



# **STRATEGIC PLAN**

**May 2023 - May 2028**

## **Strategic Planning Process**

During the 2021-2023 academic years the College of Business and Technology (CBT) convened a task force to revisit the vision, mission and value statements and develop a strategic plan for the future 5 years of the college. The charge to the task force from the dean is as follows:

*The purpose of the planning process is to develop a plan which will guide CBT over the next 5- 7 years. The following guidelines are meant to guide the process:*

- 1. The committee must strive to be data driven in its conclusion. Intuition is a good start, but it should be backed up with data to make decisions.*
- 2. The committee must seek broad input during the process.*
- 3. The plan must be action oriented.*
- 4. The plan must be completed in one academic year.*
- 5. The plan must include a mix of short-term and impactful (audacious) goals.*

### **Summary of Amended Strategic Planning Process**

*The following summarizes the process.*

- 1. Form CBT Strategic Planning Task Force:** *The task force includes faculty and staff. Representatives from each academic department, the CBT Career Center, and the CBT Dean's Office are included.*
- 2. Develop initial plan:** *The task force should begin its work with a situational (environmental) analysis and, from this, develop the initial strategic priorities, goals, and initiatives. During this process, input should be obtained input from CBT departments, the Dean's Leadership Council, representative student groups, UNK senior administration, and other CBT stakeholders as is deemed appropriate.*
- 3. Present the plan to Chairs Council:** *This process may be iterative and interactive, but the task force should engage CBT Chairs, and center directors, in development of the plan.*
- 4. Distribute the plan to the College:** *Once it is near completion, the draft strategic plan should be shared with the College faculty and staff for feedback. The task force should incorporate input that strengthens the plan.*
- 5. Present revised plan to Chairs Council for final approval:** *The final version of the plan should be approved no later than May 2022.*

The goals, particularly those with longer time frames, should be flexible enough to allow adaptation to an uncertain external environment, while still guided by the mission, vision, and values that makes UNK and CBT special and unique.

The task force met for two academic years to complete the revision of the vision, mission, and values statements and to develop a strategic plan. The task force conducted a SWOT, value chain, resource-based view and historical analysis. Strategic plans from peer and aspirant schools were also reviewed. Based on this analysis, discussions with faculty, staff, students and stakeholders a draft strategic plan was written by the task force chair, dean and associate deans. The draft strategic plan was then edited and reviewed by subgroups within the task force to create the plan below.

## **CBT VISION, MISSION, AND VALUES STATEMENTS**

**Vision:** To advance our region through economic, social, and academic progress by empowering students, engaging industry, and creating community.

**Mission:** To provide transformational career-focused programs dedicated to extraordinary student experiences and regional economic development in Nebraska.

**Values:** Growth – We are lifelong learners who strive for continuous improvement through impactful research and meaningful practice.

Respect – We put people first by valuing each individual.

Excellence – We strive to surpass expectations and provide high quality programs.

Authenticity – Our foundation rests on genuine experiences, a strong work ethic and the highest levels of integrity.

Transformation - We are motivated to equip students for personal and professional success and to advance our region.

Approved May 2022

## STRATEGIC PLAN

### Situational (Environmental) Analysis

The table below summarizes the results of the analysis of CBT’s strengths, weaknesses, opportunities and threats.

