Strategic Planning Model & Tools
for a State University College

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Abstract

Presented here are strategic planning tools used at a State University, College of Business. Four distinct tools are presented: The Strategic Initiative Scoring Model, which communicates how the college strategic planning execution projects fit the strategic priorities of the University's mission statement & strategic plan; the college Strategic Risk Planning Matrix, which describes both risk assessments and risk management plans; the college Strategic Planning (SD) Model, which is used by administrators to assess impacts from proposed or mandated changes in budgets, admissions, Student-Faculty Ratio targets, and faculty hiring/attrition; and the Strategic Performance Indicator matrix, used to monitor performance over time and drive the creation of new projects to be assessed in the Strategic Initiative Scoring Model.

Our Mission

California State University, Chico is a comprehensive university principally serving Northern California, our state and nation through excellence in instruction, research, creative activity, and public service.

The University is committed to assist students in their search for knowledge and understanding and to prepare them with the attitudes, skills, and habits of lifelong learning in order to assume responsibility in a democratic community and to be useful members of a global society.

Our Strategic Priorities

1. Believing in the primacy of learning, we will continue to develop high-quality learning environments both inside and outside the classroom.
2. Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.
3. Believing in the wise use of new technologies in learning and teaching, we will continue to provide the technology, the related training, and the support needed to create high quality learning environments both inside and outside of the classroom.
4. Believing in the value of service to others, we will continue to serve the educational, cultural, and economic needs of Northern California.
5. Believing that we are accountable to the people of the State of California, we will continue to diversify our sources of revenue and strategically manage the resources entrusted to us.
6. Believing that each generation owes something to those which follow, we will create environmentally literate citizens, who embrace sustainability as a way of living. We will be wise stewards of scarce resources and, in seeking to develop the whole person, be aware that our individual and collective actions have economic, social, and environmental consequences locally, regionally, and globally.

The Mission and Strategic Priorities guide the selection of strategic metrics to monitor performance

STRATEGIC PERFORMANCE INDICATORS
University through Department Levels

SP#1 High quality learning environment	Objective				Frequency				
Responsible for Reporting	CSUC	AA	College	Department		Actual	Target	Gap	Gap %
	STUDENT POPULATION								
CSUC Administration	Student headcount				Annual				
College			Student headcount, College		Annual				
Department				Student headcount, Department of MGMT	Annual				
Department				Student headcount, Department of FNMK	Annual				
Department				Student headcount, Department of AMIS	Annual				
CSUC Administration	Underrepresented Minority Students				Annual				
CSUC Administration	Funded California Resident Students				Annual				
CSUC Administration	Non-California Resident Students				Annual				
CSUC Administration	New Students				Annual				
CSUC Administration	Students Living Within a Mile of Campus				Annual				
	ACADEMIC EXCELLENCE				Annual				
CSUC Administration	Academic Programs				Annual				
CSUC Administration	Accredited Programs				Annual				
CSUC Administration	Full-Time Equivalent Students (annualized)				Annual				
CSUC Administration	Student Faculty Ratio				Annual				
CSUC Administration	FTES Taught by Tenure-Track Faculty				Annual				
CSUC Administration	Courses with Class Size Under 30				Annual				
	STUDENT SERVICES				Annual				
CSUC Administration	Student Visits to Student Services Programs				Annual				
CSUC Administration	Student Satisfaction with Student Services				Annual				
CSUC Administration	Students Registered with Career Center				Annual				
	EDUCATIONAL ENRICHMENT								
CSUC Administration	Graduates Who Participated in Internships				Annual				
CSUC Administration	Graduates Who Participated in a Study Abroad Program				Annual				
CSUC Administration	Graduates Who Participated in NCAA Sports				Annual				
CSUC Administration	Graduates Employed Full Time or Enrolled in Post-Baccalaureate Studies				Annual				
	STUDENT SUCCESS								
CSUC Administration	First Time Freshman Persistence Rates				Annual				
CSUC Administration	Graduation Rates				Annual				
CSUC Administration	Years to Degree				Annual				
CSUC Administration	Degrees Awarded				Annual				
CSUC Administration	Graduates in High Demand (STEM) Fields				Annual				
CSUC Administration	Graduate Satisfaction With Value of CSU Chico Education				Annual				
CSUC Administration	Career Recruiter Satisfaction				Annual				

The metrics to monitor performance, and Risk Management needs, reveal opportunities for improvement as project ideas; a portfolio of Strategic Initiatives. The projects are prioritized; scored and ranked based on weighted criteria drawn from the Strategic Priorities.

