



COLUMBIA COLLEGE

Robert W Plaster School of Business

STRATEGIC PLAN 2022-2027

Developed by the Robert W Plaster School of Business faculty, December 2022 in alignment with the college strategic plan, ratified in September AY22-23.

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<https://www.ccis.edu/degrees/departments/business>

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ABOUT COLUMBIA COLLEGE

Founded in 1851, Columbia College is dedicated to improving lives through higher education. As a private, coeducational liberal arts and sciences college, the College takes pride in its small classes, experienced faculty, and quality educational programs. Since its modest beginning, Columbia College has flourished in size and has become a nationally recognized educational institution.

A truly unique institution, Columbia College has a traditional campus and active evening program in Columbia, Missouri, more than 40 additional venues in 15 states and Cuba, and a robust online presence. The College serves more than 18,000 students and is unique in its ability to provide multiple access points to high-quality education. The College offers associate, bachelor's degrees, and master's degrees at the main campus, selected venues, and online.

HISTORY AND MISSION

The College has a rich and varied history and a record of innovation in higher education. Columbia College was one of the country's first institutions to educate women, beginning at the time of its founding as a Christian college in 1851. It was also a trailblazer in partnering with the military, beginning in 1973, when it extended venues to military bases to educate enlisted personnel. Columbia College was an early adopter of online education in 2000 and continues to be a leader in nonprofit online education.

Columbia College's [main campus](#) is located in Columbia, Missouri. The Day Campus features a mix of 37 historic and cutting-edge facilities with approximately 600,000 square feet of space. The oldest building on campus is Williams Hall, which was built in 1849. It is the oldest building in continuous academic use west of the Mississippi River. The newest building, New Hall, was completed in 2019. This beautiful, 60,000-square-foot structure features three floors of residential living space and is the home of the Robert W. Plaster School of Business on the ground floor.

The well-maintained campus grounds extend over about 45 acres, including the College's newly upgraded Quad, which features the Alumni Fountain, a favorite for the entire campus community. Visitors are drawn to campus each spring to enjoy more than 12,000 tulips in full bloom and colorful planting areas throughout the summer.

Across 15 states and Cuba, Columbia College provides residential and online learning at more than 40 locations and is accredited by the Higher Learning Commission (HLC).

The College has proudly served the military since 1973 as a top educational institution for serving military and veteran students, currently offering 20 locations on military installations with more than 55-degree programs and a veteran's service center.

DIVERSITY, EQUITY AND INCLUSION

Many Voices, One Columbia College

The College serves a diverse community of students at locations throughout the country and is committed to ensuring that students, faculty, and staff members feel welcomed and valued. Columbia College maintains a safe place for open discourse, supports activities that promote diversity and inclusion, and overall, fosters a powerful sense of community that welcomes all.

More than 25 percent identify as Black/African American and 11 percent as Hispanic/Latinx. The College strives to have students taught by a diverse faculty, and nearly 27 percent of faculty members self-identify as members of historically underrepresented groups. Since its inception, Columbia College has been a welcoming place.

Columbia College reflects the growing diversity of the United States, with nearly 46 percent of its undergraduates self-identifying as members of historically underrepresented groups.

In addition to the residential campus Columbia College provides a robust online academic experience that offers high-quality, affordable, and flexible education across its degrees and certificate programs. The College also partners with over 1,600 companies and organizations, extending educational benefits to millions of employees, as well as select community college partnerships throughout the nation for graduates and community members.

LOCATIONS

Alabama

California

Colorado

Cuba

Florida

Georgia

Hawaii

Illinois

Indiana

Missouri

North Dakota

Oklahoma

South Dakota

Texas

Utah

Washington

Additional information about these locations may be found at www.ccis.edu/locations.

COLLEGE STRATEGIC PLAN

In the Fall of 2022, President Russell and the College community finalized a new five-year strategic plan. The 2022-2027 strategic plan, *Embracing Change, Ensuring the Future*, outlines four goals to continue moving Columbia College forward through its guiding principles and key performance indicators.

Goal #1: Strengthen Academic Excellence and Student Success

Goal #2: Attract and Retain Students who Thrive at Columbia College

Goal #3: Promote a Diverse and Welcoming Work Environment by Attracting, Retaining and Developing a Professional Workforce

Goal #4: Strengthen Financial Management, Infrastructure and Philanthropy

COLUMBIA, MISSOURI

Columbia is Missouri's fourth most-populous and fastest-growing city. It is also a vibrant college town. Columbia College, the University of Missouri, and Stephens College, which surround the city's downtown, have made the city a center of learning. Originally an agricultural town, developing the minds of today's learners is Columbia's chief economic concern today. Located at the intersection of Interstate 70 and U.S. Highway 63, Columbia is central in the state and the nation. St. Louis and Kansas City are both within a two-hour drive.

