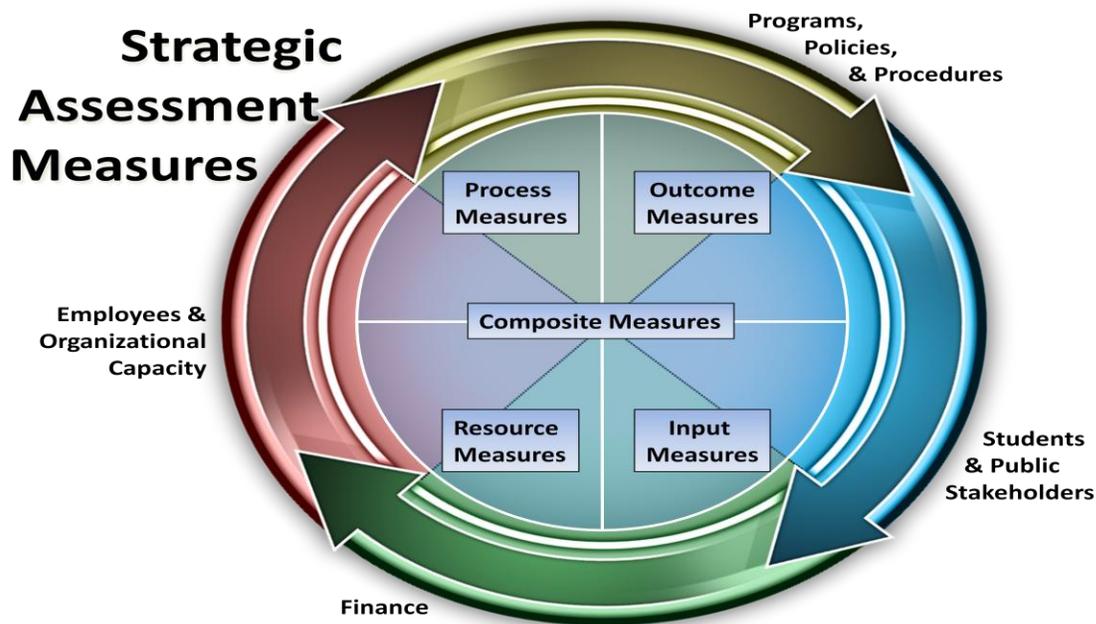


USC Aiken has adopted a Balanced Scorecard approach to Strategic Planning. This approach, which was developed in the 1990s has evolved to become a full performance system to manage and evaluate the execution of strategies. An essential component of this approach is the *balance* that is achieved through the consideration of four perspectives or areas: Finance; Employees & Organizational Capacity; Programs, Policies & Procedure; and Students & Public Stakeholders.

Unlike most business models which are aligned in a linear fashion, USC Aiken has adopted a cyclic model that highlights the interdependency of the four perspectives. The finances required to operate come from students and public stakeholders (e.g., through state appropriations, tuition and fees, gifts, or revenue from attendance at athletic or cultural events). These finances are then use to pay the salaries of faculty and staff, purchase equipment, erect new buildings, maintain facilities, etc (i.e., components of the Employees & Organizational Capacity perspective). Programs, Policies & Procedures represent all that employees do with available resources (e.g. engage in teaching, research & creative endeavors, service), which in turn, has an affect on students and the public; at which point, the cycle begins again.

An approach toward achievement of a goal (i.e., a strategy) is mapped out by considering the basic building blocks or essential components (i.e., objectives) in each area. A strategic map explicitly identifies the relationship among the objectives

Strategic initiatives (i.e., proposed novel actions) can be adopted to test a strategy or to effect improvements in the overall cycle.



USC Aiken employs an adapted Balanced Scorecard approach to assessing the efficacy of its adopted strategies. This is a comprehensive approach to assessment in which one collects and evaluates key performance measures as one transitions from each area of the strategic model to another. This approach not only helps to determine the effectiveness of an adopted strategy, but it also aids in the identification of where problems may exist within the cycle and thus helps to focus limited resources to improve operations.

There are five distinct types of measures:

Input measures capture the relationship between the areas of “Students & Public Stakeholders” and “Finance”. These measures may be direct financial inputs to the institution (e.g., State appropriations, revenue from tuition and fees, or revenue from athletic ticket sales) or indirect indicators of financial inputs (e.g., number of students, number of people attending a concert).

Resource measures capture the relationship between the areas of “Finance” and “Employees & Organization Capacity”. These measures include not only budgetary expenditures, but also indicators of available personnel, equipment, and facilities.

Process measures capture the relationship between the areas of “Employees & Organizational Capacity” and “Programs, Policies & Procedures”. These are measures of “what” personnel are doing and “how” they are doing what they do.

Outcome measures capture the relationship between the areas of “Programs, Policies & Procedures” and “Students & Public Stakeholders”. Indicators may be direct measures (e.g., number of degrees awarded, number of alumni who find employment in their disciplines) or indirect measures of stakeholders’ perceptions (e.g., satisfaction measures).

Composite measures relate two or more measures to one another (e.g., Instructional expenditures per FTE student). Composite measures are particularly useful in conducting cost-benefit analyses.

By examining across the types of measures and making relative judgments, one can ascertain in which areas improvements (i.e., strategic Initiatives) are required. These measures are aligned with USC Aiken’s annual State Agency Accountability Reports which can be found at: <http://ie.usca.edu/assessment/AccountabilityReports/index.htm>