Elizabethtown College
SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES
at The Edward R. Murphy Center

STRATEGIC PLAN
2017-2020

Elizabethtown Campus
Edward R. Murphy Center
One Alpha Drive
Elizabethtown, PA 17022
717-361-1411

Harrisburg
Dixon University Center
2986 North 2nd Street
Harrisburg, PA 17110
717-720-4080

Lancaster Center
Lancaster Theological Seminary
555 W. James Street
Lancaster, PA 17603
717-290-8759
Contents

Executive Summary .................................................................................................................................................. 2
Strategic Intent .......................................................................................................................................................... 3
Our Mission ............................................................................................................................................................ 4
Brief History and Profile ......................................................................................................................................... 4
Who We Serve ....................................................................................................................................................... 5
Our Core Programs and Services ............................................................................................................................ 5
Our Staff Core Values ............................................................................................................................................. 7
Summary of Planning Process .................................................................................................................................. 7
Four Goals .................................................................................................................................................................. 8
  Goal 1. Expansion of Credit Programming and Enrollment ............................................................................. 8
  Goal 2. Expansion of Non-Credit Training and Development Services ............................................................ 8
  Goal 3. Curriculum and Online Delivery Review and Enhancement ................................................................. 8
  Goal 4. Student Academic Success and Retention Focus ................................................................................. 8
Goals and Strategies ................................................................................................................................................. 9
  Goal 1 Expansion of Credit Programming and Enrollment ............................................................................. 9
  Goal 2 Expansion of Non-Credit Programming and Enrollment .................................................................... 11
  Goal 3 Curriculum and Online Delivery Review and Enhancement ................................................................. 12
  Goal 4 Student Academic Success and Retention Focus ................................................................................. 14
Next Steps ............................................................................................................................................................. 16
  Measurements/Tactics/Tracking ............................................................................................................................. 16
Appendix 1 - Enrollment Goals by Year and Program ........................................................................................ 17
Appendix 2 - SCOTT Analysis - Strengths, Challenges, Opportunities, Trends and Threats ................................18
Executive Summary

2016 was been an active one for the School of Continuing and Professional Studies. We had another successful commencement celebration, hired five new staff members, and continue to attract undergraduate and graduate students to our programs and serve them well in their academic pursuits. We ended academic year 2015-16 with strong enrollment and financial performance, indicating that our programs are still in demand in the region. We are operating in a fiercely competitive higher education marketplace and so must continue to market our programs vigorously. Our messages must be attuned to the needs of our adult student market and must make the case that an Elizabethtown College degree is worth the investment of their time and resources.

As the College as a whole is conducting a strategic planning exercise this academic year, the School is also looking to the future to meet the needs and aspirations of all of our stakeholders. In preparing this plan, I have had conversations and/or reviewed survey data from students, faculty, staff, our Council on Academic Management, senior college leadership, the wider campus community, the business community and non-profit organizations. All of these people and organizations are impacted by the School in important ways. Plans for the future belong to all of us and I have tried to reflect that in this document.

The plan lays out the strategic priorities for the next three years and it is meant to evolve as we proceed in our work. A new stakeholder group may emerge and need to be integrated into it. An external force of sufficient importance may cause a reconsideration of plans. We are ready to evolve as needed, but are happy to have a road map as we move into the future.
Strategic Intent
The School of Continuing and Professional Studies at Elizabethtown College will change over the next three academic years. There is no way to move forward without change and growth. In a world where everything and everyone is changing and advancing, using new technologies to innovate, and actively seeking new markets, sitting on our laurels is not an option. We imagine the School to be a nimble organization that uses both data and commitment to our mission to make strategic decisions. We will move forward on our strengths – our committed faculty, our experienced staff, our institutional support, and our history of commitment to adult students.

By the summer of 2020, we envision offering significantly increased graduate programming, online degrees, certificates, and corporate and non-profit training. To ensure success for these new programs, we will increase our geographic footprint with strategic expansion into contiguous states based on market research studies. We will forge new community partnerships that commit the School to advancing the success of the Central Pennsylvania business and non-profit communities. We will champion the connection between education and prosperity in our community.