STRATEGIC INITIATIVE SCORING MODEL

Project Initiatives / On-going Initiatives	Priority 1: Offer quality learning environments	Priority 2: Invest in faculty/staff development	Priority 3: Use technology to support learning	Priority 4: Serve Northern CA	Priority 5: Diversify revenue	Priority 6: Advance sustainability	Total Score	Priority
	0.34	0.25	0.08	0.08	0.17	0.08		
Current projects based on strategy								
Academic Degree Programs								
B. S. in BADM	100						34	1
B.S. in BSIS	100						34	1
MBA	100						34	1
11 Minors	100						34	1
Academic Programs, Other							0	8
2 Certificates	4	4	4	3	4		3.6	5
3+2 programs	4		3		4		2.28	6
Distance Ed program	3	-1	4	3	-1		1.16	7
							0	8
							0	8
Co-Curricular Programs	**47**	**20**	**26**	**29**	**13**	**12**	**28.55**	
Business Advising (paperless)	5	5	5	4		4	3.99	3
Professional Sales Lab	5	4	5	5	5		4.35	2
Center for Entrepreneurship activities	5	5	5	5	5	3	4.84	1
Service learning projects (e.g., VITA)	5	3	2	5			3.01	4
Internships	5	3	2	5			3.01	4
Tutoring (BADM 101, ACCT, Writing)	5		2				1.86	8
Summer Orientation	4		2				1.52	9
iLead Conference	1						0.34	11
Leadership Bootcamp	3						1.02	10
Certification in Sustainability Management (in progress)	4			5	3	5	2.67	6
Career Fairs	5		3				1.94	7
							0	12
							0	12
Student Organizations	**8**	**0**	**0**	**1**	**0**	**4**	**3.12**	
18 student organizations	5			1		4	2.1	1
Student Leadership Council	3						1.02	2
							0	3
							0	3
Diversity Management	**10**	**4**	**0**	**0**	**3**	**0**	**4.91**	
Student Success Center Satellite	5						1.7	1
Recruitment of international students	3				3		1.53	3
Faculty hiring process (diverse applicants & work sample during interview)	2	4					1.68	2
							0	4
							0	4
Faculty & Staff Development	**32**	**45**	**0**	**0**	**0**	**0**	**22.13**	
Maintenance of AQ	5	5					2.95	1
Maintenance of PQ	5	5					2.95	1
Reward system focused on research & teaching	4	5					2.61	6
Professional Development funding	5	5					2.95	1
Benchmarking Program		5					1.25	8
Sabbaticals	5	5					2.95	1
Student assistants for faculty	3	5					2.27	7
AWTU for resarch	5	5					2.95	1
Staff Development Training		5					1.25	8
							0	10
							0	10
Assessment & Certification	**25**	**18**	**13**	**14**	**3**	**0**	**15.67**	
Assurance of Learning for all 3 degrees	5	4	1				2.78	5
AACSB accreditation	5	5	3	5	3		4.1	1
HRM Option's Alignment with SHRM	5	3	2	3			2.85	3
University Sales Center Alliance assoc. cert.	5	3	5	3			3.09	2
PMI Certification (in progress) of program	5	3	2	3			2.85	3
NSSE Certification							0	6
SHRM Certification of program							0	6
							0	6
							0	6
Technology Use	**6**	**6**	**10**	**2**	**2**	**0**	**4.84**	
Online access in classrooms	4	3	5				2.51	1
Computer labs							0	3
Blackboard course management							0	3
Simulations in multiple core courses	2	3	5	2	2		2.33	2
							0	3
							0	3
Development	**4**	**0**	**0**	**0**	**15**	**0**	**3.91**	
SAP Hosting Center.	2				5		1.53	1
Self-support programs (e.g., EIS Certificate)					5		0.85	3
Executive Lecture Series	2				5		1.53	1
Advisory Boards							0	4
Meet the Firms event							0	4
Professional Sales Patron's Group	0	0	0	0	0	0	0	4
							0	4
							0	4
Current projects unrelated to strategy							**0**	
Center for Values-Based Leadership							0	50
							0	50
							0	50
* Academic degree programs score = 100	5 = High	5 = High	5 = High	5 = High	5 = High	5 = High		
	3 = Moderate	3 = Moderate	3 = Moderate	3 = Moderate	3 = Moderate	3 = Moderate		
	1 = Low	1 = Low	1 = Low	1 = Low	1 = Low	1 = Low		
	0 = (blank) no impact	0 = (blank) no impact	0 = (blank) no impact	0 = (blank) no impact	0 = (blank) no impact	0 = (blank) no impact		
Unweighted Total Impact =	675	189	109	98	79	32		

