



BUSINESS
College of Business
California State University, Chico

STRATEGIC PLAN
(2006-2011)

Website: <http://www.cob.csuchico.edu>

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INTRODUCTION¹

On October 19, 1992, the faculty of the College of Business was invited to participate in a semi-formal planning process designed to engage faculty and department chairs in self-study and reflection on individual unit mission, goals, priorities and resources. Each unit was asked to appraise current and future strengths and weaknesses of its contributions to the college, the department, and other areas of concern. Each unit was supplied with a “Fact Book” containing all available institutional data relevant to a deliberation and assessment of its current situation. All designated units submitted planning documents to the Administrative Group (AG). Once all documents were submitted, the AG began the process of aggregating the individual plans. This aggregation resulted in the 1993-1998 Strategic Plan for the College of Business.

On the following pages you will find the 2006 – 2011 Strategic Plan for the College of Business. This document represents the first major revision of the Plan since its development and adoption in 1993. Between the years 1998 to 2006 there were minor revisions to the Plan, which consisted of annual updates to strategic goals, objectives, and action items.

This revised strategic planning document was prepared in accordance with the priorities and standards set forth by the California State University System, California State University, Chico, and AACSB International, respectively, and the shared aspirations of College of Business faculty, staff, and students. The information contained in this document outlines the strategic direction and priorities for the College of Business. Our strategic direction is reflected in the vision, mission, and values statements set forth in this document. These statements, in turn, are the primary consideration on which our goals, objectives and strategies are based.

It is our hope that anyone reading this document will come away with a clear sense of the College of Business’ vision, mission, values and goals; and its current focus and future plans in the areas of curriculum and academic programming, students, human resources, financials, and constituent relationships. While we are aware that competitive and other forces affect what we do in the College of Business, we are confident that we have devised a strategic plan that will provide the best possible business education for our students today and into the future.

¹ Comments and inquiries about this strategic planning document should be directed to Dr. Willie E. Hopkins, Dean, College of Business.

THE STRATEGIC PLANNING CONTEXT

The College of Business at California State University, Chico is part of a comprehensive, regional university that has provided generations of students and faculty with unique educational experiences built upon an inclusive learning community of faculty, staff and students who live, work and study within a rural Northern California setting. We view our unique residential situation as an opportunity to create an intensive, high-quality learning environment for students. We have a vital and collaborative community of active and involved students, a well-respected and caring faculty, a superior support staff, and innovative leadership together with cutting-edge learning and information resources – all placed within a beautiful and engaging physical environment.

The profile of the College of Business (refer to Appendix A) provides substantial insight into the College-level context within which our strategic planning efforts take place. Strategic planning at the college level is informed (and constrained) by University-level (refer to Appendix B) and System-level (refer to Appendix C) contexts.

It is within this broader context (college-level, university-level, and system-level) that we have developed the vision, mission, strategic goals, and other components of our strategic plan. These components are set forth in the following pages of this document.

OUR VISION

*Be recognized regionally, nationally, and internationally as **the** business program of choice in Northern California*

OUR MISSION²

*We serve California as a **student-centered**, residential learning community that fosters innovative, high quality business education emphasizing **applied learning, integration of technology, and understanding of diversity**. We continuously improve our **learning community** through **research** and stakeholder participation*

Meaning of Key Words in the Mission Statement

Student-Centered: Although the majority of our students come from Northern California, whether they come from other cities and towns in California or from outside California, quality learning comes first in the minds and actions of our faculty, staff and administrators. We use our special residential setting to create and maintain a caring learning community that enables students from diverse backgrounds and ethnicities to develop the knowledge, skills and professional orientation to meet the challenges of a dynamic global business environment. Students are co-producers of their own education through effort and involvement in academic and co-curricular activities.

Learning Community: We give our highest priority to student learning and instructional effectiveness. We create, acquire and transfer knowledge with an understanding of the importance of ethical business practices. We leverage our own learning capabilities through productive partnerships with our varied stakeholder groups such as students, faculty, staff, alumni, employers, campus and community.

Applied Learning: We interact extensively with our business community to ensure that

our curriculum focuses on issues that are relevant to practice. We strive to prepare graduates to be productive from day one on their first job through internships, projects and other activities.

Integration of Technology: We believe that the application of information technology is an overarching attribute of the business environment. Preparing graduates to use effectively the information technology they will encounter in the business world is a distinctive competency of our programs.

Understanding Diversity: We are strongly committed to enriching our students' educational experience and seek to prepare our graduates for the global economy by increasing diversity in our student body, exposing our students to a variety of viewpoints, and fostering sensitivity and flexibility toward cultural differences.

Research: While all types of research are valued in the College of Business, we encourage research efforts that support learning and pedagogy, contributions to practice, and discipline-based scholarship for the purpose of adding value to the currency of our programs and stakeholders.