Over the next three academic years, we will complete a review of our academic programming, make decisions regarding changes in delivery, elimination of programs, investments in curriculum and faculty development. We will work to more fully understand the students we serve so we can help them succeed in their studies and use their education to enhance their personal and professional lives.

Can we see into the future to what education will look like in 20 years? Perhaps not, but only those who try will be part of the future of higher education and share in the exhilaration of implementing improvements in education for future generations. For this reason, the School commits to consistently explore new ways to enhance student learning and elevate the learning experience, and explore and experiment with new learning technologies and delivery methods. We know that this commitment requires openness to disruption. We invite our community along with us as we explore and contribute to the future of higher education.

Sincerely,

Barbara Randazzo
Dean, School of Continuing and Professional Studies
Elizabethtown College
Our Mission

Molded by a commitment to educate for service, Elizabethtown College is a community of learners dedicated to educating students intellectually, socially, aesthetically, and ethically for lives of service and leadership as citizens of the world. As a comprehensive institution, the College offers academic programs in the liberal arts, sciences, and professional studies. Combining classroom instruction with experiential learning, these programs advance independent thought, personal integrity, and social responsibility as the foundations for a life of learning. Founded by members of the Church of the Brethren, the College believes that learning is most noble when used to benefit others and affirms the values of peace, non-violence, human dignity, and social justice.

The School of Continuing and Professional Studies seeks to extend the boundaries of the College's learning community to include a wider and more diverse population. The School expresses the values of the College's mission through a commitment to and advocacy of degree and non-degree academic programs for adult learners. In particular, the School embraces the values of human dignity and social justice by widening access to quality higher education for adults. In its programs and outreach, the School fosters a learner-centered academic culture that expresses the College's belief that learning is life-long and most noble when used to benefit others.

Brief History and Profile

Elizabethtown College was founded in 1899 by the Church of the Brethren, one of three historic peace churches. Today, the College is a private liberal arts higher education institution with approximately 2,600 students (approximately 1,800 primarily residential students and 800 adult part-time students). Formal accreditation was granted by the Pennsylvania Department of Public Instruction in 1921 and by the Middle States Association of Colleges and Secondary Schools in 1948.

In 1972, the College established the Center for Community Education as an autonomous, self-governing unit to provide educational opportunities for adults, professionals, retirees and other students who were not part of the College's residential programming. The mission of the Center was to extend the boundaries of the College's learning community to include a wider and more diverse population, thereby mutually enriching the institution and the community.

The Council on Academic Management (CAM) was established in 2001 as the academic governance system that maintains and revises the School's liberal education core program and all of its professional majors. This innovative model of governance includes representation from faculty, student, alumni, community and administrative groups.
Who We Serve
The School of Continuing and Professional Studies reaches out to and serves adult students (generally age 23 and above) from the community with educational services. These services are provided with a commitment to flexibility so that students can fit college into their adult and professional lives. Toward this end, the School is committed to offering students options: classroom based courses at any of our six convenient locations, online courses, blended courses and fully online programs.

Our students come to us for many reasons: career advancement, personal life goals, career changes, etc. We are proud to welcome them into a College that cares about their learning and success. Our staff is ready to assist them in choosing a degree program, getting started and supporting them as they complete their educational program or degree.

The School serves the business and non-profit communities through in-demand academic programs and non-credit professional training services. Meeting the education and training needs of Central Pennsylvania is a critical part of the School’s mission.

Our Core Programs and Services
The School of Continuing and Professional Studies offers adult students the opportunity to earn a high quality Elizabethtown College undergraduate or graduate degree on a schedule that fits their busy lives. Accelerated courses, various locations, resources and support for adult learners combined with a dedicated and understanding staff and a faculty comprised of working professionals and subject matter experts all contribute to student success. The goal of the SCPS is to inspire students to grow personally and professionally to the benefit of themselves, their families, their employers and their community.