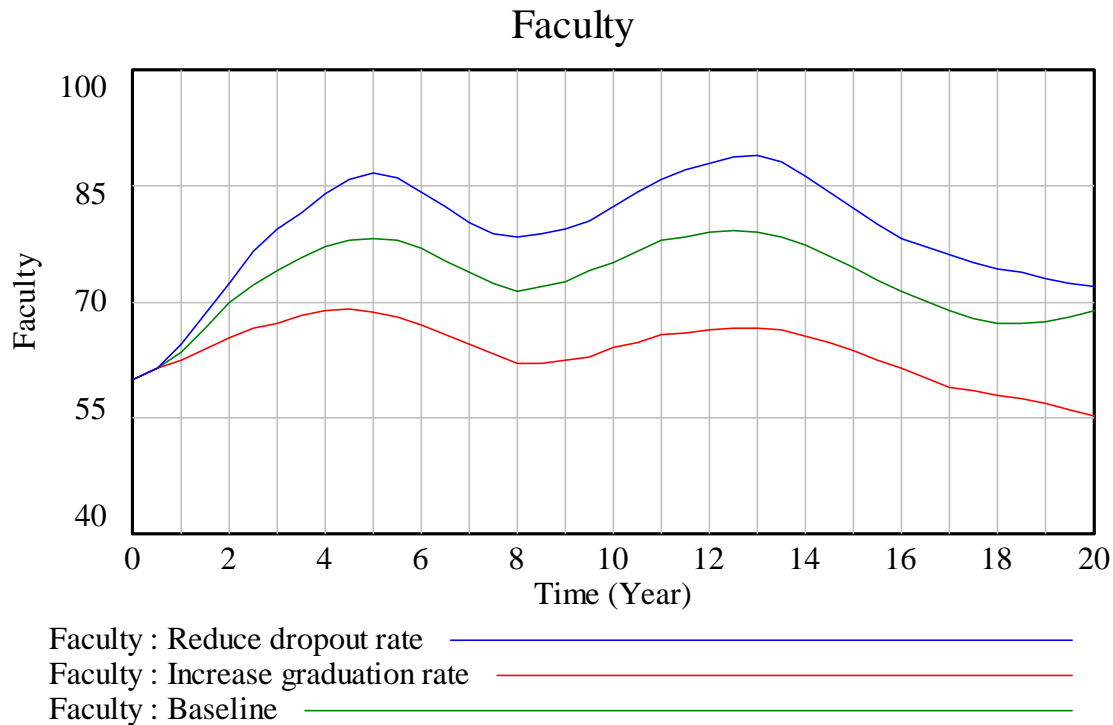The metrics to monitor performance reveal risks that require assessment and management.

