Appendix B

College of Saint Mary

Bloom

Business Programs

Strategic Plan

February 2009

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CSM BUSINESS SCHOOL STRATEGIC PLAN

HISTORY

College of Saint Mary (CSM) is a private, Catholic university for women founded by the Sisters of Mercy. It began in 1923 as a two-year teacher's college, but by 1958 had grown into a fully accredited four-year college. Business programs were first offered at CSM in Fall 1977 and today there are three baccalaureate degrees offered in Business: Business Administration (BSA), Business Information Systems (BIS) and Business Leadership (BLD).

BUSINESS SCHOOL MISSION STATEMENT

The Business programs prepare women to enter the workforce and/or to continue in graduate education with knowledge and skills in business, technology, and leadership built upon a faith-based liberal arts foundation.

FOUNDATIONAL ASSUMPTIONS AND GUIDING VALUES

Business programs align their strategic plan to the Vision and Mission of the university. This is done by development of Business Program strategic initiatives with goals, objectives, and action plans integrated with measurements of student learning and operational outcomes. The success and recognition of the CSM Business programs within Omaha and the surrounding region can be attributed to academic rigor, student-centered programs, and excellence in faculty, qualities which embody the belief of the Sisters of Mercy that nothing is more important to society than the careful education of women.

EXTERNAL AND INTERNAL ANALYSIS

A Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis was conducted for the three Business Programs (BSA, BIS, and BLD) as a cohesive unit to assess the internal and external environments. Below are the strengths and weaknesses, as well as the opportunities and threats, which were identified to be supporting and confronting CSM Business Programs.

BUSINESS SCHOOL RESOURCES

Financial Resources: Budget Development and Budget Amendment Process

The business school operates under financially sound conditions because of the culture of stewardship within the university. The university has a systematic and transparent budgeting process in which the business school is represented by a faculty as well as the Vice President of Academic Affairs. Annual operating budgets for the institution are developed at the administrative level with the input of several committees. Tuition and Pricing Committee develop the income side of the forecasted budget. Suggestions regarding the expense side of the budget are funneled through the Budget Committee. A member of the business faculty could be selected as the representative of the Professional Studies Division to serve on either of these committees.

The operating budget is usually unchanged from year to year but is adjusted to accommodate inflationary increases of utilities costs and known increases in contractual agreements such as health care costs etc. Requests for new budget lines or additions to current budget lines must be supported by a cost/benefit analysis. Requests from all areas of the College come to the Budget Committee. Individual requests by the business programs for funds to forward items noted in the outcomes assessment reports are also presented as part of the overall requests. Once a consensus is reached as to which requests to forward to the President, the President determines which new budget requests will be funded. She then reports back to the Budget Committee and a final operating budget is created and taken to the Board of Directors for approval. The new operating budget is effective each year as of July 1.

Human Resources

Support Personnel: One administrative assistant serves the 26 faculty in the divisions of Arts and Sciences and Professional Studies. She prioritizes her time as follows: 40% Teacher Education program, 40% Paralegal Studies program, 10% division chairs, and 10% others. The accreditation of the paralegal program and the education program take the majority of her time. Other assignments could include preparing mailings, making arrangements with the food service department, copying, faxing, and exam proctoring. The system works well for the tasks faculty require help on.

Business Programs Faculty: All business programs have one full-time faculty except business administration that has an additional 50% faculty.

Facilities

Omaha Campus:

Classrooms: A Title III grant provided funds to begin renovating classrooms into technology classrooms in 1998. By 2003, all classrooms used by business faculty had been renovated. All classrooms have overhead projectors and screens, a desktop computer capable of playing DVDs and a VCR for video tapes along with whiteboard space and markers. ELMO projectors are available in many rooms and several are available on carts. Classroom computers are also connected to the network and to Internet access. All classrooms have Tegrity, a video capture program that can be used to capture class meetings and presentation and the associated technology presentations that accompany the class meetings.

Computer labs: Four computer labs are available on campus. Three are primarily designated for class use. One is open exclusively for student use over extended hours. As new computer equipment is purchased for the labs, old computers are redistributed to faculty, staff and administration in a specified order. There is also a dedicated computer lab for Business Information Systems (BIS) program which has software and hardware for students to develop hands-on experience.

Office space: Full-time and percentage faculty are given individual office space. Each office is equipped with a desk and basic office supplies, a desktop computer, a phone, filing cabinet(s), and a bookcase. Faculty members are free to bring in their own items to further furnish their offices. Printing is available from desktop to a hub shared by 16 faculty and the faculty secretary.

Lincoln Campus:

Classrooms: The College rents space in an office building to house the Lincoln campus. There are six classrooms available. All rooms have a whiteboard, screen and an overhead projector. Three laptop carts with overhead projectors are available for faculty to reserve.

Computer labs: One computer lab is available on the Lincoln campus. There are twelve computers. The computers have a similar configuration as on the Omaha campus. It is available to the students for classes on class weekends and on Saturday mornings on the opposite weekend.

Office space: No office space is provided at the Lincoln campus. One room is made available to conduct academic counseling meetings. Printing is available in the campus office.

Educational Technology and Support

Classrooms: Classrooms used by business faculty contain a desktop computer console. The console also holds a VCR. The desktops can connect to the campus network and the Internet. Desktop towers can also play DVDs. Cables are available to plug in flash drives without finding special port on the towers. Most classrooms contain an ELMO for document or object projection. Computer software standard on the classroom desktops include Microsoft Office Suite. IT personnel are willing to load specialized programs in classrooms and labs as necessary. For example, Quickbooks Pro is used by the accounting students. Therefore, it was loaded onto a classroom computer for easier demonstration outside the computer labs.

