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Using Strategy Maps to Support Strategic Planning and Decision Making in Higher Education

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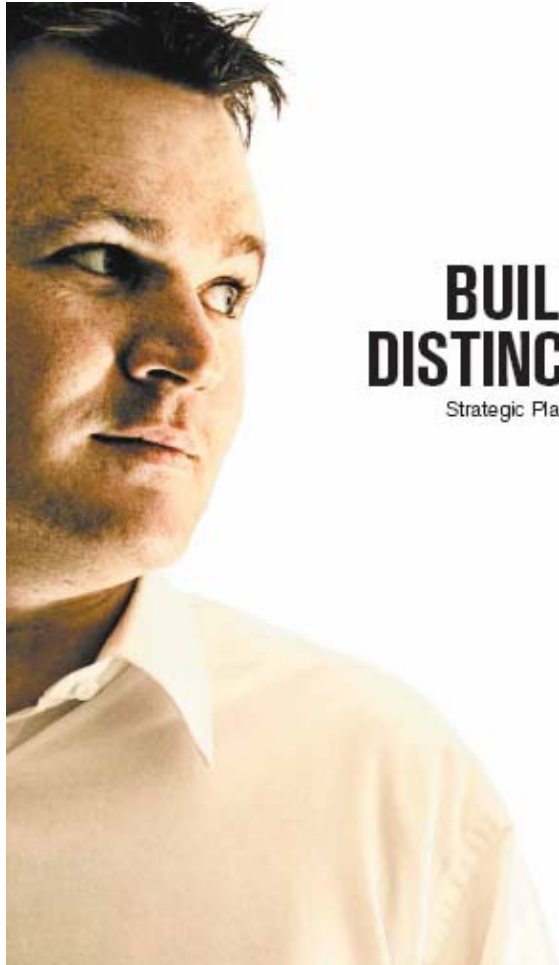
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11 November 2009

Strategic Plan 2007-2011 “Building Distinction”



**BUILDING
DISTINCTION**
Strategic Plan 2007-2011

- Vision
- Core values
- Purpose
- Guiding principles
- 5 Strategic Priorities, with goals, measures and targets

Strategic Priorities

Our Strategic Priorities: 2007 – 2011

Priority 1

We will make the high quality education of professionals a defining feature of the University.

Priority 2

We will further enhance our international research profile and impact.

Priority 3

We will extend our reputation as a national and international leader in Indigenous collaboration.

Priority 4

We will foster partnerships that enrich and develop our communities in mutually beneficial ways.

Priority 5

We will ensure a financially strong university with sound academic and organisational governance and high quality performance.

1. High quality education
2. Research excellence
3. Indigenous collaboration
4. Community engagement
5. Organisational excellence

Challenge: How to measure and monitor progress and raise awareness and engagement of staff in the process?

The 'Balanced Scorecard'

- **developed in the early 1990's**
- **perceived over reliance on financial accounting measures that often reflect past actions**
- **organisations that were more successful had a focus on customers and measures of internal processes**
- **measure and monitor internal processes that drive outcomes including building the skills and knowledge of the workforce**

The ‘Balanced Scorecard’ (cont)

- **helps embed strategic planning as a continual process**
- **link and align the strategy to operations in a way that all employees can understand**
- **use as one of a set of available tools to measure and improve performance**
- **agree on objectives, draft a strategic plan**
- **clearly describe “what success looks like”**
- **consider activities that underpin and lead to success**

The one-page Strategy Map:

- **links activities and outcomes in a cause-and-effect diagram**
- **facilitates communication of the strategic plan within the organisation**
- **focuses attention on areas of high performance and areas most in need of improvement**
- **underpinned by an extensive set of key performance indicators (KPIs)**
- **monitor performance with financial and non-financial measures**

