

STRATEGIC PLAN

2020 – 2024



DEMONSTRATE STUDENTS ARE FAMILY

DELIVER EXPERIENCES THAT EXCEL

LIVE OUR VALUES, CLAIM OUR CULTURE

CATALYZE INNOVATION, CULTIVATE OUR IDENTITY

PROVIDE HEALTHY FINANCIAL GROWTH

PROMOTE COMMUNITY ENGAGEMENT WITH PURPOSE

CONTENTS

02



FROM THE PRESIDENT

Central Penn College's tenth President Dr. Linda Fedrizzi-Williams shares why she believes this Strategic Plan has the right priorities at such a pivotal time for the college.

04



CENTRAL PENN COLLEGE IN 2024

Discover our vision for where we plan to be by the end of this transformational and far-reaching five year strategic plan.

10



WHERE WE BEGIN

Setting the stage for strategies that win begins with an honest and thorough assessment of where we are at the dawn of the 2020's.

18



BLUE OCEANS

Learn more about the attractive and innovative projects and markets we plan to pursue that are aligned with our current mission and vision.

22



ANNUAL ROAD MAP

Take a year by year walk through the next five years and understand how this Strategic Plan unfolds to deliver us where we want to go by 2024.

40



STRATEGIC FOCUS GOALS

Six affirmative strategies necessary to become a successful organization.

44



IMPLEMENTATION

Learn more about the essential strategies and accountability measures we will use to turn this plan from words to actions.

45



KEY PERFORMANCE INDICATORS

Review the metrics we will use to monitor and measure progress towards achieving our strategic goals.

50



GOALS & OBJECTIVES

We have identified goals and objectives that are specific, measurable, achievable, relevant and reasonable, and time-bound to make this plan a reality.

52



STUDENT EXPERIENCES

We intend to deliver on a promise that students are family, and that we know and meet their needs as well as our own.

60



ACADEMIC EXPERIENCES

We will deliver superior academic programs in-person and online that center around building the experiences individuals need to excel in their careers.

72



OUR CULTURE OUR VALUES

We will foster a culture that aligns with an institution of higher learning and our long-stated values as an organization.

82



GROWTH & ADVANCEMENT

We will become the leading choice in South Central Pennsylvania for employees, employers, and entrepreneurs seeking a partner to develop their competitive edge.

90



FINANCIAL HEALTH

Exploring innovative partnerships and initiatives that increase enrollment and retention, we will strengthen our financial position.

98



COMMUNITY ENGAGEMENT

We will cultivate deeper relationships with our community and give back in powerful ways that demonstrate our commitment to new opportunities and second chances.

LEARN MORE

Learn more about Central Penn College
www.centralpenn.edu

CONTACT US

For general inquiries, write to the Office of
President Fedrizzi-Williams at
officeofthepresident@centralpenn.edu

PROSPECTIVE STUDENTS

If you'd like to explore enrollment, email us at
prospect@centralpenn.edu

SUPPORT OUR MISSION

To inquire about becoming a donor to our
associated nonprofit in support of Central Penn
College, email us at donate@centralpenn.edu

POTENTIAL PARTNERS

To inquire about becoming a corporate partner
contact at partner@centralpenn.edu

DONATE TO THE FOUNDATION

To inquire about making a financial contribution
to support scholarships, contact us at
foundation@centralpenn.edu

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FROM THE PRESIDENT

Central Penn College has chosen to take control of its destiny. In the authorship of a comprehensive, far-reaching, and achievable strategic plan, we involved our college leadership, academic faculty, staff, students, alumni, and key stakeholders in an engaging process of inquiry to answer a fundamental question – What does a better Central Penn College look like?

This bold new strategic plan spans 2020 through 2024. It is meant to guide the work of every level of our organization and every aspect of what we do for the benefit of our students.

Six major areas of focus emerged that will drive the work of this plan in the five years ahead: students, academics, culture, new initiatives, stronger financial health, and commitment to our community.

This plan is aggressive in order to shore up our short-term financial health. It is fundamentally about seizing opportunity to be a special and unique partner in the higher education landscape of Pennsylvania. It is clear-eyed and direct about the challenges we face to take ownership for our organizational culture, while laying out concrete steps we intend to take to improve it immediately and over time.

This plan represents a clear turning point after years of reacting to circumstances around us. We recognize we must be proactive, learn from past mistakes, elevate and amplify the things we are doing well, and put an end to practices that stand in the way of our success and growth as a college.