Undergraduate Degree Programs
At the undergraduate level, we offer eight degree programs in a five-week accelerated format; students take one class at a time and are able to attend classes year-round. Majors available are Business Administration, Accounting, Corporate Communication, Criminal Justice, Information Systems, Health Care Administration, Human Services, and Human Services Behavioral and Addictions Counseling. Four of our majors are available in a 100% online format.
Graduate Degree Programs

Our School of Continuing and Professional Studies graduate degree programs emphasize leadership and professional development. Degree programs are provided in an accelerated eight-week timeframe, designed for optimal convenience and flexibility in both online and blended classroom formats. Classroom courses are offered in multiple locations that include the main campus in Elizabethtown, as well as Harrisburg and Lancaster. Working adults can reach their goal of a master’s degree in two years, attending on a part-time basis. We offer two graduate degree programs: the Master of Business Administration and the Master of Science in Strategic Leadership. If desired, students can opt to take the MBA in a 100% online format.

Organizational Training Services

In addition to the School’s academic credit offerings, SCPS offers customized leadership and professional development opportunities to area businesses and organizations. Sessions are developed to fit the needs of the partner organization and are led by current graduate faculty and industry consultants. SCPS professional development programs integrate the latest in academic business theory with professional applications to provide individuals with the skills, knowledge and experiences needed to become innovative leaders ready to meet constant change and global markets. With a substantial pool of qualified facilitators and an extensive catalog of leadership and business curriculum to draw upon, SCPS has the ability to meet the varying needs of a diverse mix of organizations and industry sectors.

Prior Learning Assessment

The School is committed to Prior Learning Assessment. Our staff works closely with students to translate their work and life experience into academic credit. We offer an array of pathways for students to document their prior learning. We assist and support students so that all of their professional and academic learning is recognized and acknowledged.
Our Staff Core Values

We embrace our responsibility to offer quality educational programs and services to adult learners. We approach our work with a commitment to:

Honesty
Innovation
Excellence
Respect
Collaboration
Learning

Summary of Planning Process

This strategic plan was put together using information gathered from the following sources:

• The Fall 2015 Graduate Student Satisfaction Survey
• The Summer 2016 Graduation Exit Surveys of both undergraduate and graduate students
• The Fall 2016 Strategic Planning Survey of SCPS Students
• The Annual Reports submitted by the Lead Facilitators in each discipline
• The October meeting of the Council on Academic Management
• Discussions with the staff of the SCPS
• Discussions with the faculty of the SCPS
• Discussions with the wider campus community through the Resources and Strategic Planning Committee
• Discussions with community partners
Four Goals

Goal 1. Expansion of Credit Programming and Enrollment

Expand access to the unique benefits of an Elizabethtown College education to new constituencies through innovative programming, formatting, and distance learning, thereby increasing the number of non-traditional learners in the College’s learning community.

The SCPS has set a challenging goal to grow financial performance by approximately 20% over the next 3-5 years. We believe there is a strong need in the community for educational services at both the undergraduate and graduate level. This need is concentrated in the population aged 25 and above, the market that the SCPS has been successfully serving for the last 15 years and that the College has served since 1959. We will do this by further developing our digital marketing effectiveness, identifying and launching market driven new programming, and growing our brand identity in the adult higher education marketplace.

Goal 2. Expansion of Non-Credit Training and Development Services

Position the School of Continuing and Professional Studies as an educational partner to business and non-profit organizations in the community. Leverage the expertise of our faculty to deliver customized training programs, certifications, and focused certificates designed to enhance business and leadership skills in the workforce. Tie these solutions to the overarching “Etown Means Business” tagline and related services.

Goal 3. Curriculum and Online Delivery Review and Enhancement

Develop and deliver programs that provide students with a rigorous academic experience, are deeply engaging, and are relevant and applicable to the real world of work and community. Maintain and advance the liberal arts core values of Elizabethtown College and ensure students graduate with skills they will need to be successful in their current and future career(s). Focus on supporting faculty in their teaching and assessment roles, review and continuous improvement in student learning outcomes, and best practices in instructional design.