Computer labs: There are four computer labs in Walsh Hall and labs in each dormitory. Desktops computers are equipped with the Microsoft Office Suite. Several labs have specialized software for various programs, nursing, education, accounting, etc. Students have access to printers in each lab. Copy restrictions are monitored by use of the student's mag stripe on their id card. All parts of the campus are now accessible to wireless network resources.

Library: Students have desktop computers available in the library. Six computers are for resource searches primarily and ten are for general work use. Laptop computers may be checked out. There are four study rooms equipped with small TV/VCR combos. Copying and printing is also available in the library.

Faculty Offices: Faculty offices are equipped with desktop computers. These computers have Microsoft Office software. If specific programs are needed by faculty members, IT personnel will install it. Office phones have voice mail service.

Off-Campus Locations:

Faculty and students have access to email via the College website.

Technology Support: The College made a commitment last year to increase the number of IT staff in order to provide even better customer service. One member of the staff is responsible for website development. This person is available to train faculty to create and maintain program webpages. Two other members of the IT staff focus on databases and network administration, respectively. The fourth member of the team is the lab administrator and primary help-desk person. He is the first person to respond to faculty help needs. Last, the College created an IT director position to oversee the department and help the College plan for future needs. This was a well received and needed change. On or off campus, faculty and students have access to technological support via email at PCHelp@csm.edu, via phone, or in person during regular business hours. From 8:00am to 12:00am, a student is the lab assistant. There is no technology help from 12:00am to 8:00am.

SWOT ANALYSIS

Strengths

1. Good College profile/niche
   - Faith-based
   - Female environment
   - Good geographic location for business occupations
   - Longevity/history as Sisters of Mercy institution
   - Attractive campus facilities

2. Excellence in Faculty
   - Large percentage of faculty have terminal degrees
   - Broad array of expertise/experience of faculty
   - Faculty serve as advisors
   - Small size leads to strong relationships with students

3. Programs offer practical learning
   - Internship opportunities are abundant
   - Each student receives four years of critiqued presentations (not just senior year)
   - Research opportunities are multiple and realistic

4. Strong student-centered programs
   - Academic rigor
   - Small average class size
   - Development of professional consciousness
   - Size allows nimble response to student needs
   - Communities of practice develop naturally

5. Resources and culture for evening/weekend, nontraditional, and transfer students are being developed
   - Lincoln campus has moved to more visible location with improved facilities for weekend programming
   - CSM is piloting online semester financial arrangements, which would prevent adult and off-campus students from making extra trips to campus (action research is being conducted to identify strengths and weaknesses of this online service)

6. Committed Business Advisory Board provides external perspectives on:
   - Current business trends
   - Required employee competencies
   - Mock interviews
   - Input on curriculum
   - Special events and program initiatives
   - Program marketing and advertising

7. 100% employment rate for graduates in discipline

8. Strategic relationships/partnerships with local/regional entities
    - BIS partnership with Mutual of Omaha (advisory membership)
    - Union Pacific strong placement for CSM students in internships and employment
    - ConAgra actively seeks CSM students for internships
    - Center for Rural Affairs – partners for student projects
    - Mutually beneficial advisory relationship with AIM (Applied Information Management) Institute

8. Central location in a metropolitan area with several Fortune 500 companies
    - Access to competitive job opportunities
    - Access to professional organizations
    - Ability to expose students to advanced business practices - ConAgra, Mutual of Omaha, Union Pacific

Weaknesses

1. Declining enrollment
    - Small class sizes
    - Increasing number of cancelled classes

2. Limited program-specific marketing and promotion
    - Faculty role in enrollment needs clarification
    - CSM is not well-known as an institution or for business programs
    - Websites need more details on program specific benefits

3. Additional external direct recruitment relationships are needed
    - High schools
    - Community colleges (Metro, Iowa Western, Southeast)
    - Community businesses (Omaha and Lincoln)

4. Obstacles for students – affect retention
    - Weekend and evening services/culture for nontraditional students still developing
    - Challenges getting transfer student transcript requests
    - Perception that costs are higher than at competing colleges
    - Issues with completion of semester financial arrangements
    - Need timely evaluation of student transcripts

5. Need to continue increasing levels of student involvement in professional organizations
    - Limited student opportunities to network in the IT community through AITP (Association of Technology Professionals)
    - Limited student opportunities to develop leadership skills through CAP (Collegiate Association for Professionals)

Opportunities

1. Female interest in business is rising
    - Increasing numbers of women in management
        --U.S. Census (2007) reports that 51.1% of Americans in Management and

Professional positions were women (48.9% were men)

--54% of Americans in Business and Financial Operations occupations were Women (46% were men)

- Increasing numbers of female entrepreneurs

-- Number of female entrepreneurs increased 28% between 2000 and 2004 *(Number of female entrepreneurs hits record levels, 10-5-08)*

-- *Business Week* reports that women own nearly half of start-ups in the U.S.

-- Many obstacles (especially education and networking) keep them from fulfilling their potential *(Business Week, 2-25-05)*

-- Higher education prepares women to network and leverage their social capital (*Women and Leadership: An Exploration of Social Capital*, College of Saint Mary and the Women's Fund of Greater Omaha, 2008)

-- Many resource lists are available via centers such as the MIT Entrepreneurship Center, Nebraska Edge Program, Nebraska Center for Rural Affairs (one of our business partners), etc.

