

**College of Business
Strategic Plan 2025-2030**

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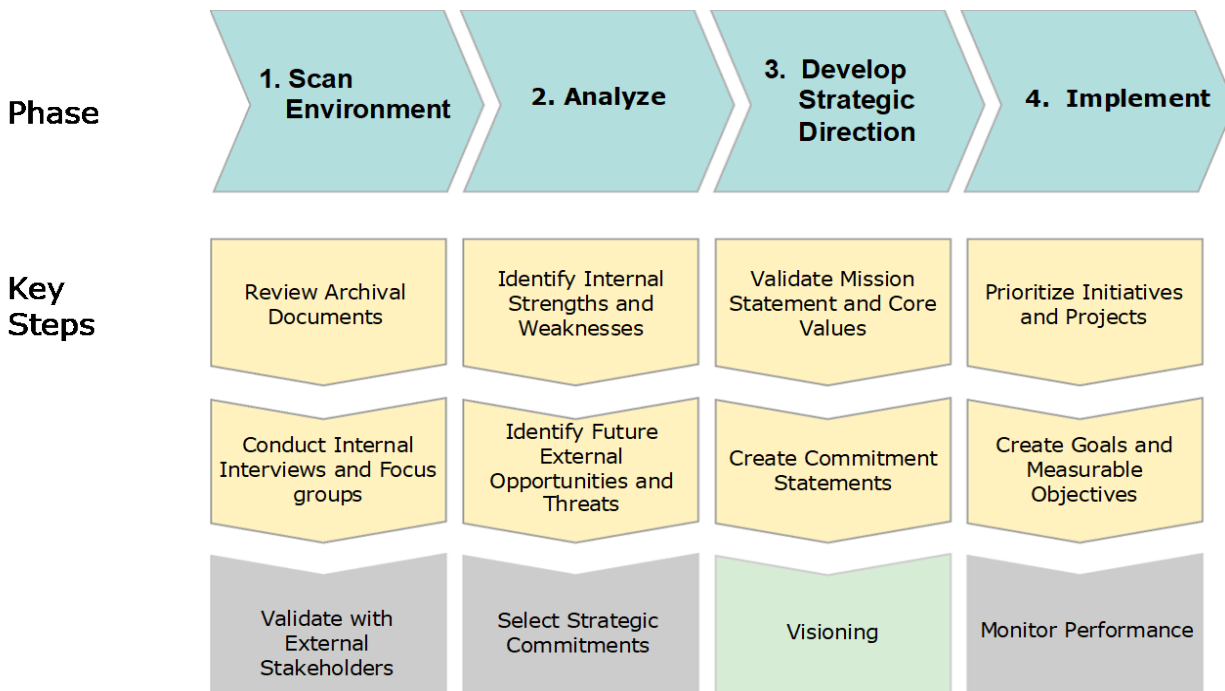
Introduction

As a part of its continuous improvement process, the College of Business (COB) conducted a strategic “refresh” in AY 2023-2024 that incorporated Clayton State University’s new Strategic Plan 2024-2029 and the feedback received during the 2021 AACSB Continuous Improvement Review Peer Review Team visit. The College of Business went through a comprehensive reexamination of its strategic position and future direction. This re-examination involved various stakeholders (faculty, staff, students, alumni, Advisory Board). In this process, the College refined its mission statement, refocused its key strategic priorities to align itself with the University’s strategic goals.

Between July 2021 and February 2024, the university experienced considerable turnover at its senior-most ranks, including two short-term/ interim presidents, three short-term/ interim provosts, and turnover at several other vice president positions in the president’s cabinet. In February 2023, Clayton State received a new university president, Dr. Georj Lewis, who immediately established a new university strategic planning initiative to be implemented in April 2024 and continue for five years until 2030. The university’s new mission, vision, and strategic priorities, and the College of Business strategic plan refreshed to align with the new university strategy, are described below.

Strategic Planning Process

The College followed a structured strategic-planning approach for the refresh of our existing 2024-2029 plan. The same general process was followed for the strategic refreshes in 2017-2018 and 2022-2023, to ensure alignment with the university strategy from 2016-2022 that was extended through 2023 before being replaced with the current plan. The process is depicted here:



A steering committee, representatives of faculty and staff, engaged key stakeholder groups and guided the work. The process was iterative and interactive, with the entire faculty actively involved in the development and revisions to the College mission, and in the development, revision, and execution of strategic initiatives in support the College mission. The College of Business typically wraps up faculty planning week at the beginning of each academic year with a one-day retreat dedicated to reviewing and refreshing the college strategy based on the previous year's outcomes, and updating and revising supporting initiatives for the College priorities.

Clayton State University Vision & Mission Statements

Vision: We will have a positive impact on the State of Georgia and beyond by serving students and our community through broadening access to high-quality education and advancing workforce development.

Mission: Our mission is social mobility. We transform lives through teaching, scholarship, and service.

