Stockton 2020 Strategic Planning Process

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Version History

v01 – 02/17/2009 – circulated to Steering Committee via email

v02 – 04/07/2009 – circulated to Steering Committee via email (included Marilyn Vito's edits)

v03 – 08/04/2009 – circulated to Steering Committee Members, mailed to Faculty for Fall Conference

v04 – 10/21/2009 – replaces BSC "customer" language with Stockton adaptations

v05 – 02/09/2010 – incorporates changes collected from college-wide feedback sessions

v06 – 05/04/2010 – update vision statement to reflect college-wide feedback, posted to web

v07 – 11/11/2010 – incorporate initiatives teams and process for implementation

v08 – 05/09/2011 – update implementation with teams and proposal structure

Stockton 2020 Strategic Planning Process

Introduction and Context for Planning

During the 2008-09 academic year, The Richard Stockton College of New Jersey began its current cycle of Strategic Planning, called "Stockton 2020" for its emphasis on a clear vision (20/20) of change and development for the sake of the long-term future.

Stockton 2020 picks up at a time when the College is expanding its facilities and increasing its freshmen class, after the successful implementation of **Vision 2010**, summarized in Appendix A.

Planning is often conceptualized as a cycle, beginning with gathering data, interpreting those data to inform decision-making, implementing decisions, reporting results of those decisions as data, and beginning the cycle anew (Maki, 2004).

Scholars who focus on integrating planning and assessment often refer to this process as institutional effectiveness, particularly where decision-makers are able to "close the loop" (Hollowell, Middaugh & Sibolski, 2006).

As Stockton prepares for a Self-Study and ten-year reaccreditation site visit from the Middle States Commission in 2012, we have selected a comprehensive strategic planning and management system that embraces this conceptual model, known as the Balanced Scorecard (BSC).

Further elaborating on this model of the planning cycle, the Balanced Scorecard ™ approach breaks the Strategic Planning process out into "Nine Steps for Success" that the Stockton 2020 Strategic Planning Steering Committee has adapted to better fit our own vocabulary and organizational culture (see Appendix B).
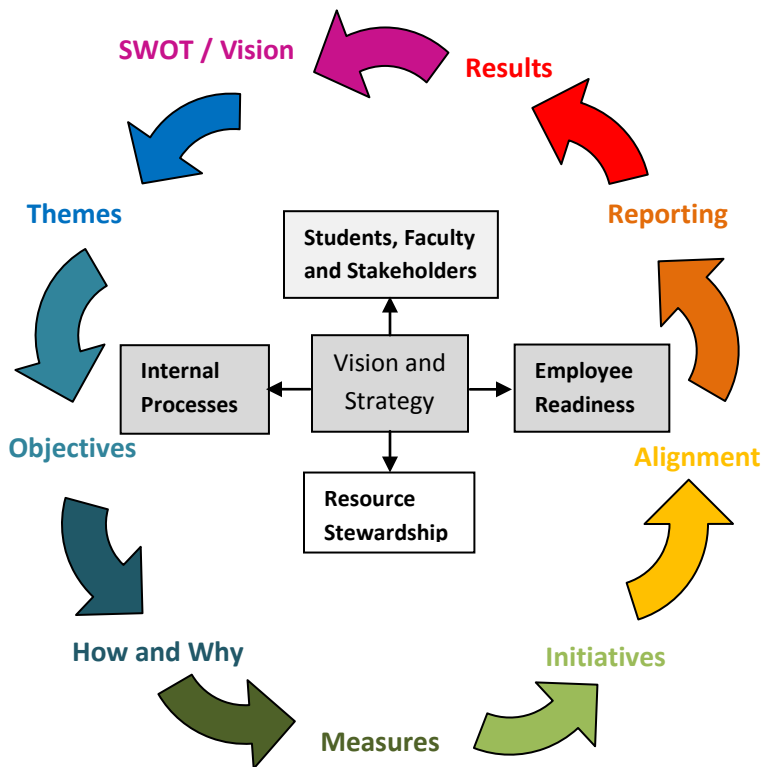
Major sections of this document will use these headings to describe each stage of the planning cycle:

SWOT/Vision

Themes

Objectives

How and Why

Measures

Initiatives

Alignment

Reporting

Results

Key words that appear in Capital Case are defined in the Glossary, Appendix E.

Stockton 2020 Strategic Planning

Process

President Saatkamp initiated the Stockton 2020 strategic planning process by convening a Steering Committee* in Fall, 2008:

> Harvey Kesselman, Dean of Education, serves as Co-Chair to the Committee
> Matt Altier, VP of Finance and Administration, served as Co-Chair to the Committee
> David Carr serves as Chief Academic Officer to the Committee
> Joe Marchetti serves as VP of Student Affairs to the Committee
> Diana Meischker serves as CWA representative to the Committee
> Tim Haresign serves as SFT representative to the Committee
> Marilyn Vito serves as President of the Faculty Assembly to the Committee
> Sonia Gonsalves serves as a faculty member to the Committee
> Tait Chirenje serves as a faculty member to the Committee
> Dawn Kanaan serves as the Interim Director of Development to the Committee
> Ashley Pero serves as President of the Student Senate to the Committee
> Brian Jackson serves as staff to the Committee
> Claudine Keenan serves as staff to the Committee
>
> *Bob Helsabeck, Thomasa Gonzalez, Melissa Hager and Sharon Schulman subsequently joined the Steering Committee during the Spring and Summer of 2009 when their respective roles took effect as Faculty Senate President, Vice President of Student Affairs, Chief Counsel and Special Assistant to the President for External Affairs. Dawn joined the Committee in Fall, 2009. Harvey Kesselman became Provost, Joe Marchetti became Dean of Education, Phil Ellmore became Chief Development Officer and Claudine Keenan became Chief Planning Officer in 2010, serving as permanent staff to the Committee in place of co-chairs.

The President charged the committee to approve an overview timeline of the process (see next page) and to follow the Balanced Scorecard approach. The members of the Steering Committee met throughout AY 2008-09 to develop a draft vision statement and to identify the major and themes of the strategic plan. The Steering Committee worked together to fulfill this charge, modifying the Balanced Scorecard approach to better fit Stockton 2020 planning priorities. The Steering Committee circulated this draft for feedback when the process had followed the first five of "Nine Steps to Success™." The current version now incorporates all feedback received during 2009-10 and includes more detailed processes for the remaining four steps:

> ☑ Step 1: Develop a SWOT Analysis and Vision Statement
> ☑ Step 2: Determine the Strategic Themes that support the Vision
> ☑ Step 3: Articulate Strategic Objectives
> ☑ Step 4: Explain How and Why the Strategy will succeed (Strategy Map)
> ☑ Step 5: Select Measures (Obtain baseline data and set achievable Targets)
> ☑ Step 6: Plan Initiatives (Cross-Functional Teams and budget units)
> ☑ Step 7: Cascade/Align Initiatives into specific tasks and Scorecards
>   Step 8: Report Baseline and Target measures (Publish a Web site/Dashboard)
>   Step 9: Analyze Results of tasks and initiatives; update the Strategy Map

Stockton 2020 Strategic Planning

Using a Balanced Scorecard approach beginning in AY 2011, several of the Steering Committee members will co-chair four ongoing Initiatives Teams that include representatives from every Division of the College to guide both budget unit-based and cross-divisional Initiatives aligned to the Strategic Objectives for each Theme. These teams will work within existing approval structures to guide strategic plans and projects through Alignment, while the Steering Committee will monitor Reporting and Results.