Columbia is known for its outstanding quality of life. An excellent school system, state-of-the-art healthcare facilities, plentiful entertainment opportunities, a low cost of living, and a "green" environment are city highlights. Columbia is home to robust healthcare, insurance, and technology industries. Companies such as Shelter Insurance, Carfax, Veterans United Home Loans, and Slackers CDs and Games, were founded in the city. Cultural institutions include the State Historical Society of Missouri and Museum of Art and Archaeology. The True/False Film Festival and the Roots N Blues Festival are both annual highlights on the area calendar.

Columbia is also a haven for outdoor enthusiasts. The city rests upon the forested hills and rolling prairies of mid-Missouri, near the Missouri River valley and the Ozark Mountains. Surrounding the city, Rock Bridge Memorial State Park, Mark Twain National Forest, and Big Muddy National Fish and Wildlife Refuge offer plentiful opportunities for recreation. The Columbia Agriculture Park is home to the Columbia Farmers Market.

POINTS OF PRIDE

- For 2022-2023, Columbia College is ranked as the [#3 most Military Friendly](#) college in the U.S. for private institutions not offering doctorate degrees, by *Military Friendly*, which is the longest-running comprehensive review of college and universities invested in serving military and veteran students.
- Columbia College's online bachelor's degree programs were recognized among the nation's 2018 Best Online Bachelor's Programs. The College was also named among the 2019 Best Online Bachelor's Programs for Veterans by *U.S. News & World Report*.
- In 2019, Columbia College was ranked the third-most-secure campus in the country, according to ASecureLife.com. The company analyzed 10 years' worth of crime data from colleges in the U.S. to compile its Top 10 list.
- RegisteredNursing.org recently ranked Columbia College as the second-best school for RN

programs in Missouri, based on an analysis of the NCLEX-RN pass rates of fifty-four schools.

COLLEGE LEADERSHIP

The Columbia College Board of Trustees unanimously named Dr. David Russell the 18th President of the College in September 2021. A member of the College's Board of Trustees since 2016, Russell had served as chair of the College's governing body since July 1. Before he was appointed chair, he served on committees responsible for Finance and Investments, Academic Affairs, and Plant and Facilities.

Joining the College in 2015, Dr. Piyusha Singh became Provost and Senior Vice President for Academic Affairs in 2018 after serving as Chief of Staff and previously as Vice President of Online Education. In addition to Academic Affairs, Singh also oversees Student Affairs, the Institutional Compliance Department, International Programs, and the Office of the Registrar. Provost Singh, who is a founding member of the College's Diversity, Equity and Inclusion Committee, holds a bachelor's degree in biology and geography from Mount Holyoke College and a Ph.D. in public policy and management from Carnegie Mellon University.

THE BOARD OF TRUSTEES

The Columbia College Board of Trustees is composed of 17 engaged and supportive members. They are leaders in higher and secondary education, the military, faith-based organizations, publishing, business, and law. The Board provides fiduciary leadership of the College and conducts business through various committees.

FINANCIAL OVERVIEW

Thanks to shrewd stewardship and entrepreneurial thinking, Columbia College is in strong financial health. It has maintained balanced or surplus budgets for more than thirty consecutive years and has taken on no long-term institutional debt. Its endowment is at an all-time high of \$168 million, with most of the funds unrestricted. Ninety percent of the College's revenue comes from programs serving its non-traditional student base. The tuition discount rate is 49 percent for non-traditional students and is 56 percent for traditional students.

ALUMNI

Columbia College has more than 97,000 living alumni worldwide. Included among them are leaders in business, government, the military, sports, entertainment, and education.

ACADEMICS

With a team of over sixty full-time faculty, the academic programs at Columbia College are housed under content-specific departments within three schools.

- [School of Humanities, Arts & Social Sciences](#)
 - Humanities
 - Professional Studies
 - Social & Behavioral Sciences
 - Visual Arts & Music
- [School of Natural Sciences & Mathematics](#)
 - Computer & Mathematical Sciences
 - Nursing
 - Physical & Biological Sciences
- [Robert W. Plaster School of Business](#)

- Business Administration

INTRODUCTION

ROBERT W PLASTER SCHOOL OF BUSINESS

The Robert W. Plaster School of Business (School of Business) is located on the main campus, in Columbia, Missouri, but serves all students, faculty, and staff across the Business Administration department. Across all Columbia College venues – traditional campus, online, and across the country – the School of Business provides focused attention and quality faculty, ensuring small class sizes and a personalized student experience. The Business Administration department provides a solid foundation in business theory and practice, preparing graduates to work in a variety of corporate, public, and nonprofit positions.