Strategic Risk Planning Matrix

Risk Area		Risk Assessment				Risk Management			
		Potential impact	Liklihood of occurance	Difficulty of timely detection	Overall threat	Preventive action	Contingency action	Trigger(s) of the Contingency Action	Owner
Risk Area	Announcement that College Budget is reduced mid-AY	10	0.1	10	10.0	Provide a quantitative model of the college operations to allow simulation of impacts from mid-year budget cuts. Quick feedback will improve the Dean's ability to negotiate budget allocations.	Reduce sections offered in Spring semester, maintaing student progress to degree by increasing class sizes.	Admin budget change announcement	Dean
	Announcement that AQ faculty are unavailable (retirement, maternity leave, etc); College fails to meet AQ sufficiency	2	0.3	8	4.8	Maintain AQ sufficiency above the minimum ratio threshold	Cancel sections and offer replacements in Summer or Intersession	Faculty disclosure	Dept. Chairs
	Student demand increases, exceeding sections available	5	0.8	1	4.0	University admissions management	Offer additional sections in Summer and maintain student progress to degree by increasing class sizes.	Course enrollments	Dept. Chairs
	Student demand falls, causing surplus sections available	6	0.2	1	1.2	Upgrade curriculum	Reduce sections offered in Summer & Intersession, cancel sections (laying off faculty)	Course enrollments	Dept. Chairs
	Announcement that the College FTES target has been increased	8	0.2	2	3.2	Provide a quantitative model of the college operations to allow simulation of impacts from FTES target changes. Quick feedback will improve the Dean's ability to negotiate appropriate targets.	Maintaing student progress to degree by increasing class sizes.	Admin FTES target change announcement	Dean
	Announcement that the College FTES target has been lowered	8	0.2	2	3.2	Provide a quantitative model of the college operations to allow simulation of impacts from FTES target changes. Quick feedback will improve the Dean's ability to negotiate appropriate targets.	Prioritize academic programs for elimination	Admin FTES target change announcement	Dean
	Market faculty salaries increase faster than the base operating budget, preventing hiring at market rates	8	0.4	5	16.0	Advancement obtains faculty Endowed Chairs	Increase class size to reduce sections offered, reducing expenses to off-set new faculty salaries	Failed searches	Dean
	Faculty publishing rate falls causing insufficient AQ ratio	9	0.2	3	5.4	Faculty development funding. Advancement obtains higher level of faculty development funding	Benchmark program; identify and reduce the obsticals and define a new path to the goal	Annual AQ status review	Dean
					0.0				

10 = High   1.0 = certain   10 = High

The metrics to monitor performance, and Risk Management needs, reveal opportunities for improvement via system dynamics modeling of the causal relationships between the number of students enrolled (FTES), the budget, and the faculty employed.

Faculty

Faculty : Reduce dropout rate ———————
Faculty : Increase graduation rate ———————
Faculty : Baseline ———————

The SD model provides a new and better way to assess our new campus policies:

New University policy initiatives include reducing the student dropout rate and increasing the graduation rate. The outcome dynamics of these policies, if successful, are shown above for the impact on the total number of faculty needed in this college. Interestingly, these policies have opposite effects on the required number of faculty:

Reducing the dropout rate increases the students enrolled (FTES), increasing the faculty required.

Increasing the graduation rate decreases the students enrolled (FTES), decreasing the faculty required

Hiring rate

Faculty/Year vs. Time (Year)
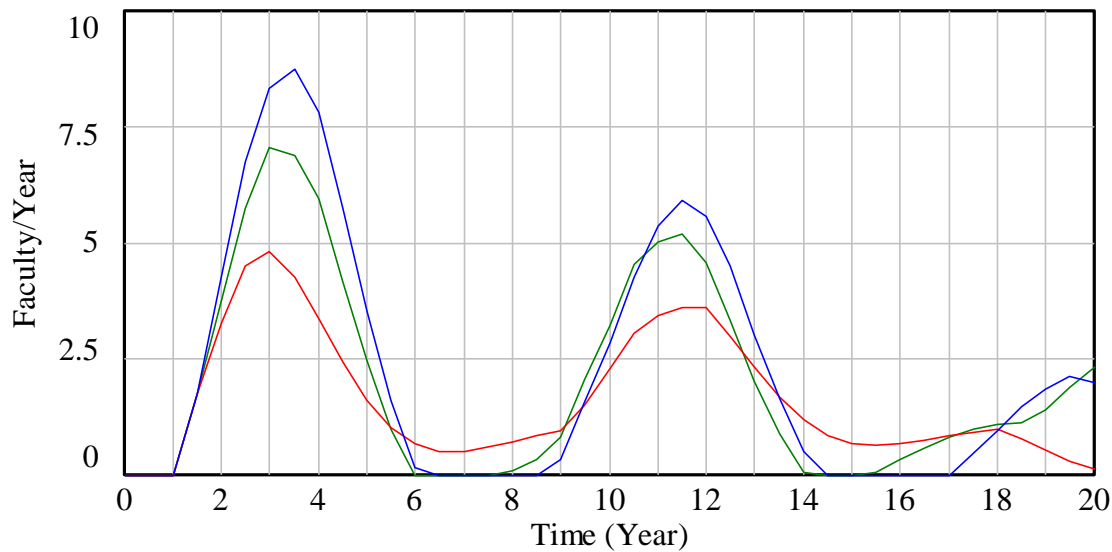
Hiring rate : Reduce dropout rate
Hiring rate : Increase graduation rate
Hiring rate : Baseline