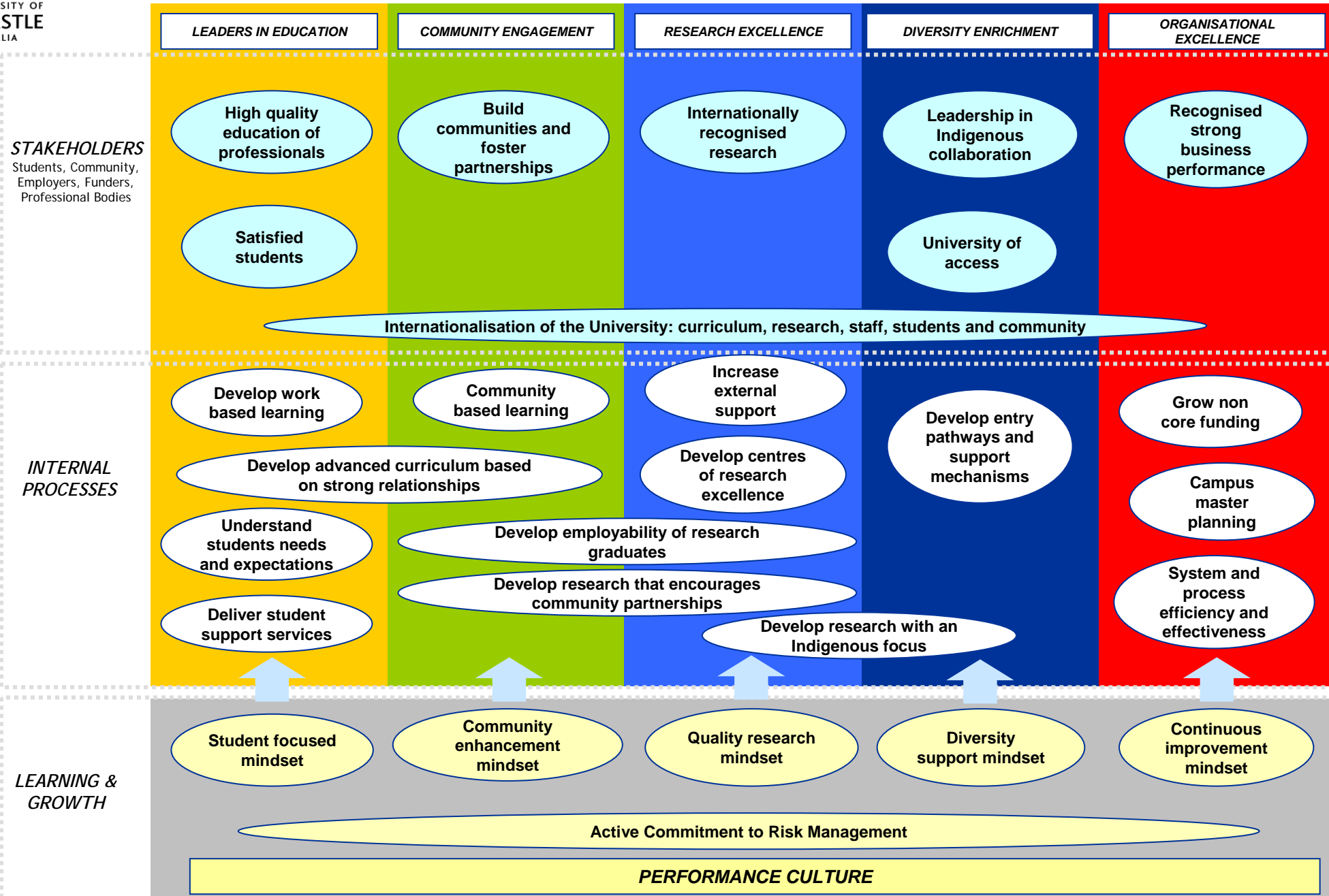


We are a University of distinction. Our research is internationally recognised and we are leaders in the teaching of professionals. We are responsive, dynamic and strong.