Core Values:

- **Adaptability:** We are agile and responsive in the face of change.
- **Collaboration:** We leverage our diverse knowledge and skillsets to achieve institutional goals.
- **Excellence:** We give our best effort and seek continuous improvement in all our initiatives.
- **Integrity:** We promote ethical behavior, taking responsibility for our attitudes, actions, and results.
- **People-Centered:** We value and invest in our students, faculty, staff, and community.

Clayton State University Foundational Capabilities and Signature Initiatives (2024-2030)

Foundational capabilities are the assets and capabilities that we possess or need to establish or augment in order to successfully execute our strategic plan. These assets identify the critical skillsets, resources, technology, and other assets that will be necessary to realize the vision. The current leadership of Clayton State recognizes that the foundational capabilities identified below are need work to stabilize and improve before they can fully support the university's strategic priorities, but work on the strategic priorities cannot wait for the foundational capabilities to be "perfect". So, the president's cabinet will lead signature initiatives to stabilize and improve the foundational capabilities while work begins on the university's strategic priorities and their respective initiatives.

Foundational Capability: Achieving Financial Sustainability. Promoting long-term financial health through revenue diversification, responsible stewardship of resources, and optimized management of University assets.

Signature initiatives:

- **Identify opportunities for revenue diversification** including increasing fundraising from individuals, corporations, and foundations, as well as seeking grants and contracts to support funding institutional priorities
- **Promote responsible stewardship of University resources** through appropriate expenditure management and the ongoing reallocation of resources to our highest priorities
- **Unlock the potential of under-utilized assets** where the University has considerable capital investment to advance strategic priorities

Foundational Capability: Enhancing University Well-Being. Ensuring high levels of morale and engagement among faculty, staff, and students through campus activities, professional development, and support services.

Signature initiatives:

- **Foster a supportive and inclusive environment** through mental and physical health programming and support
- **Cultivate faculty and staff growth** through enhanced professional development and training opportunities, mentorship, and career planning
- **Promote campus vibrancy and engagement** through expanded and improved University events and communications

Foundational Capability: Strengthening Reputation and Brand Awareness. Creating clear and compelling messages about the value proposition of a Clayton State University education and amplifying those messages to targeted audiences.

Signature initiatives:

- **Promote a unified and consistent Clayton State University message** across all University, department, and unit communications
- **Empower Enrollment Management** to own the design and delivery of targeted marketing campaigns to prospective students
- **Strengthen the central communications team** with responsibility for creation and management of brand templates, tools, and messages
- **Create a communications strategy and calendar** to increase the responsiveness and timeliness of University communications

Foundational Capability: Advancing Operational Excellence. Increasing effectiveness in processes to provide excellent faculty, staff, and student-centered service across the institution.

Signature initiatives:

- **Reimagine traditional ways of working** and serving students by increasing campus communications, cross-training staff, and focusing on stakeholder outcomes
- **Promote a data-driven culture** through creation of standards for collection, management, reporting, and utilization of data

- ***Complete a process and policy review*** to identify barriers and increase process efficiencies both within and across units
- ***Establish service level agreements*** for operating units to improve customer service

Clayton State University Priority Areas of Focus and Signature Initiatives (2024-2030)

Strategic *priority areas* are most important areas of action for our institution to realize its vision within a defined and limited period of time. These priorities establish the broad areas of action that will be resourced to advance the achievement of the institution's vision.

Priority: Building Academic and Career Pathways. Promoting academic excellence through high-quality educational experiences and the creation of flexible degree pathways linked to workforce needs.

Signature initiatives:

- ***Evaluate and refresh the curriculum*** to increase student engagement and alignment with market demands
- ***Design flexible degree pathways that promote student progression and graduation*** by leveraging academic advising, mentoring, and technology
- ***Launch and grow new degree and non-degree programs*** that address workforce trends
- ***Expand course and program delivery modalities*** to increase flexibility and access for students

Priority: Growing Enrollment. Attracting undergraduate and graduate students to Clayton State University through targeted recruitment marketing, financial aid optimization, and the evaluation of program infrastructure.

Signature initiatives:

- ***Finalize and execute Strategic Enrollment Management plan***
- ***Execute targeted recruitment plan*** for key audiences including dual-enrollment, adult, and underrepresented populations
- ***Optimize and leverage scholarships and financial aid*** to maximize enrollment and student success outcomes
- ***Evaluate graduate program infrastructure*** to facilitate enrollment growth in high demand areas

Priority: Driving Student Success and Social Mobility. Increasing student retention and success at Clayton State University and after graduation through student support services, proactive outreach, and institutional data gathering.

Signature initiatives:

- ***Promote comprehensive student services*** with a tiered advising and case management support model to build student capacity to persist and graduate

- **Leverage institutional data and predictive modeling** to drive student success and retention
- **Expand alumni network and services** including mentoring and continuing education programs

Priority: Increasing Community and Corporate Engagement. Increasing impact on the State of Georgia and beyond through reciprocal partnerships, faculty scholarship, and economic development.

