Stockton   2020 Strategic Planning   Process

Table of Contents

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 session 2019 lle0l4(i)524.774 -1.40

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 Chair to the Committee
     Matt Altier, VP of Finance and Administration, serves 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 Kanaas 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 Ed, Phil Ellmore became Chief Development Officer and Claudine Keenan became Chief Planning Officer in 2010.

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
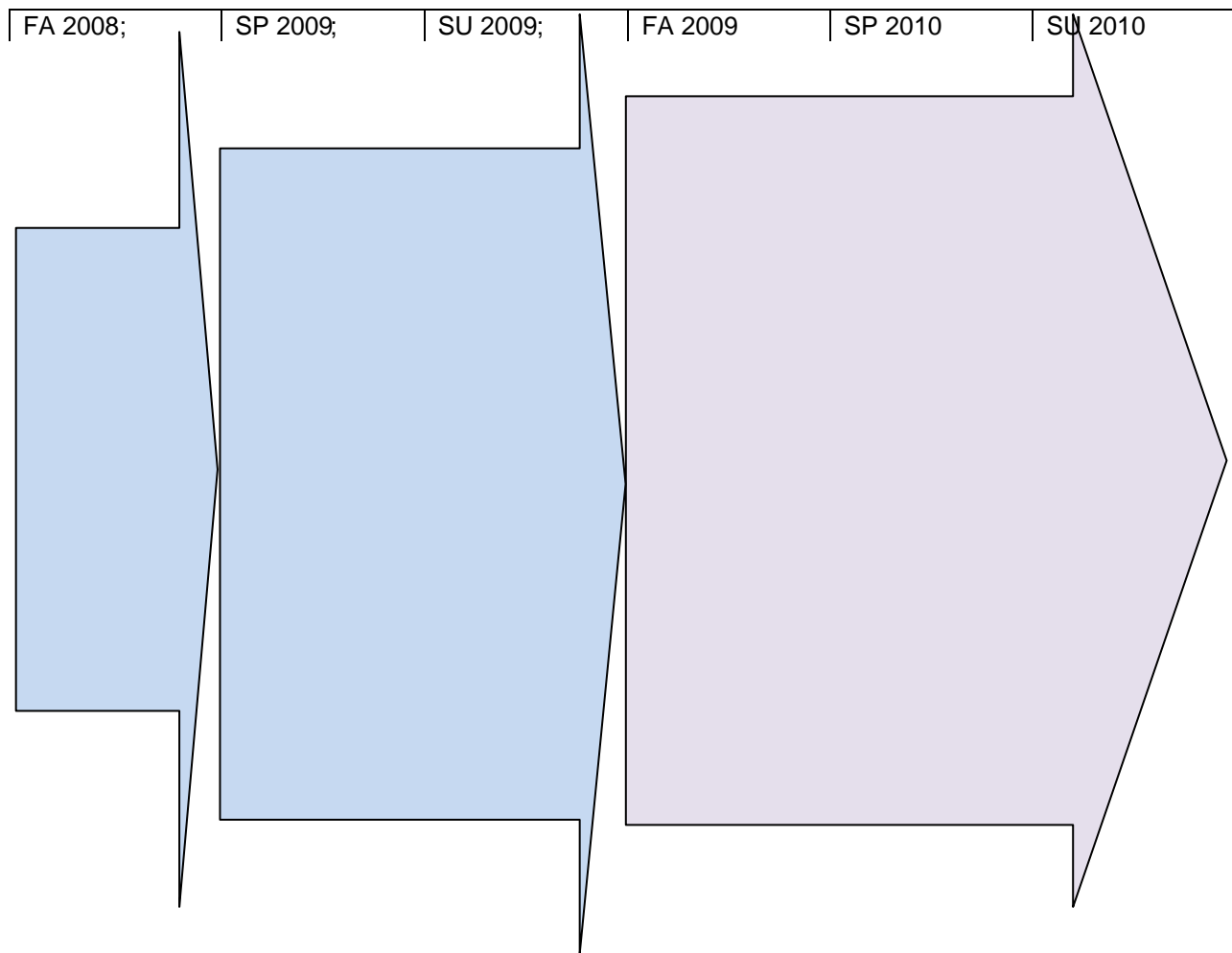
SWOT, Vision and

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

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 = Student, 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
ER2 – 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
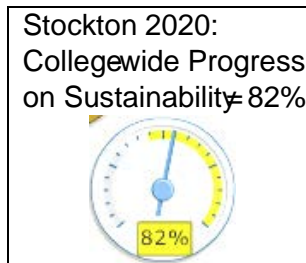
How and Why (Strategy Map)