Timeline
The Stockton 2020 Steering Committee submitted a visual and a text-based timeline to the President. This timeline collapses both versions into one, consolidated timeline.

Stockton 2020 Strategic Planning efforts converged with Middle States Reaccreditation activities during Fall, 2009.

FA 2008 ☑	SP 2009 ☑	SU 2009 ☑	FA 2009	SP 2010	SU 2010
President names Steering Committee

Steering Committee Drafts Timeline, Structure, Vision and Themes Recommends Consultant | President reviews Steering Committee Draft

Steering Committee incorporates President's Revisions

Board of Trustees reviews draft | President forms Functional Teams

Steering Committee works with President to finalize vision, themes, objectives and measures

Functional Teams meet before 6/30: recommend objectives | President announces vision, themes and objectives; appoints MSA Team

Steering Committee requests stakeholder input on updating data; meets with MSA members to begin drafts

Board of Trustees reviews vision, themes and objectives | President announces preliminary drafts from MSA & SC

Steering Committee works with MSA Committee to solicit & incorporate college-wide feedback on planning drafts | Merged Planning Activities Continue Through 2011-2012 Anniversary of Teaching |

SWOT/Vision and
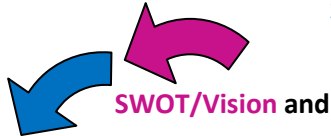
Themes

After combining the SWOT (Strengths, Weaknesses, Opportunities and Threats) analyses from all four College Divisions into one unified document (see Appendix C), the Steering Committee discussed elements of Stockton's vision among its members and with each member's constituent groups throughout the period spanning Fall, 2008 – Spring 2010, using qualitative key word exercises and consensus voting methods to arrive at a Stockton 2020 vision that the entire College community edited

> **The Richard Stockton College: an environmentally-responsible learning community of engaged citizens embracing a global perspective.**

Our motto or strategic slogan takes our "environment for excellence" to a new level of "excellence in education" for New Jersey's Green College. The four strategic themes can be summarized as single key words: Learning, Engaged, Global and Sustainable: LEGS.

The College will achieve the "balance" in a Balanced Scorecard ™ approach by overlaying the four themes across four perspectives as a framework within which to set strategic objectives:

> **Students, Faculty & Stakeholders**: The highest priorities of the College fall into this top level perspective. Strategic Objectives in all of the supporting perspectives will make it possible for the College to achieve objectives that serve Students, Faculty and Stakeholders across all four themes.

> **Internal Processes**: The systems, processes, policies and procedures that the College will need to optimize in order to achieve top-level objectives to our Students, Faculty and Stakeholders.

> **Employee Readiness**: The growth and professional development that Stockton staff and faculty will undertake in preparation for changing internal processes and achieving top-level objectives to our Students, Faculty and Stakeholders.

> **Resource Stewardship**: The human, facilities and financial resources that the College will align to support Employee Readiness and Internal Processes that enable achievement of top-level objectives to Students, Faculty and Stakeholders.

Stockton 2020 Strategic Planning

Objectives

For each of the Themes, the Steering Committee drafted several Strategic Objectives, detailed below (cross-coded with the four Perspectives and the four Themes). Note: some objectives impact all Themes:

S= Students, Faculty and Stakeholder   L = Learning
IP= Internal Processes   E = Engagement
ER= Employee Readiness   G = Global
RS= Resource Stewardship   S = Sustainable

SL1 – Deliver high value-added learning experiences and promote scholarly activity.
SL2 – Promote liberal arts ideals to develop lifelong learners
SE3 - Establish Stockton as an integral part of the identity of students, faculty, staff, alumni and community members.
SE4 - Prepare students for active citizenship roles
SE5 – Create mutually reinforcing intellectual and co-curricular experiences
SG6 – Develop a globally diverse Stockton community
SG7 – Enhance capacity to participate globally
SS8 – Increase sustainable infrastructure
SS9 – Enhance sustainability education and research
SS10 – Increase recognition as a model of sustainability
SS11 – Partner to promote global sustainability

IPLEGS1 – Strengthen internal processes to support learning, engagement, global perspectives and sustainability
IPG2 – Integrate global program efforts among multiple units of the college
IPS3 – Prioritize sustainability in plant operations & residential life
IPS4 – Promote sustainability across the curriculum
IPS5 – Develop and implement sustainability programs

ERLEGS1- Develop faculty and staff skills to support high-value learning, engagement, global perspectives and sustainability
ERL2 – Reward scholarly applications
ERE3 – Foster an interactive environment among students, faculty, staff and community
ERE4 - Increase opportunities for interactions between internal and external communities
ERG5 – Strengthen opportunities for global interaction among members of the Stockton community
ERS6 – Reward sustainable practices

RSLEGS1 – Establish additional revenue sources
RSLEGS2 – Reduce expenses
RSLEGS3– Align resources to support the strategic plan
RSS4 – Seek efficiencies through sustainable practices

Stockton 2020 Strategic Planning

How and Why (Strategy Map)

A well-designed Strategy Map tells the story of the strategy so that people can understand it quickly and easily. A Strategy Map also helps to create conversations about the strategy. Instead of strategy buried in thick documents, it is on a single, illustrated page.

Our Strategy Map doesn't just say **what** we are trying to achieve; it explains very clearly **how** we plan to get there because it contains a simple but powerful cause and effect model. The arrows below illustrate a sample path through this model, showing that we ultimately strive to "create mutually reinforcing intellectual and co-curricular experiences." How? First we need to "strengthen internal processes." How? "Foster an interactive environment." How? "Align our resources." In this way, our Strategy Map helps to explain the Themes and Objectives of Stockton 2020 and provides the framework for designing and managing change Initiatives at the College.

Finally, our Strategy Map prepares us to Cascade the Themes through every unit, asking how will our unit contribute to this Objective? From these questions, we can also ask, "What is the best way to Measure these Objectives?"

Stockton 2020 Strategy Map

PERSPECTIVES		Learning	Engagement	Global Perspectives	Sustainability
	Students, Faculty & Stakeholders	S1 – Deliver high value-added learning experiences and promote scholarly activity S2 – Promote liberal arts ideals to develop lifelong learners	S3 – Establish Stockton as an integral part of the identity of students, faculty, staff, alumni and community members S4 – Prepare students for active citizenship role. S5 – Create mutually reinforcing intellectual and co-curricular experiences	S6 – Develop a globally diverse Stockton community S7 – Enhance capacity to participate globally	S8 – Increase sustainable infrastructure S9 – Enhance sustainability education and research S10 – Increase recognition as a model of sustainability S11 – Partner to promote global sustainability
	Internal Processes	IP1 – Strengthen internal processes to support learning, engagement, global perspectives and sustainability		IP2 – Integrate global program efforts among multiple units of the college	IP3 – Prioritize sustainability in all college operations IP4 – Promote sustainability across the curriculum IP5 – Pursue sustainable designations (awards, certifications)
	Employee Readiness	ER1 - Develop faculty and staff skills to support learning, engagement, global perspectives and sustainability			
		ER2 – Reward scholarly applications	ER3 – Foster an interactive environment among students, faculty, staff and community ER4 – Increase opportunities for interactions between internal and external communities	ER5 – Strengthen opportunities for global interaction among members of the Stockton community	ER6 – Reward sustainable practices
	Resource Stewardship	RS1 – Establish additional revenue sources RS2 – Reduce expenses RS3 – Align resources to support the strategic plan			
					RS4 – Seek efficiencies through sustainable practices

Stockton 2020 Strategic Planning

Measures

Measures are an extremely important component of any planning process. Although "we can't always count what is important, and not everything we can count is important," every member of the College community can ultimately "track" the progress of an initiative or of current work by measuring some change, whether it is an input (more hours, funds or space put in), an output (more applications, course sections, or green buildings) or an outcome (increased learning performance, published scholarly works, reduced carbon emissions or energy consumption, for example).

