

Master A
COB Strategic Plan
Critical Success Factors, Outcomes, Accountability Measures and Annualized Action Items

Goal I. To develop professionals who can provide leadership to business and society								
Critical Success Factors	Outcomes	Accountability Measures	Current Status End 2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	FIVE YEAR GOAL
1. High standards of excellence for student performance and ethical conduct. Educating Illinois Goals 1 and 2.	A. Rigorous expectations for business students. Educating Illinois Goal 1, Strategies 5 & 6.	1. Clear understanding of performance expectations by faculty, staff and students.	Performance Standards under consideration by departments.	Build academic performance expectations for students in CFSC & DFSC documents related to teaching; Consider expectations for integration of soft-skills & professionalism into COB programs.	Communicate performance expectations during Freshman and Junior Experiences and graduate student orientation and discussed 1st day of class.	Monitor and encourage high standards of performance in all classes.	Assess & review relevant expectations as appropriate.	All standards communicated to students in syllabi.
		2. General agreement among faculty about what constitutes "rigorous performance".						
	B. An operating process to address violations of the Standards of Professional Behavior and Ethical Conduct. Educating Illinois Goal 1, Strategy 5.	1. Adherence to Standards.	Standards in place.	LT creates & approves process to address violations.	Implement the process.	Share with faculty & students generalized results of any cases for the last 2 years.	Review & assess the effectiveness of the process.	Process in place, implemented & operating. Monitoring process in place.
		2. Acceptance of process to address violations.	No process for addressing violations in place.	Disseminate the process to faculty for discussion.				
		3. Timely and equitable resolution of disputes.	Operating process under consideration by LT.	Process coordinated with Student Dispute Resolution Process.				
	C. PRiME integrated into ethics coverage & the research agenda of the College of Business. Educating Illinois Goal 1, Strategies 5 & 6; Goal 2, Strategy 5.	1. Understanding of PRiME by faculty.	COB signed on to PRiME.	Appropriate use of PRiME discussed in Curriculum Team.	PRiME integrated into ethics coverage in core classes.	PRiME integrated into elective courses as appropriate.	Assess PRiME program and research projects.	Integration of PRiME & the Global Initiative into appropriate classes; research & service projects by faculty & students.
		2. Number of classes in which PRiME is discussed.	One of the 1st institutions and part of steering committee.	PRiME interest group established.	Research projects involving PRiME encouraged	Additional research projects involving PRiME encouraged.		
		3. Research involving PRiME issues and Global Initiative increasing.						

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1. High standards of excellence for student performance and ethical conduct. CONTINUED Educating Illinois Goals 1 and 2.	C. PRiME integrated into ethics coverage & the research agenda of the College of Business. Educating Illinois Goal 1, Strategies 5 & 6; Goal 2, Strategy 5.	4. Service learning projects involving PRiME and the Global Initiative.			Develop service learning projects through the "Organizational Leadership Initiative" or other faculty.			
2. Graduates prepared for post graduate programs and/or professional certifications where applicable. Educating Illinois, Goals 1 & 2.	A. High level of students pursuing professional and other graduate degrees. Educating Illinois Goal 1, Strategy 5.	1. Increased number of students pursuing professional degrees (MBA, J.D., etc.).	Unknown	Determine current status; consider methods of encouraging students to seek professional	Increase % of students pursuing professional degrees by 5%.	Increase % of students pursuing professional degrees by 5%.	Increase % of students pursuing professional degrees by 5%.	Increase % of students seeking professional degrees by 20%.
		2. Increased number of students pursuing other graduate degrees.	Unknown	Determine current status; consider methods of encouraging students to seek graduate degrees.	Increase % of students pursuing other graduate degrees by 2%.	Increase % of students pursuing other graduate degrees by 2%.	Increase % of students pursuing other graduate degrees by 3%.	Increase % of students seeking other graduate degrees by 10%.
	B. High level of students pursuing terminal academic degrees in business. Educating Illinois Goal 1, Strategy 5.	Increased number of students pursuing terminal academic degrees in business	Unknown	Determine current status; consider methods of encouraging students to seek terminal academic degrees in business.	Target 1 student in each department to encourage to seek a terminal academic degree in business.	Target 1 student in each department to encourage to seek a terminal academic degree in business.	Target 2 students in each department to encourage to seek a terminal academic degree in business.	Increase number of students seeking terminal academic degrees in business to 10 per year.
		C. High level of current student involvement in professional designation programs. Educating Illinois Goal 1, Strategy 5.	Increased number of students involved in professional designation programs while still students.	Unknown	Determine current status; consider methods of encouraging students to seek professional designation programs.	Increase % of students involved in professional designation programs by 10%.	Increase % of students involved in professional designation programs by 10%.	Increase % of students involved in professional designation programs by 10%.