<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• <b>Placement rates:</b> 90% placement rate from CBT. This is above the average employment rate for 25–34-year-old bachelor holding young people at 86%<sup>1</sup></li> <li>• <b>Class sizes:</b> 52.1% of classes with fewer than 20 students</li> <li>• <b>Experiential learning:</b> UNK outpaces UNL and UNO on the question “UNK is preparing me well for life outside of college” (71% vs 67%) however it is about the same on the question “The knowledge and skills I am learning in my coursework will be relevant in the workplace” (78% vs 75%)<sup>2</sup></li> <li>• <b>Student faculty connection:</b> UNK outpaces UNL for “Treated with respect by faculty members at UNK” (89% vs 87%) and, “My professors at the UNK care about me as a person” (77% vs 73%)<sup>3</sup></li> </ul>	<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>• <b>Financial resources:</b> Funding from the state legislature is declining as a percentage of total revenue. Enrollment is down, putting pressure on revenue.</li> <li>• <b>Curriculum:</b> Core courses received an average rating of 2.95 out of 5 when asked “To what extent have the following core subjects contributed to your career success?” (1= Not at all, 5=extremely high)</li> <li>• <b>Social capital:</b> Struggling student organizations, lack of integration of external connections across the college.</li> <li>• <b>College level support:</b> While there is strong programming in certain departments there remains a challenge of scaling this innovation to other areas and developing strong support at the college level.</li> </ul>
<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• <b>Employer partnerships:</b> Many employers are short of prepared workers. There are new technologies and skills needed. Working with employers to build new programs for employees would be valued.</li> <li>• <b>Growth sectors &amp; program development:</b> The growth of the supply chain and health care management programs show an interest in niche programming.</li> <li>• <b>Innovative learning formats:</b> Online, hybrid and competency-based learning is becoming normalized and accepted.</li> <li>• <b>Increasing accountability for outcomes:</b> Students and parents are becoming more discerning in their choice for higher education. They are more interested in return on investment and where is truly a good fit.</li> <li>• <b>Location:</b> CBT and UNK are uniquely positioned in central Nebraska.</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• <b>Increased competition:</b> Increased competition from UNL, CCC and UNO as well as other online solutions.</li> <li>• <b>Funding &amp; economy:</b> It is likely that state support will continue to decline.<sup>4</sup></li> <li>• <b>Attracting and retaining qualified faculty:</b> Faculty turnover remains a challenge with some positions remaining unfilled or filled with lower rank faculty.</li> <li>• <b>Perceived value of degrees:</b> The number of students entering a 4-year university upon graduation is declining with skepticism for the value from a University experience and degree.<sup>5</sup></li> </ul>

<sup>1</sup> <https://nces.ed.gov/fastfacts/display.asp?id=561>

<sup>2</sup> <https://nebraska.edu/transparency/campus-climate-safety-reports>

<sup>3</sup> <https://nebraska.edu/transparency/campus-climate-safety-reports>

<sup>4</sup> <https://www.cbpp.org/research/state-budget-and-tax/state-higher-education-funding-cuts-have-pushed-costs-to-students>

<sup>5</sup> <https://www.npr.org/2022/01/13/1072529477/more-than-1-million-fewer-students-are-in-college-the-lowest-enrollment-numbers->

**Strategic Initiatives, Goals and Objectives**

The task force identified three strategic initiatives: enhancing the student experience, fostering growth collaboration and outreach and creating resources and spaces. For each initiative the task force set 3-4 goals and 3-5 objectives were outlined to accomplish the goals.

<b>Strategic Initiative 1: Enhancing the Student Experience</b>	
<b>Goal</b>	<b>Objective</b>
1.1 Create and employ current, agile curriculum to better serve primary and secondary audiences	1.1.1 Enhance/scale core business curriculum by sourcing KSAs using broad stakeholder input, curriculum mapping, and closing the loop from internship feedback. 1.1.2 Review all CBT program curricula seeking to keep current and relevant with input from industry and advisory boards. 1.1.3 Identify opportunities to leverage disciplinary strengths and build partnerships across the college and university.
1.2 Enhance experiential learning curriculum to-prepare students to thrive in an increasingly globalized and technological society.	1.2.1 Improve access to distinctive and meaningful experiential learning opportunities (e.g., internship, entrepreneurship option, study abroad, service learning) to all students 1.2.2 Provide opportunities, support, and resources to faculty to enhance their experiential learning development capabilities and currency. 1.2.3 Explore approaches for making education both engaging and convenient (e.g. hybrid models, enrollment and scheduling approaches).
1.3 Build student social capital and career-readiness support by strengthening connections between students, faculty, alumni, and industry.	1.3.1 Strengthen student-student connections to enhance the CBT educational experience (e.g., strengthening student organizations and Living-Learning Communities, supporting opportunities for intradisciplinary courses). 1.3.2 Provide opportunities, including extracurricular and social, for improving connections between students, faculty, alumni, and industry. 1.3.3 Strengthen alumni and industry network to enhance placement, mentoring, career planning guidance, and philanthropic/corporate financial support. 1.3.4 Promote a supportive, transparent environment through effective communications.
1.4 Relentless focus on student support and success	1.4.1 Support student wellbeing 1.4.2 Enhance processes for identifying and supporting at-risk students 1.4.3 Expand academic support services to improve student success (e.g., graduation rates, placement rates, DFW rates, etc.)