We are grateful to have a campus community invested in our future and a talented team of professionals willing to dig deep to provide the energy and enthusiasm to focus on delivering these important goals this plan outlines.

Success for Central Penn College beginning today and for each day over the next five years will be operating as an experience-based, career focused institution of higher learning. We will provide a portfolio of high-quality in-person and online educational experiences that enable individuals to pursue their dreams and achieve their career aspirations. We will be an active and visible member of the Central Pennsylvania community, and outspoken advocates in the belief that people deserve second chances to realize their full potential.

President Linda Fedrizzi-Williams





CENTRAL PENN COLLEGE IN 2024

CENTRAL PENN COLLEGE HAS CHOSEN TO TAKE CONTROL OF ITS DESTINY. IN THE AUTHORSHIP OF A COMPREHENSIVE, FAR-REACHING, AND ACHIEVABLE STRATEGIC PLAN, WE INVOLVED OUR COLLEGE LEADERSHIP, ACADEMIC FACULTY, STAFF, STUDENTS, ALUMNI, AND KEY STAKEHOLDERS IN AN ENGAGING PROCESS OF INQUIRY TO ANSWER A FUNDAMENTAL QUESTION –

WHAT DOES A BETTER CENTRAL PENN COLLEGE LOOK LIKE?

Photo:

Atec Building on the Central Penn College campus in Summerdale, Cumberland County, Pennsylvania.





Where we are going as an institution over the next five years is exciting. By 2024, Central Penn College will deliver a transformative experience that welcomes students into our college “family.” We will ensure students feel they are part of this family by knowing and meeting their individual needs as clearly as our own. From career planning, degree pacing, academic counseling and support, our students know they are more than a number. Even the warm and comfy atmosphere of our common areas and the quality of our food in the cafe reflect our care and attention to our close-knit family on the Central Penn College campus.

We will continue to be a college focused on careers for our graduates in business, communications, health sciences, criminal justice, law, accounting, and entrepreneurship. We will deliver superior academic programs in-person and online that center around building the experiences individuals need to excel in the pursuit of their career goals. Experienced based learning means achieving knowledge and understanding in part by doing. We will give our students – more than most institutions in the region – a chance to learn what they need to succeed in their career by talking with professionals in the field today. We will provide exceptional access for students to try their own hand at working with a patient, recording a podcast, and even exploring the fundamentals of entrepreneurship. We engage in all of this in pursuit of being an institution that shows – not simply tells – students what they need to succeed in their desired careers.

As an employer, Central Penn College will foster a culture that aligns with the values of an academic institution of higher learning. We recommit ourselves to demonstrating the values of scholarship, excellence, integrity, respect, equity, service, professionalism, and inclusivity in all we do. This is a tall order, but we must meet this challenge because it is what is right for us and our students. As we compete to attract and retain more students, we will also need to attract and retain more highly talented individuals to operate our college daily. We understand in this competitive economy, organizations with positive, intentional cultures make people excited to go to work each day. We want that for our family of employees. We believe that with a culture that promotes trust, respect, excellence, and inclusivity among others, we will be the employer of choice for many in academia and higher education.

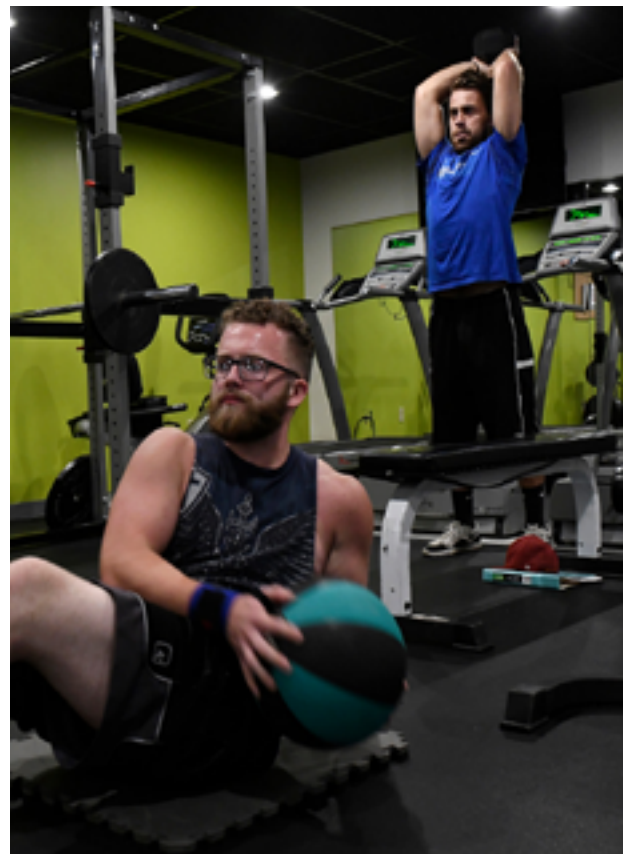
Perhaps one of the most exciting aspects of our new strategic plan is the pursuit of “wide open blue oceans” where few colleges endeavor to set sail. For Central Penn College, we believe opportunities await us by becoming the leading choice in Central Pennsylvania for employees, employers, and entrepreneurs seeking a partner to develop their competitive edge. We will seek out innovative partnerships with employers to provide the training and educational opportunities they need to succeed that tap into our core catalog. We will open the doors of our campus to adults seeking to improve their lives, pursue a dream, or seek support to make their workplace better.