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3. An integrated & a responsive curriculum that provides current professional skills. Educating Illinois Goals 1 & 2.	A. An Assessment/ Assurance of Learning Process that continually addresses curricular needs and weaknesses. Educating Illinois Goal 1, Strategy 1.	A complete & sophisticated assessment process; curricular & pedagogical improvements continuously made based on assessment.	3 of 4 depts. have created process; 4th dept. will complete in fall 2008; process has begun operation & application; feed-back loop to curricular process in place.	Assessment of programs continues or is begun; to be repeated annually.	Assessment continues; feedback to dept. curriculum processes; curriculum & pedagogical change occurs.	Assessment continues; feedback to dept. curriculum processes; curriculum & pedagogical change occurs.	Assessment continues; feedback to dept. curriculum processes; curriculum & pedagogical change occurs.	Assessment process in full operation & has created curricular changes in numerous areas.
	B. An enhanced International Business Program. Educating Illinois Goal 1, Strategy 1.	1. Increased Study Abroad participation. 2. Increased number of student exchanges. 3. Increased number of faculty exchanges. 4. Increased number of international internships.	42 students in Study Abroad. 9 students in int'l exchanges. 4 faculty in int'l exchanges. 16 students in int'l internships.	Create Int'l Business Institute. Develop methods by which # of students participating in SA & exchanges can be increased; develop means of increasing faculty exchanges.	45 students in Study Abroad. 12 students in Int'l exchanges. 6 faculty in Int'l exchanges. 18 students in Int'l internships.	50 students in Study Abroad. 15 students in Int'l exchanges. 8 faculty in Int'l exchanges. 20 students in Int'l internships.	55 students in Study Abroad. 18 students in Int'l exchanges. 10 faculty in Int'l exchanges. 22 students in Int'l internships.	60 students in Study Abroad. 20 students in Int'l exchanges. 12 faculty in Int'l exchanges. 25 students in Int'l internships.
	C. Increased number of students in COB internships; maintain academic quality & rigor of internship program. Educating Illinois Goal 1, Strategy 1.	1. Proportion of eligible undergraduate students completing at least one internship. 2. All internships meet rigorous standards established by departments.	Currently approximately 33% of eligible students complete internships; rigor varies somewhat.	35% of eligible students complete internships; discuss means of increasing student participation; discuss means of assuring approp-	38% of eligible students complete internships.	43% of eligible students complete internships.	47% of eligible students complete internships.	50% of all eligible undergrads complete internships by graduation.
	D. Integrate life-long learning skills into COB curriculum and programs.	Students and alumni demonstrate life-long learning attitudes and skills.	Curriculum team has created a plan; implementation at course level initiated.	Implement integration at course/program level.	Begin assessment.	Identify curricular action items based on assessment of course integration.	Curricular action based on assessment.	Life-long learning skills integrated into dynamic curriculum.

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3. An integrated & a responsive curriculum that provides current professional skills. CONTINUED Educating Illinois Goals 1 & 2.	E. Possible new minor in Business Information Systems. Educating Illinois Goal 1, Strategy 5 & 6.	Data-driven decision about new minor.	Make decision whether to proceed. Complete new program curriculum documents.	Submit new program to DCC for approval.	No action if negative decision; if positive, through DCC, Dept., CCC & UCC for approval, and in catalog.	No action if negative decision. 10 BIS minors	Assessment of program begins. 30 BIS minors	Program implemented and fully operational. 30 BIS minors
	F. Possible new minor in Professional Sales. Educating Illinois Goal 1, Strategy 5.	Data-driven decision about new minor.	Make decision on whether to proceed. Complete new program curriculum documents.	Make decision to submit new program to DCC for approval.	No action if negative decision; if positive, through DCC, Dept., CCC & UCC for approval, and in catalog.	No action if negative decision. 15 PS minors	Assessment of program begins. 30 PS minors (capped)	Program implemented and fully operational. 30 PS minors
	G. Possible new minor in Financial Planning. Educating Illinois Goal 1, Strategy 1 & 5.	Data-driven decision about new minor.	Make decision on whether to proceed. Complete new program curriculum documents; a pproved by full FIL Department.	If positive, through CCC and UCC for approval, and in catalog.	No action if negative decision.	Assessment of program begins. 15 FP minors	Review curriculum based on assessment. 30 FP minors (capped)	Program implemented and fully operational. 30 FP minors

