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College of Business Administration



To empower and engage people to create positive change

2021-2026 Strategic Plan



College of Business Administration

Core Values

Innovation

Knowledge

Excellence

Compassion

Integrity

Diversity

Commitment
to doing good

Mission Statement

To provide undergraduate and graduate business education to a diverse learner population including representation from military-affiliated backgrounds. By bringing together experts, we equip life-long learners with innovative and industry-relevant knowledge, positively engage with regional stakeholders, produce impactful relevant intellectual contributions, and inspire change agents to create a better world.

Our Vision

To be the first choice for business education in our region and beyond.

Expand Geographically to Off-Campus Locations

Goals:

Offer educational opportunities to promote and advance correctional education

Offer selective courses and programs at regional community colleges

Scale Existing and Develop New and Pre-Existing Learner and Post-Graduation Success Programs

Goals:

Create deliberate experiential learning opportunities for learners within programs

Identify learner needs and expand learner support services for academic and career success

Create life-long learning and upskilling opportunities for communities and alumni.

Create Spaces where COBA Learners and Faculty can be Catalysts for Transformative Learning

Goals:

Create centers that enable thought leadership

Promote thought leadership within curriculum and scholarship

Expand Geographically to Off-Campus Locations



Goals and Tactics

Goal: Offer educational opportunities to promote and advance correctional education.

Objectives:

Graduate at least 50 learners from Gatesville Correctional Facilities by 2026

Tactics:

Develop a model for remote learning and instruction for the incarcerated community

Build a course rotation

Develop in-house training for faculty teaching in the program

Coordinate efforts with enrollment management

Examples of Success Indicators Include:

of incarcerated learners satisfied with educational experience

of incarcerated learners who perceive education to have a positive influence on their life

% of improvement on measures such as recidivism, student ratings of instructions, and other qualitative measures (e.g. societal impact, staff perspectives)

Expand Geographically to Off-Campus Locations

Goals and Tactics



Goal: Offer selective courses and programs at regional community colleges.

Objectives:

Offer at least 5 undergraduate courses at Austin Community College (ACC) Highland Campus

Offer at least one program at one of ACC's campuses

Tactics:

Collaborate with ACC department chairs and faculty to identify courses to be offered face-to-face and respective rotations

Collaborate with ACC to identify market demand for one graduate and/or one undergraduate program/certificate/micro-credential to be offered on ACC's campus

Examples of Success Indicators Include:

% increase in the number of ACC learners admitted into COBA programs

of courses offered at local community colleges

% of ACC learners enrolled in COBA programs taking face-to-face courses

% increase in the number of learners in the specific program/certificate/micro-credential

Scale and Develop New and Pre-existing Learner and Post-Graduation Success Programs



Goals and Tactics

Goal: Create deliberate experiential learning opportunities for learners within programs

Objectives:

Identify and create at least one experiential learning opportunity for learners in every program

Tactics:

Work with program faculty to develop degree pathways with relevant experiential learning

Market the experience (e.g., recognition of learners with two or more of these experiences upon graduation, communicate with community colleges and learners, showcase student achievements, develop curricular and co-curricular badges)

Examples of Success Indicators Include:

of businesses and community impacted (ROI, addressing systemic problem; focus group, \$ value to hours of services provided, stakeholder opinions, etc.)

of learners satisfied with the experience

Scale and Develop New and Pre-existing Learner and Post-Graduation Success Programs



Goals and Tactics

Goal: Identify learner needs and expand learner support services for academic and career success

Objectives:

Increase program retention by 5%

Increase Early College High School (ECHS) program enrollment by 20%

Adopt a career advising model (with career and success coaching)

Tactics:

Offer tutoring services for quantitative courses

Provide professional development and training to advisors

Connect and recruit ECHS students

Recruit students for peer mentors for ECHS and tutors

Develop alumni and industry mentorship program

Hire joint/third advisor

Examples of Success Indicators Include:

% of growth in learners enrolled in our programs

% of growth in learner retention

% of increase in availability of learner and career services (e.g. more tutors, more staff, more hours available)

% of increase in career satisfaction of undergraduate learners

Scale and Develop New and Pre-existing Learner and Post-Graduation Success Programs



Goals and Tactics

Goal: Create life-long learning and upskilling opportunities for communities and alumni

Objectives:

Offer at least 6 industry-driven, stand-alone graduate certificates

Increase in the intellectual curiosity and critical thinking skills of our graduates

Enroll 25% or more of our existing undergraduate students in COBA's graduate programs and/or certificates

Tactics:

Identify faculty members with industry experience to develop industry-driven courses

Conduct industry and alumni focus groups to ascertain industry relevant certificates and the desired competencies

Revise existing programs and/or certificates with industry input, focusing on use and application of technological tools and certifications

Invest in faculty trainings and certifications as required

Develop a process for industry engagement

Examples of Success Indicators Include:

of students who received a career promotion

% of alumni who participate in events, donate, and/or volunteer for speaking engagement and mentoring

% of increase in undergraduate learners who enroll in graduate programs and/or certificates

Create Spaces where COBA Learners and Faculty can be Catalysts for Transformative Learning

Goals and Tactics



Goal: Create centers that enable thought leadership

Objectives:

Create a Center for Interdisciplinary Entrepreneurship

Create a Center for Cybersecurity Innovation

Tactics:

Partner with industry and local community to identify the need and vision of the centers

Develop naming and funding models

Develop and implement programs for these centers, engaging with other disciplines across campus

Examples of Success Indicators Include:

of businesses and community partners engaged

% of improvement on qualitative measures, such as perceived societal and economic impact

Create Spaces where COBA Learners and Faculty can be Catalysts for Transformative Learning



Goals and Tactics

Goal: Promote thought leadership within curriculum and scholarship

Objectives:

All COBA programs to integrate one of the two thought leadership components (or a variation thereof) currently identified by COBA: 1) Sustainability and the Triple Bottom Line, or 2) Cybersecurity

Increase the innovation and impact level of both teaching and scholarship activities

Tactics:

Conduct a baseline study and support faculty to integrate thought leadership components to their courses

Create faculty incentives for teaching and research impact and innovation

Reward faculty for participation in the present goal by incorporating it into annual evaluations

Examples of Success Indicators Include:

of media interviews and mentions

of invited presentations at academic conferences and community forums

of publications in journals with objective impact measures

of community projects and community engagements