In addition to the Dean, the School of Business has a team of nine faculty, directors, and visiting instructors leading the business education, degree offerings, and certificate programs. [Degree offerings](#) include associate degrees in business administration and real estate management, in addition to 14 bachelor’s degrees including accounting, business administration, innovation and entrepreneurship, finance, project management, international business, and marketing, as well as master’s degrees in business administration. Specialized and targeted certificate programs are offered in digital marketing, human resource management, management, and real estate leadership and negotiation.

The [Steven and Barbara Fishman Center for Entrepreneurship](#) at Columbia College helps students identify and secure resources needed to create new businesses or improve existing ones. It promotes experiential learning based on classroom instruction, internships, and mentoring. As part of the annual Entrepreneurship Showcase, the School of Business hosts the [Student Business Pitch Competition](#), an ultimate project for undergraduate and graduate student entrepreneurs to pitch an idea for a panel of judges for a \$10,000 prize pool to start or support their business.

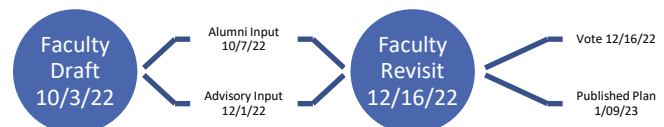
The School of Business offers a variety of ways to lead, learn, and participate for business students, including clubs and organizations through the Collegiate DECA, CCAMA, Enactus (Entrepreneurship), Sigma Beta Delta, and other opportunities.

The Robert W. Plaster School of Business Advisory Council is comprised of key members of the business community, including chief executive, managers, and small business owners, who advise and support the School of Business. The council discusses and collaborates on the business curriculum and programs, supporting and ensuring relevant and in-demand education to the field of business.

The School of Business is a candidate for accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) and enjoys exclusive access to training, awards, and programs through the organization.

STRATEGIC PLAN INTRODUCTION

The Board of Trustees of Columbia College ratified the 2022-2027 strategic plan in late September of 2022. Three days later, the school of business met to discuss where the Robert W Plaster School of Business (RWPSOB) saw their role in helping the college to achieve the goals of the new strategic plan. This document provides evidence of the commitment of the RWPSOB to their stakeholders and the college.



The following is an excerpt of goals from the college plan which aligned with the strategic planning goals of the RWPSOB. The timeline to create this document was ambitious, therefore this strategic plan will continue to be revisited yearly for adjustments as we meet the ever-changing needs in the business landscape.

MISSION, VISION, VALUES

Of Columbia College

Mission

Columbia College improves lives by providing quality education to both traditional and nontraditional students, helping them achieve their true potential.

Vision

Our vision is to be a highly innovative institution of higher education, dedicated to excellence in both its traditional and non-traditional programs nationwide.

Values

We believe all students deserve access to affordable, quality education. We believe higher learning should be individualized, innovative and flexible. We believe a liberal arts core curriculum produces globally engaged citizens who are creative, curious, and ethical. We believe people of all beliefs and backgrounds should engage in civil discourse and discovery.

The Robert W Plaster School of Business within Columbia College holds true to the mission, vision and values of Columbia College and thus, has the following statements:

RWPSOB Mission

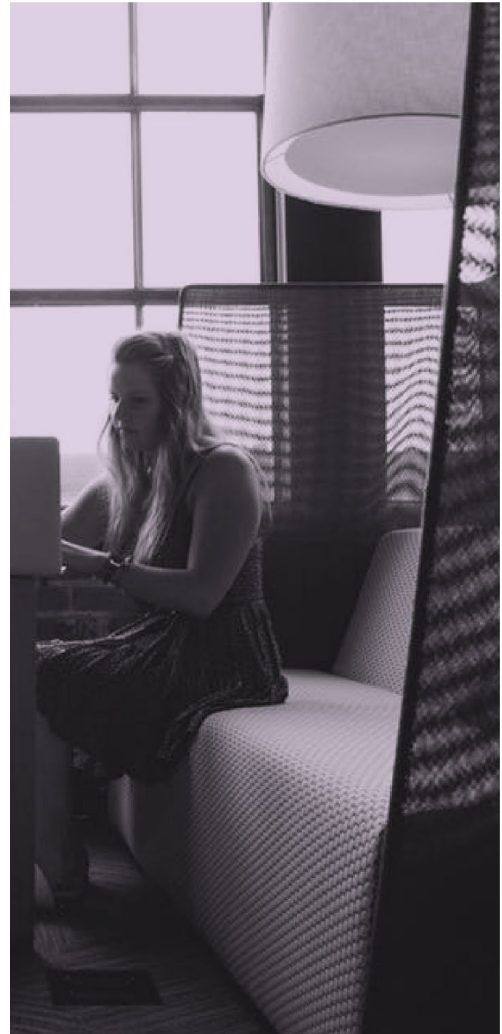
We remain committed to improving our students' lives through quality business degree programs.