For the Stockton 2020 cycle, the Steering Committee completed its first year of work by producing a set of measures that align with many of the Strategic Objectives under each Strategic Theme (see Appendix D). These are neither the only measures, nor the "right" measures, but they offer a place for the broader Stockton community to start thinking about which are better measures to track our unit-level progress towards attaining each Strategic Objective. During the second year of planning, the Stockton community will develop measures for each of its own unit's contributions towards these Objectives.

Initiatives

Initiatives are "the specific programs, activities, projects or actions" that will help Stockton to achieve strategic Results. We measure the success of Initiatives by determining Baseline Measures (see preceding section), by setting performance Targets, and by Reporting our progress towards reaching those Targets. These close connections between Initiative planning and Measuring ensure accountability for achieving strategic Results throughout the College. Unit-based and individual Scorecards will also help the College to share responsibility for achieving our strategic Objectives.

To facilitate the process of College-wide initiative planning, members of the Stockton 2020 Steering Committee will co-chair four **Initiatives Teams**, each focused on one of the Strategic Themes.

Initiatives Team members will consult to multiple units throughout the College, articulating thematic objectives and sharpening the measures for their themes. The goal of these consultations will be to encourage individuals, units and cross-divisional teams to propose initiatives that yield strategic results.

Proposals can be a natural extension of the current annual goal-setting process at the College, and can also arise at later times in the budget cycle. As each unit works on goals and proposals, the Stockton 2020 Initiatives Teams will strongly encourage collaborative plans, for example: two Academic programs in Languages and Global Studies might collaborate with the Continuing Studies, Risk Management, Alumni Affairs and Student Development units to propose a project that ultimately helps stakeholders to "develop a global perspective." The proposing staff and faculty members will focus on implementation, having specified the measures that should change to mark progress towards achieving the objective. For example, student responses to NSSE items that measure global experiences might change as such a project were implemented and assessed over time.

Proposals such as these are intended to align broad College objectives with the priorities, investments and actions of academic and service units. The Initiatives planning process is transparent; seeks consensus regarding unit goals and priorities; will translate into specific actions; will include requests for resource investment; will specify measures and targets, and will promote collegiality by engaging those members of the College community (including faculty, student, alumni, and staff) who will implement the Plan. All planning will be published to http://president.stockton.edu/2020.html

Stockton 2020 Strategic Planning

2020 Initiatives Teams help to generate and develop ideas into proposals for Steering Committee to recommend through the appropriate shared governance and administrative structures.
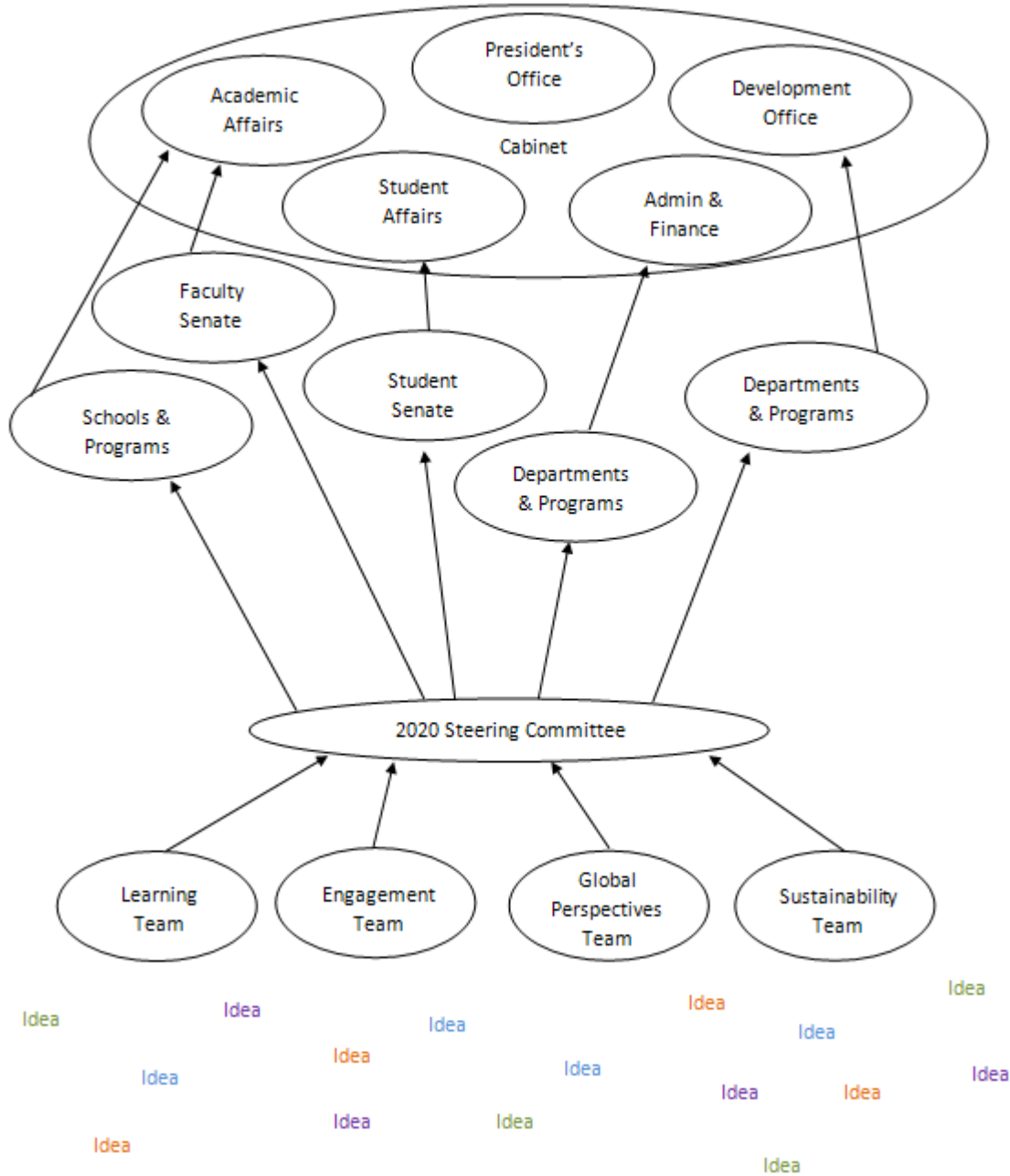
Alignment

Whether or not a unit proposes new Initiatives or collaborates with other units to do so, Stockton 2020 also provides a unifying framework for all of our "business as usual." When everyone at Stockton strives towards attaining a unified vision to become "…*an environmentally-responsible learning community of engaged citizens embracing a global perspective,*" our everyday work carries a shared sense of purpose. This is the stage of the planning process called Alignment, also known as Cascading.