The 2020’s also provide us an opportunity to explore innovative partnerships and initiatives that increase overall enrollment across all categories – online and on-campus degree seekers and non-degree students – as well as cement recent gains in retention rates at Central Penn College.

Central Penn College wishes to convert to a private, non-profit college during the life of this plan. That transaction is complex and bound by timelines outside of our control. Regardless of that transition, we must invest in the kinds of programs and experiences that will make us unique and valuable no matter our status.

Past business cycles tell us a correction or contraction of our economy in the form of a recession is overdue by 5.5 years at the time of our writing this plan. Average U.S. recessions last 17 months, and we therefore surmise a recession will be highly likely within the life of this plan. After 126 months of consecutive economic growth of the United States economy – a record – it is inevitable that soon business confidence and demand for gross domestic product (GDP) will begin to contract. Historically, cycles of economic downturns have an inverse effect on demand for higher education services. Recessions produce increased demand for undergraduate and graduate degrees. Adults will also seek out additional training, development, and support to transition to new jobs or the refuge of higher educational attainment should a prolonged economic downturn occur.

In any event, economic research by the U.S. Bureau of Labor Statistics demonstrates that careers in health care and social assistance services, business and management services, and leisure and hospitality will continue to be growth areas for Pennsylvania and our region through





2024. High-growth sectors like information technology are showing signs of leveling off domestically throughout the 2020s as innovation and data management become more deeply integrated into traditional sectors like health care and transportation. We take special note of the projected share of the workforce that will be employed in health care and social assistance (11%). We view our opportunity to be a leader of high-quality educational training and professional development in these key sectors of growth in the economy during the life of this plan.

Specifically, Central Penn College will seek out partnerships that allow us to play a leading role in developing health care and social assistance professionals who can consistently deliver the healthy outcomes required by doctors, insurance providers, hospitals, and patients. We believe we can capture the opportunity to provide high quality training and education to health care management professionals, medical assistants, physical therapist assistants, occupational therapist assistants, and registered nurses among others. At the same time, we can also provide the best possible and relevant training to business professionals in the same industry who contribute to the quality of care through scheduling medical appointments, answering complex questions about health insurance plans, participate in the continuity of care in assisted living and nursing homes and beyond. We can open our doors for local research initiatives to help discover the best possible ways to provide positive outcomes for patients.

Information technology and the on-demand economy are generating a renaissance in entrepreneurship. Central Penn College sees before it an opportunity to be a trusted partner to entrepreneurs as they seek to navigate the challenging gauntlet that confronts them to take an idea from originality to profitability. Some need shared working space – which we could provide with administrative support. Some need a certified sanitary kitchen in order to sell prepared food online. Some might need commercial grade brewing equipment, and others might need the space to experiment with robotics. We will explore the development of an entrepreneurial incubator that could prove to be a game changer for truly exceptional entrepreneurs in our region.

Central Penn College will also be prepared to explore ways to invest in educators who must meet continuing education requirements. Our own commitment to a

Center for Teaching Excellence could provide insights and development that not only benefits our own faculty, but could be equally beneficial and attractive to educators of other public and private institutions. We also remain confident in our continuing education programs and customizable certificates to be highly attractive and relevant for professionals who must maintain a commitment to continuing education.

These additional pursuits stand to further diversify our revenue portfolio and strengthen our financial position. We aim to succeed in program offerings and services that reduce total budgetary tuition reliance from undergraduate students, and increase our chances to pursue research grants, gain financial partners, and leverage our unique assets on campus to generate new revenue streams.