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OUTCOMES

DRIVERS





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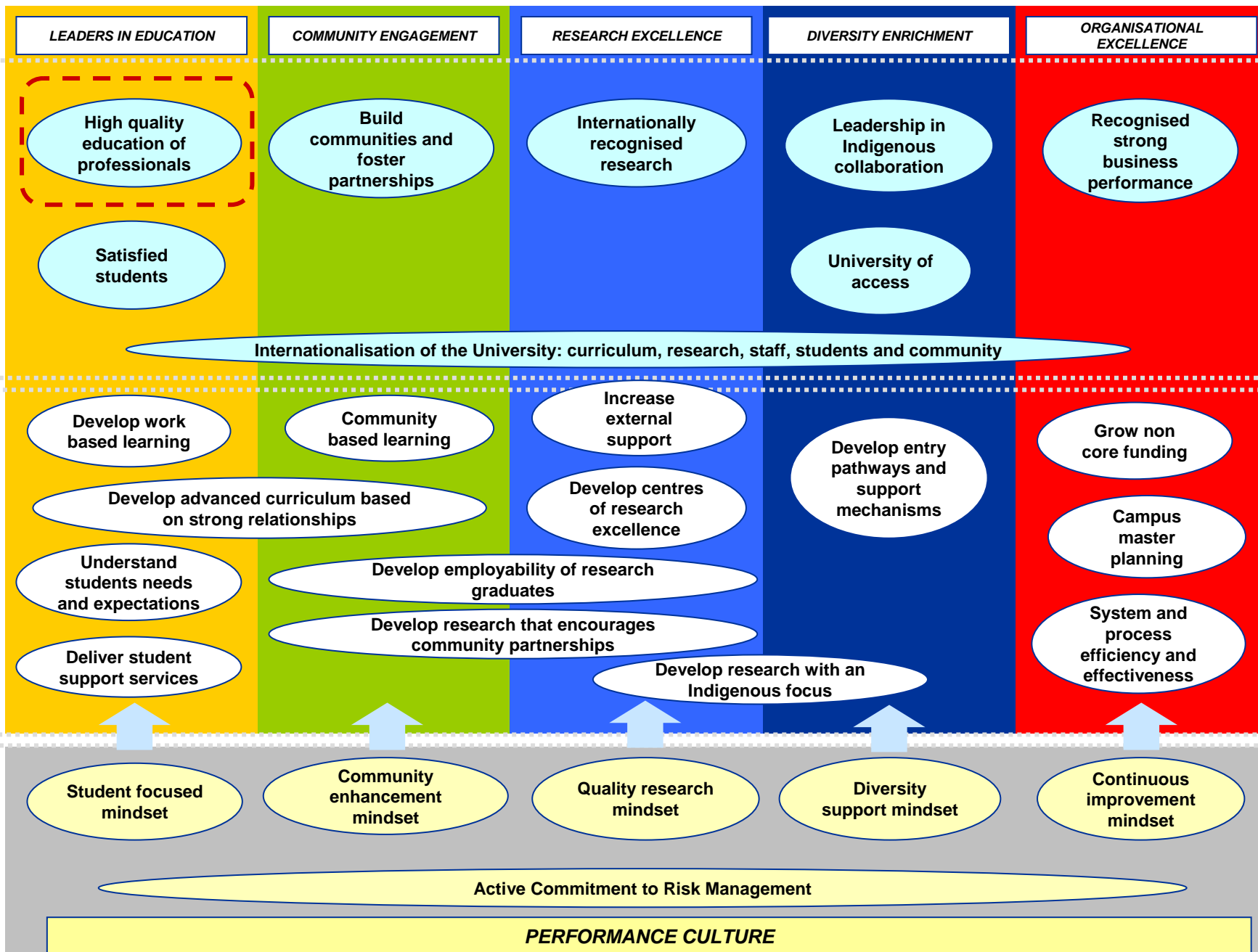
OUTCOMES

DRIVERS

STAKEHOLDERS
Students, Community,
Employers, Funders,
Professional Bodies

INTERNAL PROCESSES

LEARNING & GROWTH



A. High Quality Education of Professionals

Lead : DVC(A)

Leaders in Education

Community Development

Research Excellence

Diversity Enrichment

Organisational Excellence

This means that the University of Newcastle will -

- A.1 Ensure high academic standards of curriculum and assessment
- A.2 Encourage academic staff development
- A.3 Support the teaching-research nexus
- A.4 Act on student feedback

Outcome Measures -

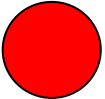
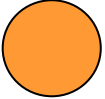