<b>Strategic Initiative 2: Fostering growth, collaboration and outreach</b>	
<b>Goal</b>	<b>Objective</b>
2.1 Create plan for sustainable program development and enhancement (e.g. program identity and culture)	2.1.1 Establish a program/outreach coordinator where needed with meaningful support for development (potentially cover multiple programs) 2.1.2 Create a succession plan for program coordinators to facilitate sustainability 2.1.3 Develop workload policy that also reflects industry connections
2.2 Enhance program level CBT faculty, industry and alumni connections	2.2.1 Benchmark other schools regarding alumni and industry rituals and events 2.2.2 Create systems and tools for faculty to contact alumni and industry 2.2.3 Utilize program coordinators to create situations where we can reach out to alumni and industry to enhance impact 2.2.4 Utilize alumni and industry to develop case and applied research 2.2.5 Recruit and hire a CBT alumni and industry engagement/development officer
2.3 Increase enrollment and retention of CBT students served	2.3.1 Strengthen CBT reputation and expand recognition in the region and beyond 2.3.2 Increase yield of admits that matriculate to UNK CBT 2.3.3 Increase CBT student retention 2.3.4 Increase UNK student capture by marketing CBT minors to non-CBT majors 2.3.5 Investigate opportunities for NU Advance, stackable credentials and digital badges

### Strategic Initiative 3: Creating resources and spaces

Goal	Objective
3.1 Develop collaborative and inviting indoor and outdoor spaces.	<p>3.1.1 Enhance/redesign existing spaces to create welcoming environments that encourage collaboration</p> <p>3.1.2 Design overall flow and develop wayfinding elements that allow for easy navigation of buildings and create a unified “campus within a campus” for CBT that includes meeting spaces, “hang out” spaces and classrooms with a purpose and function</p>
3.2 Increase employee support to help develop and deploy quality talent	<p>3.2.1 Develop strategies to allocate faculty talent to its highest and best use by encouraging departments and programs to focus on research and program development</p> <p>3.2.2 Develop strategies to allocate staff and administrative talent to its highest and best use by encouraging and supporting skill development and leveraging individual strengths</p> <p>3.2.3 Facilitate, encourage, and reward multidisciplinary impactful, transformational research, discovery, and innovation</p> <p>3.2.4 Provide meaningful ongoing faculty skill development through internal training and funded external training opportunities</p> <p>3.2.5. Increase funded fellowships, professorships, and chairs to reward performance</p>
3.3 Connect with stakeholders through outreach efforts and grow external support	<p>3.3.1 Seek philanthropic support for student scholarships and other learning opportunities such as field trips, study abroad programs, conferences, and competitions</p> <p>3.3.2 Build community and stakeholder networks through student experiential learning, community engagement, and targeted contributions to advance community projects</p> <p>3.3.3 Collaborate with business and community leaders to grow the economy</p> <p>3.3.4 Seek philanthropic and other external support for centers, programs, and outreach</p>