Therefore, concurrently with the Initiative (proposal) planning process, all unit managers throughout the College will also work on building a Scorecard that ties their unit goals and major work into as many of the Strategic Objectives as applicable. For example, if the Records, Financial Aid and Advising offices are already working on a consolidated service model for students, their Scorecards should align this effort with Strategic Objective IPLEGS1 – "Strengthen internal processes… " These unit managers may have similar (and some different) Measures for this objective, such as reduced number of holds on student accounts or shorter wait times during peak service hours. In order to set a Target of something like "10% reduction in holds" the offices would determine the Baseline number of holds. Setting a unit Target to reduce both by 10% each year creates a "score" of 1, allowing for a score of .5 if the unit meets its Targets half way (see sample Scorecard below, second line on the holds row):

Objective	Work or Compact	Measure(s)	Baseline	Target '10	Target '11	Target '12
IPLEGS1	Consolidated Service Model	Holds	250/term	225 = 1 238 = .5	10% = 1 5% = .5	10% = 1 5% = .5
		Wait Time	45 mins	41 = 1	37 etc.	33 etc.

The area VP of this unit may decide to include these scores towards the progress that the entire College is making in attaining Objective IPLEGS1: Strengthen internal processes. In this way, Aligning or Cascading both everyday work and Initiatives (Compacts) to the Strategic Objectives will encourage a stronger college-wide commitment to realizing our Vision.

Individual managers who wish to cascade their own performance goals by using the unit goals and Strategic Objectives may also use Measures like these. Recall the famous story of former US President Lyndon B Johnson visiting NASA in the 1960s and meeting a janitor who was enthusiastically sweeping the corridor. When the President said that he was the best janitor he'd ever seen the man replied: "I'm not just a janitor; I am helping put a man on the moon."

Importantly, much of our work at the College is process-oriented, and thus, difficult to quantify on a scorecard. Unit managers and coordinators will work with their own colleagues to find ways to capture qualitative data, develop ratings scales, and convert their findings into scorecard data.
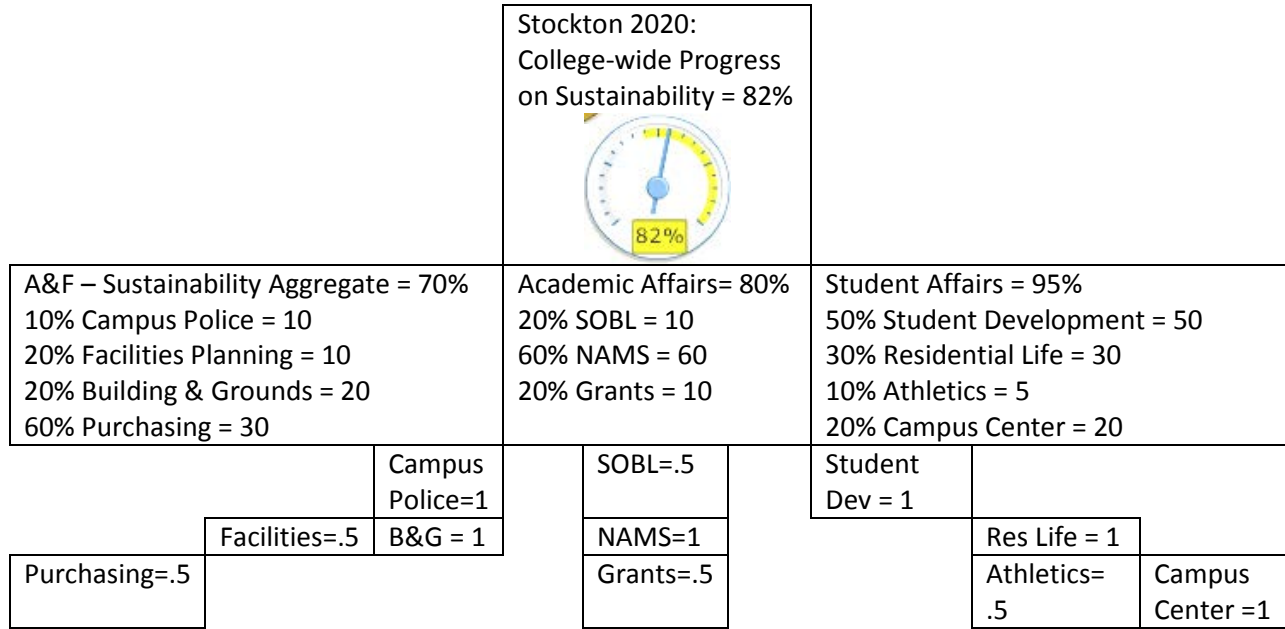
Reporting

The Reporting stage of the Strategic Planning cycle demonstrates the cumulative effect of data gleaned from all those Scorecards on attaining Strategic Objectives. Each unit Scorecard can be maintained online, accessible to unit managers on an intranet. Managers should update their scorecards as their Measures become available. For example, some areas will use monthly or quarterly financial Measures; others will use per-semester Student Ratings of Teaching; and still others will use annual external agency results, such as the NSSE, CLA, accreditation findings or bond ratings.

The more varied and unit-specific a Measure is, the more important it is for College leaders to assign various weights to those Measures in order to aggregate Reporting. The unit Scorecards will allow College leaders to "call" values from individual unit scorecards, resulting in an aggregate or "rolled up" value that charts collective progress towards a Strategic Objective.

For example, dozens of units throughout the College may create Sustainability Scorecard items; some will capture progress of work already underway, and others will capture progress on Initiative Compacts. The hypothetical example below shows excerpts from the Scorecards for the Vice President of each

Division, each of which has obtained hypothetical summary values from the Scorecards of their own units. When the VPs weight and "roll up" the collective efforts of multiple units, this hypothetical example shows that the College is 82% on track towards attaining first year Targets on Sustainability:
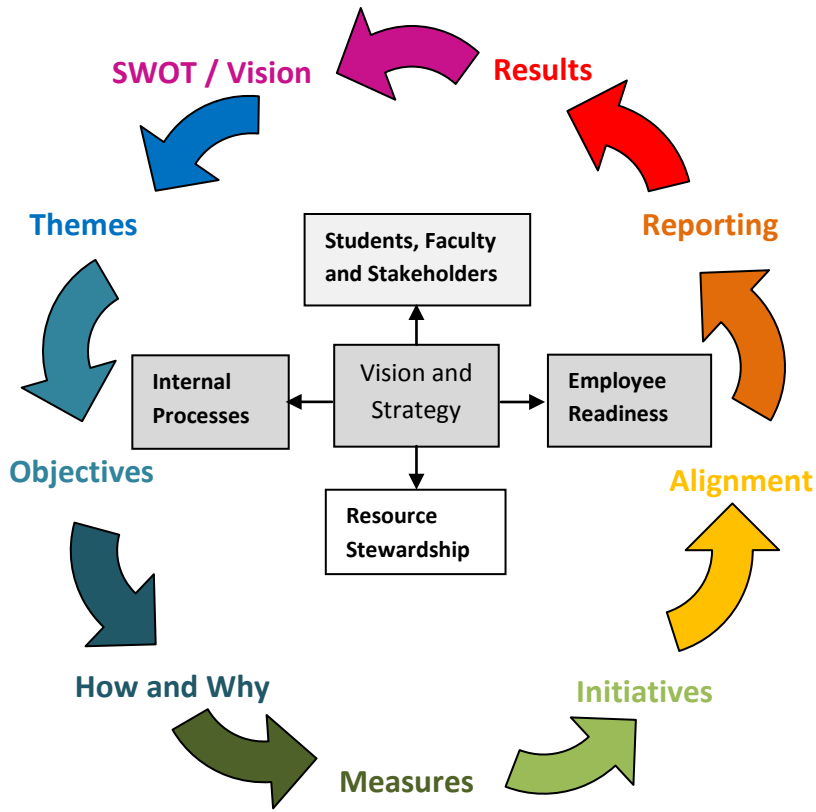
Stockton 2020: College-wide Progress on Sustainability = 82%	