2. Increasing demand for new curriculum content and modalities
    - Online and hybrid offerings
    - Remarket Lincoln program
    - Consider Omaha weekend program or program between Omaha and Lincoln
    - Explore interdisciplinary Business Programs (e.g. sports administration, health administration
    - Explore feasibility of masters program in accounting
    - Use capstone opportunities for program promotion and exposure

3. Social Capital/Relationship Building
    - Review and solidify articulation agreements with area Community Colleges
    - Develop relationships with high school counselors
    - Partner with area businesses for recruitment and placement
    - Partner with youth organizations
            -- Future Business Leaders of America
            -- DECA
            -- Phi Beta Lambda
    - Explore dual credit with high schools
    - Participate in Bridge to Success Program with Metro Community College
    - Develop stronger relationship with Workforce Development – NE Department of Labor
    - Grow advisory board –add high school faculty
    - Improve relationship with internal campus resources
            – Capture undeclared majors
            – Work with the Alumnae Office
            – Partner with Admissions and the Enrollment Office
            – Utilize the Achievement Center

1. Identify additional external sources of funding for students
    - Political changes impacting student loans
    - Businesses (scholarships and tuition reimbursement)

- Professional organization scholarships
- Establish scholarship funds through CSM Advancement Department
- Workforce Development retraining grants
- Vocational Rehabilitation funds

5.   Financial Incentives
   - Examine tuition and fees from a marketing standpoint
   - Focus on the fact that the economic downturn has motivaled prospective students
        to finish their degrees to remain competitive

Threats

1.   Increasing Competition
   - Other local programs appear less expensive
        -- tuition and pricing committee
        -- tuition/fees perception
   - Proliferation of on-line programs
   - Perception of Omaha as a fearsome city – especially to traditional students from rural
     areas
   - Lincoln is a "safer" draw (an opportunity for CSM Lincoln)
   - Open enrollment/lower admission standards at regional competitors

2.   Changes in demographic and psychographic trends
   - Declining enrollments nationally in business programs and at private colleges
   - Female only environment does not naturally attract traditional students
   - Increased emphasis/interest of students in career preparation versus institutional
        reputation for traditional liberal arts degree

3.   Decreasing Financial Resources
   - If employers cap tuition reimbursement, traditional programs at private colleges and
        accelerated programs at all institutions may be challenged
   - National economy is poor which affects students' choices
   - Inability of students to receive sufficient financial assistance

4.   Increasing customer service expectations
   - On-line information and payment options (Now available at CSM)
   - Demand for immediate admissions information
   - Demand for online registration (Now available at CSM)

5.   Faith-based education can be misunderstood
   - May need to raise awareness that CSM embraces diverse value systems; the university
     is not just for Catholic students

TOWS Matrix

After conducting the SWOT analysis, a TOWS Matrix was used to develop possible alternative strategies by matching strengths and weaknesses with opportunities and threats to support strengths and address challenges identified in the current and anticipated environments.

TOWS MATRIX College of Saint Mary Business Programs	STRENGTHS – S 1. Good College Profile/Niche 2. Excellence in Faculty 3. Programs offer Practical Learning 4. Strong student-centered programs 5. Committed Advisory Board provides external perspectives 6. 100% employment rate in disciplines 7. Strategic relationships/partnerships with local/regional entities 8. Central location in a metropolitan area with several Fortune 500 companies	WEAKNESSES – W 1. Declining enrollment of undergraduate students 2. Limited program specific marketing and promotion 3. Limited external relationships 4. Systemic obstacles for students affect retention (financial, transcript) 5. Low levels of student involvement in professional organizations
OPPORTUNITIES – O 1. Female interest in business is rising 2. Increasing demand for new curriculum content and modalities 3. Social Capital/Relationship Building 4. External Sources of funding for students 5. Financial Incentives	SO STRATEGIES 1. Curriculum: Develop an integrated business program model for business administration program (S7, S8, O2) 2. Program Promotion: Schedule and run on-campus program specific awareness promotion with business strategic partner at least once per academic year (Mutual of Omaha & Campaign) (S7,O1,O5) 3. Program Promotion: Explore programs to partner with local high school teachers and students: DECA, PDL, Dual Credit, Classroom visits (S2,S7, O1,O2) 4. Outcomes Assessment& Strategic Planning: Integrate outcomes assessment with strategic plan to strengthen the academic assessment process (S2, S3,S4,O2) 5. Program Promotion: Use our social capital to make connections and take advantage of opportunities to write/be interviewed for new articles highlighting relevant research (primary and secondary) as well as 100% employment rate (S1,S6,O1,O3) 6. Financial Assistance: Develop	WO STRATEGIES 1. Program Promotion: Work with Admissions to identify competitive advantages and create program-specific marketing and promotion (W1,O3) 2. Curriculum: Consider design of a weekend program in Omaha around the Lincoln model or changing offerings in Lincoln (O1,W1) 3. Program Promotion: Identify opportunities and challenges (funding, etc.) for faculty to host students at professional organizations/meetings/luncheons, etc. 4. Program Promotion: Develop a mini-plan for building social capital via external relationships (W3,O3) 5. Program Promotion: Develop a publicity campaign about the uniqueness of the Lincoln weekend programs in and around Lincoln (W1,W2,O1,O2) 6. Enrollment increase: Attract more undeclared current CSM students to Business Programs (W1,O1)

	professional & community relationships with ABWA, AAUW, ASTD, AMA, HRMA, PEO, etc. and actively help student pursue organizational scholarships (S1,S7,O3, O4) 7. Social Capital/Relationship building – build close relationships with women's business organizations – host meetings, develop scholarships, involved members in courses and programs (S7,S8,O3)	7. Financial Assistance: Apply for Service Learning Grants to provide funding students to become involved with professional organizations and regional businesses. (W5,O1,O5) 8. Program Promotion: Develop relationships with large Lincoln-area employers who might direct female employees to Weekend College in Lincoln. (W1,W3,O1,O3)

THREATS – T
 	
1. Increasing Competition
2. Change in demographic and psychographic trends
3. Decreasing Financial Resources
4. Increasing customer service expectations
5. Faith-based education can be misunderstood
	ST STRATEGIES
	
