

Action Project

Title: Student Services Goal Setting

Version: 2

Institution: Lewis University

Submitted: 2014-10-08

Status: Completed

Category: 8-Planning Continuous Improvement

Timeline

Planned project kickoff date: 2013-10-20

Target completion date: 2014-10-31

Actual completion date: 2015-10-14

Project Detail

PROJECT SUMMARY

Briefly describe the project in less than 100 words. Be sure to identify the key organizational areas (departments, programs, divisions, units, etc.) and key organizational processes that this action project will affect, change, and/or improve

The original project purpose was to broaden the use of goal setting throughout the service and co-curricular areas of the institution and work to align goals with those established by strategic management and other key processes. In doing so, we have learned that the process we are following facilitates identification and creation of strategic initiatives.

Additionally, the reduction of AQIP categories from nine to six puts this project under Category Four: Planning and Leading. It focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on

opportunities.

PROJECT RATIONALE

Describe your institution's reasons for initiating this action project now and for how long it should take to complete it. Why are this project and its goals high among your institution's current priorities? Also, explain how this project relates to any strategic initiatives or challenges described in the institution's recent or soon-to-be submitted systems portfolio

Lewis is embarking on a new strategic plan. The plan's creation coincided with the beginnings of a goal setting endeavor by one non-academic Division. Goal setting had a very positive effect on the managers involved. They decided to create, further develop, and share a standardized goal setting process for non-academic departments and test a means of identifying goals that are congruent with the University strategic plan and with other internal and external goals. Prior to this Division's effort, there was no process for goal setting and no goal-related data captured for process and systemic improvement.

As the literature suggests that goal setting is one of the most powerful motivators available to managers, we believe this Action Project represents a critical step in our quality journey, and an opportunity to secure, analyze, and develop data that can improve quality.

In the course of working on the project, the nine directors of Student Services departments developed their own goals and aligned them with Lewis' strategic plan. This facilitated creation of strategic initiatives that supported both Student Services' goals and the strategic plan. We believe that the roll-out of the process to the remaining 75-80 departments will have a similarly positive effect, and likewise generate positive by-products.

We anticipate completing the project by December 2015.

PROJECT GOALS AND DELIVERABLES

List the project goals, milestones, and deliverables along with corresponding metrics, due dates, and other measures for assessing the progress for each goal. Be sure to include formal evaluations when the project progress will be reviewed

One year was originally allocated for this new process. We clearly should devote more time to this vital Action project. The process will continue to be marketed. Additional staff development and training will be needed. Managers will need to be trained. Goal alignment will need to be measured, recorded, and reported.

With regard to goals, we will measure (institutionally and departmentally) goals before the new process started, the number of goals created each year, and the number of goals met each year.

With regard to goal-strategy congruence, we will measure (institutionally and departmentally) the percentage of goals that are congruent with the

strategic plan.

Item / Deliverable	Date	Metric
Marketing	Fall 2013 and continuing	Yes/no (1/0)
Training and Development	2014/2015	Number of people trained
Goal Setting- Original 9	Spring 2014	Completed (9/9)
Goal Setting - Remainder of departments	Spring 2015	Number and % of departments with set goals
Goal Alignment Measurement	Spring & Summer 2015	% of goals aligned with strategy
Analysis, Evaluation, Reporting	Summer & Fall 2015	
Anticipated Closure	December 2015	
Evaluation of action project (post closure)	January-February 2016	Grade for project (A,B,C,D,F)

INSTITUTIONAL INVOLVEMENT

Describe how various members of the learning community will participate in this action project. Show the breadth of involvement by individuals and groups over the project's duration

This project could reach all non-academic units within the University. This would include the nine directors that spear-headed the project and the full Assembly of more than 75 other departments in the university. The nine include: Director of Athletics, Director of Student Recreation, Fitness & Wellness, Chief of Police, Director of International Student Services, Director of Residence Life, Director of Multicultural Student Services, Director of Health Services and Director of Counseling Services. We have been calling the nine a “strategic team.” This team of peers worked closely together for a long time on many other issues and “organically” came together for this endeavor. Their performance suggests that they can be used for other

initiatives as well.