RWPSOB Vision

Through innovation and a dedication to excellence, our faculty provide a quality education to all students.

RWPSOB Values

The RWPSOB believes our business students deserve a quality education. We believe learning should be individualized, innovative and flexible. We believe our business core curriculum produces globally engaged citizens who are competent, innovative and ethical. We believe the business industry benefits when students of all beliefs and backgrounds engage in civil discourse and discovery.



COLUMBIA COLLEGE STRATEGIC PLAN

Excerpts from the Columbia College Strategic Plan which align with RWPSOB goals:

Goal #1: Strengthen Academic Excellence and Student Success

Columbia College will continue to produce graduates with high-quality postsecondary degrees and credentials that are valuable and relevant to individuals, future employers, and communities.

Academic Excellence:

Strategy #1: Seek continuous academic innovation and evaluation to provide students with relevant, flexible, and creative academic programs and credentials.

1.A. Focus the College's academic portfolio on relevant, in-demand programs and credentials that prepare our students to be successful and engaged citizens.

Strategy #2: Provide students with exemplary academic support experiences.

1.C. Create the faculty structure to provide improved academic oversight and support of all venues and modalities.

1.D. Improve the scheduling, development, instructor training, delivery, and marketing of Virtual Education (synchronous online) courses to provide a high-quality learning and teaching environment.

Strategy #3: Improve student retention, persistence, and completion.

1.F. Coordinate a college-wide effort to improve retention and completion across all venues.

Strategy #4: Connect academic learning to professional success.

1.H. Link student learning to professions by expanding professional learning opportunities for students beyond the classroom.

Strategy #5: Cultivate an academic and student support culture grounded in diversity, equity, inclusion and belonging.

1.J. Assess and enhance the current academic portfolio with a focus on diversity, equity, and inclusion.

1.K. Embrace inclusive teaching and course development practices.

1.N. Promote/Develop co-curricular activities college-wide that complement the classroom curriculum resulting in a vibrant total student experience.

Goal #2: Attract and retain students who thrive at Columbia College

Grow enrollments by creating a viable, desirable, vibrant, and meaningful student experience through deliberate and cross-divisional collaboration and planning. Develop enduring strategic partnerships that are enrollment positive and transform the student experience college-wide to better serve contemporary needs and future students.

Enrollment Growth:

Strategy #2:

2.G. Increase graduation rates in Day.

2.H. Increase graduation rates in CCG.

RWPSOB GOALS

The Robert W Plaster School of Business seeks to support the college in the pursuit of strengthening academic excellence and student success by focusing on the following areas:

- 1) Offering a robust programming portfolio*
- 2) Becoming accredited through the Accreditation Council for Business Schools & Programs (ACBSP)*
- 3) Increasing the number of doctoral prepared faculty and ensuring coverage for all key business areas*
- 4) Reviewing our existing courses for appropriate rigor and alignment to industry demands.*
- 5) Ensuring inclusive teaching practices and course materials.*
- 6) Enrollment Growth*



1.) PROGRAMMING:

The last two years have been spent with a focus on our business program portfolio. Through a data informed process (see appendix A) it was critical to conduct a strategic analysis of our business programs vis-à-vis our competitors, other business schools, and the spectrum of programs in the market. Included in our process was looking at student demand, employment, competitive intensity, and completion counts. Through this analysis, we found that while we offer programs in all traditional business areas at the undergraduate level, we lack in up-and-coming business areas. We plan to continue strategic growth in all key business areas but also to grow into areas of high demand and innovation.

There are limited offerings at the graduate level. Therefore, we wanted to strategically add to that portfolio by adopting a graduate growth strategy in line with the market. We offer an MBA with three emphasis area options. We began by introducing a new M.S. in Accountancy to our portfolio of graduate programs for students wishing to qualify for sitting the Certified Public Accountant (CPA) licensing exam in certain states and aligned our existing MBA (Accounting emphasis) to our MBA core. Currently, there are two other emphasis areas in Human Resources and Real Estate. We plan to add needed MBA emphasis areas which can expand our current offerings into key business areas which are missing from our current offering. Strategically, we plan to look at MBA emphasis areas close together as these are all aligned to the same MBA core.