	1. Program Promotion and Curriculum: Utilize Business Advisory board expertise for program growth and development as well as program image (S5,S8, T1,T5)
	2. Curriculum: Explore and develop relationships that assist minority students in cultivating interest in business careers (S7, T1,T2)
	    A. African American Achievement Council
	    B. Bridge to Success Program
	3. Program Promotion: Develop relationships with Catholic entities who might be more inclined to attend a Catholic college: (S1,S3,T1,T5)
	    A. Catholic High schools in metro area and surrounding areas
	    B. Catholic businesswomen who value faith-based and women only institutions
	    C. Catholic Churches
	4. Program Promotion: Focus on women for whom female-only environment is neutral or positive (S4,T1,T2)
	    - transfer students
	    - nontraditional students
	5. Program Promotion: Attract students through "recommendation channels"
		WT STRATEGIES
		
		1. Curriculum: Identify and implement online and hybrid Business program classes for students in Omaha and Lincoln campuses using Angel system (W1, T1)
		2. Customer Service: Work toward streamlining systems (Admissions, SFA, Campus Store, Christina's Place), which will indirectly improve the external perception of customer service (T4,W4)
		3. Program Promotion/Customer Service Explore programs (like FACTS) that provide support and flexibility for nontraditional students' tuition payment after completion of coursework.(T3, W4)
		4. Program Promotion and Curriculum: Work with ABWA and other potential target groups to conduct focus groups regarding what today's woman wants/needs/expects from education (W1,T1,T2,T4)
		5. Program Promotion: Make CSM Program promotional materials representative of the current and desired students (18-25, nontraditional, minorities, etc.) (W4,T2)

	such as high school business teachers and community college instructors, rather than just relying on traditional advertising (ads, web, etc.) (S1,T1,T2)	6. Interact with faculty and advisors: Develop transfer and articulation agreements with regional community colleges (W1,W3,W5, T1) 7. Curriculum/ Program Promotion: Develop speaker series of high-profile businesswomen to come on campus and speak - Invite Catholic HS classes to attend and attract media attention (W1,W2,T2) 8. Program Promotion: Develop lists of desired contacts – HS teachers, CC instructors, local businesswomen and divide up the list to various faculty with goals of building relationships by certain date (W3,T1)

STRATEGIC THEMES AND STRATEGIC INITIATIVES

Using the results from the TOWS matrix, the Business programs developed goals, objectives, and phased action plans that align with the mission of the business school.

Strategic Initiative SO1: Revisit Business Programs' Curricula
In line with the mission of the business school, the quality and relevance of curricula are at the core of the well-being of CSM business programs. The TOWS matrix attempts to identify opportunities to modify curricula and delivery modalities while maintaining quality, relevance, and marketability of business programs. A number of areas with great potential emerged from our internal and external analyses. Attracting traditional-aged students into business programs has become ever more challenging over the years. Identification and development of niche program(s) would be beneficial and are important for the continued growth of the Business Programs. An integrated business program model for business administration will be explored and its relevance and application to our unique situation critically examined. Building of additional partnerships with local businesses is an important success factor for this initiative. Development of a weekend program in Omaha using the Lincoln campus model was identified as another opportunity to be explored. Identification of online and hybrid business programs and classes for students on the Omaha and Lincoln campuses using the Angel System (online platform) is being piloted. Each of these possibilities will be analyzed in light of its ability to lead to quality Business programs that are uniquely structured to meet the needs of the current and desired student demographics of CSM.

Responsible Person(s) Key:
N = Narcissus Shambare, MSIS - Chair, Professional Studies Division and Director, Business Information Systems
D = Donna Ehrlich, Ph.D. – Director, Business Administration Program

S = Sue Schlichtemeier-Nutzman, Ph.D. - Director, Business Leadership Program
St = Steve Brewer, M.B.C. – Business Administration Program Faculty
C = Christine Pharr, Ph.D. – Vice President for Academic Affairs
MS = Sr. Maryanne Stevens, Ph.D. – President
AP = Sr. Aline Paris Ph.D. - Liturgist

Timeline Key:
Year 1 = 2008-2009 School year
Year 2 = 2009-2010 School year
Year 3 = 2010-2011 School year

Develop a culture of academic excellence that will produce graduates sought after because of their rigorous education and preparation for leadership in a global society.			
Business Programs Goal 1: Offer unique and relevant business curricula that prepare students for leadership in the current and future business environment.			
Business Programs Objective 1.1: Explore alternative models for delivery of business programs			
Action Item	**Responsible Person(s)**	**Timeline**	**Resources Needed**
• Investigate the feasibility of an integrated business curriculum **1.1A** •	All	Year 1	Meeting time, models
• Consider feasibility of an Omaha weekend Business Program patterned after the Lincoln Program **1.1B**	D, St	Year 1	Meeting time Lincoln model, 60 Saturdays model, competitors' models
• Use Advisory Board Input on program curriculum content and delivery **1.1C**	St	Year 1 In Progress	Meeting time
• Pilot on-line and hybrid course delivery **1.1D**	D	Year 1 In Progress	Angel platform training
• Assess piloted on-line and hybrid course delivery options **1.1E**	D, S	Year 2	Online and Hybrid Handbook & Policies, CSM Training Updates
• Continue to fine-tune BLD restructuring which has synchronized the program with CSM semesters, strengthened content, and added contact hours. **1.1F**	S	Year 1+ In Progress	Academic Calendar
Business Program Objective 1.2: Provide co-curricular learning opportunities.			
Action Item	**Responsible Person(s)**	**Timeline**	**Resources Needed**
• Develop additional Service Learning opportunities for students with the intent that every student will have at least two service	N, D, S, St	Year 1+ In Progress	Service Learning Manual and CSM Trainings

learning opportunities **1.2A**			

Business Program Objective 1.3: Assess Student Learning Goals[1] and modify curriculum as needed				
Action Item	**Responsible Person(s)**	**Timeline**	**Resources Needed**
• Get involved in Thinking Through Lunch (TTL) Workshops on programmatic assessment as presenters and participants. **1.3A**	C, S – Presenters, D, N, S - Participants	Year 1 Completed	Current Assessment Framework and Guidelines, Outside Assessment Resources, Current Assessment Handbook
• Assess Student Learning goals and modify curriculum as needed[1] **1.3B**	Program Dir. – N, D, S	Dec.1st each year	Current Assessment Handbook
• Use outcomes of annual program assessment[2] to modify curriculum content, delivery, program operations **1.3C**	Program Directors with Division Chair	March 1st each year	Annual assessment outcomes