PROJECT CONTROL

Describe how the institution will monitor project progress/success during, and at the completion of this project. Be sure to specifically state the measures that will be evaluated and when

The rationale for time in number 3, above, suggests that the project co-chairs will measure timeliness by matching date of completion of activities against a specific date within the terms named.

The Project co-chairs will need to report on the status of questions in table 3 (see above) to their sponsor and to the AQIP Coordinating Team on a monthly basis.

The Project Team will need to consult their sponsor, the VP for Student Services to determine suitable due dates for all of the monitored activities. Meeting those dates will be crucial for timely completion of the project.

- a) Marketing-Fall 2013 and continuing.
- b) Training and Development- 2014/2015
- c) Goal Setting- Original 9- Spring 2014; Remainder of departments- Spring 2015
- d) Goal Alignment Measurement- Spring & Summer 2015
- e) Analysis, Evaluation, Reporting-Summer & Fall 2015
- f) Anticipated Closure, December 2015

ANTICIPATED CHALLENGES TO PROJECT SUCCESS

Describe the challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals

The team may encounter inertia and resistance that comes with any change management situation. We have change management resources within the university and will seek help, if needed.

ADDITIONAL INFORMATION

Provide any additional information that the institution wishes for reviewers to understand regarding this action project

None

Annual Update

CURRENT PROJECT STATUS SUMMARY

(Please answer the following questions in the text box below)

General Project Status: _____ Completed _____ In-progress _____ Suspended _____ Reopened

Original Project Start Date: ____/____/____

Originally Projected End Date: ____/____/____

Anticipated Completion Date If Not Completed: ____/____/____

Briefly describe the current status of the project.

Explain how this project relates to any strategic initiatives or challenges described in the institution's most recent or soon-to-be submitted systems portfolio, if applicable

The general project status is: In progress

The original project start date was 10/20/2013

The originally projected end date was 10/31/2014

The anticipated completion date is 9/30/2015

The project is about to close. In brief, as the project evolved, we saw it as driving the following in the Student Services Division (SSD, defined in #3, below): set annual goals for SSD managers [accomplished]; match those goals to strategic plan elements [elements = Foundation for the Future, Distinctive Learning Experiences, Emerging Technologies, Strategic Partnerships, Resource Development and Stewardship] [accomplished]; annually iterate and improve goals and improve degree of match [accomplished]; rolling the process/system out to other administrative and staff functions in the University. [accomplished]

ORIGINAL PROJECT GOALS AND DELIVERABLES

List the project goals as stated in the original project declaration along with the metrics/measures for assessing the progress for each goal.

Following the recommendations of the HLC Reviewer, the project was considered to be really important. We continued it until were satisfied it had reached the "institutionalization" phase.

Goals have evolved as follows:

- SSD managers will have goals set annually
- SSD will annually match goals to strategic plan to determine coverage and congruence
- SSD will improve goal congruence with strategic plan each year
- SSD will use goals setting / congruence exercise as part of the performance evaluation process
- SSD will propose institutionalization of their process

Deliverables have evolved and match the above goals:

- SSD annual goals
- SSD annual congruence determination
- SSD annual congruence improvement

ACCOMPLISHMENTS OVER THE PAST YEAR

Describe what has been accomplished with this project over the past year, specifically referring to quantifiable results that show progress. You may need to include a discussion clarifying how the original goals and anticipated outcomes may have shifted during the year.

Student Services Division consists of a Dean, an Assistant Dean of Student Affairs, and the following Departments (each with its own manager) Counseling, Student Conduct, Athletics, International, Multicultural, Police, Recreation, Residence, Health Services, Student Development & Leadership. Student Services serves diverse student populations and is integral to the success and satisfaction of our students

SSD 2014-2015 goals were set for the Division, the Dean, and all Department managers. Rate of improvement: 100%

SSD 2014-2015 goals were matched (using Strategic Alignment Mapping (SAM) protocols, a la Kaplan and Norton, 2000, 2004, 2006, 2008; and Becker, Huselid, and Ulrich, 2001) for congruence with the strategic plan . Divisional rate of congruence = 27 (scale = -100 to +100)

SSD 2014-2015 goals were used as a part of managerial performance evaluation.