Goal 4. Student Academic Success and Retention Focus

Successful degree/program completion is our goal for every student who chooses Elizabethtown College. We seek to provide a supportive environment to assist students to reach this completion goal. We will ensure students have access to the resources needed to build skills, explore their major area of focus, enhance their career, and be successful in their coursework, all while they are managing their professional and personal responsibilities. Over the next three years, we will place particular emphasis on retention of students in our growing array of online degree programs.
Goals and Strategies

**Goal 1 Expansion of Credit Programming and Enrollment**

**GOAL:** Expand access to the unique benefits of an Elizabethtown College education to new constituencies through innovative programming, formatting, and distance learning, thereby increasing the number of non-traditional learners in the College’s learning community.

The SCPS has set a challenging goal to grow financial performance approximately 20% over the next 3-5 years. We believe there is a strong need in the community for educational services at both the undergraduate and graduate level. This need is concentrated in the population aged 25 and above, the market that the SCPS has been successfully serving for the last 15 years and that the College has served since 1959.

There are currently 31 million individuals in the United States who have “some college but no degree” (Shapiro, et al, 2014). Our undergraduate degree completion programs are designed for this population of students. With our above the national average retention/completion, students who choose to attend Elizabethtown College increase their likelihood of graduating over attending a for-profit or public institution (Cook, 2012).

With the increasing numbers of college graduates in the United States, even stronger growth for higher education is at the graduate level, in the area of full master’s degrees, graduate certificates, and stackable credentials that are in demand by the millennial workforce. We will continue to grow our programming at the graduate level to meet this demand.

In order to reach this goal, we will:

*Identify, research, and develop new, market driven programs.*

**Implementation:**

1. Conduct initial market, industry and occupational research to determine proposed program list. **COMPLETE**
2. Conduct competitive and SCOTT analyses to narrow proposed program list for submission to outside research firm. **COMPLETE**
3. Hire market research firm to conduct in-depth (primary and secondary) market research to determine which program(s) are best positioned for SCPS success, growth and sustainability. **COMPLETE**
4. Assess delivered market research report to determine which program(s) SCPS will develop and launch. **COMPLETE**
5. Establish product development and launch timelines along with corresponding marketing, recruitment and communication plans. **IN PROGRESS**
<table>
<thead>
<tr>
<th>Semester</th>
<th>Program Launch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>Graduate certificate in Strategic Leadership (SL)</td>
</tr>
<tr>
<td></td>
<td>Graduate certificate in Health Care Administration (HCA)</td>
</tr>
<tr>
<td></td>
<td>MBA with HCA concentration</td>
</tr>
<tr>
<td></td>
<td>MBA with SL concentration</td>
</tr>
<tr>
<td></td>
<td>MSL with HCA concentration</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Seminar series on healthcare recruiting</td>
</tr>
<tr>
<td></td>
<td>Seminar series on millennials/succession planning</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>Business/Data Analytics graduate certificate</td>
</tr>
<tr>
<td></td>
<td>MBA with Bus/Data Analytics concentration</td>
</tr>
<tr>
<td></td>
<td>Emerging Leaders graduate certificate</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>Finance graduate certificate</td>
</tr>
<tr>
<td></td>
<td>MBA with Finance concentration</td>
</tr>
</tbody>
</table>

**Review and assess the market viability and sustainability of existing SCPS program portfolio.**

**Implementation:**

1. Have market research firm conduct a full portfolio analysis of current SCPS offerings. The goal of this analysis will be to assess the market viability, sustainability, demand and trends related to the market and current program portfolio. **To be completed by June 2017.**

2. Leverage data from portfolio analysis to explore curricular revisions, new curriculum, new and/or alternative delivery modalities, and additional options including but not limited to: concentrations, minors, and/or specializations.

**Expand the geographic reach of online programs to new out-of-state markets.**

**Develop new marketing and recruitment strategies to effectively attract qualified students from contiguous states as well as examine the national market potential of select programs.**

**Implementation:**

1. Become a member of the National Council for State Authorization Reciprocity Agreements (SARA) to leverage assets needed to submit required documentation to become a SARA member. **COMPLETE**
2. Conduct market research to identify new markets that will support SCPS programming and the Elizabethtown brand.
3. After identifying new markets and the appropriate programs to promote to those markets, develop new marketing plans that cover both brand and programmatic marketing and determine which messages, channels, tactics and strategies will best support promotion.
4. Work with the SCPS admissions team to plan recruitment and follow-up strategies that better support a prospect base outside of the current SCPS market.
5. Market testimonials of individual success stories; how Etown made a difference in a life/a company/a community.