Strategic Initiative SO5: Improve CSM's local, regional, and national visibility through development of external relationships and building of "social capital"

Development of strong relationships has become a strategic approach to building strong programs. CSM has excellent opportunities in this arena because of its extended presence in the region, values-based mission, and the active role the university has played in the community over the years. The university is centrally located in a metropolitan area with numerous Fortune 500 companies. These present useful opportunities for strategic partnerships with business programs. Corporate representatives already serve on numerous advisory committees on campus. Despite the many opportunities revealed in this analysis, business programs have not directly benefited from the opportunities the environment seems to present nearly as much as some of the more female dominated career-related programs such as nursing, education and occupational therapy. Turnover in the faculty may have limited relationship building but a more consistent faculty with memberships in professional and community organizations may develop stronger ties within the region and reverse this trend.

This Relationship/Social Capital Building strategic initiative has the potential to create awareness of CSM within the community, region, and even the nation. Further opportunities will be explored to build close relationships with women's business organizations and invite them to have meetings on campus. Scholarship opportunities for women could be explored to provide incentives to women who would otherwise not consider pursuing university level education.

The CSM Business Leadership Program has partnered with Girls Summit. and Women's Fund of Greater Omaha to conduct research entitled "Why Girls Opt Out of Leadership

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[1] Students' Learning Goals are presented in Appendix A: Outcomes Assessment Summary.

[2]Outcome Assessment Process is presented in Appendix B and Programs Assessment Reports in Appendix B1-B3.

Opportunities." In addition, they have conducted research for a large engineering firm headquartered in Omaha, as well as the Bridge to Success Program through Metropolitan Community College. The "Why Girls Opt Out" project was highlighted during CSM's September 2008 Leadership Launch, and received news coverage. Continued publicity that highlights primary and secondary research can be used to attract local and regional companies and organizations to the university. Faculty offers to lecture in regional high school classrooms will build a connection with traditional-aged potential students. Faculty presentations at local, state, regional, and national business, leadership, and finance conferences currently help promote CSM Business Programs as well. Business Programs will explore opportunities to bring business partners on campus to increase awareness of business careers.

Business Program Goal 2: Increase CSM's business programs' visibility in the local, regional, and national environments.			
Business Program Objective 2.1: Promote Business Programs in cooperation with strategic partners at least once per month. (Also supported by Action Item 2.2B.)			
Action Item	Responsible Person	Timeline	Resources Needed
• Develop key relationships with organizations aligned with CSM's unique characteristics **2.1A**	S, N	Year 2	Build and maintain professional relationships and memberships
• Identify opportunities for CSM Business Programs to co-host student and professional organization activities with area business organizations **2.1B**	D, St	Year 2	Maintain professional memberships, develop list of regularly-scheduled events, hospitality budget
Business Program Objective 2.2: Use Social Capital to promote benefits of CSM Business Programs			
Action Item	Responsible Person	Timeline	Resources Needed
• Participate in local and regional community and business organizations **2.2A**	N, D, S, St	Year 1+ In Progress	Maintain a variety of professional memberships
• Secure faculty speaking engagements in their areas of expertise at least 12 times per year (supports Objective 2.1) Re-evaluate at the end of Year 1 for adjustments in number of speaking engagements for Year 2; repeat for Year 3 **2.2B**	N, D, S, St	Year 1+ In Progress	Maintain professional relationships and memberships
• Serve as expert resources to the media **2.2C**	N, D, S, St	Year 1+	Communicate with CSM Public Relations Director
Business Program Objective 2.3: Increase High School student exposure to CSM Business Programs			

Action Item	Responsible Person	Timeline	Resources Needed
• Invite area high school students to campus **2.3A**	D, St	Year 2+	List of high school business instructors, list of high school career counselors, hospitality budget
• Arrange through enrollment management to meet with all prospective Business Program majors who visit CSM campus **2.3B**	Program Directors	Year 1+ In Progress	Initiate individual program meetings with Admissions/ Enrollment staff (completed), Powercampus access

Business Program Objective 2.4:
Increase faculty visibility in regional and national academic organizations.

Action Item	Responsible Person	Timeline	Resources Needed
• Faculty will attend professional meetings in their discipline **2.4A**	N, D, S, St	Year 1+ In Progress	Professional memberships, meeting schedules
• CSM will be represented in regional/national IACBE meetings **2.4B**	N, D, S, St, C	Year 1+ In Progress	Staff development funds

Business Program Goal 3
Establish CSM as a leading resource for women's issues and issues affecting women in business**.**

Business Program Objective 3.1: Become a leading resource on business issues affecting women, and the role of women in business

Action Item	Responsible Person	Timeline	Resources Needed
• Work with Master in Organizational Leadership (MOL) graduates, American Business Women's Association (ABWA), and other potential target groups to conduct focus groups regarding women's expectations for education and the workplace **3.1A**	S	Year 1 In Progress	CSM MOL lists, contact ABWA via alumnae, hospitality budget
• Build close relationships with women's business organizations by taking lead roles (i.e. facilitating meetings) and partnering to frame relevant research projects **3.1B**	S, D, C	Year 1+ In Progress	Memberships in women's business organizations, utilization of campus liaisons to organizations
• List members of Business Programs who are willing to serve as content experts with CSM's public relations office **3.1C**	N, D, S, St	Year 1 Completed	Compilation of topics to PR office
• Use networking to take advantage of opportunities to serve as expert resources for media coverage	S, D, C	Year 1+ In Progress	Communication with PR office

and speaker engagements covering women's issues in business **3.1D**			

Strategic Initiative SO4: Integrate Outcomes Assessment and Strategic Planning Process

To accomplish our strategic initiative *Integrate Outcomes Assessment and Strategic Planning Process,* a strategic plan for business programs has been developed and the outcomes assessment planning process has been revised. Our challenge has been that program specific outcome assessment and institutional strategic planning have been loosely integrated. Limited integration between outcomes assessment and the strategic planning process has impeded business programs from accessing needed program-specific support through the budgeting process.