A&F – Sustainability Aggregate = 70%	Academic Affairs= 80%	Student Affairs = 95%
10% Campus Police = 10	20% SOBL = 10	50% Student Development = 50
20% Facilities Planning = 10	60% NAMS = 60	30% Residential Life = 30
20% Building & Grounds = 20	20% Grants = 10	10% Athletics = 5
60% Purchasing = 30		20% Campus Center = 20

	Campus Police=1	SOBL=.5	Student Dev = 1	
Facilities=.5	B&G = 1	NAMS=1		Res Life = 1
Purchasing=.5		Grants=.5	Athletics= .5	Campus Center =1

Results

While the individual and unit Scorecards will serve as management tools to monitor progress on Compacts/Initiatives and unit work, the overall institutional Scorecard will report annual Results for the Board of Trustees, the President and the Cabinet of Vice Presidents. Additional stakeholders such as regional and professional accreditation officials will also be reviewing Results to see that the College is putting them to use in re-setting each Planning Cycle.

Ultimately, Results will inform the next round of Strategic and Compact Planning, as well as Middle States Re-accreditation and all of the internal priorities that each unit sets on an annual basis. Members of the College community will also be able to discuss Results within their units, across units in collaborative Initiative teams, and in multiple forums throughout the College. These discussions of Results should inform our decisions about the next planning cycle.

Stockton 2020 Strategic Planning

SWOT / Vision

Results

Themes

Reporting

Students, Faculty and Stakeholders

Internal Processes

Vision and Strategy

Employee Readiness

Objectives

Resource Stewardship

Alignment

How and Why

Initiatives

Measures

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Elliott, Robert. (2009). "University performance metrics." AKS Labs Balanced Scorecard Designer web site. Available: http://www.strategy2act.com/solutions/university-performance-metrics.htm

Hollowell, D., Middaugh, M., & Sibolski, E., 2006. *Integrating higher education planning and assessment: A practical guide.* Society for College and University Planning Press: Madison, WI.

Maki, P. (2004). Assessing for learning: Building a sustainable commitment across the institution. Stylus Publishing: Herndon, VA.

http://www.balancedscorecard.org/BSCResources/PerformanceMeasurement/5StepstoMeasurement/tabid/379/Default.aspx

Stockton 2020 Strategic Planning

Appendix A: Vision 2010

Stockton 2020 picks up at a time when the College is expanding its facilities and increasing its first-time freshmen class, after the successful implementation of **Vision 2010**, summarized below:

Goal	Objectives	Met	In progress	Reconsidered
1. Curricular Development: Undergraduate	Examine existing and develop new programs		Ongoing	
	Explore certificate/post-baccalaureate programs	CSTU Unit		
	Explore alternative modes of delivery and structure	Hybrid, Online		
	Emphasize Freshman Year Program	25 Seminars/Yr		
2. Curricular Development: Graduate	Examine existing and develop new programs	Develop DPT	Examine MAIT and MAHG for expansion	Liberal Arts, Alt Health Care, HC Management, Gerontology
	Explore alternative modes of delivery and structure	tDPT Online		
	Emphasize internal and external coordination		Ongoing	
3. Paid Educational Internships	Design an Internship Center/Program plan, including timing, parameters, research, remuneration and grants	Assistance to Washington Internships		Plan for the Center/Program on hold for lack of funding
4. Learning Assessment	Develop a comprehensive assessment program	See MSA PRR Appendix A	NSSE, CLA	
5. Technology	Examine the effective application of technology in pedagogy	Summer Academy, Bootcamp, Workshops-IFD	.	
	Examine the effective management of distributed education		Task Force Report	
	Examine the effective use of technology by students		I-Skills ICT Online Student orientation	

6. Capacity	Examine capacity expectations over the next 10 years	NJ Trends		
	Determine desirable graduate:undergraduate enrollment ratio for the next 10 years	15:85 (9:91 in '08)		
	Determine appropriate student:faculty ratio for the next decade with recommendations for attaining		18:1 in '07	
	Determine future infrastructure and facility needs of the College	Master Plan R25 reports		
7. Affordability	Identify future trend; determine innovative approaches and best strategies for scholarship funds, grants and internships to help students meet financial need	NJ Stars II Foundation Scholarships, emphasis on Merit Aid		
	Review Cost of Attendance with an eye toward minimizing cost in order to remain as competitive as possible		Delaware Study	Stockton is in the middle of NJ State prices
	Identify strategies for increasing efficiency and productivity, particularly in the area of delivery of education		Banner SIS/SSB Blackboard	
8. Facilities	Identify facility needs for classrooms, labs, technology, performing arts, lounge and recreation, staffing, office-space, housing on and off-campus, athletics, conference facilities, parking, etc.		Ongoing during renovation and construction projects	
	What recommendations can be made related to further development of the library and learning resource areas?	F-wing overbuild, Library enhancement	80+ electronic classrooms	

Appendix B: Background on the Balanced Scorecard Approach

Excerpt from "The Balanced Scorecard: Beyond Reports and Rankings" *Planning for Higher Education*
by Alice C. Stewart and Julie Carpenter-Hubin

The Balanced Scorecard
In 1992, Robert S. Kaplan and David P. Norton introduced the balanced scorecard, a set of measures that allow for a holistic, integrated view of business performance. The scorecard was originally created to supplement "traditional financial measures with criteria that measured performance from three additional perspectives—those of customers, internal business processes, and learning and growth" (Kaplan and Norton 1996, p. 75). By 1996, user companies had further developed it as a strategic management system linking long-term strategy to short-term targets. The development of the balanced scorecard method occurred because many business organizations realized that focus on a one-dimensional measure of performance (such as return on investment or increased profit) was inadequate. Too often, bad strategic decisions were made in an effort to increase the bottom line at the expense of other organizational goals. The theory of the balanced scorecard suggested that rather than the focus, financial performance is the natural outcome of balancing other important goals. These other organizational goals interact to support excellent overall organizational performance. If any individual goal is out of balance with other goals, the performance of the organization as a whole will suffer. The balanced scorecard system also emphasizes articulation of strategic targets in support of goals. In addition, measurement systems are developed to provide data necessary to know when targets are being achieved or when performance is out of balance or being negatively affected.

The Kaplan and Norton balanced scorecard looks at a company from four perspectives:
- Financial: How do we look to shareholders?
- Internal business processes: What must we excel at?
- Innovation and learning: Can we continue to improve and create value?
- Customer: How do customers see us?