**Expansion of Credit Programming and Enrollment Measurements:**
- Number of new students by location, modality, and major.
- Number of new out of state students.
- Number of new programs launched. Goal of one launch per semester beginning in August of 2017 and continuing through Spring 2020.
- Portfolio review complete by June 2017. Action plan developed in Summer of 2017. Implement at minimum three curricular enhancements that will generate new students in 2018-19 academic year.
- See Appendix 1 for Enrollment Goals by Year and Program.


**Goal 2 Expansion of Non-Credit Programming and Enrollment**

**GOAL:** Expand non-credit training and development opportunities for area individuals and through contractual engagements with select organizations.

**Implementation:**

1. Work with the Outreach Coordinator, Dean, Assistant Dean, select faculty as well as other Elizabethtown departments (i.e. High Center) to develop new or leverage existing relationships with area businesses/organizations to identify needs and opportunities in the noncredit and contract training market.
2. Develop a SCPS needs assessment tool that can be leveraged as part of visits to better identify an organization’s pain points through both quantitative and qualitative measures.
3. Develop a repository of core programs based on priority and/or ongoing needs that can be customized for any industry or offered as a non-credit series.
4. Develop sales support materials for the noncredit and contract training salesforce.
5. Build out a noncredit section on the new SCPS website.
6. Position SCPS and Elizabethtown as a corporate solution offering undergraduate and graduate education, noncredit training, certifications, certificates, and customized corporate solutions. Tie these solutions to the overarching “Etown Means Business” tagline and related services.

Expansion of Non-Credit Programming and Enrollment Measurements:
- Quarterly in-depth review of partnership development and progress.
- Financial goals established by June 2017.

Goal 3 Curriculum and Online Delivery Review and Enhancement

**GOAL:** Develop and deliver programs that provide students with a rigorous academic experience, are deeply engaging, and are relevant and applicable to the real world of work and community. Maintain and advance the liberal arts core values of Elizabethtown College and ensure students graduate with skills they will need to be successful in their current and future career(s).

At the heart of what we do in the School is facilitating the applied learning of our students. We seek to graduate students who are active and lifelong learners. We want our graduates to demonstrate thoughtful and articulate communication, be able to navigate diverse cultural worldviews, think critically to solve complex problems, and act ethically to have a positive impact on the world.

Toward this end, we must pay close attention to the quality of our instructional staff and educational materials, be open to new ways of advancing student learning through technology, and continually review and analyze how we are fulfilling our educational responsibility to our students and the community.

In order to reach these ideals, we will:

*Ensure that faculty policies and procedures, orientation, development, and support enable faculty to be effective in their teaching and assessment roles.*

**Implementation:**

1. Revise faculty policies and procedures so that the Faculty Handbook can be updated by first quarter, 2017.
2. Integrate face-to-face and online orientation modules (SCPS 101 and SCPS 201) to prepare new faculty for teaching roles by December, 2017.
3. By January 2017, implement Facilitator Checklist to ensure faculty complete all required activities each time they teach. **COMPLETE**

4. Ensure at least 90% of faculty complete SCPS 101 by June, 2017.

5. Ensure at least 90% of faculty complete SCPS 201 by June, 2018.


7. Address faculty development needs identified through facilitator and student feedback, observations, and requests for assistance.

**Align lesson, course, program, and liberal arts learning outcomes and assessments to ensure that student achievement of learning goals can be verified.**

a. Identify how major courses achieve liberal arts outcomes by March, 2017.

b. Establish requirement for faculty to assess and/or record all student learning through the Canvas platform by December, 2017.

c. Audit program outcomes to ensure they meet quality standards by March, 2017.

d. Audit course outcomes to ensure they meet quality standards by December, 2017.

e. When designing or revising courses, identify linkages among program, lesson, and course outcomes (ongoing).

f. When designing or revising courses, identify linkages between lesson outcomes and assessments (ongoing).

g. Identify overlap in course outcomes that should be addressed.

h. Identify overlap in lesson outcomes that should be addressed.