Signature initiatives:

- **Establish a central office to track, coordinate, and expand University partnerships** with government, corporations, foundations, and community organizations
- **Launch a President's Roundtable series** convening community and corporate leaders to engage in diverse topics
- **Advance faculty scholarship and research** through established partnership parameters for community and corporate partnerships
- **Promote community engagement and economic development** through programs that leverage the knowledge and skillsets of faculty, staff, and students to solve real-world problems

Academic Affairs Mission and Priorities

Mission: The Division of Academic Affairs advances the University's mission by driving student success through excellence and innovation in teaching, scholarship, and service.

Priorities

Increase Student and Faculty Success: Develop and implement targeted strategies to enhance course completion and improve faculty effectiveness.

Enhance Utilization of Data: Leverage data to guide decisions and facilitate continuous improvement

Improve Operational Efficiency: Streamline processes to improve productivity

Increase Effective Communication: Prioritize clear and transparent communication

Expand Pathways to Degree Completion: Develop and promote flexible academic pathways—including the BAS in Management, 4+1 accelerated graduate programs, and Nexus Degree pipeline—that reduce barriers and accelerate time-to-degree for transfer, adult, and working-professional students.

Prioritize Career Readiness: Embed career development throughout the curriculum via the Career Spine and Analytics/AI Spine; connect students with corporate partners, internships, and the LaunchCSU Innovation Center to ensure graduates are workforce-ready upon degree completion.

College of Business Vision Statement

Vision: To be a key facilitator of social mobility and community development in South Metro Atlanta.

College of Business Mission Statement

Mission: To develop business professionals and drive economic mobility through experiential learning, applied scholarship, and community engagement.

Impact Statement: The focus of positive societal impact of the College of Business is to 1) *develop business professionals to ensure their social mobility*, and 2) *provide faculty, staff, and student expertise to drive economic mobility of the South Metro Atlanta community*.

College of Business Values

Collegiality: *We treat each other with respect and work together in a spirit of inclusiveness, collaboration and teamwork to serve others and reach common goals.*

Excellence: *We give our best effort and seek continuous improvement in all our activities.*

Innovation: *We are open to new ideas and creative methods for solving problems.*

Integrity: *We promote ethical behavior, taking responsibility for our attitudes, actions and results.*

Transparency: *We support open, honest and continuous communication.*

College of Business Strategic Priorities

Priority 1: Offer in-demand academic programs designed to develop business professionals.

Priority 2: Advance corporate and community engagement through faculty scholarship and academic outreach.

Priority 3: Ensure mission-critical financial resources.

Pictorial of College of Business strategic priorities for 2025 and beyond, and alignment to Academic Affairs and University priority areas of focus.

STRATEGIC ANALYSIS

Key factors influencing our ability to fulfill our mission and realize our vision:

| Strengths | Weaknesses |
|---|--|
| <ul style="list-style-type: none"> • Outstanding value – quality education at affordable cost • AACSB Accreditation – distinction in the competitive market • Strategic South Metro Atlanta location • Dedicated, qualified faculty and professional staff • Diverse student body reflective of regional demographics • Small Business Development Center (SBDC) • Innovation Center • Four successful and growing academic centers of excellence • Strong graduate program portfolio (MBA, MSLD, MSSCA) | <ul style="list-style-type: none"> • Resource limitations (budget, staff, facilities) • Declining undergraduate enrollment • Heavy faculty workload relative to peers • Minimal admissions standards limiting academic preparation • Weak stakeholder engagement and limited Advisory Board activity • Young alumni base with limited philanthropic capacity • Lack of regional brand recognition • Salary compression reducing faculty recruitment leverage |
| Opportunities | Threats |
| <ul style="list-style-type: none"> • Online and hybrid program expansion • International partnerships • Technical college (TCSG) articulation agreements • Regional economic development partnerships • Non-degree certificate and continuing education programs | <ul style="list-style-type: none"> • Declining college-going student population base (the South Metro Atlanta overall population continues to grow, but the pool of traditional college-age students enrolling in four-year institutions remains under pressure regionally) • Declining state funding for higher education |

| | |
|---|---|
| <ul style="list-style-type: none"> • Nexus Degree development pipeline | <ul style="list-style-type: none"> • Intensifying competition (multiple online MBA and other online providers with 30-credit hour programs) • Rapidly changing workforce skill requirements • AI disruption to traditional business education models |
|---|---|

Our strategic initiatives should pair opportunities or threats from our external assessments with appropriate strengths or weaknesses from our internal assessment, to create the best value for our available resources. So “SO” strategies should use our internal strengths to take advantage of external opportunities; “WO” strategies should aim at improving internal weaknesses by taking advantage of external opportunities; “ST” strategies should use our strengths to avoid or reduce the impact of external threats; and “WT” strategies should focus on defensive tactics directed at reducing internal weakness and avoiding external threats.