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4. Maintain strong stand-alone graduate programs.	A. Build and maintain a state-of-the-art MBA Program.	Maintain an enrollment that maximizes faculty talents & availability.	150 MBA students in traditional program; 55 new admits for fall semester.	156 MBA students in traditional program; plan for promotion projects for target markets; 60 new admits for fall semester.	162 MBA students in traditional program; implement promotional projects for target markets; 65 new admits for fall semester.	168 MBA students in traditional program; implement promotional projects for target markets; 70 new admits for fall semester.	174 MBA students in traditional program; implement promotional projects for target markets; 75 new admits for fall semester.	180 MBA students in traditional program; 80 new admits for fall semester.
	B. A well-respected & in-demand Corporate MBA Program.	A distinctive, ongoing Corporate MBA Program.	Corporate MBA Program at 26 students on campus.	Start the 2008-10 Corporate MBA Program (enrollment 30).	Plan for the next Corporate MBA Program.	Start the 2010-12 Corporate MBA Program (enrollment 30).	Plan for the next Corporate MBA Program.	An in-demand Corporate MBA Program.
	C. Coordinate with College-level reaffirmation of accreditation.	College maintenance of accreditation.	Currently accredited.	Plan for accreditation visit of 2011.	Compile accreditation materials and information.	Aid in preparing AACSB visit report.	Successful AACSB visit and reaffirmation.	Reaffirmation of program.
	D. Continually assessed and state-of-the-art MBA curriculum.	Assess and revise MBA curriculum as necessary.	Curriculum currently being assessed.	Feasibility study for online courses, concentration tracks, and joint programs.	Continue feasibility study and prepare curriculum proposals.	Implement proposed curriculum changes.	Implement proposed curriculum changes.	A state-of-the-art MBA curriculum.
5. Niche graduate programs that provide added value in a synergistic relationships to undergraduate programs.	A. A high-quality BS/MPA program.	Selective enrollment based on capacity and merit.	Enrollment based on merit but not capacity.	Develop enrollment plan based on capacity.	Implement enrollment plan based on capacity and merit.	Monitor enrollment plan based on capacity and merit. Increase instructional capacity as required.	Monitor enrollment plan based on capacity and merit. Increase instructional capacity as required.	Monitor enrollment plan based on capacity and merit. Increase instructional capacity as required.

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5. Niche graduate programs that provide added value in a synergistic relationships to undergraduate programs. CONTINUED	A. A high-quality BS/MPA program. CONTINUED	Vibrant winter internship program. CPA examination performance above state & national averages. Dynamic curriculum that ensures placement of graduates in national, regional, and local CPA and industry firms.	New winter internship program begins spring 2009. ISU 51.5% state 34.4, national 36%. Selected placement data available. CCAM in place. Assessment data captured.	Internship placements for 80% of students. Eight partner firms. Monitor CPA exam content, pass rates, and revise curriculum as necessary. Continue CPA review course. Develop system to collect reliable placement data. Evaluate curriculum using CCAM. Review assessment data.	Internship placements for 85% of students. Ten partner firms. Monitor CPA exam content, pass rates, and revise curriculum as necessary. Continue CPA review course. Implement placement data system. Seek 75% placement rate. Review assessment data and adjust curriculum as	Internship placements for 90% of students. Twelve partner firms. Monitor CPA exam content, pass rates, and revise curriculum as necessary. Continue CPA review course. Seek 80% placement rate. Review assessment data and adjust curriculum as necessary.	Internship placements for 95% of students. Fourteen partner firms. Monitor CPA exam content, pass rates, and revise curriculum as necessary. Continue CPA review course. Seek 85% placement rate. Review assessment data and adjust curriculum as necessary.	Internship placements for 100% of students. Fourteen partner firms. State and national recognition for CPA examination performance. 90% placement for students seeking employment.
	B. A new 5-year BS/MS program in HR Management.	Employer awareness of program. 100% placement of graduates.	Program proposed; program approval through DCC, MQM department..	College Curriculum and UCC approval; program in catalog.	10 students in program.	30 students in program; secure placements..	50 students in program; secure placements..	Program implemented and fully operational; 100% placement of graduates.