**Implement best practices into instructional design and revision.**

a. Create syllabi that meet accessibility standards by 2018.

b. Create Standard Courses that integrate the best instruction and assessment from prior versions of the course.

c. Create Master Courses by making Standard Courses as accessible as possible.

d. Implement Canvas Build form into new course development and revision to ensure all elements of a quality course are addressed. **COMPLETE**

e. By March 2017, implement a review cycle so all programs and courses are reviewed on a five year cycle. **COMPLETE**

f. Consider how lead, facilitator, student, and observer feedback can be integrated into course revisions.

g. Communicate opportunities of Executive in Residence program for graduate courses. Explore replicating in undergraduate courses, Business Administration major.

**Curriculum and Online Delivery Review and Enhancement Measurements:**

- Yearly survey of faculty
- Percentage of faculty completion of SCPS 101 and 201
- Quarterly reporting of progress on faculty development initiatives
- Weekly meeting to discuss ongoing assessment work
Goal 4 Student Academic Success and Retention Focus

GOAL: Successful degree/program completion is our goal for every student who chooses Elizabethtown College. We seek to provide a supportive environment to assist students to reach this completion goal. We ensure students have access to the resources needed to build skills, explore their major area of focus, enhance their career, and be successful in their coursework, all while they are managing their professional and personal responsibilities.

Once a student has chosen to enroll at Elizabethtown College, our job begins in earnest to guide the student toward successful completion of their program. Our team of academic advisors works closely with students to provide the support they will need throughout their time with us.

In alignment with the Council for the Advancement of Standards in Higher Education’s (CAS) Standards and Guidelines for Adult Learner Programs and Services, we guide students through their degree requirements, provide and recommend resources and services that assist in academic success, connect students with supporting offices at the College, and celebrate the accomplishments of our students throughout their experience until graduation. We extensively communicate our policies and procedures with our students while encouraging them and keeping them on track toward their degree.

We also collect data and conduct research on our adult students to evaluate how we are doing in delivering educational services and meeting the needs of students.

Analyze student needs in the areas of academic and student support and provide programs and services that assist in increasing the retention of adult learners.

Implementation:

1. Evaluate the new student orientation process from application through the first semester to improve the new student experience and increase retention
2. Evaluate and strengthen communication methods with new students (acceptance packet, website presence, first course information emails, new student orientation, etc.)
3. Track new students through their first semester to monitor potential academic difficulty and increase retention from first semester to second
4. Identify reasons and trends for academic underperformance and design programs and resources to meet those needs
i. Evaluate expectations and needs of online students to create resources and tools that will increase preparedness and success

ii. Identify students experiencing academic difficulty and determine commonalities to guide development of resources or programs

iii. Collaborate with Academic Affairs team to develop writing support course or program

iv. Collaborate with Academic Affairs team and Instructional Technologist to develop resource modules and tools through Canvas

5. Increase collaborative efforts with Elizabethtown offices to better support students and improve their experience with the School and College.
   i. Work with Career Services to consistently promote their services, resources, and events to SCPS students. Expand career development workshops that discuss career options, available pathways, resume writing, interviewing, etc.
   ii. Utilize the expertise and willingness of Financial Aid and Business Office staff to improve how information is shared with SPCS students
   iii. Coordinate Title IX and FERPA training initiatives for staff, facilitators, and students

Continually evaluate student policies and procedures to implement best practices and promote an equitable and affirming learning environment.

Implementation:

1. Strengthen the SCPS Catalog and Student Handbooks for both graduate and undergraduate students.
   i. Benchmark against the traditional College, other accelerated programs, and regulatory organizations to identify best practices and compose comprehensive documents.
   ii. Determine the best ways to communicate and make information available
   iii. Develop a process by which to regularly maintain and update the Student Handbook and Catalogs

Student Academic Success and Retention Focus Measurements

- Review schedule established for all policies, catalog and handbooks.
- Reports on key regulations: FERPA, Title IX, Student complaints
- Yearly in-depth report on progress in student support areas
- Track retention rate by major and by delivery (specifically online). Set goals.
- Number of students using Smartthinking tutoring services
Next Steps