Another strategy is to assess and attempt to align our programs with industry, where relevant. We have researched and proposed innovative programs and continue to study alignment of our programs to industry standards. For example, our Marketing major includes coursework with industry certification, our Human Resources major is aligned to the Society for Human Resources Management (SHRM), and our project management course is expected to meet one portion of the requirements to sit for a Project Management Institute (PMI) test. Our new project management major will seek accreditation from the Project Management Institute (PMI) within a few years per the rules of that organization. Our M.S. Accountancy was designed to align to CPA certification in relevant states.

We now have the status of “Candidates for Accreditation” through the Accreditation Council for Business Schools and Programs (ACBSP) and will be pursuing the preliminary questionnaire completion and our self-study in AY22-23, with a goal of accreditation by December of 2023.

Employment focus is important and that is one of the reasons for our alignment strategy. For example, we plan to fix and grow our finance major so that it aligns with the certified financial planner™ educational requirements necessary to sit for the CFP® exam. We wish to grow some programs such as Human Resources in the day campus. We wish to sustain some programs such as

the popular Business Administration major.

The following programs outline those we wish to explore/develop, grow, fix and grow, sustain, or sunset over the next three years. When analyzing the data, we were able to include a large majority of programs which are in demand, or which align with our goals. Some of the programs proposed focus on important digital aspects of business while others focus on important strategic areas and/or in demand skills in industry. Overall, this is a thorough view of our current portfolio strategic three-year plan of business programs in line with our objectives, as shown in the graphic below.

Proposed Business Program Portfolio	
Existing Programs	New Programs
<p>Grow (19)</p> <ul style="list-style-type: none"> - Real Estate Negotiation (Cert.) - Real Estate Management (Cert., Bachelors, Assoc. MBA Emphasis) - Real Estate Leadership (Cert.) - Project Management (Cert., Bachelors, Minor) - Organizational Leadership (Bachelors) - MBA (Masters) - Marketing (Bachelors) - International Business (Bachelors) - Human Response Management (MBA Emphasis, Bachelors) - Digital Marketing for Real Estate (Cert.) - Digital Marketing (Cert.) - Accounting (MBA Emphasis, Masters) 	<p>Undergraduate (6)</p> <p><u>Minor:</u></p> <ul style="list-style-type: none"> Business Intelligence and Analytics Logistics, Materials, and Supply Chain Management <p><u>Associates:</u></p> <ul style="list-style-type: none"> Organizational Leadership <p><u>Bachelors:</u></p> <ul style="list-style-type: none"> Business Intelligence and Analytics Hospitality Management Logistics, Materials, and Supply Chain Management
<p>Fix and Grow (7)</p> <ul style="list-style-type: none"> - Marketing Management (Cert.) - Management (Cert.) - Innovation & Entrepreneurship (Minor, Bachelors) - Human Resource Management (Cert.) - Finance (Bachelors, Minor) 	<p>Certificates (13)</p> <p><u>Undergraduate:</u></p> <ul style="list-style-type: none"> Business Intelligence and Analytics Financial Planning and Services International Business Logistics, Materials, and Supply Chain Management Organizational Leadership Sports Management (E-Sports?) <p><u>Graduate:</u></p> <ul style="list-style-type: none"> Business Intelligence and Analytics Finance
<p>Sustain (11)</p> <ul style="list-style-type: none"> - Sports Management (Bachelors) - Marketing (Minor) - Management (Minor, Bachelors) - Economics (Minor) - Business (Minor) - Accounting (Minor, Bachelors) - Healthcare Management (Bachelors) - Business Administration (Bachelors, Associates) 	<ul style="list-style-type: none"> Healthcare Management Information Technology Project Management International Business Logistics, Materials, and Supply Chain Management Project Management

Sunset (1) - Public Relations and Advertising (Bachelors)	Graduate (7) <u>Masters:</u> Accountancy <u>MBA Emphasis:</u> Business Intelligence and Analytics Finance Healthcare Management Information Technology Project Management International Business Project Management
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2.) ACBSP ACCREDITATION

The RWPSOB is currently seeking accreditation through the ACBSP organization. Our goal is to be accredited no later than the end of the 23-24AY, with December of 2023 as our current target. This ambitious goal is important to our strategy of increasing our standing among business schools.

We are currently in Candidacy Status and working towards Accreditation. We are using the “Candidate for Accreditation” logo on our website and our Day campus, Online, and CCG locations. The following outlines our steps and timeline:

Item	Planned Date
Preliminary Questionnaire	Fall 2022
Mentor Feedback	Spring 2023
Action plan to close gaps	(on going)
Preliminary Questionnaire (updated)	February 2023
Start Self Study (need approval first)	Spring 2023
Intent to submit Self Study	March 1 for a July 15, 2023 submission
Consensus Call	4 weeks prior to the site visit
Evaluation Site Visits	September/October
Approval	December decision notification

INITIAL GAP ANALYSIS

Key areas where we may encounter gaps:

Qualifications in the area of doctoral prepared faculty:

“at least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by Doctorate Degree faculty.”