Strategic Position and Basis for Differentiation

The College of Business is focused on engaging its key stakeholders to ensure the career readiness of its graduates. We seek to differentiate ourselves through the combination of the following elements:

- Superior value - Provide a quality education at an affordable price
- Focus on distinctive, high-demand undergraduate and graduate programs
- Customized Career and Analytic Spine within the BBA Curricula
- Systematic approach to corporate and community engagement
- Qualified & dedicated faculty and professional staff
- Diverse student body
- Safe and beautiful campus convenient to metropolitan Atlanta
- Multiple modes of program delivery

The College has assessed the relative market share and growth prospects of its current programs. The graduate portfolio—MBA, MSLD, and MSSCA—represents the highest-growth, highest-demand programs and is the primary driver of enrollment gains during the review period. The BBA remains the flagship undergraduate program and the foundation of COB headcount, though its enrollment has declined from 974 (Fall 2019) to 734 (Fall 2025), reflecting broader regional trends. The BAS in Management program (launching Fall 2026) represents the highest-growth opportunity for undergraduate headcount recovery through the TCSG transfer pipeline. The in-person evening BBA section has been reduced in response to limited demand, with resources redirected toward online and HyFlex delivery options.

Current Enrollment and Graduation Trends

The following tables depict enrollment and graduation trends over a recent five-year period.

University Enrollment Trend

| Row Labels | College of Arts & Sciences | College of Business | College of Health | Dual Enrollment | College of STEM | Grand Total | Subtotal w/o DE |
|---------------|----------------------------|---------------------|-------------------|-----------------|-----------------|-------------|-----------------|
| 202008 | 2076 | 1310 | 1748 | 1013 | 899 | 7046 | 6147 |

| | | | | | | | |
|---------------|------|------|------|------|-----|------|------|
| 202108 | 2000 | 1279 | 1648 | 984 | 892 | 6803 | 5911 |
| 202208 | 1712 | 1125 | 1384 | 758 | 858 | 5837 | 4979 |
| 202308 | 1649 | 1131 | 1291 | 924 | 843 | 5838 | 4995 |
| 202408 | 1609 | 1118 | 1319 | 1217 | 846 | 6109 | 5263 |
| 202508 | 1662 | 1103 | 1421 | 1351 | 840 | 6377 | 5537 |

The university trend over the review period has been a decline in traditional undergraduate enrollment and a major recent increase in dual enrollment. The College of Business undergraduate headcount declined from 974 (Fall 2019) to 734 (Fall 2025), a 25% reduction driven largely by post-pandemic enrollment shifts. The university has launched a new Strategic Enrollment Management plan, and the College is supporting recovery through targeted recruiting, TCSG articulation partnerships, the BAS in Management transition (Fall 2026), the 4+1 MBA pipeline, and student outreach through LaunchCSU and the LIFEvest Financial Literacy Series. Dual Enrollment participation through ECON 1101 remains active and supports the pipeline of prospective students.

College of Business Undergraduate Enrollment Trend

| | 001- Accounting | 003- General Business | 004- Management | 205- Marketing | SCM-Supply Chain Management | Grand Total |
|---------------|----------------------------|--------------------------------------|----------------------------|---------------------------|--|------------------------|
| 201908 | 197 | 274 | 226 | 154 | 123 | 974 |
| 202008 | 188 | 257 | 208 | 152 | 112 | 917 |
| 202108 | 159 | 292 | 211 | 135 | 93 | 890 |
| 202208 | 153 | 275 | 183 | 113 | 77 | 801 |
| 202308 | 187 | 279 | 158 | 116 | 62 | 802 |
| 202408 | 175 | 263 | 155 | 115 | 67 | 775 |
| 202508 | 189 | 237 | 128 | 111 | 72 | 737 |

Three of our majors- General Business, Accounting, and Marketing- experienced a step-function decline between 2021 and 2022 that impacted the entire university, but otherwise remain relatively flat and stable. The Management and Supply Chain Management majors have incurred large enrollment declines that require a strategic focus to address and turn around.

College of Business Graduate Enrollment Trend

| | HRL- Human Resource Leadership Cert | MBA- Master of Business Admin. | MSSCA- Supply Chain Analytics | SCMG- Supply Chain Mgmt- Cert | MSLD- Strategic Leadership Dev | DMKT- Digital Marketing | Grand Total |
|---------------|--|---|--|--|---|--|------------------------|
| 201908 | | 262 | | 1 | | | 263 |
| 202008 | | 298 | 14 | | 81 | | 393 |

| | | | | | | | |
|---------------|---|-----|----|---|-----|---|-----|
| 202108 | | 263 | 24 | 1 | 101 | | 389 |
| 202208 | | 217 | 18 | | 89 | | 324 |
| 202308 | | 213 | 22 | | 94 | | 329 |
| 202408 | 2 | 233 | 29 | 1 | 78 | | 343 |
| 202508 | 2 | 237 | 21 | | 105 | 1 | 366 |