² For the processes involved in revising the mission statement, and for revising and updating the overall strategic plan, refer to Appendix D.

OUR VALUES

The following list of values was derived from a “defining ourselves” process involving College of Business faculty and staff. We recognize our obligation to uphold this set of core values and use them to guide and direct our daily activities as we go about the task of fulfilling our vision and mission.

Integrity: We are committed to upholding the highest standards of ethical behavior in all aspects of our work, and representing ourselves and our intentions to others truthfully and in an honest and straightforward way to ensure that our conduct always merits trust.

Quality: We are committed to the continuous improvement of our academic programs and excellence in our faculty, staff, and administrative processes to ensure that our students receive the highest quality business education.

Service: We are committed to providing outstanding service to our students, our internal and external communities, and being sensitive and responsive to their needs.

Respect: We are committed to fostering an environment where everyone is courteous, helpful and considerate, irrespective of individual backgrounds, interacts with others in a professional manner, treats them with respect and dignity and demonstrates an understanding of and is sensitive to their individuality and importance.

Teamwork: We are committed to fostering an environment where cooperative efforts, the sharing of ideas and knowledge, open communications, and respect for the contributions of others are encouraged to achieve our common goals.

Creativity: We are committed to fostering an environment where creativity and innovation are encouraged and rewarded, and where our collective talents are leveraged to generate innovative and creative solutions to problems that limit our ability to provide our students with the highest quality business education.

Accountability: We are committed to being personally accountable to one another for our personal growth, professional development, and our individual performance, and collectively accountable for fulfilling our obligation to ensuring that our students receive the highest quality business education.

Diversity: We are committed to fostering an inclusive work environment where diversity, however it is defined, is valued and respected and positive attitudes toward one another is promoted.

LONG-TERM STRATEGIC GOALS

Success in fulfilling our vision and mission will be determined by the strength of our curriculum and programs, the quality of our students, the quality and commitment of our faculty and staff, our ability to secure financial resources, and our relationships with external constituents. Our strategic planning process focuses on achieving goals that are linked to these determinants of success, as well as to our vision, mission, and values.

Accordingly, we have developed strategic goals in the following “Key Success” areas: (1) Curriculum and Programs, (2) Students, (3) Faculty and Staff, (4) Financial Resources, and (5) Constituent Relationships. These goals are long-term in nature, corresponding to the five-year planning horizon assumed within this strategic plan:

- Goal #1: The College of Business, facilitated by our assurance of learning process, will seek to be recognized for innovatively designing and creatively delivering academic programs relevant to the evolving needs of our students and to the communities that we serve (**Curriculum and Programs**)
- Goal #2: The College of Business will seek to become a role model for successfully recruiting and retaining a diverse student body that, upon graduating, will possess and be able to utilize the knowledge, skills, and values necessary for a lifetime as productive citizens. (**Students**)
- Goal #3: The College of Business will seek to be recognized as a dynamic community of academically and professionally qualified teacher-scholars and support staff, known for their creativity, productivity, and unselfish dedication to our students and the learning enterprise. (**Faculty & Staff**)
- Goal #4: The College of Business will seek to become more financially self-sufficient as it takes the initiative in making the transition from a state-supported to a state-assisted organizational unit of the larger university. (**Financial Resources**)
- Goal #5: The College of Business, through its chartered centers and institutes, will seek to serve as *the* vital nexus in a rich, diverse, and complex network of value-adding partnerships between and among our stakeholders. (**Constituent Relationships**)

SITUATION ANALYSIS

Dynamic economic, technological, societal, and political forces within the local, state, national, and global environments will provide an abundance of challenges and opportunities for the College of Business at California State University, Chico. The following external challenges and opportunities and our internal challenges and strengths are considered as we work through our strategic planning process.

External Challenges

- Reduced funding from the state government is forcing the College of Business to seek private funding to attract new, high quality faculty and to support new venture and program initiatives
- Recruiting academically qualified faculty is becoming extremely difficult due to the decline in the number of students graduating with Ph.D.s in business disciplines
- Demand for degrees from accredited business programs is increasing, creating pressure for student access into College of Business courses
- Pay structure of the CSU is not competitive, which makes it difficult to attract and hire tenure track faculty
- Cost of living in California is among the highest in the country, which makes it difficult to attract, hire and retain tenure track faculty
- Political tensions in various countries, which influence U.S. policies, place constraints on our ability to recruit international students – an important component for exposing our students to diverse cultures

External Opportunities

- Increasing new private wealth moving into the North State will provide opportunities for new sources of external private funding
- More non-traditional students seeking business education
- The Distance Learning market has increased significantly, representing a new source of possible revenue stream
- North State communities are globally connected through international exports of their agricultural products
- Entrepreneurial activity is thriving in North State communities
- Sustainability and ethics is a campus strategic priority