SSD 2015-2016 goals were set for the Division, the Dean, and all Departments. Rate of participation: 100%

SSD 2015-2016 goals were matched for congruence with the strategic plan . Divisional rate of congruence = 38 (scale = -100 to +100), which

represents a 41% improvement over the prior year.

Impacts: Division-wide recognition of need for improvement in goal development and in congruence of goals with strategic plan. Recognition that one element of the strategic plan was virtually overlooked in the goal setting process. Recognition that there might be a need for training about the effective and ethical use of goal setting.

INSTITUTIONAL INVOLVEMENT

Describe how various members of the learning community have participated in this action project. Show the breadth of involvement by individuals and groups over the project's duration, particularly during the past year.

The SSD is defined in #3, above. 2014-2015 focus was on the SSD itself, as it refined and completed an iteration of its process amid significant turnover in its ranks, and introduction of new managers and administrators to the process. The achievements reported in #3 above reflect significant accomplishment.

The beginnings of 2015-2016 reflect bridging of Departments in goals development and adoption to maintain a high level of participation and improve SSD goal congruence with the elements of the strategic plan.

Others involved were: the AQIP Coordinating Team, a goal setting and SAM coach from the College of Business, and statistical help from the Office of Institutional Research. At the beginning of FY2015-2016, an Assistant Dean of Student Affairs for Assessment, Student Development & Leadership was hired to take this process to the next level.

EFFECTIVE PRACTICES

Describe the effect that this project has had on the institution, students, and others in the learning community. What has the institution learned that can be identified as a good practice to use in other aspects of its quality work or from which other institutions might benefit?

The Student Services Assembly was repeated, again led by the strategic initiative teams. The goal setting part of the process was initiated and fostered through the assembly and achieved 100% participation rate. The high level of inter-departmental collaboration might be attributed to the shared mission-value we have in Association. Part of the selection criteria for work at Lewis is a candidate's fit to our mission. The leadership of the Dean of the SSD should be credited for the selection and development of the strategic initiative teams.

The SAM protocol being used is designed to identify strategic fit, communicate strategic need, and motivate employees to address the needs. Iteration demonstrated strong levels of improvement and justified a recommendation for institutionalization of the process. (See #3, above)

ANTICIPATED CHALLENGES TO PROJECT SUCCESS

Describe the anticipated challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals.

We agreed with the 2014 Reviewer that we needed to maintain the Action Project if we wish to retain momentum. We are now ready to close the

project.

PLANNED NEXT STEPS AND TIMELINE

In light of the project goals, current circumstances, institutional learning from this project, and anticipated barriers to success, list the next steps to be taken over the course of the next 12 - 24 months in order to complete or institutionalize the results of this action project. Provide a timeline for completing each next step.

- We agreed with last year's Reviewer that we needed to re-define what we were looking for in this project. The "evolved" goals and deliverables contained in #2, above, reflect that re-definition.

-As our amended goals have been achieved, we are closing the project contemporaneous with this report and opening another project.

ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS

Provide any additional information, inquires, or concerns that the institution wishes for reviewers to understand regarding this action project

None

Annual Update

REASON FOR COMPLETION

What is the primary reason for closing this project?

The project's goals have been substantially met.

SUCCESS FACTORS

What aspects of this project would you categorize as successful?

A divisional goal setting and strategic matching process has been implemented and desired outcomes have been achieved from the divisional goal setting process. A 2-year Assessment Cycle measurement tool has been developed.

Moving forward, part of the institutionalization will be to ensure efficient management of the goal setting by the department head. The department head will share with the Associate Provost of Accreditation and the AQIP committee.

UNSUCCESSFUL FACTORS

What aspects of this project would you categorize as less than successful?

The project revealed a need for some individualized training. That training will be developed and delivered as a part of a new project.