Graduate enrollment grew from 263 (Fall 2019) to 366 (Fall 2025), a 39% increase, driven by the MSLD and MSSCA programs launched in Fall 2020. MBA enrollment has led the university’s graduate programs and, while it experienced a modest decline with the introduction of the new programs, is starting to slowly increase again with renewed marketing and articulation efforts. The MSLD program continues to serve the working-professional market and the College is evaluating expanded marketing and recruitment strategies to accelerate growth. The MSSCA program continues to grow – slower than our original estimate, but very encouraging for the limited marketing and recruiting resources available.

College of Business Undergraduate Degrees Awarded Trend

Since the pandemic, degrees awarded across all BBA majors except General Business have trended downward, which follows the larger university trend. This major is the most flexible and it may be that students have started selecting it to graduate quickly now, versus a decade ago when students selected General Business as a placeholder until they could choose one of the more targeted academic disciplines.

College of Business Graduate Degrees Awarded Trend

Graduate degrees awarded continues to be a strength for the College of Business and for the university. While we experienced a dip in MBA degrees awarded in 2023-2024, the general trend continues to be upward. MSLD and MSSCA degrees awarded follow those program enrollment trends, with a stable proportion of enrolled students graduating each year.

Enrollment and Graduation Key Takeaways

The key takeaways from this summary analysis include:

- Undergraduate enrollment has been flat to down over the past five years.
- General Business majors has shown some strength in numbers indicating that General Business may be transforming from a temporary major to a deliberate choice for students entering the college.
- Graduate enrollment is strong, although limited recruitment and marketing resources may be contributing to a plateau in MSLD and a very slow growth in MSSCA.
- Graduation numbers and rates are down in BBA and that is a concern that we will address through close alignment with the university strategic plan.
- Graduation numbers in graduate programs continue to follow enrollment, with a stable percentage of enrolled students graduating each year. While increasing graduation rates will always be a continuous improvement goal, increasing enrollment is the current strategic priority.

Risk Assessment and Mitigation

Our strategic priorities have inherent and environmental risks, and we have evaluated each priority to identify risks, likelihood, and mitigation. Below are the risk registers for each strategic priority. For all numerical scores, 1=Low, 5=High.

| Risk # | Risk Description (Cause → Risk → Impact) | Category | Impact (1-5) | Prob. (1-5) | Risk Score | Current Mitigation Controls | Effectiveness (1-5) | Strategy | Risk Response / Action Plan |
|-----------|--|-------------|-----------------|----------------|---------------|---|------------------------|-------------|--|
| R1 | Loss of enrollment → budget reduction → reduced fulltime faculty/staff → reduced operations | Operational | 3 | 3 | 4.5 | TCSG articulation agreements and BAS in Management transition (Fall 2026) expanding transfer pipeline; LaunchCSU entrepreneurship program attracting new students; 4+1 accelerated MBA pipeline; cross-trained faculty; qualified PT faculty pool; ability to increase section sizes; enrollment management partnership with targeted marketing | 4 | Enhance (O) | Activate BAS in Management transition (Fall 2026) to expand AAS transfer pipeline and grow undergraduate headcount; pursue TCSG articulation agreements; launch 4+1 accelerated MBA pipeline; deploy LaunchCSU to attract entrepreneurship-focused students; work with Enrollment Management on targeted South Metro Atlanta recruitment; increase section sizes and assign qualified PT faculty in high-demand courses; reduce non-COB service course offerings to protect faculty capacity |
| R2 | Long-term inaccessibility of physical assets (e.g., pandemic, major storm) → course disruption | Operational | 4 | 1 | 2 | Continual monitoring of space requirements; update faculty on emergency response procedures for course continuity | 4 | Treat (T) | Develop online capability for all faculty and all courses; maintain two weeks of online-accessible course materials at all times |
| R3 | Increase in online course offerings → diminished student engagement | Operational | 2 | 3 | 3 | Comprehensive faculty training; audit of all programs per AoL plan | 3 | Enhance (O) | Enhance student engagement in online courses through HyFlex option and improved course design; QM certification program |
| R4 | Failure to meet COB enrollment targets → below-target student headcount | Strategic | 3 | 2 | 3 | Introduce high-demand programs; work closely with Enrollment Management; manage course fill rates (target: 90% online, 60% seated) | 2 | Share (O) | BAS in Management transition to COB implemented effective Fall 2026 (Provost directive); eleven business concentrations approved by UCC; pursue TCSG articulation agreements to grow AAS-to-BAS transfer pipeline; monitor BAS |