This has resulted in limited support for business programs at a time when competition is intensifying from other business programs in the local area and the region. Development of a business program strategic plan that provides a basis for outcomes assessment is intended to close the integration gap that has inhibited progress of growth initiatives and access to program specific support. A campus-wide assessment training series called "Thinking Through Lunch" (TTL) has assisted the Business Programs in developing outcomes assessment goals and objectives that will be integrated with the business programs strategic plan instead of the silo approach that has been used in the past. While business programs have remained strong in academic rigor and reputation, they have lacked a communication mechanism that would facilitate access to resources through the budgeting process. The institutional strategic plan is general in nature and does not reflect the realities of program-specific challenges.

Business Program Goal 4: Effectively match Business Program resources with curriculum and programmatic needs.			
Business Program Objective 4.1: Revise Operational Outcomes Assessment			
Action Item	Responsible Person	Timeline	Resources Needed
• Present at and participate in Thinking Through Lunch Workshops on programmatic assessment. **4.1A**	C, S – Present N, D, S - Participate	Year 1 Completed	Framework & Guidelines, Outside Assessment Resources, Current Assessment Handbook
• Complete program assessment on Operational Outcomes **4.1B**	N, D, S	Year 1 Completed	Resources above + TTL presentations and discussions
• Use outcomes of annual program assessment to modify operational processes **4.1C**	N, D, S	Dec. 1st each year	Assessment data
Business Program Objective 4.2: Develop the strategic plan.			

Action Item	Responsible Person	Timeline	Resources Needed
• Identify Business Program Strategic Goals from external and internal analysis (SWOT and TOWS) **4.2A**	N, D, S, St, C	July 31st Year 1 Repeat in Year 3	Meeting time, individual program materials and reports
• Align Business Program strategic goals with CSM strategic themes **4.2B**	Program Directors	Nov. 1st Year 1	Meeting time, CSM strategic plan
• Incorporate student learning and operational outcomes into the development and annual revision of the strategic plan **4.2C**	Program Directors	Dec. 1st Year 1	Meeting time, student learning and operational outcomes
• Develop the annual Business Program budget request based upon the strategic plan **4.2D**	N, D, S	Jan. 31st each year	Assessment data, Business Programs' budget data

Strategic Initiative WO1: Increase Program Promotion and Enrollment of students

Business programs have experienced significant decline in enrollment over the last five years as shown in Appendix C. Sustainable high numbers of business majors are critical to the well-being of the programs. Failure to maintain high numbers of students in majors can result in low average class sizes that may result in high occurrences of class cancellations and independent studies as shown on Appendices D and E. These occurrences compromise, among other things, quality of the academic programs, progression of students through the programs, and economic viability of the programs.

The net enrollment decline for all programs is 37.4%. However, it is necessary to highlight the mix in trends as they may prompt different solutions. The BIS program experienced a decline during the 2003-2004 period but has remained stable through the 2004-2007 period. The BSA program has recorded decline each year except during 2004-2005 period when enrollment remained constant. The BLD program has had erratic enrollments, It would seem that the BIS and BSA programs would require growth strategies while the BLD program requires enrollment stabilization.

The *program promotion* strategic initiative emerged as a primary initiative for all business programs. As part of a campus-wide initiative, business programs are working with the Enrollment Division to identify each program's competitive advantages that will be used as a basis for program-specific marketing and promotion. This is an intensive initiative that is intended to harness the campus-wide decline in undergraduate enrollment. A variety of promotional activities has been planned to complement the campus-wide initiative. Partnerships will be explored and developed with local high school teachers and students through DECA, PDL, Dual Credit, and classroom visits.

Opportunities to address challenges such as funding, etc. will be explored and addressed by faculty through raising prospective students' awareness using organized meetings, luncheons, and connecting with professional organizations. In addition, a chapter of Phi Beta Lambda will be launched on campus. Business programs will, individually or collectively, schedule and run on-campus program specific awareness promotions at least once per academic year. BIS is scheduled to have such an activity in partnership with Mutual of Omaha during 2008/2009

academic year. BLD is scheduled to present a forum on June 11, 2009. A mini-plan for building social capital via external relationships will be explored. These relationships are expected to provide more opportunities to connect and partner with more businesses in the area. These social capital building initiatives will be extended to the Lincoln campus. The uniqueness of the programs and delivery methods used at the Lincoln campus will be promoted under the competitive advantage driven campus-wide initiative. Other promotional activities will include development of relationships with strategic Catholic entities such as Catholic high schools, Catholic business women associations and Catholic Churches. Partnerships with high school business teachers and community college instructors will be explored.