While we engage in this focus to improve our internal offerings and approach, we are also excited to cultivate deeper relationships with our surrounding community. We have a campus community that possesses tremendous diversity, passion, and energy. We want the decade ahead to be full of opportunities for our faculty, staff, and students to engage more deeply in meaningful service to our communities where Central Penn College has a presence. We believe we can mobilize our college community to have real and lasting impacts in the lives of those around us. We will give back in meaningful ways that demonstrate our belief in second chances and our commitment to provide powerful opportunities in career and in life. ■

WHERE WE BEGIN

THERE IS A HIDDEN TREASURE IN SUMMERDALE, PENNSYLVANIA.

TUCKED AWAY ON A TWO-LANE ROAD IN EAST PENNSBORO TOWNSHIP, CUMBERLAND COUNTY, IS THE CAMPUS OF CENTRAL PENN COLLEGE.

THIS COLLEGE HAS A HISTORY THAT REACHES BACK TO 1881 IN CENTRAL PENNSYLVANIA, AND ALTHOUGH IT HAS UNDERGONE SEVERAL ITERATIONS AND IDENTITY CHANGES OVER ITS 139 YEARS, IT REMAINS A HIGHLY ESTEEMED INSTITUTION AMONG THOSE WHO KNOW IT BEST.

Photos:

A stone wall on the Summerdale Campus vibrant and ready for Spring Students.





Self-described as “a small private college in Central Pennsylvania” it currently offers nine bachelors of science degree programs, seven associates in science degree programs, three associates in applied science degree programs, a Master of Professional Studies degree program, and a post-secondary certificate program.

The people who work at Central Penn College are among its greatest treasures. As staff, faculty, and administrators, they are passionate about education and the students who attend the college, but they also care deeply about the school. It is their devotion to its mission that provides such a student-centered environment where nearly all the on-campus students are known on a first name basis by faculty and staff who work there.

Highly valued treasures are also recognized in the students who attend Central Penn College through a variety of modalities – on-campus day or evening courses, online courses, or a combination of online and on-campus study. They report feeling highly valued by many members of the college’s community. They express a feeling of gratitude and hope to be “discovering their purpose” in life through study at the college and getting a “running head start on their career.” They are willing to make significant personal sacrifices and financial investments in order to succeed and earn their degree in Central Penn College’s year-round accelerated schedule.

Despite the value so many students, faculty, and staff see on the inside of the college in what they are learning and providing at Central Penn College, on the outside the college struggles with identity, notoriety, and differentiation in the higher education market.

A core challenge for Central Penn College today is its value proposition as an on-campus institution. Schools with limited on campus student life have found it harder and harder to recruit, retain, and compete for new students in this environment. An innovative first year “free housing” initiative sparked some new interest in Central Penn College, but the college must develop a more compelling and complete on-campus student experience if viable and valuable resident student populations are going to be fully realized.

A second major challenge for this institution is that it is no longer clearly known for any specialty in a crowded regional higher education marketplace. And while many say that Central Penn College is a “career focused”

college, that is becoming less of a distinction locally and nationally as more schools have developed their own formulas for such an offering or approach to learning. Central Penn College was once regarded as a fine business college, but it has lost its way and its market share. It no longer has a “natural market of students locally” as its enrollment has dropped over 25 percent since its highs in the early 2000’s.

However, a growing threat to brick and mortar institutions is the rising popularity and availability of quality degree programs achievable through online education. Online degree granting education programs make almost any higher education institution reachable. Central Penn College must now compete with faceless online programs across the country that can attract students to take courses and earn degrees from the comfort of their homes, generally at a pace that is at the student’s control. Central Penn College must continue to offer quality, competitive, affordable online education or it stands to lose further market share.

Central Penn College is a for-profit college in need of recapturing its competitive edge at a time when higher education continues to see declines in enrollments. The U.S. economy continues to grow in the longest peacetime expansion in our nation’s history. During such expansions, higher education institutions generally experience declining enrollments. However, for-profit four-year postsecondary institutions experienced dramatically higher declines than their public or private non-profit peers since 2015. According to the National Student Clearinghouse Research Center, in Spring 2019, four-year public colleges averaged a decline in enrollment of 0.9 percent over the previous year. Two-year public colleges fared no better with declines passing 3.4 percent. Four-year for-profit continued their eighth consecutive semester of declines with enrollment declining 19.7 percent over Spring 2018. Only four-year private non-profit colleges continue to observe increases in enrollment with 3.2 percent increases in Spring 2019.