| | | | | | | | | | |
|------------|---|-------------|---|---|---|---|---|-------------|--|
| | | | | | | | | | enrollment as leading indicator of undergraduate headcount recovery |
| R5 | Increase in DFW rates → student success problems and retention loss | Operational | 2 | 2 | 2 | Tutors and supplemental instructors; Quality Matters training for faculty | 4 | Enhance (O) | Identify high-DFW courses; work with faculty to introduce interventions to enhance student success; early alert integration |
| R6 | Failure to attract required external funding → strategic initiatives underfunded | Strategic | 1 | 2 | 1 | Engage Advisory Board; expand corporate partnerships | 4 | Enhance (O) | Specify specific initiatives for Advisory Board members; enhance consulting revenue through COB academic centers community and corporate engagement |
| R7 | Lack of career management skills among graduates → poor career outcomes and program reputation | Operational | 3 | 2 | 3 | Assess impact of Career and Analytics Spines within BBA and career management activities in all business programs | 3 | Treat (T) | Enhance experiential learning opportunities through internships, student consulting assignments, case competitions, and student organization participation |
| R8 | Unable to meet internship placement needs for students → PLO1 (Career Prep) at risk | Operational | 2 | 1 | 1 | Effective use of Advisory Board members to enhance corporate connections | 4 | Enhance (O) | Introduce Student Consulting Group for student teams to work with clients under the mentorship of an industry veteran |
| R9 | Lack of currency and relevance of curricula → graduates not meeting employer expectations | Operational | 2 | 1 | 1 | Periodic review of curricula | 3 | Treat (T) | Ensure that Advisory Board members are invited to review curricula to ensure curricular currency and market alignment |
| R10 | Failure to attract and retain qualified faculty → qualification ratios at risk | Strategic | 2 | 1 | 1 | Faculty development opportunities; Faculty Satisfaction Survey | 4 | Treat (T) | Reallocate resources and develop plans to ensure faculty have resources to maintain currency; address salary compression where possible |
| R11 | Failure to maintain appropriate portfolio of qualified faculty → AACSB Standard 3 compliance risk | Strategic | 4 | 1 | 2 | Develop and maintain a faculty resource plan | 4 | Enhance (O) | Manage faculty resources to ensure qualified faculty are available before adding new programs or majors; monitor qualification ratios across disciplines |

| | | | | | | | | | |
|------------|---|-------------|---|---|------------|--|---|-------------|---|
| R12 | Rapid expansion of online delivery → inconsistency in instructional quality and learner engagement → student dissatisfaction, retention risk, and AoL outcomes at risk | Operational | 4 | 2 | 4 | Strategic partnership with CELT for QM training and certification; structured peer review of online courses integrated into FES (annual requirement); faculty self-reviews documented in annual evaluation portfolio; HyFlex delivery infrastructure with trained faculty; student satisfaction monitoring via SEI (target ≥4.5/5.0) | 3 | Enhance (O) | Continue CELT partnership for QM certification program; require annual online course peer review for all full-time faculty with documented improvement plans; maintain SEI monitoring (≥4.5 target); expand HyFlex to low-enrollment courses; develop COB online course design policy; track QM-certified courses as KPI; address quality gaps identified through peer review within one semester |
| R13 | Failure to maintain AACSB accreditation → loss of accreditation status | Strategic | 4 | 1 | 2 | Ensure adherence to AACSB standards; focus on continuous improvement | 5 | Treat (T) | Closely monitor faculty resources to ensure AACSB proposed ratios are maintained across all disciplines; manage coverage by qualified faculty across all COB programs |
| R14 | BAS in Management transition (Fall 2026) introduces four faculty to COB roster; one of four not yet AACSB-qualified under COB FES → potential Standard 3 qualification gap during transition window → compliance risk at next CIR | Strategic | 4 | 1 | 4.0 | Three-year SA qualification development plan established for transitioning faculty member; milestones and annual progress reviews defined; Department Chair accountability checkpoints; plan documented in COB Digital Resource Room; faculty appropriately classified (SA/PA) during transition | 4 | Enhance (O) | Conduct annual Department Chair review of development plan milestones (publication progress, point accumulation); confirm SA qualification achieved within three-year window; ensure BAS teaching assignments align with qualification status; maintain development plan in Digital Resource Room for PRT review; flag to Dean and Accreditation Director if milestones are not met; verify full Standard 3 compliance prior to next CIR submission |

Roadmap to CSU College of Business’ Societal Impact Efforts

| College of Business Mission* | | | |
|---|-------------------------------|---|-------------------------------------|
| To develop business professionals and drive economic mobility through experiential learning, applied scholarship, and community engagement. | | | |
| | Curriculum/Co-curricular | Scholarship | Outreach Activities |
| Develop Annual Monitoring Plan | Career Spine/Analytics Spine | Study of Southside Entrepreneurs | VITA Free Tax Prep |
| | Entrepreneurship Devt. | Economic Development Plan | LIFEvest Financial Literacy Series |
| | Case Competition | Workforce Development Studies | Financial Literacy |
| | Elevator Pitch | Warehouse Study | LakerPreneur Pitch Competition |
| | Financial Literacy | Vertical Farming | Southside Economic Summit |
| | Digital Marketing Certificate | Workforce Collaborative | Level Up Conference (CTAE Students) |
| | Specific curricular reference | Manifesting Proactive Smart Growth | SBDC Small Business Services |
| | Other | COVID-19’s Impact on Clayton County’s Human Capital & Productivity Growth | CSLD Leadership Summit |
| | | Other | Other |
| | | | Assess Impact Overtime |