By viewing the company from all four perspectives, the balanced scorecard provides a more comprehensive understanding of current performance. While these perspectives are not completely inappropriate for use by colleges and universities, it is possible to adapt the balanced scorecard theory using a paradigm more traditional to higher education.

Creating a Balanced Scorecard
If decision making is to be strategic, the strategy must be directed toward some overarching objective. Most colleges and universities have a mission or vision statement in place that sets out in very broad terms the goals of the institution. It is within the context of these goals that an institution must decide what it will benchmark and what performance it will measure, a process that Kaplan and Norton (1996) describe as "translating the vision." "For people to act on the words in vision and strategy statements, those statements must be expressed as an integrated set of objectives and measures, agreed upon by all senior executives, that describe the long-term drivers of success" (p. 76).

The Ohio State University—a large, Midwestern land-grant university—has the vision of becoming "internationally recognized in research, teaching and service." This has been translated into five specific organizational areas deemed necessary for achievement of the vision:
- Academic excellence: What is the university's contribution to the creation of knowledge?
- Student learning experience: How effectively does the university transfer knowledge to its students?
- Diversity: How well does the university broaden and strengthen its community?
- Outreach and engagement: How effectively does the university transfer knowledge to local, national, and international communities?
- Resource management: How well does the university develop and manage resources?

Based on this broadly accepted articulation of the vision, an academic scorecard can be developed by identifying long-term strategic objectives associated with each of these organizational areas. Each objective will, in turn, have specific performance measures that indicate progress toward attaining improvement in the designated performance area. Table 2 provides an example of the scorecard and associated objectives.

Table 2

Example of the Balanced Scorecard and Associated Objectives

	Objective	Indicator
Diversity: How well do we broaden and strengthen our community?	Increase campus diversity	Percentage of students, staff, and faculty by gender and ethnicity
	Provide better disability access	Inventory program needs as baseline; improvement over time
Student learning experience: How effectively do we transfer knowledge to our students?	Improve student progress	Retention and graduation rates
	Increase student satisfaction	Higher Education Research Institute student survey data
	Improve graduate program quality	Graduate student placement
Academic excellence: What is our contribution to the creation of knowledge?	Increase research productivity	Counts of publications, citations, grants, and awards
	Heighten national reputation	Number of departments in top quartile of National Research Council rankings
Outreach and engagement: How effectively do we transfer knowledge to the local, national, and international communities?	Increase technology transfer activity	Number of licenses, patents, and invention disclosures; royalty income
	Increase outreach to community	Number of programs and services; number of people served
Resource management: How well do we develop and manage resources?	Increase and diversify revenues	Percentage of revenue by category over time
	Provide incentives for entrepreneurial initiatives	Number of science and technology campus partnerships

Linking the Theoretical Model and Data Needs

Key to the use of a balanced scorecard methodology are the steps that link the larger goals of the university to specific problems to be solved, decisions to be made, and resource allocation choices that present themselves. While the balanced scorecard cannot guarantee a recipe for correct decisions, it provides an integrated perspective on goals, targets, and measures of progress. It ties together information from a variety of perspectives so that trade-offs can be weighed.

After translating the vision, communicating and linking is the second step of the balanced scorecard process. Academic departments and academic support units must fully understand the macro-level goals so that objectives and measures for their individual units are linked to those of the entire institution. Kaplan and Norton's third step, business planning, is more properly termed "academic planning" in the higher education setting.

Academic planning calls for administrators to focus resources and set priorities. Administrators must link unit goals to macro goals in all scorecard areas, develop strategies to achieve those goals, and allocate resources to those strategies. In addition, they must develop credible measures of progress toward those goals. Finally, the feedback and learning step requires universities to evaluate their performance based on updated indicators and to revise strategies as appropriate. Though the timeline for the feedback and learning loop may be months or even years long, the process itself is vitally important. It is no less true in academia than in business that "just getting managers to think systematically about the assumptions underlying their strategy is an improvement" (Kaplan and Norton 1996, p. 85).

Journal articles about The Balanced Scorecard in Higher Education:

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Live Examples Available online:

The California State University system business and finance division has been using the BSC since 2002. Current evidence of success is available at their web site: http://www.calstate.edu/BF/BSC/

(NB: CSUB&F implemented Actuate to track data results; requires password to view data; reference?)

Fort Hays State University implemented a BSC in 2003 to measure its progress on a North Central States Accreditation AQIP initiative begun in 2000. The 2007 Scorecard title is "The Promise Delivered," available at their web site: http://www.fhsu.edu/aqip/reports.shtml

Appendix C: Combined SWOT Analyses	
STRENGTHS	**WEAKNESSES**
- Strong academic programs complemented by a unique approach to General Education and dedicated student advising services - Geographic location and natural campus environment - Continued national recognition as a desired partner in educational innovation (NEH, NSF, Carnegie, AASCU, NJDoE, *NY Times*) - Commitment to faculty development, including using instructional technology effectively - Living/Learning residential communities and other leading edge opportunities for faculty and student interaction. - New centers and programs, responsive to regional needs - Highly qualified faculty, expert in teaching and committed to breadth as well as depth, supported by a highly dedicated professional and classified staff - Increasingly diverse student body - Strong internal collaborations and external relationships across broad array of local industry, government and service organizations, including regulators and employee representatives - Growth in external grant & contract revenues - Favorable interest rates based on strong debt rating - Capacity to increase tuition and fee revenues within state cap - Successful programming efforts designed to prepare students for leadership roles and to transition new students to life at Stockton, e.g., S.O.A.R., Leadership Certification, Summer Orientation as well as life after Stockton (Career and Alumni) - Enrollment Management's micro-marketing campaigns and targeted segmental marketing strategies - Ability to quickly mobilize staff in response to crisis situations - Measurable growth of positive print and broadcast media coverage - Growing alumni base and professionalization of Alumni Affairs	- Critical space shortages impact our capacity to enroll more students, especially in programs that need specialized space, including basic electronic classrooms - Campus-wide space shortages, most importantly, the lack of state of the art science labs that most of our competitors have - Losing sight of the original mission of the college and getting lost in the idea that a more "elite" and broad based college is more progressive. Forgetting that we can enhance what we do best and use our resources better. - Statutory and funding issues negatively impact hiring - Funds for faculty and staff development remain insufficient - A budgeting environment constantly straining to balance long-term institutional growth against maintaining high quality - Small endowment - Constraints on future borrowing - Constraints on Library resources diminish program expansion - Perceptions of imbalance and inconsistency in shared governance among stakeholders of the institution - Inconsistent approaches to measuring key performance indicators - Comparatively limited number of degree program offerings, including individualized majors and masters' programs - Ongoing concern about levels of student engagement as measured by standardized instruments, particularly opportunities for commuter students to engage - Missed opportunities to respond to empirical data about transfer student preparedness (to customize academic programs to needs) - Decentralized nature of communications, public relations and marketing result in inconsistencies, poor brand/presence - Lack of a unified College message and standards for communication - Resources to communicate with alumni are insufficient for a 33,000+ constituency

Stockton 2020 Strategic Planning

J. Marchetti Draft 10-9, J. Kennedy Edits 10-14, M. Vito Edits 10-15&17, A. Pero, S. Gonsalves Edits 10-17, C. Keenan Synthesis 10-21-08 (Meeting 10-22&11-03)