Although we are exploring a change in structure to a non-profit institution, Central Penn College must ensure it is faithfully delivering on the promise it is making to the undergraduates and graduates it recruits into its programs. The marketing and promises must align with the actual education experience at Central Penn College, whether those interactions are entirely online, in-person, or a blend of the two.



In 2020, Central Penn College is renewing its commitment to strong academic programs and student success. Central Penn College has developed a new strategic plan because it has been a decade of upheaval, uncertainty, and transition for the college. At this moment, Central Penn College is not thriving in its core mission: “Central Penn College opens opportunities to students from a variety of academic backgrounds by providing the education needed for employment and advancement in their fields.” To become a leader, it must redefine its niche and deliver on its promises better than anyone else. It must own something special that no other institution can match regionally for the decade ahead. For Central Penn College that means being an institution of higher learning where students feel they are part of a family. They receive experiential, career-focused education that helps them to achieve their dreams and career aspirations.

The Board of Directors expressed its desire to provide a new direction for the organization with the selection of Dr. Linda Fedrizzi-Williams as President. Her leadership

approach is fresh and her passion for higher education is clear. Throughout this strategic planning process, she has invited collaboration and conversation from the students and employees of Central Penn College in ways not previously witnessed within the organization. She has made it clear to the Central Penn College community that her plans for the future flow through the college’s stated vision, which is “to become a leading resource for professional education in the Central Pennsylvania region and beyond.” Through this adopted plan, she is calling for rapid and organization-wide changes to get on the path to achieving this vision again in ways that restore the college’s competitiveness. She opens up this dialogue on change while encouraging exciting, new opportunities for the students, staff, and faculty as they write the next chapter in the story of Central Penn College. ■



THE TREASURES

While taking stock of the treasures Central Penn College has at its disposal to effectuate the change desired, a mountain of valuable assets, employees, and good will were revealed.

Through the discovery process in this strategic plan, it became clear that Central Penn College has a critical core of dedicated professionals who believe deeply in the college's mission. They are willing to embrace the change this plan will spell out in order to see the organization they respect so deeply return to growth. Among its faculty and professional staff who work daily on instruction and the execution of core business functions are individuals with well over a decade of experience at Central Penn College. In fact, a significant number are approaching their twenty-year anniversary with the college. This longevity of service provides not just stability in the day to day operations, but also institutional knowledge and memory about where the organization has been so it can proceed with confidence in tackling new challenges with reforms that are appropriate and achievable.

There is also broad consensus that the students served by Central Penn College year after year remain a treasure. Even though their faces and names change based on the constant flow from enrollment to graduation, there is a common thread to their stories that emerges year after year. That story is Central Penn College students are almost consistently in search of a second chance, a discovery of their full potential, or in search of their professional purpose in life. Their stories are powerful and intrinsically linked to the mission of the college as being an institution that provides opportunities to unlock potential through powerful career-focused education.

Throughout the years Central Penn College has built a strong reputation in graduate success rates. As of June 2019, a remarkable 89 percent of its graduates are working within their chosen field or continuing their education within one year of graduation. This is a tremendous asset that needs to be elevated more clearly and examined for opportunities to attract more students.

Central Penn College also has at its disposal an agility to change quickly to meet emerging needs of students,

academics, and operational realities. Not being bogged down by layers of bureaucracy provides this institution with an ability to move quickly and deftly through a challenging landscape. Unlike large universities that change slowly and plan for years at a time, Central Penn College does possess a powerful advantage in its size: it can set its sights on a goal and marshal its talent and resources to move quickly in pursuit of a golden opportunity. No matter what reforms take place, Central Penn College should not sacrifice this treasure.

THE CHANGE REQUIRED

For years, Central Penn College has placed all of its eggs in the basket of student enrollment. Tuition and fees provided 98 percent of its revenues in 2019. While not uncommon to for-profit colleges, Central Penn College is in the process of adopting a culture and a strategic business plan more reflective of a non-profit higher education institution. For its short-term financial health, Central Penn College needs to pursue revenues that diversify its portfolio of income so its fortunes are not so closely tied to the dramatic ups and downs of term to term student enrollment.