* **Note:** College mission aligns with UN SDGs #4 & #8 - Quality Education & Economic Mobility/Development

Measures of Success: Key Process Indicators (KPIs)

To monitor our strategic execution, we have identified KPIs and targets to monitor our performance and make adjustments as necessary. Our desire is to incorporate these strategic measures, and our Assurance of Learning (AoL) performance, into an executive information system (“Dean’s Dashboard”) as resources become available.

| Strategic Priority | Key Performance Indicators | Baseline (2019) | Target 2029 |
|------------------------------------|---------------------------------------|---------------------------------------|-------------------------------------|
| Implement Career-Focused Curricula | Maintain International Accreditation | AACSB | AACSB |
| | Career Spine Activities | 8+ UG Courses (implemented) | 14 UG |
| | Technology/ Analytic Spine Activities | In progress | 8 UG |
| Ensure Impactful Engagement | Student Retention Rate (UG) | New Freshman: 54% Transfers: 63.2% | New Freshman: 60% Transfers: 65% |

| | | | |
|---|---|---|---|
| | Student Retention Rate (Graduate) | 1 st Year Online: 57% 1 st Year Overall: 72% | 1 st Year Online: 70% 1 st Year Overall: 70% |
| | Graduate Enrollment | 263 (366 by Fall 2025) | 500 |
| | Undergraduate Enrollment | 974 (734 by Fall 2025) | 900 |
| | Number of Business Degree Programs | 4 (5 w/ BAS, Fall 2026) | 5 |
| | Number of Corporate Partners | 0 | 10 |
| | Number of High Schools Engaged | 11 | 15 |
| Focus on Faculty and Staff Development | Professional Development Activities attended by staff per Year | 0.5 | 1 |
| | Instructional Development Activities by Each Faculty Member per Year | 0.5 | 1 |
| | Research/Professional Output (Table 8-1) per FT Faculty Member | 2.25 | 2.5 |
| | Faculty/Staff Satisfaction Level | - | 4.5/5.0 |

Strategic Priorities & Supporting Initiatives

Below is a description of each strategic priority and detailed goals and strategic initiatives. The appendix of this document includes detailed task-action tables for each strategic priority by goal and initiative.

Strategic Priority #1 Develop Business Professionals through Market-Relevant Academic Programs

Goal #1: Clayton State Business graduates will possess market-relevant knowledge, skills and attributes

Initiatives:

- Assurance of Learning Upgrade
- Spines Initiative (Career, AI and Analytics)
- BBA in Financial Economics

Goal #2: CSU business graduates will have demonstrated experience applying business learning Initiatives:

- Internship/Cooperative Refresh
- Course-level experiential learning
- College-level career services (long-term)

Goal #3: Academic Programs Follow Best Practices for Design and Delivery Initiatives:

- Faculty Instructional Design and Delivery Development
- Quality Matters Program Certifications

Strategic Priority #2 Contribute to Community Development Through Faculty Scholarship & Academic Outreach

Goal #1: Increase the Impact of Faculty Scholarship Initiatives:

- Impact of Scholarly Publications and Presentations
- Enhance Scholarly Collaboration

Goal #2: Enhance Community Engagement Through Impactful Outreach Initiatives:

- Impact of Community-Based Research and Consulting Projects
- Enhance Community Support Programs and Activities

Strategic Priority #3 Secure Critical Resources

Goal #1: Increase Student Enrollment in Business Programs Initiatives:

The college aims to increase student enrollment in business programs. The initiatives to achieve this goal are grouped into three key areas: **Recruit**, **Retain**, and **Graduate**.

Recruit Initiatives

To address enrollment decline and grow program demand, the college will focus on targeted recruitment efforts, partnerships, and program expansion:

- **Expand Academic & Corporate Partnerships** at the graduate level.
- **Grow the 4+1 pipeline** for both internal and external candidates.
- **Partner with Regional Recruiter** to reach out to **21 Technical Colleges**.
- **Develop a Memorandum of Understanding (MOU) with TCSG System Colleges**.
- Host a **Recruitment Fair**.
- Implement a **Student-led internship for High School (HS)/TCSG outreach** and partner with Enrollment Management (EM).
- **Revise/enhance the COB webpage and social media presence**.
- **Launch and grow new degree and non-degree programs**, including the BAS in Management (Fall 2026), and explore the proposed **BBA in Financial Economics**.
- **Launch BBA concentrations in Economics and Finance**.
- **Rename the Management Major and Refresh the management curricula**.
- **Develop an AI in Marketing course**.
- Promote faculty-recommended **BAS Concentrations** including Governmental Accounting, Supply Chain Management, Entrepreneurship, Marketing, Digital Marketing, HR, Economics, Finance, and Leadership Development.
- Offer **Certificates** in Strategic Leadership, Project Management, TRUIST Leadership, and Entrepreneurial Mindset.