Target

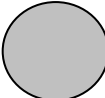
Resp

- A.5 Employability of graduates
- A.6 Starting salaries of graduates
- A.7 Student satisfaction
- A.8 Percent of academic staff with peer reviewed publications and/or grants
- A.9 Number of accredited programs
- A.10 Attendance at staff development courses

Colour-coded Strategy Map:

provide a regular update to the University and the Council on progress using a traffic light approach

-  **red - where the target will not be met**
-  **orange - in danger of not meeting target**
-  **green - goals are being achieved**

-  **grey - measures are still under construction and goals and targets have not yet been set or monitored.**

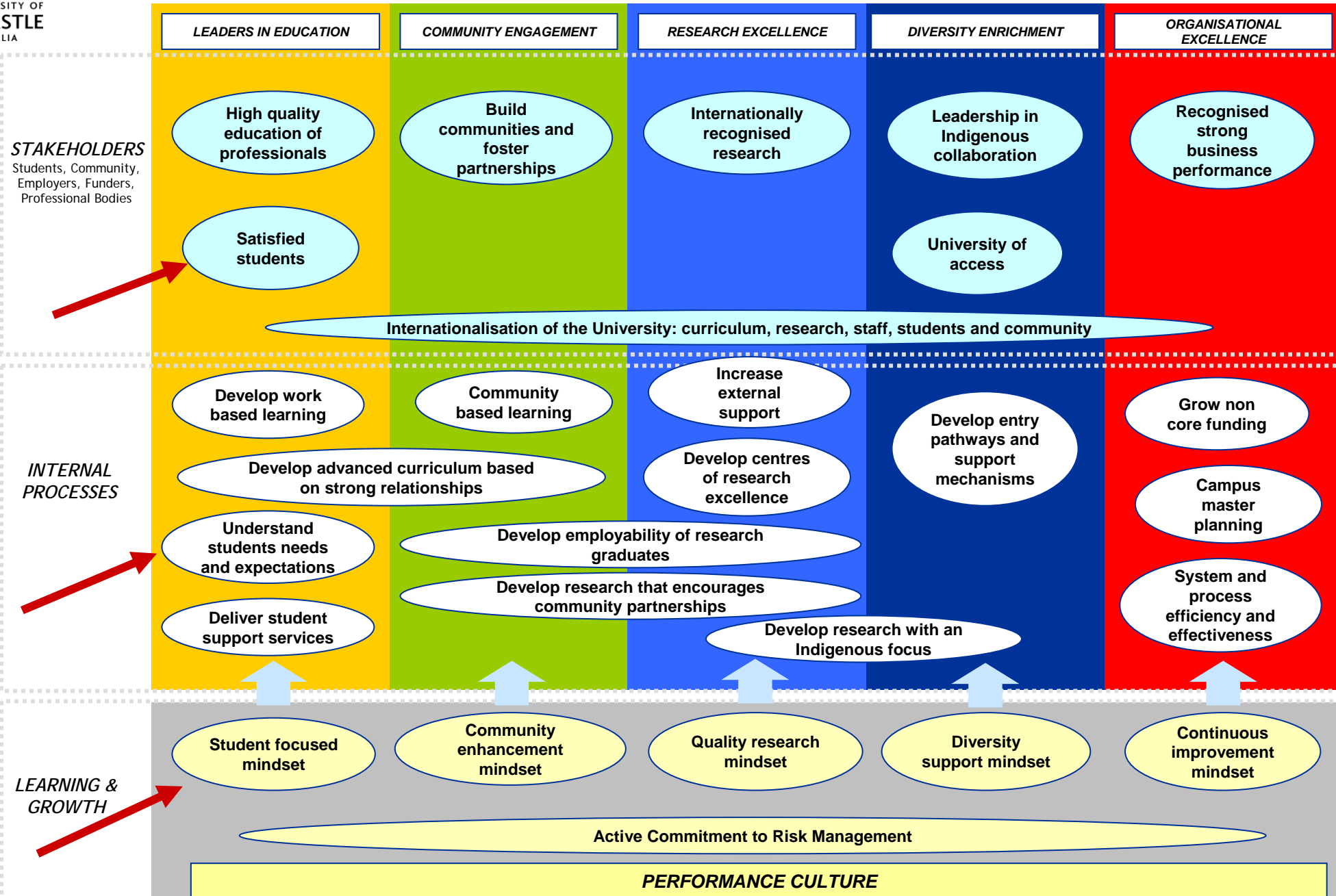


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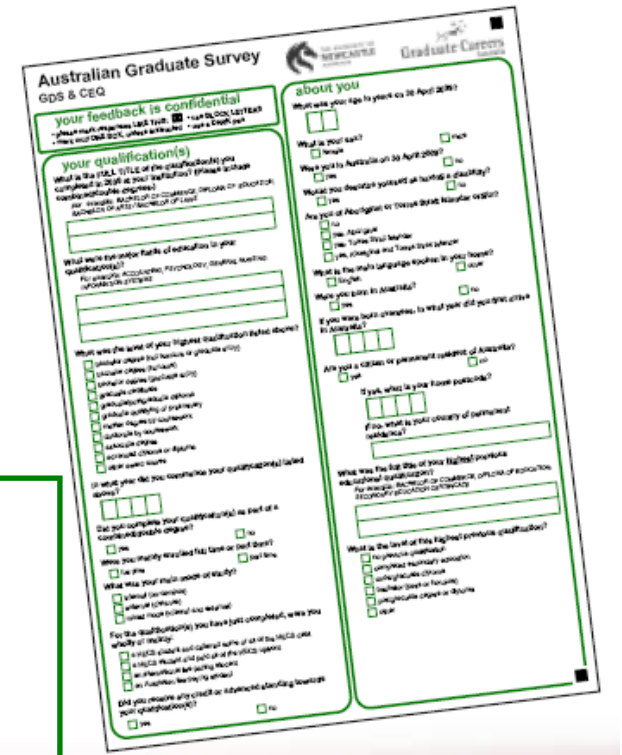
DRIVERS



We conducted a SWOT analysis to help make decisions

- **Strengths:** many student surveys had been conducted
- **Weaknesses:** response rates to the Australian Graduate Survey (AGS) were relatively low, particularly for the CEQ/ PREQ. Paper surveys may exclude some students.
- **Opportunities:** ensure that students receive the invitation to participate in the AGS. Ensure that student feedback is acted upon and communicated to students.
- **Threats:** lack of coordinated mechanism for responding to student feedback and informing students of the outcomes may result in disengagement of students.

Project 1: Graduates attending April graduation ceremonies were asked to complete a brief 'contact details' form while waiting for the graduation ceremony to begin. They were asked to watch out for the AGS.



So we can be sure that your copy of the survey reaches you, please provide us with the following information. Please print clearly.

Student number _____

Given names _____

Family name _____

Date of birth (dd/mm/yyyy) _____

Email address (NOT studentmail) _____

Postal Address _____

POSTCODE: _____

Home phone number _____ Mobile phone number _____

In the event that you move, please provide a reliable, alternative contact (parent, relative, friend) _____

Name _____

Address _____

POSTCODE: _____

Contact number _____

Response rates to the AGS (GDS, CEQ/PREQ) in April 2008 and April 2009 for the University of Newcastle