OPPORTUNITIES	THREATS
1. Seeking new sources of income, donations, partnerships and sponsorships during these difficult economic times. Reevaluate all departments and the use/purpose of each one, including staffing, materials and space. 2. Increase the degree opportunities in all areas of study. Be more creative in course offerings. EX: How many students want a course? How much do you need to offer course? What courses go unfilled? 3. Prospective students in New Jersey have expressed increased demand for alternative delivery methods 4. Research communities in surrounding area to establish educational environments other than the main campus. Look for pre-established environments, good use facilities and use community businesses. 5. Expand use of facilities to public and community organizations to enhance development of cooperative efforts. (Ex: offer classes to community program employees in return for free services) Increase student exposure to unique and diversified ideas regarding hands on learning, service learning and the use of apprenticeships, internships and volunteerism. 6. Develop transparency and dialogue with all members of the college community. Community members may have unrecognized sources for donations and learning experiences. 7. Increased investment in our athletic and recreational facilities. 8. Strong regional and national reputation among accreditors and external publishers such as US News and Princeton Review	1. Economy and government cuts in higher education funding, private resources being cut back and the loan market drying up creating more challenges for raising funds and seeking monies for student tuition. 2. Challenges from other areas of education; community colleges, on line offerings, auxiliary campus of other colleges reducing the applications pool for Stockton students. 3. Many organizations seeking funding and partnerships to keep their own programs alive, creating competitions for donors. 4. Student apathy and lack of interest in actual cost for education, creating the desire to attend a college that cost less or uses their scholarship monies more effectively. 5. Environmental and other limits on locating and building facilities 6. Lack of performance by students with capabilities unduly affected by "first time-away from home syndrome," inadequate support systems and services to successfully assist students with needs. There could be a polarization of the student body affecting support of only individual interests and a strong desire not to be involved in college life. 7. The new mentality that we need to keep increasing the number of students to be a better school. Adding more students without expanding the infrastructure that supports them is overstretching our resources and weakening us. 8. Encroachment of our recruiting areas by other colleges and universities (competition for good students). 9. Unsupportive state funding mechanism / environment – prevailing economic situation not making this easier.

Diana Meischker 10-13, Tait Chirenje 10-14, Brian K. Jackson (Synthesis) 10-17-08; Tim Haresign 10-21 (Meetings 10-22 & 11-03)

Appendix D: Initial Map of Measures

This first draft represents the Measures that Steering Committee members were already familiar with; the entire committee agrees that an open call to the community will yield more and better measures.

	Learning	Engagement	Global	Sustainability
Students Faculty & Stakeholders	Learning outcomes 1. CLA 2. Outcomes Assessments 3. IDEA results 4. NSSE LAC results 5. Learning center clients 6. Graduation rates Scholarly activities 1. Conference presentations 2. Published works in recognized outlets 3. Research projects completed and disseminated 4. Grants awarded 5. External scholarship awards Liberal Arts 1. NSSE EEE results 2. Service learning projects implemented/ completed 3. PAC tickets sold 4. Exhibits of artistic/ creative works and performances	1. Survey faculty to determine how many have 'development of citizenship attitudes and consciousness' as learning outcomes 2. FSSE Q 3 (vi), Q10 service learning, Q17 voting and community service 3. Add one or 2 extra questions on the IDEA form – citizenship questions 4. Day of service participation 5. Global Youth Service Day 2010 and forward 6. Items from NSSE [7a,b, c, 11i, and 11o] 7. Graduating senior survey 09 onwards 8. Institute a 'one-year-out' alum survey 9. Service learning course and student counts 10. Internship and externship experiences available 11. Faculty-directed co-curricular requirements by report 12. Validated by	1. Number of international individuals and organizations that form or strengthen affiliations with the College. 2. Outcomes of globally-focused courses/programs /workshops/semin ars/projects we offer. 3. Diversity and number of faculty, staff and students studying and/or working abroad in various capacities. 4. Student responses to NSSE (and faculty to FSSE) items related to global capacity.	1. Campus energy use Campus carbon use / CO2 production 2. Campus solid waste production 3. Campus water use/disposal 4. Number of LEED certified buildings 5. Number of certificates or tracks in sustainability 6. Number of courses that include sustainability 7. Number of seminars / workshops for students and community 8. Number of professional development offerings in environment education 9. Number of publications and articles written by professors, staff and students about sustainability 10. Campus site visits for sustainable projects 11. Media pieces about educational and sustainable programming 12. Media pieces about campus sustainability efforts 13. Participation in externally

5. ULTRA units recorded/ transcripts awarded 6. Days of Service/Leadership students participating 7. Alumni and community participation in arts, culture and service activities 8. Number of external invitations extended to alumni and other stakeholders to attend high-value learning activities and events 9. Attendance of alumni and external stakeholders 10. Evaluations and performance outcomes of high-value learning events	syllabus *Note: Freshman seminars do this now –* Extend this model to other courses Living learning community activities and assessments 13. NSSE, 10f ULTRA offerings/participation 14. PAC special offers for students: Student participation in PAC offers Community engagement opportunities and Class trips	recognized sustainability frameworks (e.g. Talloires Declaration, LEED certification, Campus Sustainability Scorecard) 14. Number of outreach projects dealing with sustainability (e.g.coordinated programs with local communities, state and federal government, and international agencies) 15. Technology transfer (e.g. ATES/ geothermal, wind, solar power and efficient design)

Internal Processes			
1. Number of efficiencies (steps reduced, wait times shortened, costs reduced) by streamlining curricular processes 2. Number of specific, intentional alignments between courses and stated high-value learning outcomes (critical thinking, quantitative reasoning, clear writing, etc.) 3. Alignment of Essential and Important IDEA objectives to stated outcomes 4. Overall percentage of budget allocated to high-impact learning 5. *Students accessing preceptorial contact hours and aggregate/ average preceptor evaluations and focus of contact)* 6. Degree completion times (direct outcome)		1. Number of seminars, workshops, conferences, courses and programs with a global focus that use blended approaches to in-class and on-line learning. 2. New processes to designate a global focus in program development. 3. Number of articulation agreements with international institutions.	1. Reductions in the impacts on air, soil energy and water and reduce energy use 2. List of green projects implemented in operations and residential life (e.g. solar parking lot, ATES, wind assessment, *etc.)* that reduce impacts on air, water and soil and lower energy use 3. Increase number of students with certifications in sustainability related (and environmental?) fields 4. Increase the number of courses that include sustainability 5. Use exit surveys to gage student attitudes and understanding of sustainability 6. Number of students in various sustainability tracks, sustainability living learning community 7. Number of students employed in related fields