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Critical Success Factors	Outcomes	Accountability Measures	Current Status End 2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	FIVE YEAR GOAL
1. An excellent faculty and staff who will meet the needs of the College and its students. Educating Illinois Goals 1 & 2.	A. Retention of existing faculty.	Low rate of faculty turnover.	Existing low rate of faculty turnover.	Benchmark with peer schools; salary, teaching load, research and summer support.	Develop a plan for mechanisms for retaining existing faculty.	Implement plan.	Assess plan effectiveness and revise as necessary.	Low rate of faculty turnover.
	B. Competitive in hiring practices & packages for terminally qualified faculty. Educating Illinois Goal 2, Strategy 1.	1. Increased ratio of faculty offers accepted/offers made. 2. Increased ratio of accepted salary/AACSB median for discipline.	Hire at AACSB median.	Benchmark with peer schools; salary, teaching load, research support, summer support.	Develop comprehensive recruitment & compensation strategies.	Implement revised recruitment & compensation strategies.	Assess effectiveness & revise as necessary.	Fully competitive with peer AACSB public universities.
	C. Provide an adequate level of high quality Graduate Assistant support. Educating Illinois Goal 2, Strategies 1, 2, & 4.	Determine and maintain an equitable allocation process for Graduate Assistants; increase the number of Graduate Assistants.	Graduate Assistants allocated by formula to departments; currently 36 Graduate Assistants assigned to departments..	Develop a process for implementation in 2008-2009; increase number of Graduate Assistants to 42; (10 hours per faculty).	Implement revised allocation process; increase number of Graduate Assistants to 45.	Access process & revise as necessary; increase Graduate Assistants to 48.	Access process & revise as necessary; increase Graduate Assistants to 50.	Access process & revise as necessary; increase Graduate Assistants to 50.
	D. Increased instructional capacity. Educating Illinois Goal 1, Strategy 1.	Utilize a common method of estimating instructional capacity based on dept. SCH, FTE, average section sizes; increase instructional capacity to mirror university median figures.	Current SCH/FTE = 30:1	Develop a data-driven system to estimate capacity and a strategy for increasing capacity; request additional faculty or reduction in enrollment.	29 to 1	28 to 1	27 to 1	25 to 1

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2. A student body consisting of diverse, motivated individuals with high standards and high expectations. Educating Illinois Goal 1, Strategies 1 through 6.	A. Recruit a diverse group of high-quality students.	1. Average ACT score of freshmen class & transfer students.	Current ACT 24. COB and ISU % between 22-27. COB 75%; ISU 68.3%.	Initiate relationship with school districts & community colleges. Maintain ACT at or above university averages.	Initiate and maintain relationships with school districts & community colleges. Maintain ACT at or above university averages.	Initiate and maintain relationships with school districts & community colleges. Maintain ACT at or above university averages. Develop an enrollment management plan for the College of Business.	Initiate and maintain relationships with school districts & community colleges. Maintain ACT at or above university averages.	Maintain ACT at or above university averages.
		2. Average high school rank of freshmen class.	Top 1/4 H.S. COB 35.3%; ISU 41%.	Develop a marketing plan to reach schools & students (media, message, tools, incentives, partners). Maintain high school rank at or above university averages.	Maintain high school rank at or above university averages.	Maintain high school rank at or above university averages. Develop an enrollment management plan for the College of Business.	Maintain high school rank at or above university averages.	Maintain high school rank at or above university averages.
		3. Average GPA of transfer students.	Current transfer GPA of 3.21 COB. 3.12 ISU.	Develop a marketing plan to reach community colleges. Maintain transfer GPA at or above university averages.	Maintain transfer GPA at or above university averages.	Maintain transfer GPA at or above university averages. Develop an enrollment management plan for the College of Business.	Maintain transfer GPA at or above university averages.	Maintain transfer GPA at or above university averages.