“Ninety percent of the undergraduate credit hours in business are taught by Master’s or Doctorate Degreed faculty.” (ACBSP,2022)

Assessment:

Our Assessment has been revamped and we are undergoing a major assessment analysis currently. The faculty and Dean are extremely proud of the results from our new assessment plan data, collected and analyzed this fall. In brief, our students are out performing students at peer institutions on exams for our program learning outcomes. Utilizing Peregrine Global Services, we can objectively measure the performance of our students and conduct ongoing quality assurance of our programming in a valid, reliable and secure manner. This possible gap seems to be reverting to an area of strength.

Student and Stakeholder Focus:

We should work to increase feedback from students and processes. Once received the RWPSOB needs to develop an ongoing method of closing the loop, where the feedback impacts practice and curriculum for ongoing growth and renewal.

Performance (depending on metrics used):

There are various possible metrics that the RWPSOB can choose to report. As an example, some key figures include:

- Attrition
- Retention
- Graduation by program and year
- Licensure pass rates
- Job placement rates
- Employment advancement
- Acceptance into graduate programs
- Successful transfer of credit
- Other areas to be determined and through ACBSP review

This strategic goal is paramount to our success in the future with the competitive landscape in enrollment and our desire to have the school take its place as a member of premiere business schools known through this accrediting body. Our status of accreditation impacts our ability to enroll students both nationally and internationally.

3.) INCREASING FACULTY:

We realize the need to add full time faculty in the school of business. The college is committed to hiring six new faculty positions, with three in AY22-23 and three in AY23-24. These faculty positions will not only ensure coverage for our faculty to program ratio, but also allow us to increase the number of Ph.D. prepared faculty teaching in our CCG program.

RWPSOB will add full time Ph.D. prepared faculty	
Measure	Faculty to Program Ratio (HLC & ACBSP indicator)
Target	1 Ph.D. Faculty member per program
Source	Institutional research
Frequency	Annual
Timeline	AY23-27
Responsible Division	Academic Affairs/CCG

4.) REVIEW OF EXISTING COURSES:

To ensure rigor and industry alignment, we will review all programs over the next three years. Additionally, we will have a targeted professional development for our business adjuncts at a CC hosted faculty integration conference. This conference seeks to allow adjuncts and full-time faculty time to meet in person and discuss their courses, assignments and ensure they have alignment in course expectations.

RWPSOB will review each course for rigor/industry alignment	
Measure	Program review sheet
Target	All programs by end of 2025
Source	Program Chair
Frequency	Rotation of programs
Timeline	Begin Summer 2023 through AY 24-25
Division Responsible	RWPSOB

RWPSOB will achieve excellent student experiences in all courses	
Measure	Overall course and instructor evaluations for day, online, in seat and virtual courses
Target	1-2 on 1-5 scale (1 being best)
Source	Class Climate
Frequency	Every session
Timeline	AY23-AY27
Division Responsible	Academic Affairs/CCG

RWPSOB will hold an adjunct faculty integration conference	
Measure	FIC Agenda
Target	Completed by AY24-25
Source	Program Chair
Frequency	On rotation produced by CCG
Timeline	As set by CCG
Division Responsible	RWPSOB/CCG

RWPSOB will review rigor in MBA Core Courses	
Measure	Course review sheet
Target	All MBA Core courses
Source	Program Chair
Frequency	yearly
Timeline	Summer 2023
Division Responsible	RWPSOB

Another strategic goal that ensures our programs match industry standards is cultivating partnerships with businesses in that our students have the knowledge, skills, and dispositions to join these organizations for internships and practical experiences, even before graduation. The RWPSOB has many such internships

available but has not been successful in tracking these endeavors for scale or trend data.

Find a way to track internship and practicum experiences specific to RWPSOB students and increase	
Measure	% RWPSOB students who participate
Target	Increase 5% year-over-year
Source	Career Services
Frequency	Annual
Timeline	AY23-27
Responsible Division	RWPSOB/Career Services

5.) INCLUSIVITY:

Our college and faculty are committed to examining our curriculum for diversity, equity, and inclusivity. Paramount to our developing, reviewing, and fixing programs will be using the lens of belonging. Do the materials, questions, examples, activities and projects we utilize to educate our students provide a sense of belonging or have we unknowingly included or excluded items that marginalize populations? These are the types of critical questions we will put first when seeking to improve our courses and teaching.

Evaluate the business core curriculum to meet the needs of a diverse student population	
Measure	Evaluate the business core for DEI considerations
Target	Business core
Source	Department Chair
Frequency	Summer of 2024 and then on rotating schedule to revisit
Timeline	AY23-AY27
Responsible Division	RWPSOB

Our college has committed to training faculty in inclusive teaching practices. The RWPSOB faculty has set a goal to have 100% of its faculty trained.