Measurements/Tactics/Tracking

Expansion of Credit Programming and Enrollment
- Number of new students by location, modality, and major.
- Number of new out of state students.
- Number of new programs launched. Goal of one launch per semester beginning in August of 2017 and continuing through Spring 2020.
- Portfolio review complete by June 2017. Action plan developed in Summer of 2017. Implement at minimum three curricular enhancements that will generate new students in 2017-18 academic year.
- See Appendix 1 for Enrollment Goals by Year and Program

Expansion of Non-Credit Programming and Enrollment Measurements:
- Quarterly in-depth review of partnership development and progress.
- Financial goals established by June 2017.

Curriculum and Online Delivery Review and Enhancement
- Yearly survey of faculty
- Percentage of faculty completion of SCPS 101 and 201
- Quarterly reporting of progress on faculty development initiatives
- Weekly meeting to discuss ongoing assessment work
- Semester in-depth report on assessment
- Number of master courses developed
- Accessibility % tracked
- Tracking mechanism to be set-up for course changes/updates/enhancements

Student Academic Success and Retention Focus Measurement
- Review schedule established for all policies, catalog and handbooks.
- Reports on key regulations: FERPA, Title IX, student complaints
- Yearly in-depth report on progress in student support areas
- Track retention rate by major and by delivery (specifically online). Set goals.
- Number of students using Smartthinking tutoring services
## Appendix 1 - Enrollment Goals by Year and Program

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program</th>
<th># of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17*</td>
<td>Undergraduate</td>
<td>8796</td>
</tr>
<tr>
<td></td>
<td>Graduate Programs (MBA and MSL)</td>
<td>1649</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>10445</strong></td>
</tr>
<tr>
<td>2017-18</td>
<td>Undergraduate</td>
<td>8950</td>
</tr>
<tr>
<td></td>
<td>Graduate Programs (MBA and MSL)</td>
<td>1750</td>
</tr>
<tr>
<td></td>
<td>HCA Graduate Certificate (new)</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Strategic Leadership Graduate Certificate (new)</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>10,892</strong></td>
</tr>
<tr>
<td>2018-19</td>
<td>Undergraduate</td>
<td>9350</td>
</tr>
<tr>
<td></td>
<td>Graduate Programs (MBA and MSL)</td>
<td>1900</td>
</tr>
<tr>
<td></td>
<td>HCA Graduate Certificate</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Strategic Leadership Graduate Certificate</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Business/Data Analytics Graduate Certificate (new)</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Emerging Leaders Graduate Certificate (new)</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>11,634</strong></td>
</tr>
<tr>
<td>2019-20</td>
<td>Undergraduate</td>
<td>9500</td>
</tr>
<tr>
<td></td>
<td>Graduate Programs (MBA and MSL)</td>
<td>2100</td>
</tr>
<tr>
<td></td>
<td>HCA Graduate Certificate</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Strategic Leadership Graduate Certificate</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Finance Graduate Certificate (new)</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Emerging Leaders Graduate Certificate (new)</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>12,080</strong></td>
</tr>
</tbody>
</table>
Appendix 2 - SCOTT Analysis - Strengths, Challenges, Opportunities, Trends and Threats
(Generated by staff at annual planning day event)

**Strengths of SCPS:**

1. 15 years of steady program growth, including geographic and online expansion.
2. Staff who continuously demonstrate caring and commitment to the success of the School and our students and possess unique knowledge and experience in serving the needs of adult students.
3. Committed faculty who are willing to assist and challenge students toward academic and professional success.
4. A reputation of academic excellence based on the application of learning that translates to success for our business partners and individual students.
5. Programs that are in-demand in the business and non-profit community.
6. Flexible program structure (accelerated; step-in/step-out) that offers convenience to students (locations, online, step-in/step-out, year-round).
7. Financially stable and operated in a manner that ensures sustainability of programs and supports the long-term needs of the entire College.
8. A spirit of innovation and entrepreneurship that gives our staff and faculty the freedom to explore new ways of serving our students.