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3. An individualized educational experience. Educating Illinois, Goals 1, 2 & 3.	A. Maintain optimal class sizes for core classes, major classes, & elective classes. Educating Illinois Goal 1, Strategies 1 & 5; Goal 2,	1. Core course section sizes. 2. Required course section sizes in majors. 3. Elective course section sizes in major.	Average core course section sizes of 77.3. Average required course section size = 47. Average elective course section size = 20.	Identify university-wide service component of core classes & communicate with campus partners; determine optimal size of all classes consistent with enrollment & instructional capacity. Average core section size = 75. Average required course section size = 46; average elective course section size = 20.	Manage enrollment with resource base; core section size = 70. Average required course size = 45. Average elective course section size = 20.	Manage enrollment consistent with resource base; core section size = 65. Average required course size = 42. Average required elective course section size = 19.	Manage enrollment consistent with resource base; core section size = 60. Average required course size = 40. Average elective course section size = 19.	Average core section size 55. Average required course size = 39. Average elective course section size = 19.
	B. Increase & enhance summer session. Educating Illinois Goal 1, Strategies 1 & 5.	1. Number of summer school classes. 2. Number of on-line summer classes. 3. Total summer school enrollment.	41 summer school classes; (without independent study & without internships.) 3 on-line summer classes. 1225 total enrollment (by dept. & college).	Summer school strategy developed & implemented; 43 summer school classes.. 4 on-line summer classes. 1250 total enrollment (by dept. & college).	Review results & revise course offerings to increase credit hours generated; 45 summer school classes. 6 on-line summer classes. 1300 total enrollment (by dept. & college).	Review results & revise course offerings to increase credit hours generated; 47 summer school classes. 8 on-line summer classes. 1350 total enrollment (by dept. & college).	Review results & revise course offerings to increase credit hours generated; 49 summer school classes. 10 on-line summer classes. 1400 total enrollment (by dept. & college).	50 Summer school classes. 12 on-line summer classes. 1500 total enrollment (by dept./college).

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3. An individualized Educational Experience. CONTINUED Educating Illinois, Goals 1, 2 & 3.	C. Increase & enhance summer session.	1. Number and type of summer experiences including: Internships; Study Abroad; Practicums; The Export Project.	Increase number and quality of summer experience activities.	Enhancement of summer activities and increase participation number.	Enhancement of summer activities and increase participation number.	Enhancement of summer activities and increase participation number.	Enhancement of summer activities and increase participation number.	Significant increase in participation in summer experience activities.
	D. Enhanced sense of community in the College of Business. Educating Illinois Goal 3, Strategies 1 through 5.	1. Faculty/staff/student attendance at college-wide events. 2. Faculty/staff attendance at department seminars and meetings. 3. Participation by other college constituents (alumni, business, emeritus, faculty, parents, etc.)	Good attendance at most events, but could do better.	Create & organize significant new College events & traditions; encourage participation by all faculty constituents; Constituent Satisfaction Team to create plan to enhance COB sense of community.	CST plan implemented.	CST plan follow-through.	CST plan follow-through.	Significant increase in participation by college constituents at college & university events.
4. State-of-the-art facilities and technology for students, faculty and staff. Educating Illinois Goal 1, 2 & 5.	A. Enhanced use of classroom technology. Educating Illinois Goal 1, Strategies 1 & 5; Goal 2, Strategy 3.	1. Number of faculty using clickers, podcasts, web supplements as part of regular course. 2. Funding for visiting other business colleges for technology benchmarking and for faculty development in using technology in the classroom.	Broad acceptance of classroom technology by faculty.	Technology/PE team to survey faculty & create plan for greater use of technology as appropriate in the classroom, including appropriate accountability measures.	Technology/PE plan implemented.	Technology/PE plan implemented.	Technology P/E plan implemented	Significant increase in use of technology in appropriate classrooms
	B. Adequate technical support staff. Educating Illinois Goal 2, Strategy 3.	Number of technical support staff.	3.5 technology staff.	Develop a multi-year plan to fund additional staff (student fees, Graduate Assistantships).	Hire staff consistent with plan.	Evaluate staff needs; reconsider plan and needs.	Hire additional staff.	Satisfactory level of technical support staff.

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4. State-of-the-art facilities and technology for students, faculty and staff. CONTINUED Educating Illinois Goal 1, 2 & 5.	C. Adequate computer support for faculty.	Adequate rotation schedule of computers.	2-3 years for Tenured/Tenure Track.	Maintain.	Maintain.	Maintain.	Maintain.	2-3 years for Tenured/Tenure Track.