Business Program Goal 5: Increase Business Programs' enrollment.			
Business Program Objective 5.1: Identify and Promote Business Programs' Competitive Advantages			
Action Item	Responsible Person	Timeline	Resources Needed
• Develop a list of Competitive Advantages for each Business Program **5.1A**	N, D, S, St	Nov. 1st Year 1 Completed	Program records
• Post Competitive Advantages on Program website **5.1B**	Program Directors, PSD Division Chair (official publisher to website)	Year 1	Website access
• Incorporate Competitive Advantages into prospective student recruitment letters and other promotional materials **5.1C**	Program Directors and Enrollment/ Admissions staff	Year 1 In Progress	Budget for purchase of mailing lists
• Continue to assess BLD recruitment and retention strategies which have been successful (retention remains above 90%) **5.1D**	S	Year 1+ In progress	Recruitment tracking documents
Business Program Objective 5.2: Interact with local and regional high school teachers and students			
Action Item	Responsible Person	Timeline	Resources Needed
• Make classroom visits and/or serve as guest speakers - five per academic year **5.2A**	D, St	Year 1+ In Progress	Communicate with Business instructors regarding topics
• Serve as resources for DECA, PDL, Squash Forensics Meet, high school and community college career day mock interviews, etc. **5.2B**	D, St, S	Year 1+ In Progress	Continue to develop contact list, accept

			invitations
• Develop dual credit programs **5.2C**	N, D, C	Year 2	List of high school principals

Business Program Objective 5.3:
Secure alternative financial support arrangements for Business students

Action Item	Responsible Person	Timeline	Resources Needed
• Use social capital in Omaha and Lincoln to obtain student scholarships from community and professional organizations **5.3A**	N, D, S, St, C	Year 1+ In Progress	Work with Financial Aid to further develop list of possibilities; obtain specs
• Encourage alternative tuition payment plans like FACTS **5.3B**	C	Year 2	Research with Financial Aid Office

Business Program Objective 5.4:
Promote Lincoln weekend program

Action Item	Responsible Person	Timeline	Resources Needed
• Emphasize program uniqueness in promotional materials **5.4A**	N, D, St, Lincoln staff	Year 1+ In Progress	Development with PR Dept, Lincoln schedule and promotional Materials, budget for printing
• Develop relationships with larger Lincoln-area employers **5.4B**	N, D, S, Lincoln staff	Year 1+ In Progress	Lincoln Chamber of Commerce Employer list

Business Program Objective 5.5:
Recruit undeclared CSM students into the Business Programs

Action Item	Responsible Person	Timeline	Resources Needed
• Work with Achievement Center on undeclared student advising **5.5A**	D	Year 1+ In Progress	Program checksheets and materials
• Invite undeclared students to Business Program events and Phi Beta Lambda **5.5B**	D	Year 1+ In Progress	List of undeclared students

Business Program Objective 5.6:
Increase interaction between CSM Business Programs and other Catholic entities

Action Item	Responsible Person	Timeline	Resources Needed

Action Item	Responsible Person	Timeline	Resources Needed
• Include Catholic schools on list of high schools for guest speaking **5.6A**	N, D, St	Year 1+	Contact list and potential liaison list (board members, alumnae)
• Send event announcements and news items to Catholic churches for inclusion in their weekly bulletins and newsletters **5.6B**	C, MS, AP	Year 2+	Contact list and potential liaison list
• Identify Catholic business and community leaders who could be advocates for CSM Business Programs **5.6C**	C, MS, AP	Year 2+	Identify and develop contact list and potential liaison list

Business Program Objective 5.7:
Promote women-only environment

Action Item	Responsible Person	Timeline	Resources Needed
• Target women transfer students **5.7A**	Admissions/ Enrollment staff and Program Directors	Year 1+ In Progress	Inquiry list, budget for promotional items
• Target non-traditional women students **5.7B**	Admissions/ Enrollment staff and Program Directors	Year 1+ In Progress	Inquiry list, Metro grad list, budget to purchase list, budget for promotional items

Business Program Objective 5.8:
Formalize Community College relationships

Action Item	Responsible Person	Timeline	Resources Needed
• Solidify current community college articulation agreements and create new ones **5.8A**	C	Year 1+ In place, but need to be revisited	Contact persons
• Host social events with community college faculty/advisors and Business Program faculty **5.8B**	N, D, S, St, C	Year 2+	List of Community College business faculty and advisors, hospitality budget

Business Program Goal 6:
Streamline Business Program Offerings.

Business Program Objective 6.1
Realign course offerings to meet required content knowledge, student needs, and available resources

Action Item	Responsible Person	Timeline	Resources Needed
• Analyze the demographics and psychographics of CSM business students **6.1A**	S	Year 2	Registrar report, IRB approval for researching psychographics
• Reduce number of independent studies **6.1B**	N, D, S	Year 1+ In Progress	Advising summaries
• Decrease cancelled classes and very small classes **6.1C**	N, D, S	Year 1+ In Progress	Registration lists
• Develop a two-year schedule for BIS and BSA Programs to create stability in course offerings for students and class preps for faculty. **6.1D**	N, D, St	Year 2	Meeting and development time

Strategic Initiative WO7: Seek financial assistance for prospective and current students.

Availability of financial assistance is increasingly becoming an obstacle for prospective degree- seeking students. The situation is challenging due to current economic circumstances. Prospective students are negatively affected by persistent limited funding; however, they are also realizing that educational credentials may mean survival in the workplace. While there are only isolated cases of students who withdrew from business programs due to limited funding, the impact is significant since the programs are experiencing decline in enrollment.

The financial assistance strategic initiative will explore funding opportunities that can be accessed by students. It is recognized that financial assistance is not confined to tuition only. There are opportunities for students to source some funding from Service Learning Grants that can be used for professional organization involvement. Opportunities for professional and community relationships will be explored to help students pursue organizational scholarships.

Business Program Goal 7:
Enhance relationships and build social capital for Business Programs that may increase financial assistance and opportunities for students.
Business Program Objective 5.1: Seek external funding to support Business students.

Action Item	Responsible Person	Timeline	Resources Needed
• Identify opportunities for Business Programs to host student and professional organization activities in order to build relationships **7.1A**	N, D, S, St	Year 2+	Prioritized list of organizations

			and contact information
• Apply for Service Learning Grants to provide funding for students to become involved with professional organizations and regional businesses **7.1B**	St, D	Year 1+ Completed for Year 1	Service Learning Grant specs and deadlines

Strategic Initiative SO7: Encourage students to participate in leadership and social capital-building opportunities.