**Challenges Identified in SCPS**

1. College-wide budget constraints and rising cost of labor and benefits.
2. The need to continuously market the School, its’ programs, and value-add over other institutions in the fiercely competitive market of higher learning.
3. Students face increasing cost of books and educational materials.
4. Continuing need to review and update curriculum and teaching methodologies and keep pace with advances in technology and online learning.
5. In some fields, difficulty in finding facilitators with the right expertise & availability.
6. Heavy staff workload with a continuous cycle. Some functions remain very manual and scalability is a concern if we continue to grow.
7. Better communication across teams and locations should be explored.
8. Student readiness for college seems to be lessening. This indicates a need for foundational/remedial/developmental courses.
9. Need for more student support resources geared toward adult learners.
Opportunities to Explore

1. New programs should be researched and added to expand our service market and our “value-add.”
2. Portfolio review conducted by consulting firm to assess our current offerings against the needs of the community. Leverage research to make informed decisions.
3. Join the National Council for State Authorization Reciprocity Agreements (SARA) and expand our reach beyond Pennsylvania.
4. Develop partnerships with academic departments, community organizations, other IHEs, businesses, and the High Center.
5. Add certificates, concentrations and specializations to meet the demand of the current workforce to add credentials and remain competitive in the job market.
6. Document internal process steps so they can be followed every time.
7. Track outcomes for accreditation, but also for micro-credentialing.
8. Consider offering price stability or tuition guarantee to incoming students.
9. Add developmental writing course to curriculum. Explore English as a Second Language (ESL) resources. Expand career services support.
10. Complete a website redesign with more video, testimonials, location tours, etc. Highlight student successes and employers of grads.
11. Explore textbook expense reduction.
12. Offer targeted discounting to strategic partners.

Trends and Threats in Higher Education and with Adult Learners

Consumer Expectations:

1. Students want instant results / responses / program completion. They exhibit a student mindset when things are going well, customer mindset when going badly. Students are asking more and more what the return on investment is on educational programs. We must be ready to provide answers. Students want instant access to information when/how/where they want it. They have high expectations of technology and are pushing for even more acknowledgement of prior learning.

2. Faculty seeks steady work and immediate assignments. They want the “ideal class size” – not too big and not too small. They are sometimes resistant to adapt to online instruction but this has greatly improved. We must provide the tools, training and support for success in this area.

3. The upcoming Millennial generation we will be serving are multi-taskers. They want their courses to fit into their schedule. This generation grew up with technology and have high expectations of how it is utilized. They are more global /connected (social media has opened the world to them). They will demand a “custom-fit” education that allows them to work collaboratively with
instructors and other students, provides flexibility in demonstrating learning, and infuses technology seamlessly into every aspect of their learning. Millennials also battle the stereotypes (entitled, tech obsessed) that surround them.

Technology:

4. Technology is constantly evolving and our operations, teaching, and curriculum must keep up. The cost of new technology is significant and the College must constantly weigh the cost/benefit of the next version or advancement. We currently serve students at both the low and high end of technology adoption.

Increased Regulatory Requirements:

5. With the release of new guidelines and review timelines by the Middle States Commission on Higher Education (MSCHE), the School must work diligently to ensure full compliance with the expectations of our accreditor, and monitor and remain in compliance with federal and state regulations. Additional areas where our staff must be knowledgeable and ensure our compliance are Title IX and FERPA.

Credible Online Competition:

6. Online education is exploding across the non-profit world of higher education. Particularly at the graduate studies level, many well-known IHEs have introduced online programming to the market. Competing against the for-profit schools has been easier due to their perceived and perhaps, in some cases, lack of quality offerings. Competing against nationally known universities and colleges offers more challenges. We must identify what differentiates us; our added value.

Finances:

7. Student debt is a national conversation. News of students who have extensive debt and are unable to find employment are everywhere. This kind of anecdotal evidence can be powerful even when studies still show that income levels rise in concert with level of education attained.

8. Our students sometimes do not understand the impact of financial aid. We work to educate them on the process and longer term repayment expectations. Our tuition has held steady for the past two years, but increasing operational expenses will most likely necessitate a tuition increase. We will need to make this decision carefully. While we are very competitively priced in our market, a tuition increase can have a large impact on a student who is working their way through their program over time.