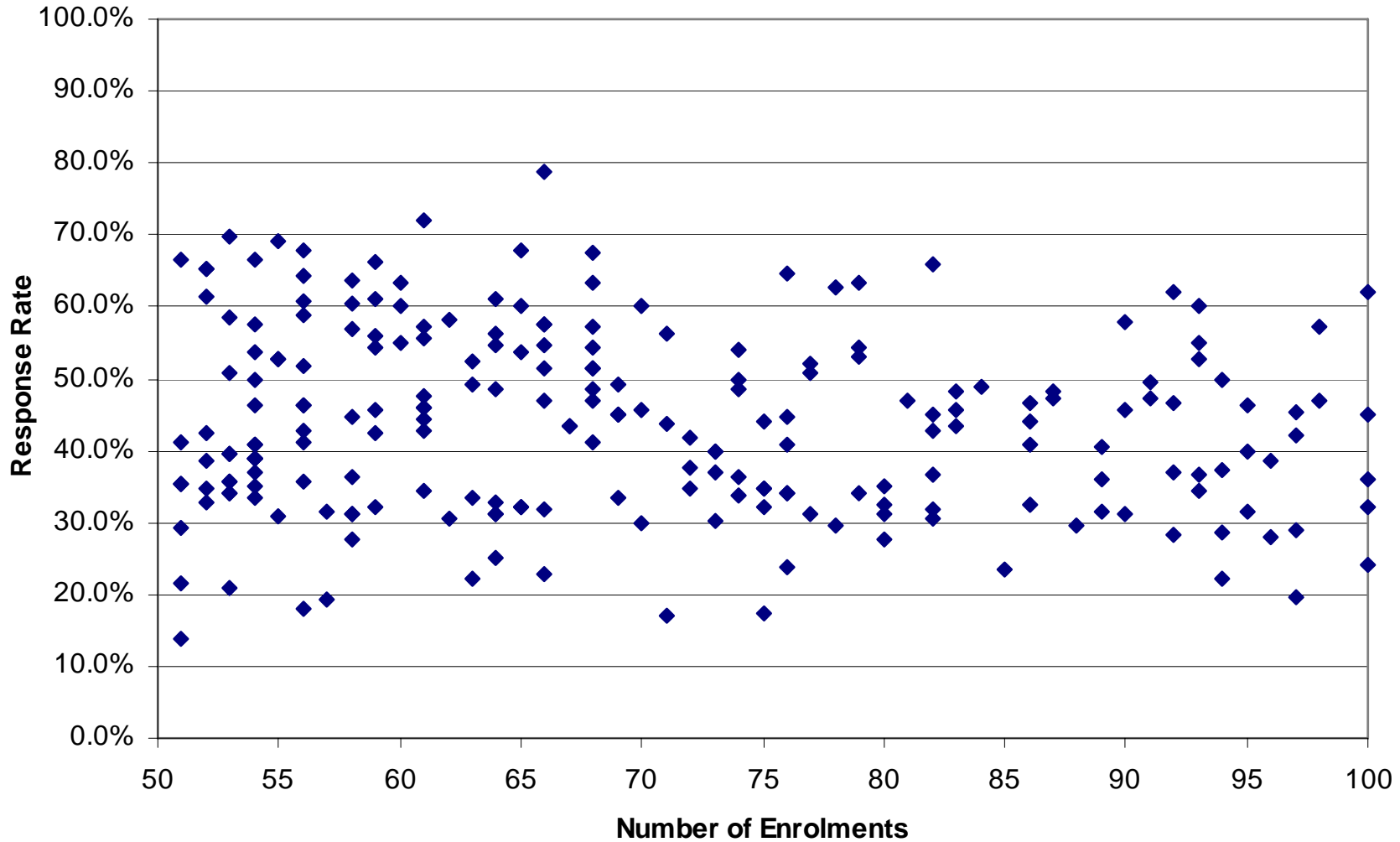
	Response rate April 2008 (n=4717)	Response rate April 2009 (n=4927)
GDS (includes telephone completions)	54.9%	63.6%
CEQ/PREQ (no telephone completion permitted) and GDS	33.6%	53.6%

Project 2: Revise the content and administration of our student feedback surveys (AUQA recommendation 2008)

- A revised survey of courses (units of study) administered online Semester 1 2009
- All students and all courses (6 multiple choice items, 2 open-ended questions: best aspects, areas needing improvement)
- More than 10,000 students across 1236 courses responded
- Overall response rate 43%, highest course 86%
- 62% provided open-ended comments (16,030 best aspects, 14,611 improvements)

Project 2:

Response Rates for Courses Enrolments=51~100



Project 2: (cont.)