Retain Initiatives

To improve student retention and success rates, the college will focus on enhanced support, advising, and engagement:

- Utilize **Early Alerts**.
- **Improve SCML 3102** and add it to the **early alert system** for **proactive midterm outreach**.
- Require **Mandatory Orientations** (in-person & Online).
- Encourage **Faculty to advise juniors and seniors**.
- **Promote Student Clubs and Activities**.
- Host **Regular College Events** to engage students.

Graduate Initiatives

To address the decline in BBA degrees awarded and facilitate timely completion, the college will focus on curriculum refinement and student needs assessment:

- **Reduce the number of required courses & sequencing for Supply Chain Management (SCM)**.
- **Ensure ECON 1101 is included in the I of IMPACTS**.
- **Conduct Market research** to understand student choice of major.

Goal #2: Increase Grants, Contracts, and Philanthropic Funding Initiatives:

- Enhance Give4Dreams Campaign
- Seek Grant Opportunities
- Increase Number of Corporate Partners
- Seeking Consulting & Community Projects
- Seeking Naming Opportunities

Areas of Innovation

The following are expected areas of innovation from the implementation of this strategic plan:

- Incorporation of Career Spine within the business Core
- Incorporation of Analytics & AI Spine within the business core
- Development of the first Nexus Degree at the University
- Development of innovative ways of engaging community and corporate partners
- Development of innovative degree programs to drive enrollment growth
- Development of new sources of external funding to support the college mission
- Launch of BAS in Management (Fall 2026), opening the TCSG applied-degree transfer pipeline to the College of Business

- HyFlex delivery infrastructure expansion to increase access for working professional students
- New Faculty Evaluation System (FES, approved April 2025) providing a structured, transparent framework for faculty development and scholarship

Appendix

The College of Business strategic initiatives in this appendix are ongoing or completed, with task-level planning and execution details provided. As strategic initiatives are completed and resources become available, additional initiatives from the list in section *Strategic Priorities & Supporting Initiatives* will be added with prioritization determined by the College leadership team and based on College and University needs.

| Strategic Priority | Strategic Goal | Strategic Initiative |
|---|---|---|
| Develop Business Professionals through Market-Relevant Academic Programs | Clayton State Business graduates will possess market-relevant knowledge, skills and attributes | AOL Upgrade |
| Develop Business Professionals through Market-Relevant Academic Programs | CSU business graduates will have demonstrated experience applying business learning Initiatives | Internship/Cooperative Refresh COMBINE WITH ABOVE |
| Develop Business Professionals through Market-Relevant Academic Programs | Academic Programs Follow Best Practices for Design and Delivery Initiatives | Faculty Instructional Design and Delivery Development |
| Contribute to Community Development Through Faculty Scholarship & Academic Outreach | Increase the Impact of Faculty Scholarship | Impact of Scholarly Publications and Presentations |
| Contribute to Community Development Through Faculty Scholarship & Academic Outreach | Increase the Impact of Faculty Scholarship | Enhance Scholarly Collaboration |
| Contribute to Community Development Through Faculty Scholarship & Academic Outreach | Enhance Community Engagement Through Impactful Outreach Initiatives | Impact of Community-Based Research and Consulting Projects |
| Contribute to Community Development Through Faculty Scholarship & Academic Outreach | Enhance Community Engagement Through Impactful Outreach Initiatives | Enhance Community Support Programs and Activities |
| Secure Critical Resources | Increase Student Enrollment in Business Programs | Recruit |
| Secure Critical Resources | Increase Student Enrollment in Business Programs | Retain |
| Secure Critical Resources | Increase Student Enrollment in Business Programs | Graduate |
| Secure Critical Resources | Increase Grants, Contracts, and Philanthropic Funding Initiatives | Enhance Give4Dreams Campaign |

| | | |
|---------------------------|---|---|
| Secure Critical Resources | Increase Grants, Contracts, and Philanthropic Funding Initiatives | Seek Grant Opportunities |
| Secure Critical Resources | Increase Grants, Contracts, and Philanthropic Funding Initiatives | Increase Number of Corporate Partners |
| Secure Critical Resources | Increase Grants, Contracts, and Philanthropic Funding Initiatives | Seeking Consulting & Community Projects |
| Secure Critical Resources | Increase Grants, Contracts, and Philanthropic Funding Initiatives | Seeking Naming Opportunities |