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.
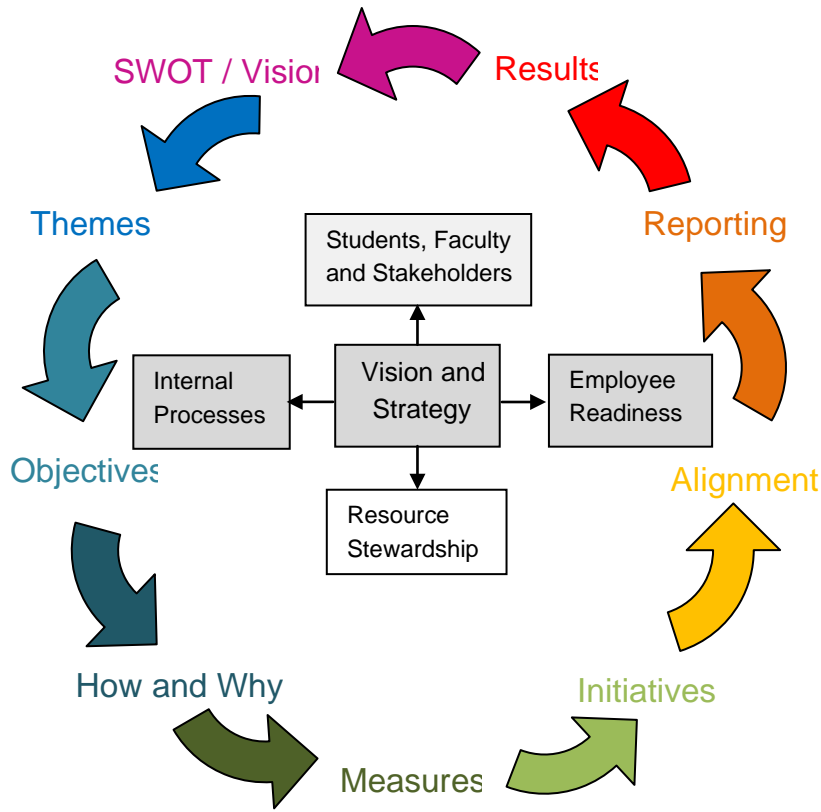
Alignment

Stocktonachei

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:
Collegewide Progress
on Sustainability = 82%

82%

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

Works Cited

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

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				

6. Capacity	Examine capacity expectation 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		

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.

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 more even seven 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:

Bensimon, Estela. etal. "Doing Research that Makes a Difference." Journal of Higher Education 75(1) (2004). 104-126.

Cullen, John, John Joyce, Trevor Hassall and Mick Broadbent. "Quality in Higher Education: From Monitoring to Management." Quality Assurance in Education 11, 15. 2003

Evans, A., et. al., Are the Walls Really Down? Behavioral and Organizational Barriers to Faculty and Staff Diversity ASHE Higher Education Report

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

Stockton 2020 Strategic Planning

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.	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. 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?	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. Prospective students in New Jersey have expressed increased demand for alternative delivery methods	3. Many organizations seeking funding and partnerships to keep their own programs alive, creating competitions for donors.
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.	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. 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.	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 affect support of only individual interests and a strong desire not to be involved in college life.
6. Develop transparency and dialogue with all members of the college community. Community members may have unrecognized sources for donations and learning experiences.	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.
7. Increased investment in our athletic and recreational facilities.	8. Encroachment of our recruiting areas by other colleges and universities (competition for good students).
8. Strong regional and national reputation among accreditors and external publishers such as US News and Princeton Review	9. Unsupportive state funding mechanism / environment – prevailing economic situation not making this easier.

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
S t u d e n t s	Learning outcomes 1.a CLA 2. Outcomes Assessments 3. IDEA results 4. NSSE LAC r004 Tw 0.8i761cp.S Tc 0.005 Tw 0.87 0 Td [(N)2(SS)-1(E)-ETc 0.001 5761 0 Td ( )Tj /TT			
F a c u l t y & S t a k e h o l d e r s				

5. ULTRA units recorded/ transcripts awarded
6. Days of Service/Leader ship students participating
7. Alumni and community participation in arts, culture and service activities
8. Number of external invitations

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)

| 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 th

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)
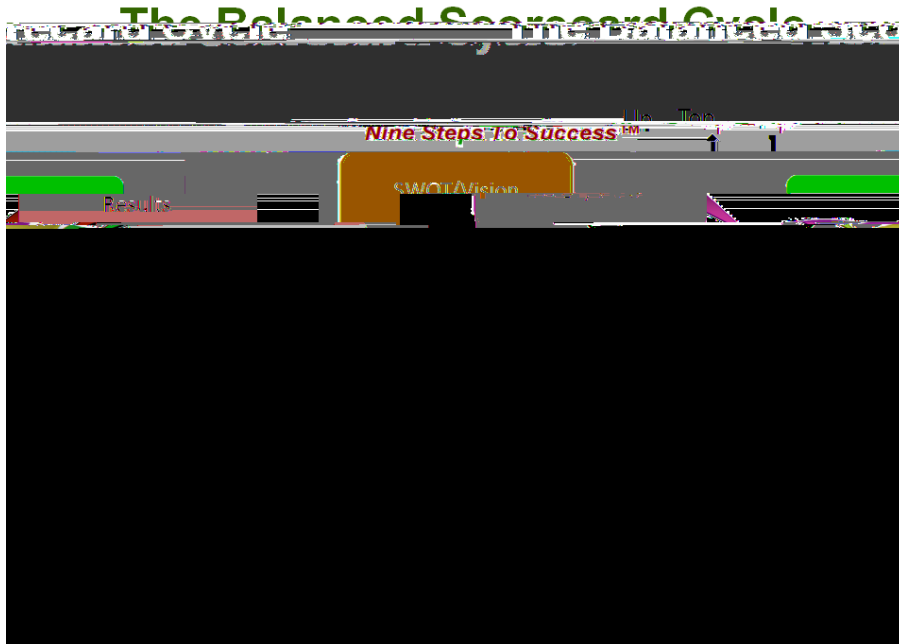
Strategy Map – the Balanced Scorecard approach summarizes all of the elements found in a strategic plan and communicates via a grid organized by Themes (across) as they pertain to each Perspective (down). Objectives are displayed within each cell of the map. Reading from bottom of the map up explains 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.