- Quantitative results uploaded to the web for staff and students early in Semester 2
- Open-ended comments analysed using CEQuery and supplemented by manual coding using Excel (40,000 hits).
- Summary reports on 902 courses (qualitative and quantitative results) distributed to Heads of Schools and Faculty Pro Vice-Chancellors in September 2009 for action. Follow up meetings of PQR and academic staff.
- Process repeated for all courses in Semester 2.
- Online survey of degree programs also conducted for all students

Project 2: Extract of quantitative report for highest scoring courses

Course	Faculty	Enrol	Resp'd	R-rate	Q1	Q2	Q3	Q4	Q5	Q6
Course 1	A			50.0%	5.00	5.00	4.87	4.86	5.00	5.00
Course 2	A			50.0%	4.40	4.80	4.80	5.00	4.80	5.00
Course 3	B			72.2%	4.96	4.81	4.85	4.88	4.81	4.96
Course 4	B			78.8%	4.92	4.85	4.79	4.94	4.85	4.96
Course 5	C			50.0%	4.77	4.77	4.77	4.92	4.92	4.92

Q1: I have improved my knowledge of the topics/material covered.

Q2: The substance of this course was intellectually challenging.

Q3: The requirements for studying this course were made clear.

Q4: When I sought help and advice from academic staff, it was provided.

Q5: The assessment items in this course supported my learning.

Q6: Overall, I am satisfied with the quality of the course.



Project 2: Qualitative findings – what the students said

Teaching qualities students most appreciate and believe most assist them to learn include:

- organisation
- an engaging teaching style
- interactivity
- providing challenge
- subject expertise
- clarity in the presentation of information
- approachability and manner
- accessibility within and outside of lectures/tutorials
- concern for student welfare and learning
- passion for the subject and for teaching
- feedback to students about their learning and progress



Data (collect and manage)

Information (who, what, where, when)

Knowledge (how)

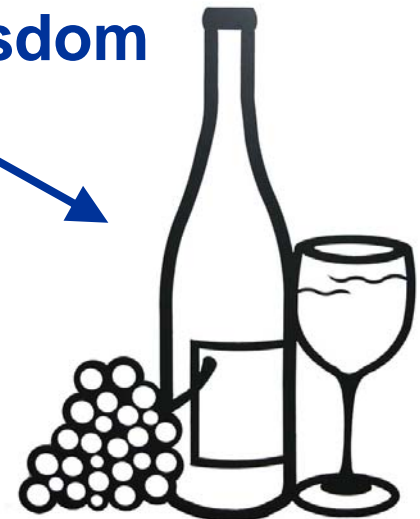
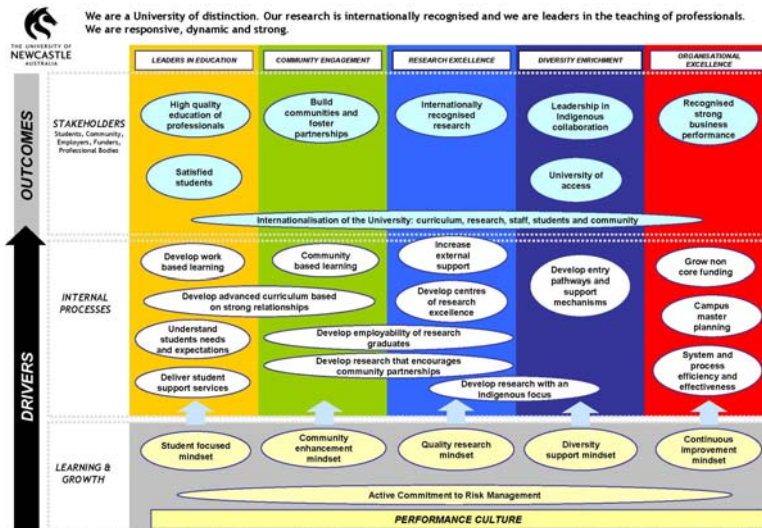
Understanding (why)

Wisdom

Strategic decision making



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The Balanced Scorecard and strategy maps:

- **tools to help measure and monitor performance**
- **can be adapted for use in higher education**
- ***'you can't manage what you can't measure'***
- ***'you can't measure what you can't describe'***

Kaplan & Norton, 2004

connecting operational excellence with our strategic
priorities and vision

encourage a performance culture and student-centred focus

THANK YOU

DISCUSSION

A presentation to AAIR
11 November 2009



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