Internal Challenges

- Nearly 50% of faculty will be retiring within the next five to eight years
- Early retirement system in the CSU makes it difficult to replace tenure-track faculty
- Operating within a union environment affects decision making flexibility
- Classroom size and availability constrains our ability to meet growing demand for our classes
- Faculty and staff offices are housed in different buildings, which does not facilitate a cohesive and collegial environment
- Increasing number of “English As A Second language” learners enrolling in the College of Business

Internal Strengths

- We have multi-talented, multi-disciplinary faculty members who are dedicated to teaching, research, pedagogical improvement, and professional development
- Our community (e.g., university, city of Chico, alumni, etc.) is very supportive of the College of Business
- We have an effective advising and diversity recruitment and retention plan that is implemented by our Business Resource Center (BRC)
- We have what might be described as “best practice” assurance of learning plan
- We have a strong tradition of co-curricular activity that includes national and international student competitions, community service, and service learning
- We have a residential campus that allows for the design of unique and innovative learning environments for our students and faculty
- We have a support staff with a strong interest in professional growth and personal development
- We have a number of professional and honorary student organizations that contribute to the total educational experience of our students
- We have an active and loyal Business Advisory Board
- We have a higher administration that is supportive of the College of Business
- We are one of only two mega hosting centers for the SAP university alliance program in the Americas
- We are positioned to take advantage of distance learning opportunities through mediated technology

COMPETITIVE ADVANTAGE AND GROWTH

Our vision states that the College of Business will “be recognized regionally, nationally, and internationally as *the* business program of choice in Northern California.” If we are to realize this vision, prospective business students (as well as prospective donors and partners) must have some reason for preferring our College of Business to the programs of our “competitors.” In other words, we must have a “competitive advantage” over other business programs. Gaining and maintaining this competitive advantage will result in and support future growth of the College of Business.

Strategy for Competitive Advantage

According to Harvard strategist Michael Porter, a *competitive advantage* is that amalgam of assets, resources, skills, and capabilities within an organization that allows it to create more value for its stakeholders than its rivals are able to create. For the College of Business, this translates primarily into creating more value-added for students seeking a business education. Subsequently, our ability to create and sustain a competitive advantage will be linked to innovations in the programs we offer. Specifically, the College of Business has chosen *differentiation* as a competitive strategy to achieve the competitive advantage we seek.

This strategy requires that we, relative to our competitor business schools, provide something unique that benefits and is valuable to our internal and external constituents. One obvious source of *differentiation* is our possession of AACSB accreditation. Some schools have it; however, the majority of schools do not. However, among the business schools that are accredited, there are far more similarities than differences. For example, most have undergraduate and graduate programs; most of the undergraduate programs offer similar majors, and have similar lower- and upper-division core course requirements; and within majors, required and optional courses are very similar.

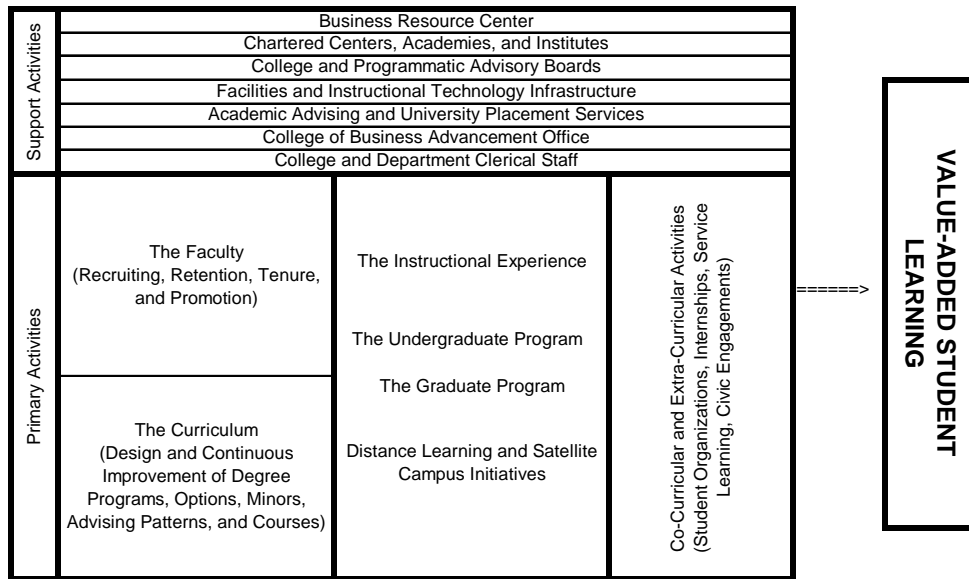
Given these similarities, the question becomes: How will our College of Business do a better job than our competitor business schools in creating value-added for students seeking a business education? The answer is through differentiation based on our *distinctive competencies*, namely:

- The innovativeness of our curricula and programs, especially in the areas of entrepreneurship, globalization, and information technology
- The timeliness by which we are able to make changes and revisions to our curriculum (facilitated by our assurance of learning and continuous improvement programs)
- Our technological infrastructure
- The perceived superior quality of our programs (made possible by an affiliation with the “Chico brand,” and the recent recognition of CSUC by U.S. News and World Report as one of the best regional universities)
- Our location and desirability as a residential learning community

- Our established and prospective relationships with corporate and university partners

Viewed a slightly different way, the assets, resources, skills, and capabilities necessary to efficiently and effectively create and maintain a competitive advantage based on **differentiation** are already (or will be) embedded in the *value chain* of the College of Business (as illustrated below).

The College of Business Value Chain



Each of the primary and support activities is a source of, and an important contributor to, our ability to differentiate the College of Business from our competitor business schools. Those involved in each activity must understand and embrace their respective contributions to **differentiation**, and future investments will be made according to the degree to which those contributions lead to a sustainable competitive advantage. The College’s administration will be vigilant about not investing in meaningless **differentiation** (i.e., things that are not important to our constituents), or in uneconomic **differentiation** (i.e., when the costs of differentiation exceed the value-added by the differentiation). We will ensure that our **differentiation** is not invisible.

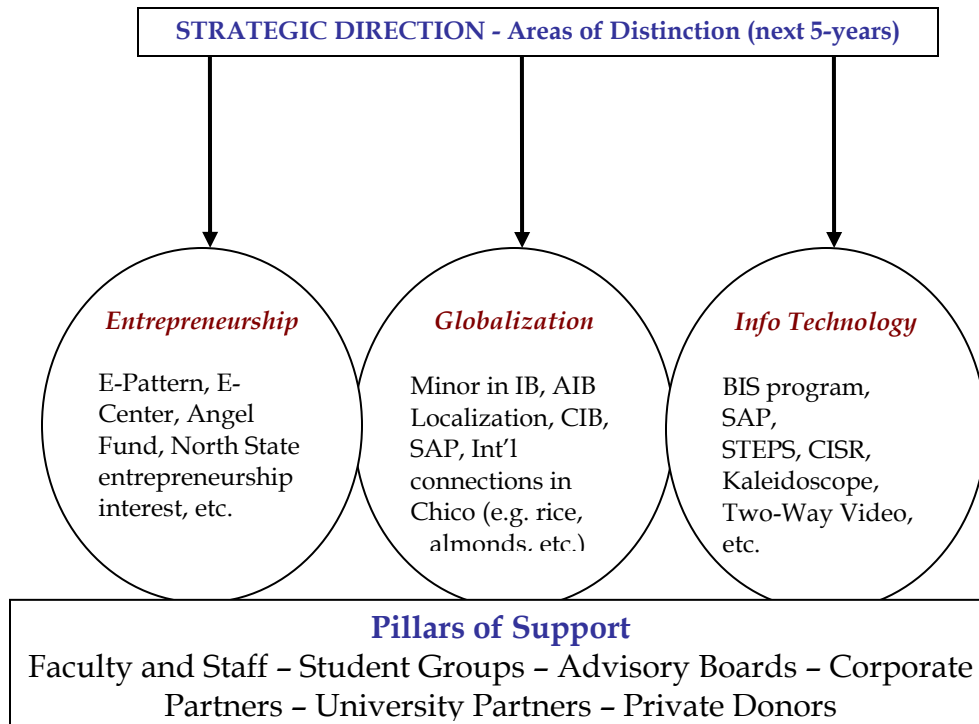
Growth in Multiple Dimensions

By creating, nurturing, and maintaining a competitive advantage based on ***differentiation*** through judicious and timely investments in the resources, capabilities, and skills embodied throughout the value chain, the College of Business will be well-positioned to pursue growth opportunities along multiple dimensions. Manageable – and focused – growth will be necessary if we are to realize our vision, accomplish our mission, and achieve the long-term goals that we have chosen to pursue.

Growth for the College of Business will be achieved through the use of the following “grand” strategies. ***Market penetration*** (e.g., attracting additional students by increasing our advertising and promotion efforts in the markets we currently serve); ***Market development*** (e.g., attracting additional students from demographic and geographic segments that are currently underserved – the Undergraduate and the Professional MBA program in Redding represent examples of this strategy); ***Product development*** (e.g., developing new and/or revising current curricula to attract additional students). ***Joint ventures/Strategic alliances*** (e.g., collaborating with industry partners and/or other universities to grow student numbers).