Goal III. To enhance positive recognition of the College.								
Critical Success Factors	Outcomes	Accountability Measures	Current Status End 2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	FIVE YEAR GOAL
1. A faculty with nationally recognized expertise. Educating Illinois, Goal 2.	A. Leadership roles in national organizations (and journals) in disciplinary/professional organizations. Educating Illinois Goal 2, Strategies 1, 4, 5 & 6.	Journal Editorships; editorial boards; leadership roles in professional organizations.	Unknown.	Determine current level of involvement. Involve faculty (by dept) and develop a systematic approach to compete for leadership roles. Survey dept for number of editorships & other leadership roles. Determine feasibility of housing additional journals in departments.	Encourage faculty to accept leadership responsibilities. Encourage faculty to accept leadership responsibilities. Encourage departments to seek active housing of journals.	Encourage faculty to accept leadership responsibilities. Encourage depts. to seek active housing of journals.	Encourage faculty to accept leadership responsibilities. Encourage depts. to seek active housing of journals.	Increased number of faculty active in professional organizations. Increased # of editorships & leadership roles. Each department to house one journal.

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Goal III. To enhance positive recognition of the College.								
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1. A faculty with nationally recognized expertise. CONTINUED Educating Illinois, Goal 2.	B. Increase grant research activity. Educating Illinois Goal 2, Strategy 4.	Number of URGs. Number of external grants. Number of internal College of Business grants.	7 URGs; 14 Internal Grants (+ ACC internal); 4 External Grants Total \$479,070.	Develop strategies for increasing external grant applications and overall grant success; increase external funding for internal grants, including URGs.	Encourage and mentor external and internal grant writing; increase external funding for internal grants, including URGs.	Encourage and mentor external and internal grant writing; increase external funding for internal grants, including URGs.	Encourage and mentor external and internal grant writing; increase external funding for internal grants, including URGs.	4 external grants; increased number of URGs; increased number of COB internal grants.
	C. Fund and encourage faculty professional development opportunities. Educating Illinois Goal 2, Strategies 2, 4, 5.	Total funds allocated. Number participating faculty. Funds utilized each year. Number of faculty taking advantage of campus professional development activities.	Substantial participation in college events; reasonable level of participation in CTLT events.	Increase funds and participation by 3%. Devise professional development programs to aid in retention of faculty.	Increase funds and participation by 3%.	Increase funds and participation by 3%.	Increase funds and participation by 3%.	Increase overall funding participation levels by 20% over 2007 levels.

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2. Continued AACSB accreditation for business, accounting, and graduate programs. Educating Illinois Goals 1, 2 and 3.	A. Assessment plans for all programs in the College.	AACSB reaffirmation data compiled each year. Feedback incorporated into curriculum.	Plans in progress in all departments. Complete plans and implement.	Reassess curriculum based on feedback.	Reassess curriculum based on feedback.	<u>Self-Study Year.</u> Continue feed-back, modifying curriculum & assessment plan in response to changes.	<u>Visit Year.</u> Continue feed-back, modifying curriculum & assessment plan in response to changes.	Reaffirmation of Accreditation.
	B. AQ/PQ standards for the College.	Standards exceeding or comparable to peer institutions.	Standards completed & in process of adoption.	Build consensus for new AQ/PQ standards & implement.	Monitor compliance under old	<u>Self-Study Year.</u> Monitor compliance.	<u>Visit-Year.</u> Monitor compliance.	Reaffirmation of Accreditation.
	C. Maintenance of accreditation timeline.	Prepare & submit all reports in a timely fashion. Submit applications & schedule dates as required.	All reports submitted through 2007.	Review & refine Strategic Management Plan. Prepare Annual Maintenance Report for prior academic year. Complete key & data Accreditation sections of the Business School Questionnaire for prior academic year.	Review & refine Strategic Management Plan. Prepare Annual Maintenance Report for prior academic year. Complete key & data Accreditation sections of the Business School Questionnaire for prior academic year. Submit Main-tenance Review Application with signed cover letter requesting maintenance review & preferred dates.	Review & refine Strategic Management Plan. Prepare Annual Maintenance Report for prior academic year. Complete key & data Accreditation sections of the Business School Questionnaire for prior academic year. Accreditation Coordinating Committee rules on exclusions & the scope of the accreditation visit.	Review & refine Strategic Management Plan. Prepare Annual Maintenance Report for prior academic year. Submit 5th year Maintenance Report & 5-year collection of Annual Maintenance Reports.	Reaffirmation of Accreditation.