KPI 1.5.2 Embrace inclusive teaching practices RWPSOB 100% goal for 27	
Measure	Percent of faculty trained in inclusive teaching practices
Target	See Table below
Source	Provost
Frequency	Annual
Timeline	AY23-AY27
Responsible Division	Academic Affairs

Table #11: Percent of faculty with inclusive teaching training					
Number of Summer Camps	AY23	AY24	AY25	AY26	AY27
Full Time	15%	30%	60%	80%	100%
Part-time	5%	15%	30%	60%	80%

6.) ENROLLMENT GROWTH:

The last goal for RWPSOB is to increase *and retain* enrollments specific to business programming. It is our belief that if we meet the strategic goals of stellar programming, excellent faculty, courses with rigor and industry level expectations, and inclusive teaching practices, then our enrollment will increase and those students will progress to graduation. As such, we are using this metric as an indicator of our success in the efforts above.

Graduation Rates for business declared majors both Day and CCG	
Measure	Graduation rates
Target	Average Year over Year Increase of 2%
Source	Colleague
Frequency	Academic year reporting
Timeline	Ongoing
Responsible Division	Academic Affairs & EM&M

Appendix A

AY22-23 Strategic Approach

Overview

All current program offerings, top scoring prospective programs, and in-house suggested (new program proposals) were analyzed against a specific strategy to advance the college programming. The program analysis utilizes a set of rubrics (currently 3) which apply program scoring attributes that are weighted to rate programs higher or lower, depending upon the strategy employed.

Programs focused on with rubric strategy

#1 scored high in:

- Online student demand
- Direct preparation employment opportunities
- “Sweet spot” competitive intensity
- Bachelor’s degree fit

Programs focused on with rubric strategy

#2 scored high in:

- Online student demand
- Generalist employment opportunities
- “Sweet spot” competitive intensity
- Bachelor’s degree fit

Programs focused on with rubric strategy

#3 scored high in:

- Online student demand
- Direct preparation employment opportunities
- “Sweet spot” competitive intensity
- Master’s degree fit

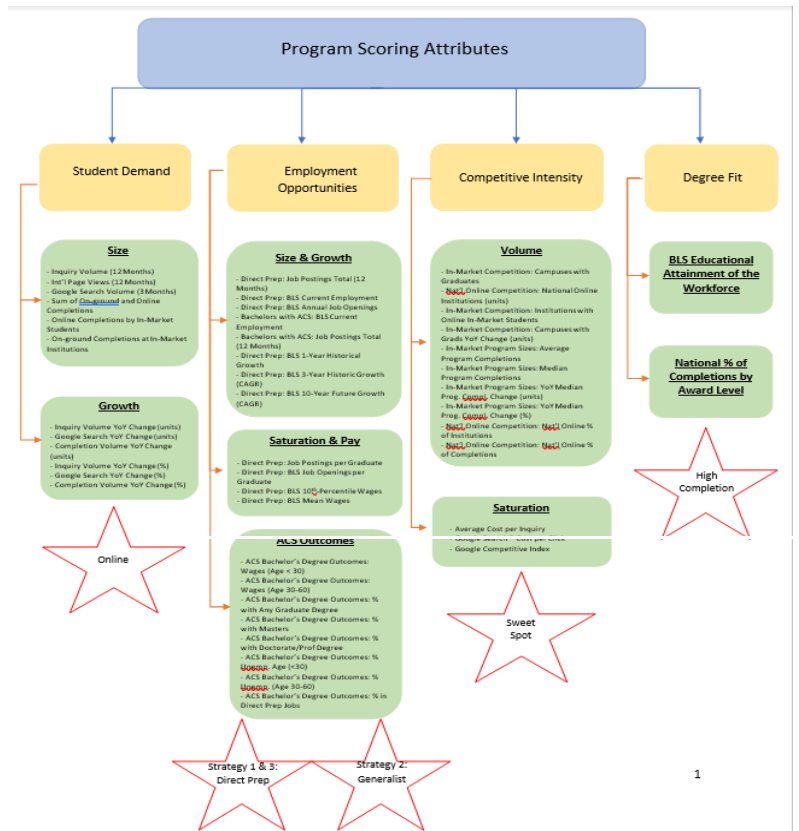


Figure 1 depicts the four categories and multiple sets of metrics applied in each to the top 200 programs nationwide that allowed the weighting strategy to mine programs that fit the strategic approach.