THE NEXT FIVE YEARS

The central question to be answered in our 2006-2011 strategic planning process is this: In what areas can the College of Business best create and sustain a competitive advantage based on a ***differentiation*** competitive strategy, given its present and prospective internal sources of distinctive competence, and the array of external opportunities that currently exist and prospectively may arise? Strategic decisions about areas in which we will seek to distinguish ourselves will guide tactical decisions about where to allocate resources along the College’s value chain, and which initiatives deserve support. Because we firmly believe that our internal strengths outweigh our internal challenges (and that those challenges can be managed or overcome), combined with the knowledge that the external opportunities available to us are more numerous and important than the external threats that we can reasonably foresee, over the next five years the College of Business is strategically well-positioned to pursue a competitive strategy of ***differentiation*** in three major areas (as depicted in the following exhibit):



Entrepreneurship

In 2004, the pattern in Entrepreneurship and Small Business Management was established in the College of Business and offered on the Chico State campus. In 2005, the college began offering the pattern at Shasta College in Redding, California. The college is now offering a minimum of 6 courses per semester at Shasta College. This is expected to grow to more than 8 courses per semester over the next year. Spring semester 2006, five classes were offered in Redding, with enrollments ranging from 10 to 25 students per class. The College of Business Associate Dean is coordinating the program and is working with the program coordinator in Redding to develop a growth strategy for the program.

To complement our expanding entrepreneurship curriculum, the College of Business opened its Center for Entrepreneurship; the center was approved in 2006. The Center's purpose is to facilitate entrepreneurial activity in Chico State's 12-county service area of Northern California. The Center works with students, faculty, and members of the North State communities to help them create, launch, and grow new businesses. Activities of the Center include the Annual Student Business Plan Competition; the North State Entrepreneurship Academy, which delivers web-based entrepreneurship education to citizens of the North State; the Entrepreneurs Roundtable, which sponsors a series of events designed to address specific problems experienced by small businesspeople and entrepreneurs in the CSU, Chico service region.

A unique aspect of the Center for Entrepreneurship is the North State Angel Fund. In 2005, a gift of just over \$531,000 was received from a distinguished College of Business

alumnus to establish a venture capital fund for emerging businesses; a fund that would be leveraged to create a sizeable endowment to fully support Center operations in perpetuity. The North State Angel Fund will be used to identify and assist emerging businesses and important intellectual properties that show great potential but are not yet developed to the extent that they can attract investments from venture capital investors and/or public and private lenders. Fund assets will be used to acquire and mobilize students and professionals to help entrepreneurs prepare their proposals for presentation to established investor groups. Equity investments from the fund will be structured so as to provide an exit strategy that will support optimum returns on investments while also allowing for a continuum of investments in newly-identified entrepreneurial endeavors.

Globalization

A special *Business Week* issue on management education (May 7, 2001, pp. 68-69) contends that globalization is one of the five key curricular issues of U.S. business schools. The College of Business at California State University, Chico is moving rapidly toward building a distinctive competence in international business education. Several of our faculty members have traveled extensively throughout the world, and have gained knowledge about different cultures and their methods and strategies for conducting business. International/global business and management is a theme that is integrated across our curriculum. In addition, the College of Business offers a minor in International Business. Topics concerned with the international roles of accounting, finance, management, and marketing in a global society are embedded in the courses that comprise the minor.

Through Our Academy for International Business, we have established partnerships with Chukyo University in Nagoya, Japan; Pforzheim University in Pforzheim, Germany; ITESM (Monterrey Tec) in Guadalajara, Mexico, and Huazhong University of Science and Technology in Wuhan City, China. Our Localization Program was established in 2005 to provide education, training, and outreach in Localization and International E-Business for the purpose of helping students and businesses compete in the new global networked economy. The expansion internationally of the college's SAP hosting center continues to create additional opportunities for student and faculty interaction with universities outside of the U.S. The College of Business currently has over 60 universities globally (over 40 outside the U.S.) using SAP software hosted by Chico. The total number of students logging onto Chico SAP systems is now over 10,000 worldwide.

As indicated in the diagram, our grand strategy for developing distinction in this area is to consolidate and develop our international initiatives and programs. The result of this consolidation will be the establishment of a center for international business, with the ultimate goal of establishing a CIBER (Centers for International Business Education & Research) within the College of Business. The CIBER program was created under the U.S. Omnibus Trade and Competitiveness Act of 1988 to increase and promote the nation's capacity for international understanding and economic enterprise. Administered by the U.S. Department of Education under Title VI, Part B of the Higher Education Act, the CIBER program links the manpower and information needs of U.S. business with the international education, language training, and research capabilities of universities across

the U.S. There are currently thirty-one CIBERs in the United States. There are three CIBERs in California, and all are located in Southern California (at San Diego State University, UCLA, and the University of Southern California). Establishing a CIBER in the College of Business at Chico State will not only serve the international/global needs of North State students, communities, and businesses; it will also facilitate the College of Business' vision of distinguishing itself in the area of globalization.

