>	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	III AE, 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	



**POST-CONFERENCE REVISIONS, March 2012 and August 2012**

<u>Undergraduate</u> Educational Experience Goals	<u>Graduate</u> Educational Experience Goals
<p><b>Student Recruitment Goals</b></p> <ul style="list-style-type: none"> <li>• Reputation of University and academic programs</li> <li>• Quality/Selectivity</li> <li>• Access and affordability</li> <li>• Diversity</li> </ul> <p><b>Rutgers Support and Pride Goals</b></p> <ul style="list-style-type: none"> <li>• Value Rutgers as a comprehensive research university</li> <li>• Sense of belonging, pride, and self-identification with University and School</li> <li>• Quality campus facilities and support services</li> <li>• Satisfaction with education and experience</li> </ul> <p><b>Personal and Professional Development Goals</b></p> <ul style="list-style-type: none"> <li>• Respect for human rights, diversity, and individuality</li> <li>• Engagement in campus life and extra-curricular activities</li> <li>• Local and global citizenship and community involvement</li> <li>• Leadership and teamwork knowledge and skill</li> </ul> <p><b>Academic Degree Goals</b></p> <ul style="list-style-type: none"> <li>• University, general education, academic major and minor program credit-bearing learning outcomes</li> <li>• Co-curricular, experiential, and workforce readiness learning outcomes</li> </ul> <p><b>Progress to Degree Goals</b></p> <ul style="list-style-type: none"> <li>• Retention</li> <li>• Academic success and progress</li> <li>• Timely graduation (4 year and 6 year rates)</li> </ul> <p><b>Post-Graduation Success Goals</b></p> <ul style="list-style-type: none"> <li>• Honors, Awards, Fellowships, etc.</li> <li>• Graduate and professional school admission</li> <li>• Employment</li> </ul> <p><b>Operational Support for Faculty and Staff Goals</b></p>	<p><b>Student Recruitment Goals</b></p> <ul style="list-style-type: none"> <li>• Reputation of University and academic programs</li> <li>• Quality/Selectivity</li> <li>• Financial support and affordability</li> <li>• Diversity</li> </ul> <p><b>Rutgers Support and Pride Goals</b></p> <ul style="list-style-type: none"> <li>• Value Rutgers' as a comprehensive research university</li> <li>• Sense of belonging, pride, and self-identification with University and school/program</li> <li>• Quality campus facilities and support services</li> <li>• Satisfaction with education and experience</li> </ul> <p><b>Personal and Professional Development Goals</b></p> <ul style="list-style-type: none"> <li>• Respect for human rights, diversity, and individuality</li> <li>• Engagement in campus life and extra-curricular activities</li> <li>• Involvement in disciplinary/professional activities beyond the campus</li> <li>• Leadership and teamwork knowledge and skill</li> </ul> <p><b>Academic Degree and Professional Goals</b></p> <ul style="list-style-type: none"> <li>• Disciplinary and professional learning outcomes</li> <li>• Professional socialization</li> <li>• Other specialized program goals</li> </ul> <p><b>Progress to Degree Goals</b></p> <ul style="list-style-type: none"> <li>• Retention</li> <li>• Academic success and progress</li> <li>• Timely degree completion</li> </ul> <p><b>Post-Graduation Success Goals</b></p> <ul style="list-style-type: none"> <li>• Honors, Awards, Fellowships, Scholarship/Publication, Service Distinction</li> <li>• Subsequent graduate, professional school admission, or post doc placement</li> <li>• Employment</li> </ul> <p><b>Operational Support for Faculty and Staff Goals</b></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. As 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 showed 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.

**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.

**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 21<sup>st</sup> C. 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 26<sup>th</sup>, 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 - Boyle**

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>