The highest scoring current program offerings, prospective programs, and in-house suggested programs were prioritized. Based on the scoring strategy approach, lists were formed at the school level, then College-wide level to make programmatic decisions. Categorically, programs could end up in one of five areas: Develop (New), Grow, Fix & Grow, Sustain, or Sunset.

Develop

CC Academic Affairs has developed a systematic flow which allows School Deans to continually engage in program exploration through applying strategies based on program scoring attributes and data analysis. This allows for continual approval of innovative programs in a steady manner that ensures a portfolio that meets student demand.

Grow

Growing enrollment, retention and completion in programs that should be garnering high numbers needs specific attention. Intense focus on ensuring the programming, marketing, and messaging is aligned and clear to the students seeking these programs is crucial. It is evident that with today’s demands, the programs in the grow category should be targeted to reach enrollment capacity over the next 3 years.

Fix & Grow

During program analysis, some programs showed areas that need fixing. It was determined that some programs need restructured or updated for relevancy in the discipline. The programs listed in the fix & grow require substantial work from the departments, therefore these will be spaced to ensure adequate time to update the program to meet new goals, adjusting curriculum and courses to ensure relevancy and clear, flexible pathways for completion. The analysis mined out programs that are offered at CC and should be reaching robust enrollments but aren’t due to changes needed.

Sustain

These are programs to maintain while monitoring their relevance, quality, and reputation. These programs are not listed out individually. They are all currently offered programs not listed as Grow, Fix & Grow, or Sunset.

Sunset

Eliminating programs that are no longer viable to offer (this may be according to venue). Programs no longer of service to the College or student population are scheduled to sunset with a teach out plan. The teach out plan consists of seven years, therefore some programs listed in sunset are already in that process.

The RWPSOB plan for new programming is as follows:

Fall 22				
CIP	Program Name	Level/Degree	Location	Status
52.0211	Project Management	UG/Bach	CCG, Online	Launched
52.0211	Project Management	UG/Cert	CCG, Online	Launched
52.1404	Digital Marketing	UG/Cert	CCG, Day, Online	Launched
52.0211	Project Management	UG/Minor	CCG, Online	Launched

Spring 23				
CIP	Program Name	Level/Degree	Location	Oversight
52.0301	Accountancy	Grad/Masters	CCG, Online	Gina

Fall 23				
CIP	Program Name	Level/Degree	Location	Oversight
30.7102	Business Intelligence and Analytics	Bachelors	CCG, Day, Online	Ken
30.7102	Business Intelligence and Analytics	UG/Cert	CCG, Online	Ken
30.7102	Business Intelligence and Analytics	UG/Minor	CCG, Day, Online	Ken
30.7102	Business Intelligence and Analytics	Grad/Cert	CCG, Day, Online	Ken
30.7102	Business Intelligence and Analytics	Grad/MBA Emphasis	CCG, Day, Online	Ken
52.0203	Logistics, Materials, and Supply Chain Management	Bachelors	CCG, Online	Ken
52.0203	Logistics, Materials, and Supply Chain Management	UG/Cert	CCG, Online	Ken
52.0203	Logistics, Materials, and Supply Chain Management	UG/Minor	CCG, Online	Ken
52.0203	Logistics, Materials, and Supply Chain Management	Grad/Cert	CCG, Online	Ken
52.0203	Logistics, Materials, and Supply Chain Management	Grad/MBA Emphasis	CCG, Online	Ken
52.0213	Organizational Leadership	UG/Associates	CCG, Online	Bryan/Ken mentor
52.0213	Organizational Leadership	UG/Cert	CCG, Online	Bryan/Ken mentor
52.0804	Financial Planning and Services	UG/Cert	CCG, Online	Mary
52.0801	Finance	Grad/Cert	CCG, Online	Mary
52.0801	Finance	Grad/MBA Emphasis	CCG, Online	Mary
52.1101	International Business	UG/Cert	CCG, Online	Kennedy
52.1101	International Business	Grad/Cert	CCG, Online	Kennedy
52.1101	International Business	Grad/MBA Emphasis	CCG, Online	Kennedy

Spring 24				
CIP	Program Name	Level/Degree	Location	Oversight
11.1005	Information Technology Project Management	Grad/MBA Emphasis	CCG, Online	Unknown
11.1005	Information Technology Project Management	Grad/Cert	CCG, Online	Unknown

Fall 24				
CIP	Program Name	Level/Degree	Location	Oversight
51.0701	Healthcare Management	Grad/Certificate	CCG, Online	New Hire
51.0701	Healthcare Management	Grad/MBA Emphasis	CCG, Online	New Hire
52.0211	Project Management	Grad/Certificate	CCG, Online	Muntaha

52.0211	Project Management	Grad/MBA Emphasis	CCG, Online	Muntaha
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