Information Technology

Information technology is a distinctive competence we have always had, but just recently began to realize its potential as a reputation builder for the College of Business. The California State University, Chico campus has made information technology its distinctive advantage. The campus is building an enhanced learning environment that includes new educational technology in the classroom, the development of an electronic learning community, and the creation of methods to support a growing technological infrastructure. The College of Business is a leader in these campus-wide efforts.

We are one of the few business schools in the United States that offers a degree in Business Information Systems (BIS), with options in Accounting Information Systems and Management Information Systems. The BIS major is a creative response to the educational challenge and opportunity inherent in the changing business environment. It is distinguished from a traditional business degree by an emphasis on currency in new technology and its business application.

Together with our strategic corporate partners, including Bristol-Meyers Squibb, Chevron, Cisco Systems Inc., Hewlett Packard, IBM, SAP America, and Nortel, we have built an integrated network of information resources that allows us to use technology to leverage learning effectiveness. Our faculty members continue their involvement in the development of the electronic learning community that links knowledge, curricula, and clientele in innovative configurations.

The College of Business was the first member of SAP's University Alliance Program (SAP is software that helps large organizations manage and integrate their key processes). The SAP University Alliances program is a global endeavor that provides university faculty members with the tools and resources necessary to teach students how technology can enable integrated business processes and strategic thinking -- and gives students the skills to add immediate value to the marketplace.

The Center for Information Systems Research (CISR) is also located in the College of Business. The CISR supports a variety of information system research projects. A major project of the CISR is S.T.E.P.S. (*Student Tracking, Evaluation and Portfolio System*), which is a student-built, faculty-led and administratively designed assessment system. S.T.E.P.S. is a web-based interface system that supports the evaluation of course-embedded student work by both internal and external stakeholders.

Pillars of Support

The pursuit of distinction is most effective when it provides opportunities for many members of the College of Business community to participate. As indicated in the diagram, our faculty and staff, our student groups, our College of Business and Departmental advisory boards, our strategic alliances (e.g., corporate partners, alumni, etc.), and our development efforts will all provide support functions to the various activities associated with the areas of distinction. By identifying central themes and directions and by reinforcing them with resources and incentives, we are confident that within the next five years the College of Business will have gained distinction in these areas. Achieving distinction in these areas will contribute largely to our ability to fulfill our vision. How will we know when we have achieved distinction in these areas? A surrogate metric we will use to measure success is having the areas ranked in national business publications (i.e., *Business Week*, *U.S. News and World Report*, and *Fortune*).

The strategic initiatives outlined in this plan focus on areas critical to the successful ***differentiation*** of the College of Business, and they are worth pursuing aggressively, with vigor and strategic intent to accomplish our mission and long-term goals. A long overdue strategic reinvigoration of the College of Business is about to begin, and failure is not an option.

SELECTED PERFORMANCE OBJECTIVES

This strategic plan focuses on creating a competitive advantage based on *differentiation* in areas where the College of Business is, or can become in a timely manner, distinctly competent. The plan also envisions multiple avenues for the growth of our programs, especially in support of and in conjunction with the three major strategic initiatives outlined above – Entrepreneurship, Globalization, and Information Technology. Having formulated a strategic plan of action to achieve its mission and to fulfill its vision, what remains to be done is to establish a set of short- and intermediate-term performance objectives that, if achieved through the efficient and effective implementation of tactical actions, will ensure that our long-term goals are met. Moreover, we have designed an organizational structure (see Appendix E) that will facilitate this important work. What follows is a *representative sample* of the kinds of performance objectives we have established for each goal in light of the strategy that we are pursuing – our ability to achieve these objectives will validate the strategy that we have formulated and how we have allocated resources to implement it.

Goal #1: The College of Business will seek to be recognized (first regionally, then nationally) for innovatively designing and creatively delivering academic programs relevant to the evolving needs of our students and to the communities that we serve. (**Curriculum and Programs**)

- **Assurance of Learning:** Bring our assurance of learning program to complete maturity by the end of Academic Year 2008-2009
- **Undergraduate programs:** Within the next five years, offer the same number of undergraduate options at our Redding campus as offered at our Chico campus
- **Graduate Programs:** Increase our graduate program's aggregate FTES, from both on-campus and distance-learning sources, by fifty percent within three years
- **Entrepreneurship:** Have our entrepreneurship program ranked among the top-25 programs in the country by the end of Academic Year 2008-2009
- **Information Technology:** Have our information technology program ranked among the top-100 programs in the country by the end of Academic Year 2010-2011
- **International:** Develop an international program and have it ranked among the top-100 programs in the country by the end of Academic Year 2010-2011