A new and better way for department chairs to assess policy impacts on hiring:

Professors are a strategic resource. Hiring of professors is the largest single controllable cost factor in a college, and is thus of strategic importance when assessing policy outcome impact for operational implementation. Shown above are the expected impacts on hiring of professors, if the new policies are successful.

Planning recruitment of professors has historically proven to be very difficult. The college must maintain a ratio of 50% Academically Qualified faculty (professors) or greater; relative to Professionally Qualified faculty (adjunct faculty). Both over and under hiring cause severe consequences; over hiring is excessively costly, and under hiring risks loss of national accreditation of the academic programs in business (AACSB standards).   The task environment is so complex, the typical approach to making hiring decisions has been to simply wait for a crisis to manifest and reveal itself, then react. Clearly we can do better…

Faculty Expense

Faculty Expense : Reduce dropout rate ————
Faculty Expense : Increase graduation rate ————
Faculty Expense : Baseline ————
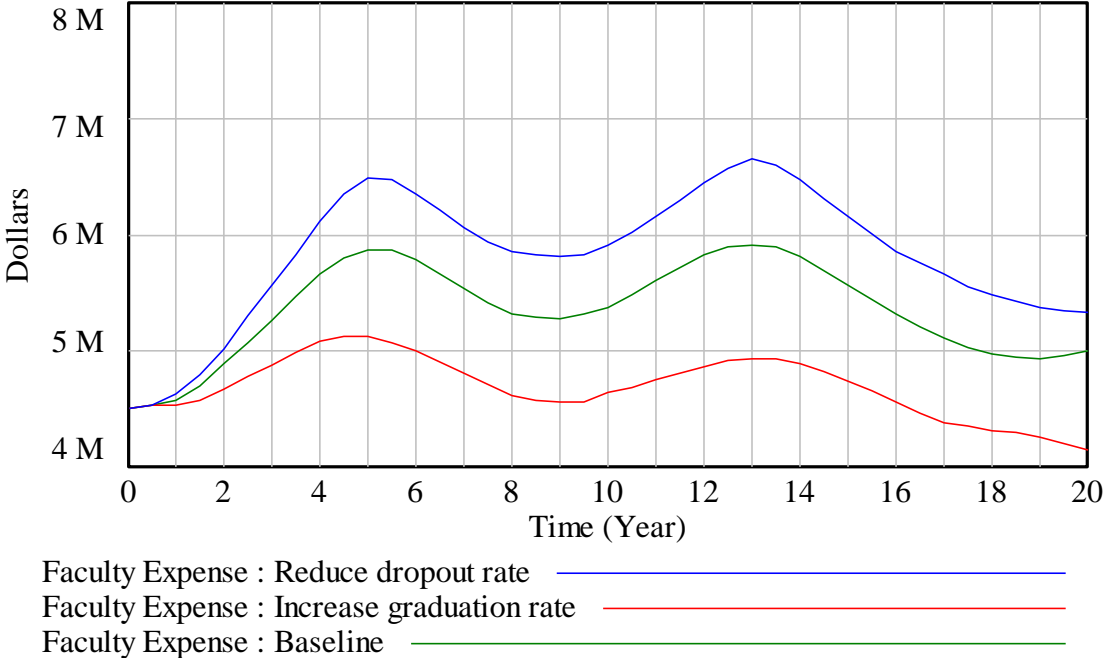
A new and better way to assess new policy impacts on costs over time:

The graph above shows the expected total faculty salary cost outcomes for the alternative policies. Interestingly, both policies arguably improve social welfare yet have significant, opposite impacts on costs.