As the only all-women's college in a five-state area, CSM holds a unique niche in midwestern higher education. This provides an opportunity for differentiation in terms of becoming an incubator and proponent of women's leadership and study into issues unique to women. Both locally and regionally the university has an opportunity to tap into alumnae who hold leadership positions who can be both content and financial resources for the university.

Business Program Goal 8:
Establish CSM Business Programs as a center for women's research, leadership development, and networking opportunities.

Business Program Objective 8.1:
Increase student exposure to women's issues in the business environment.

Action Item	Responsible Person	Timeline	Resources Needed
• Build close relationships with women's business organizations **8.1A**	D, S	Year + In progress	Professional memberships
• Host or participate in women's leadership and networking events, including CSM alumnae activities **8.1B**	D, S	Year 1+ In progress	Hospitality budget or small budget to take students to events
• Integrate women's leadership issues throughout the Business Programs curriculum **8.1C**	N, D, S, St	Year 1+ In progress	Current research on women's leadership issues
• Add "Principles of Leadership" course on experimental basis to BLD curriculum **8.1D**	S	Year 2	Curriculum proposal

Business Program Objective 8.2:
Conduct and publicize research relating to women and leadership in business.

Action Item	Responsible Person	Timeline	Resources Needed
• Work with local organizations (Lincoln and Omaha) to develop relevant research projects. **8.2A**	S	Year 1+	Contact information and meeting time
• Conduct research on women's educational expectations and needs **8.2B**	S	Year 1	Alumnae and organizational membership

			lists
• Present findings of research regarding women and leadership. **8.2C**	S	Year 1+ Presented first project at CSM Leadership Launch and other community speaking engagements	Communication with CSM President, accept speaking invitations

Strategic Initiative WT2: Strengthen CSM Product Identity and CSM Customer Service

CSM is strategically located in a region with a strong Catholic presence. The Sisters of Mercy organization, founder of the university, is widely recognized in the region because of the long association with the community that dates back to 1923; however, students of many different cultures and belief systems attend the university, which is something that the community may not understand. The Statement of Open Discourse is widely published internally and supports a diversity of belief across the campus community. This identity aligns itself well with a respect for the individual and excellent customer service.

As programs compete for students internally and externally, quality customer service remains a focal point. Efforts in student recruitment and retention may be influenced by the quality of customer service. CSM has the advantages of a small university that may be favorable in delivering quality customer service. According to CSM Institutional Research notes for Fall 2007, retention of first time full time students (mostly high school students) has dropped over the past five years from 72% to 61% as shown on Appendix F. While many variables can be attributed to the decline, data indicated that acceptance of students with low ACT scores was a contributing factor. Thus the ACT requirement was recently raised. Also good customer service can provide a sound foundation for student retention given the intense competition in the industry. Retention of degree seeking transfer students stayed steady with rates ranging between 72% and 75% over the same period. These trends suggest that there are more challenges in retaining first time full time students than transfer students. CSM has administered a campus-wide student satisfaction survey every other year to get some feedback on quality of services offered to students.

In addition to program-specific customer service, business programs are directly and indirectly impacted by campus-wide culture on customer service. While there have been isolated cases in customer service involving business programs, the impact of customer service on an institutional level has been a priority over the years.

Improvements in CSM Customer Service strategic initiative is primarily institutional. The strategic initiative aligns itself with other initiatives being explored in an effort to work toward streamlining systems in areas such as Admissions, Semester Financial Arrangements (SFA), Campus Store, Christina's Place etc., which may directly or indirectly improve the external perception of customer service. In addition to an action project on SFA instituted under Academic Quality Program (AQIP), another AQIP action project was conducted that developed a comprehensive academic advising handbook that facilitates instructors' quick response to student needs.

Business Program Goal 9:			
Strengthen our culture of respect among and between students, faculty, and staff.			
Business Program Objective 9.1:			
Provide excellent customer service to CSM current and prospective students.			
Action Item	Responsible Person	Timeline	Resources Needed
• Create a taskforce to evaluate customer service levels achieved in the provision of student services **9.1A**	C	Year 1 In progress	Meeting time, evaluation instrument
• Maintain regular communication between Business Programs faculty and service units on campus **9.1B**	N, D, S, St	Year 1+	Time to problem-solve and/or share ideas
• Provide representation from the Business Programs on the Semester Financial Arrangements (SFA) task force **9.1C**	S	Year 1 In progress	Research regarding online payment at other colleges
• Conduct focus groups regarding perceptions of the online SFA process **9.1D**	S	Year 1 In Progress	IRB approval, research design, BLD student research team to conduct focus groups

Business Program Objective 9.2:			
Increase student diversity in BIS and BSA Programs and maintain student diversity in BLD Program			
Action Item	Responsible Person	Timeline	Resources Needed
• Strengthen and broaden relationships with current sources of minority student referrals—traditional and nontraditional **9.2A**	N, D, S	Year 1+ In Progress	Time to nurture relationships, work with PR Dept to write article for *Omaha Star,* etc.
• Develop relationships with organizations that prepare/encourage minority students to pursue college/business degrees **9.2B**	N, D	Year 1+ In Progress	Identify liaisons
• Explore campus climate issues for non-traditional students **9.2C**	N, D, S, St, C	Year 1+ Completed initial list	Opportunities to discuss with appropriate administrators

Business Program Objective 9.3:

Develop and support activities and program promotions that increase awareness of a values-based learning environment.			
Action Item	Responsible Person	Timeline	Completion/ Resources Needed
• Encourage/require Service Learning activities as opportunities to compassionate service to others in the community **9.3A**	All Professors and Instructors	Year 1+ In Progress	Spirit of Service Day promotional materials, list of opportunities from Student Activities Office

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