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2. Continued AACSB accreditation for business, accounting, and graduate programs. Educating Illinois Goals 1, 2 and 3. CONTINUED	C. Maintenance of accreditation timeline. (Continued)				Submit list of degree programs included in catalogs. Submit request for exclusion of degree programs including justification for the request. Submit list of comparison groups (peer, competitive, and aspirant).	Work with AACSB to select Peer Review Team from Peer and Aspirant groups.	Submit policies for Faculty Management, including non-tenure track faculty. Submit executive summary including effective practices. Accreditation statistical reports will be distributed to applicant and team members by AACSB. Work with Peer Review Team to prepare visit schedule. Peer Review Team visit.	Reaffirmation of Accreditation.

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3. Programs that strengthen partnerships with business partners and alumni. Educating Illinois, Goals 1 through 4.	A. Appropriate centers and institutes.	1. Appropriate centers and institutes.	Katie School (Center) in full operation with largely external funding.	Hire Director of Professional Sales Institute. Explore research/consulting opportunities through centers.	Determine target niches for potential additional centers and institutes. Explore research/consulting opportunities through centers.			Targeted centers and institutes in place; all institutes and centers self-funded; substantial faculty participation in appropriate centers.
		2. Adequate support (financial and personnel) for all centers and institutes.	Professional Sales Institute in full operation with partial funding. Entrepreneurship Institute in full operation with partial funding.	Consider other options and develop job descriptions for institute directors. Create Organizational Leadership Institute; develop strategic plan and plan for external funding. Create International Business Institute; develop strategic plan for external funding. Obtain external funding for Entrepreneurship Institute.	Consider A/P support levels and staffing for all centers and institutes.	Consider A/P support levels and staffing for all centers and institutes.	Entrepreneurship Institute totally self-funded by 2013.	

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Goal III. To enhance positive recognition of the College.								
Critical Success Factors	Outcomes	Accountability Measures	Current Status End 2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	FIVE YEAR GOAL
3. Programs that strengthen partnerships with business partners and alumni. Educating Illinois, Goals 1 through 4. (Continued)	A. Appropriate new centers and institutes. (Continued)	3. Increased faculty participation in institutes and centers.	International Business Institute and Leadership Institute in process of organizing.					
		4. Institute and center strategic plans consistent and integrated with the COB Strategic Plan.						
	B. Develop and maintain appropriate initiatives and partnerships.	Number of programs. Number of students in program. Value of satisfaction with programs.	(Describe current programs).	Assess current status and develop specific program initiatives.	Implement new initiatives.	Assess effectiveness and revise as necessary.	Ongoing activity.	Increased programs; student involvement and increased satisfaction with programs.

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Goal III. To enhance positive recognition of the College.												
Critical Success Factors	Outcomes	Accountability Measures	Current Status End 2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	FIVE YEAR GOAL				
4. Increase the number of businesses which seek to partner with the college and hire our graduates.	A. Increased opportunities for business partners to interact with students.	Satisfaction rate. Placement rate (3 months).	Substantial personal contacts with board members and constituents; "Business Partners "program" in place.	1. Create dept. data base to track guest speakers invited by student organizations into classes.	Ongoing activity; implement plan.	Ongoing activity; assess effectiveness and revise as necessary	Ongoing activity.	Achieve and maintain placement rates well-above national averages.				
	B. Increased number of business partners who seek to interview our students.	Number of students going to Graduate School.							Increase response rates to exit survey.	Increase response rates to exit survey.	Increase response rates to exit survey.	
	C. Increased placement rates.	Graduating seniors who have resume, cover letter and attend job search workshops.							2. Integrate business professions appropriate into classrooms.	Integrate business professions appropriate into classrooms.	Integrate business professions appropriate into classrooms.	Integrate business professions appropriate into classrooms.
	D. Benchmark satisfaction, placement & graduate school database.								3. Build strong connections with major business partners.	Build strong connections with major business partners.	Build strong connections with major business partners.	Build strong connections with major business partners.
	E. Student awareness of job search needs and skills.								4. Utilize Employer Relations Development Coordinator at ISU Career Center.	Utilize Employer Relations Development Coordinator at ISU Career Center.	Utilize Employer Relations Development Coordinator at ISU Career Center.	Utilize Employer Relations Development Coordinator at ISU Career Center.