Employee Readiness	1. Number of workshops, lectures and mentoring (or other) professional development programs offered to faculty and staff in how to plan, deliver and evaluate high-value learning (input/output)		1. Results of the cultural audit.	1. Many of the S10 measures apply
	2. Attendance at/participation in professional development programs about high-value learning (output)		2. Range of opportunities created for international faculty, staff and students to share experience and information relating to their culture and/or country or origin (these could be programs, mentoring relationships, guest speakers, class visits, residential life chats, staff meeting topics, etc.)	2. Number of sustainability certifications held by campus personnel
	3. Learning outcomes from professional development programs (outcome demonstrated competencies: new course curricula, new activities or events for students, professional presentations or publications, etc.)			3. Number of honors and grants given to the campus, individual departments or projects, faculty, staff and students (both internal and external)
	1. Reports of scholarly application (Board Notes, Annual Report)			
	2. Press releases focusing on scholarly achievements			
	3. R&PD awards			
	4. Summer Research awards			
	5. One on One awards			
	6. Fellowship awards			
	Measure student access to faculty and staff			
	1. Level of faculty participation at student sponsored events			
	a. Student/Faculty dinner			
	b. Student rallies			
	c. Student activity sponsored events			
	d. *Students accessing preceptorial contact hours (output) and aggregate/average preceptor evaluations and focus of contact (indirect career, major, etc. – beyond class selection)*			

| Resource Stewardship | 1. Total enrollment (outcome FTE:HC ratio)
 2. Class capacity ratio (output seats: enrolled)
 3. Total external awards (direct outcome)
 4. Overtime expenses (output staff/process improvement)
 5. Delaware study (outcome instructional program costs)
 6. Class capacity ratio (output seats: enrolled)
 7. Direct funding allocations to high-value learning (input) | | 1. Number and dollar amount of financial resources in support of global education (external funding sources, for example Private Sponsorships, Grant funding, Governmental sponsorships, Corporate Sponsorships).
 2. Percentage of College operating budget in support of global education.
 3. Number and effectiveness of agreements with overseas institutions. | 1. Calculations of efficiencies of in terms of saving money, time and lowering environmental impact |

Appendix E: Glossary of Balanced Scorecard Terms

Alignment – a step in the Strategic Planning Cycle where all the members of the organization verify that their Measures, Initiatives and Reporting (Scorecards) work well together to support the strategic Vision and Themes. This is also called Cascading.

Balanced Scorecard – an evolving system of strategic management, communication and performance reporting that allows every unit in an organization to support and measure progress towards attaining its strategic objectives. Called "balanced" for its four perspectives (many strategic plans focus only on the "bottom line" or financial perspective) the Balanced Scorecard was conceived by Harvard scholar Dr. Robert Kaplan and field tested by Dr. Robert Norton (1993). Now used widely in both the non-profit and for-profit sectors, the Balanced Scorecard includes the stakeholder or customer perspective, the internal process perspective and the employee readiness or human resources perspective. See www.balancedscorecard.org

Baselines – the initial measure of a performance indicator at the outset of the strategic plan. Key data to record as progress will be measured against these initial settings.

Benchmarks – comparisons from external organizations, often selected as "best in class" leaders.

Cascading – a step in the Strategic Planning Cycle where all the members of the organization verify that their Measures, Initiatives and Reporting (Scorecards) work well together to support the strategic Vision and Themes. This is also called Alignment.

CLA – Collegiate Learning Assessment, an annual performance task administered to freshmen and senior students to gauge their critical thinking, analysis and writing skills.

Compact Plans – annual planning agreements that unit managers propose in support of specific Strategic Objectives.

Frequency – how often an indicator reports progress towards a target (daily, weekly, monthly, quarterly) Annual measurements are the least helpful frequencies for measuring progress.

How and Why – Given that the Balanced Scorecard communicates a strategic plan on a Strategy Map, reading from the bottom of the map up explains Why the organization strives toward a given objective; reading from the top of the map down explains HOW the organization will achieve each objective.

Indicator – data translated into information. Example: a decline in the incoming student average SAT scores serves as an indicator that our incoming class is weaker than previous classes (lagging indicator) and as a predictor that class quality may be lower than classes with higher SAT averages (leading indicator).

Initiatives – specific projects that an individual unit, or collaboration of units proposes as ways to attain strategic Objectives. For example, units in Facilities, Residential Life, Human Resources and Academic Affairs might collaborate on a college-wide recycling or energy use reduction initiative.

Stockton 2020 Strategic Planning

Initiatives Teams – Co-chaired by members of the Stockton 2020 Steering Committee, these Theme-based teams consult to units throughout the College to offer guidance on articulating Initiatives into proposals.

Inputs – resources that the organization "puts in" towards achieving an objective. For example: number faculty developing new courses, aggregate total of person-hours dedicated to professional development, total of student recruitment event hours, number of engaging events scheduled.

Leading – measures with a predictive value. For example, decreasing hours in professional development indicate that skills may decline.

Lagging – measures with a historical value. For example, number of applications received after recruitment events indicate the impact of that (past) event for that period of time.

Measures – performance Indicators that various Owners throughout the organization select to mark progress towards attaining an Objective. Measures may be Inputs, Outputs, Outcomes that are either Leading or Lagging. Generally, Owners identify a Baseline and a Target on their unit's Scorecard.

NSSE – National Survey of Student Engagement, an annual survey administered to freshmen and seniors to gauge their perceptions of engagement at Stockton (nationwide, hundreds of colleges participate).

Objectives - the basic building blocks of strategy that define the organization's strategic intent in terms of a high-level action (imperative verb) and an intended result (nominal phrase).

Outcomes – direct (interpretive) measures of progress towards achieving an objective. For example: number of students who demonstrate global competencies on a standardized instrument; *increased performance capabilities of employees (ie: ability to complete new tasks)*; increase in applications after recruitment events; upward change in NSSE EEE co-curricular hours item.

Outputs – direct (descriptive) results of inputs with a hypothetical relationship to an objective. For example: number of new courses developed, total professional development sessions delivered, total of attendees at scheduled student recruitment and engagement events.

Owner – the individual responsible for tracking and accounting for a particular Measure.

Reporting – the step in a Strategic Planning Cycle where all Owners of Measures update their progress. Some Reporting updates are short term (weekly or monthly), others mid-range (academic term), and still others long-term (annual).

Results – attainment of strategic Objectives. For example, if an organization states that it will "create mutually reinforcing intellectual and co-curricular experiences" as an objective, that organization will select Measures that indicate whether/to what extent they will know they have attained this result, and will plan Initiatives to that end. After a complete cycle of these Initiatives, Measures and Reporting, the organization will evaluate whether/to what extent they have attained this result.

Scorecard – a chart that each unit in the organization creates to identify how its own goals tie in to the Objectives. The scorecard contains Measures that Owners report to a central system for monitoring progress.

Strategic Planning Cycle – conceptualized in a circular diagram, the strategic planning cycle demonstrates the stages that an organization follows in its ongoing planning activities. The *Nine Steps for Success™* in the Balanced Scorecard include Vision, Themes, Objectives, How and Why, Measures, Initiatives, Reporting, Alignment and Results. **(see diagram)**

The Balanced Scorecard Cycle

Strategy Map – the Balanced Scorecard approach summarizes all of the elements found in a strategic plan and communicates via a grid organized by Themes (across) as they pertain to each Perspective (down). Objectives are displayed within each cell of the map. Reading from the bottom of the map up explains Why the organization strives toward a given objective; reading from the top of the map down explains HOW the organization will achieve each objective.

Target – the desired result of a performance measure. These can span from the long term to the mid-range stretch goal and the short term incremental goal. A solid strategic plan needs all three points on a continuum to balance "early warning systems" with realistic achievement of long-term goals.

Themes – the major areas within which an organization develops towards achieving its vision. Balanced Scorecard literature also refers to Strategic Themes as Pillars (that support the vision).

Trends – the shape of a line of data over time illustrates a trend in the data. For example, charting debt to income ratios over time may reveal a line that climbs upward, indicated a trend toward indebtedness.

Vision – a concise statement that captures where the organization wants to be after several iterations of the Strategic Planning Cycle.