Goal #2: The College of Business will seek to become a role model for successfully recruiting and retaining a diverse student body that, upon graduating, will possess and be able to utilize the knowledge, skills, and values necessary for a lifetime as productive citizens. **(Students)**

- **Co-curricular programs:** Within the next two academic years, create a closely-coordinated, well-supported network of student organizations that provide business students with opportunities to build leadership skills, further the goals of the college, and make meaningful contributions to the community
- **Diversity:** Establish at least three student exchange programs, via on-campus and/or distance-learning, with historically minority institutions of higher education by the beginning of Academic Year 2009-2010
- **Service Learning:** Each academic year, exceed the number of internship or service-learning experiences that our graduating seniors completed in the previous academic year

Goal #3: The College of Business will seek to be recognized as a dynamic community of academically and professionally qualified teacher-scholars and support staff; acknowledged for their creativity, productivity, and unselfish dedication to our students and the learning enterprise. **(Faculty & Staff)**

- **Faculty Resources:** Hire at least three tenure-track faculty members for every two tenured faculty members that retire over the next five academic years.
- **Professional Development:** Create an Adjunct Faculty Professional Development Fund of at least \$10,000 within the next Academic Year.
- **Professional Development:** Have a majority of staff members participate in at least one professional development activity (i.e., conference, workshop, or other on-going training course) every two years.

Goal #4: The College of Business will seek to become more financially self-sufficient as it takes the initiative in making the transition from a state-supported to a state-assisted organizational unit of the larger university. **(Financial Resources)**

- **Major Gifts:** Within the next academic year, secure major gifts (i.e., at least \$10,000) in support of the three highest priority objectives identified by College of Business academic departments and centers.
- **Alumni Connections:** Within the next two academic years, establish relationships with at least twenty alumni with whom we have not yet connected.

Goal #5: The College of Business, through its chartered centers and institutes, will seek to serve as *the* vital nexus in a rich, diverse, and complex network of value-adding partnerships between and among our stakeholders.
(Constituent Relationships)

- **Centers/Institutes:** Within the next three years, create and successfully charter at least two new centers or institutes that will align and strengthen existing programs and support new initiatives that will further the mission of the college.
- **International Business:** Attract a Center for International Business Education and Research (CIBER) to the College of Business by 2011.
- **Corporate Partnerships:** Within the next three years, develop at least two additional partnerships with corporations, privately held companies, and/or industry service providers.
- **Advisory Support:** Revise the by-laws and expand the number of active members on the Business Advisory Board by fifty percent within one year.

APPENDIX A: COLLEGE-LEVEL PLANNING CONTEXT

- Accreditation: 1972 (AACSB Int'l)
- Largest Major at CSU, Chico
- Faculty
 - Tenured/Tenure Track Faculty: 52
 - Adjunct Faculty: 40
- Students
 - Number of Students: 2,463
 - Female Students: 40%;
 - Male Students: 60%
 - Age Range: 88% are 19-24
 - African American: 2%
 - Native American: 1%
 - Asian: 6%
 - Hispanic: 9%
 - Pacific Islander: 6%
 - Caucasian: 67%
 - Applicant/Entrant Rate: 28%
 - Ave SAT: 1,043; Ave ACT: 21
- Degree Programs
 - Business Administration
 - **Options:** Accounting, Finance, Human Resource Management, Management, Marketing
 - Master of Business Administration (MBA)
 - Professional Masters of Business Administration (PMBA)
 - Business Information Systems
 - **Options:** Accounting Information Systems, Management Information Systems, Supply Chain Management Systems
- Minor Programs
 - Accounting
 - Business Administration
 - International Business
 - Management of Human Resources
 - Management Information Systems
 - Managing Diversity in Organizations
 - Marketing
 - Production and Operations Management
- Centers of Excellence
 - Center for Entrepreneurship
 - Center for Corporate Governance and Values-Based Leadership (forthcoming)
 - Center for Information Systems Research
 - Center for International Business (forthcoming)
- Operating Budget: \$9,151,807
- Total Endowments: \$1,259,151

■ Corporate Partners

- Chevron
- Deloitte & Touche
- Jones, Henle & Schunck
- SAP

■ Educational Partners

- Chukyo University (Japan)
- Pforzheim University (Germany)
- Tecnologico De. Monterrey (Mexico)
- Huazhong University of Science and Technology (China)

■ Major Employers of our Students

- Accenture
- American Mgmt. Systems
- Anixter
- Applied Materials
- Bank of America
- Bearing Point
- Cap Gemini
- Chevron
- Deloitte & Touche
- E.J. Gallo
- Enterprise Rent-A-Car
- Ernst & Young
- Federated Insurance
- First Interstate Bank
- Foster Farms
- Hewlett Packard
- IBM
- Intel
- KMPG Peat Marwick
- Matson & Isom
- Mervyns
- Micron
- Moss Adams, LLP
- Northwestern Mutual Life
- Paine Webber
- Price Waterhouse Coopers
- Sears
- Systems Integrators
- Tandem Computers
- Target
- Wal-Mart
- Wallace Computer Services