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Critical Success Factors	Outcomes	Accountability Measures	Current Status End 2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	FIVE YEAR GOAL
4. Increase the number of businesses which seek to partner with the college and hire our graduates. (continued)				<p>5. Review & monitor the exit and 5 and 10 year surveys process; develop a plan to increase placement rate & students going to graduate school.</p> <p>6. Encourage graduating seniors in job search skills, networking and resume development.</p>				

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5. An effective marketing communications strategy. Educating Illinois, Goal 3 & 4.	1. A media relations plan.	Enhanced visibility of COB with potential students, alumni, donors, employers, and other stakeholders.	No plan.	Develop a plan.	Implement plan.	Assess effectiveness & revise as necessary.	Ongoing activity.	Enhanced visibility of COB with potential students, alumni, donors, employers, and other stakeholders.
	2. An appropriate sub-brand for the College of Business (within the ISU Brand).		1/2 time media and communication person.	Consistent hometown release of student successes.	Consider full-time media communications person.	Consider a full-time Webmaster.		
	3. An infrastructure to assure visual, language and message continuity.							

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Critical Success Factors	Outcomes	Accountability Measures	Current Status End 2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	FIVE YEAR GOAL
6. Increased private support for the College of Business.	A. Increased scholarship support for COB students.	Increased scholarship support by 25%.	Create a 5 year development plan.	Create a 5 year development plan.	Increase scholarship support by 5%.	Increase scholarship support by 5%.	Increase scholarship support by 5%	Increased scholarship support by 25%.
	B. Increased support for databases.	Private support for 80% of the COB database and research software needs.	No current dedicated support.	Create 5 year development plan; obtain OK in annual support.	Obtain additional \$10K in annual support.	Obtain additional \$15K in annual support.	Obtain \$20K in annual support.	Private support of \$75K.
	C. Increased general support.	Increase general annual support. Increase percentage of alumni who give to the COB.	Unknown.	Determine support level; create a plan.	Increase general annual external support by 5%.	Increase general annual external support by 5%.	Increase general annual external support by 5%.	Increase general support level by 25% over 2007 levels. Increase percentage of alumni who donate by 25%.
	D. Increase Endowed Professorships and Endowed Chairs.	Number of Endowed Chairs. Number of Endowed Professorships.	2 Endowed Professors. 1 Endowed Chair. 1 new Endowed Professorship in funding process.* *University requires \$500,000 for Endowed Professorship; \$2,000,000 for Endowed Chair.	Focus fund raising efforts and review goals.	2 Endowed Professors in COB. 1 Endowed Chair in COB.	3 Endowed Professors in COB. 1 Endowed Chair in COB.	4 Endowed Professors in COB. 2 Endowed Chairs in COB.	5 Endowed Professors; 2 Endowed Chairs.

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6. Increased private support for the College of Business. (continued)	E. Increase private support for faculty research and professional development.	Increased level of support for research and development.	\$30,000 in private support plus.	Create 5 year development plan.	Increase support by \$5,000.	Increase support by \$5,000.	Increase support by \$5,000.	Increased support by \$20,000.
	F. Endow the College of Business.	Sufficient permanent endowment to provide an independent operating budget of at least \$1 million/year.	None.	Determine feasibility of naming College and target amounts; have amount for naming approved; create plan; coordinate with Advancement's next campaign.	Organize for plan implementation.	Begin campaign. (Quiet phase).	Begin campaign.	Campaign for naming College of Business well under way.
7. An active and vibrant College of Business Alumni Network.	An Alumni network that: 1. is involved in fund-raising. 2. is involved in career networking. 3. provides an active social backbone for the COB.	1. Number of Alumni involved. 2. Number of events and activities. 3. A critical career networking process.	Organized. First event planned for October 2008. Outstanding Young Alumni in process. Facebook page. Linked-In. Hall of Fame. Department activities.	Two events; Homecoming (fall) and (spring) event in Chicago; 2nd iteration of Outstanding Young Alumni event; coordination with COBEA; planning for 2009-2010 events.	Continued successes.	Continued successes.	Continued successes.	An active & vital Alumni Network providing financial support; career and internship placements; student mentoring services and networking process for the COB.

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8. Enhance overall quality of the College of Business.	A. Benchmark relative to Peer/Aspirational/Competitor Institutions.	A minimum comparable to peer institutions and at 75th percentile of aspirational schools with regard to: AQ/PQ; teaching load; budget/faculty member; graduation rate; placement rates.	Monitor standards, resources, salaries, teaching loads, etc.	Ongoing activity.	Ongoing activity.	Ongoing activity.	Ongoing activity.	A minimum comparable to 75th percentile of peer institutions.

Adopted by the Coordinating Team on December 12, 2008, effective immediately.