■ Starting Salaries for our Students (2005/2006)

Degree	Average	Low	High
Accounting	44,668	33,000	57,000
Accounting Info Systems	58,750	43,000	95,000
Management Info. Systems	53,092	38,412	65,000
Supply Chain Management	42,500	35,000	48,000
Finance	43,091	34,000	55,000
HR Management	41,450	35,000	60,000
Management	40,583	26,000	56,000
Marketing	39,838	29,000	50,000

APPENDIX B: UNIVERSITY-LEVEL PLANNING CONTEXT

In addition to the college-level strategic planning context, the university itself provides another context within which our strategic planning efforts take place. The college's strategic plan is aligned with the university's strategic plan, both of which are formulated within the context of contract negotiations with the California Faculty Association (CFA) which are finalized in the *Collective Bargaining Agreement between the Boards of Trustees of the California State University and the California Faculty Association*. College of Business and university-level strategic planning efforts have their most immediate effects in the *California State University, Chico Faculty Personnel Policies and Procedures* document, and through its performance-based budget system that determines the College's faculty budget. The latter system, instituted by the Provost and Vice President of Academic Affairs, is an effort to foster widespread strategic thinking so that allocation and reallocation of resources is consistent with the University mission and vision.

APPENDIX C: SYSTEM-LEVEL PLANNING CONTEXT

A major context within which our strategic planning efforts take place is the strategic planning efforts at the system level. The California State University System (CSU) completed a major system-wide strategic planning initiative called Cornerstones. Cornerstones' implementation plan "addresses the key issues of system-wide concern." Development of this strategic plan is guided by our perception and interpretation of the following system-wide premises, and by the assumptions that we make about future conditions that may inhibit or enhance our ability to achieve our stated goals and objectives:

- Each university will strengthen baccalaureate education through student learning outcomes and assessment.
- Each university will assure the quality of the baccalaureate experience and process.
- Each university will examine its programs to ensure that current programs are needed, effective, and have appropriate and understandable requirements.
- Universities will make their service more accessible in time and place, by removing, to the extent possible, constraints on teaching and learning caused by time or location.
- The CSU will support system and university-wide efforts to increase the number and proportions of high-school students who are prepared for college-level study upon entry, and in the process, reduce the percentages of students needing remedial education.
- The CSU will increase access to education beyond the baccalaureate, including degree and certificate programs as well as other forms of continuing and professional education.
- The CSU and each university will make systematic progress toward achieving the conditions that will allow faculty to play their integral role in implementing the plan

APPENDIX D: REVISION/UPDATE PROCESSES

Process for Revising the Mission Statement

The accrediting body for the College of Business, AACSB International, requires that the mission statement be fully reviewed every five years. During the period May 2003 to March 2004, the college undertook a review/revision of its mission statement. The following process was used:

- In May 2003 our Business Advisory Board (BAB), in a Group Systems session, provided thoughts on what the mission for the College of Business should be.
- In August 2003 a mission review committee was formed consisting of three faculty members, one staff member, one campus administrator, and one student. This represented all major college constituencies mentioned in AACSB standards except employers and alumni, both of which are represented on the BAB.
- The committee sent a draft mission statement to the faculty via e-mail, received numerous comments, and sent out a revised draft multiple times.
- The revised mission statement was presented at one faculty meeting as an introduction item and adopted at a second meeting held on March 26, 2004, resulting in the mission that is stated in this strategic plan. A similar process will be followed in future reviews/revisions of the mission statement.

Process for Revising the Strategic Plan

Every five years the strategic plan undergoes a review. The Dean initiates the process by drafting a document for review, based on stakeholders' feedback and other inputs obtained over the previous years. Input is then solicited from members of the AG, the BAB, faculty and staff, and officers of selected student groups. Input from these constituent groups is used to refine the draft document. The finalized document is shared with faculty (via email) and attendees at an All College Meeting, which is held at the beginning of the fall semester.

Process for Updating the Strategic Plan

Using input solicited from faculty and staff during the spring semester, the strategic goals, objectives, and action items to be pursued by each department and unit during the next academic year are formulated by the AG during the summer months. At the beginning of the fall semester, these goals, objectives, and action items are discussed with faculty and staff to gain their input for possible revisions. Revisions, if any, become effective October 1 of the new academic year and added to the strategic planning document as an update to the strategic plan.

APPENDIX E: THE COLLEGE OF BUSINESS ORGANIZATION CHART