There is also an urgent need to finalize the adoption of the cultural norms and structures of a high-functioning college. It is time for Central Penn College to examine its schedule to maximize staff and faculty efficiency and reduce workplace stress. It must adopt an appropriate and consistent policy process that increases decision making transparency, provides processes to seek out more input, and cultivates ownership of the outcomes. Communication channels need to be built around core values and sound cultural practices that open dialogue and reduce misunderstanding. Using email as a last resort not a first strike option when communicating important information would go a long way to breaking down the silos that have been built over the last several years. Investments in the staff and faculty through professional development will also quickly pay dividends in the form of leadership, cohesion, instructional quality, and campus climate. This is not an exhaustive list of opportunities, but these are the foundations for building a better culture at Central Penn College.

The long-term health of Central Penn College will be realized through stronger recruitment, enrollment,





retention, and graduation of its students. Examining enrollment numbers year over year certainly show declines that out-pace trends being experienced in higher education overall. To put it another way, Central Penn College is having a harder time than most colleges enrolling new students, holding onto the ones who enroll, and seeing those students through to complete their programs. Major cuts were made in past years to the budgets of the departments responsible for these areas, and those cuts need to be reversed as resources return to the college. There must also be a willingness to adopt new strategies and innovation in marketing, admissions, and academic offerings to maintain relevance in an increasingly competitive higher education landscape.

However, recruitment, enrollment, retention, and completion rates are the responsibility of every member of a campus community through the creation of a student experience that is positive, transformative, and highly responsive. Central Penn College has a record of

starts and stops on student experience investments. It is finally ready to make a sustained commitment to every student – on campus or online – to deliver on its value proposition and promise it makes to be worth every penny its students pay to attend. Through advising, counseling, career placement services, student services, facilities, and technology, Central Penn College is likely to realize dramatic increases in the quality of the student experience early in this strategic plan’s execution. ■

BLUE OCEANS

With Blue Ocean Planning, the goal is to identify and define a “blue ocean” the organization can explore openly and without the pressure and threats of direct competition. The blue ocean is in contrast to the *red sea*, which is filled with established competition, strong market forces, and limited supply. Blue ocean pursuit is identifying an unfulfilled niche, defining it, and owning it.

Central Penn College has engaged several exciting blue ocean opportunities as part of this five-year plan. First among those is an inwardly focused project to actively cultivate and activate a largely dormant network of alumni. Central Penn College has allowed its graduates to leave the college without a clear ask to cultivate a relationship and to retain a commitment to support Central Penn College and its mission.

Central Penn College must also do more to increase its financial development efforts. Despite having a foundation established for the purpose of raising scholarship dollars, the college has not realized a full-throated activation of the foundation to provide truly transformative levels of support for individuals seeking financial assistance in order to enroll at the college.

Central Penn College also has an opportunity to convert from for-profit to non-profit, but not without significant financial support from a bank, an outside entity, or network of investors to complete a financial transaction to purchase the college from its Employee Stock Ownership Plan (ESOP). There are several examples in the United States in the past five years of for-profit

colleges completing the conversion successfully, but it is nothing close to simple. It will require significant technical support and focus to get it done in a successful manner.

Outwardly focused, the blue ocean opportunities are numerous. Central Penn College will pursue a leading role in workforce development programs by leveraging its highly regarded School of Business and Professional Studies Programs to benefit Central Pennsylvania employers that require more knowledge, skills, and experiential learning for their employees. Central Penn College will be engaged in an aggressive effort to package suitable courses from its course catalog into a menu of options for companies to develop highly customized and relevant training opportunities.

Because it has excess housing capacity year-round (not just the summer term like so many of its competitors), Central Penn College can offer intensive, on-campus customized certificate and conference programs to employers and their employees to take advantage of the focus and success that accompanies intensive, immersive professional development free from distraction.

Cumberland County and the surrounding region where Central Penn College is located are experiencing a boom of growth in careers in the health care sector. Major employers in the region have many openings in health care related positions that remain unfilled due in large part to an insufficiently skilled local workforce. Central Penn College will be actively cultivating a partnership to





build a medical training center for Central Pennsylvania that focuses on contributing in positive ways to ongoing training, support, research, and education for professionals working in the delivery of outstanding health care. Central Penn College, with the support of partners, could provide an environment of discovery and cooperation for professionals in the health care field in Central Pennsylvania.

With an Entrepreneurial Certificate program, Central Penn College can also seize upon this moment of entrepreneurial resurgence. An incredible number of adults are choosing to go into business for themselves, seeking to solve a problem they see in the market, and leveraging a combination of experience, knowledge, research, and grit in order to succeed. Unfortunately, far too many startup businesses will fail before seeing their third year of operation. Central Penn College will endeavor to become a partner with the best of the best – the remarkable ideas and powerful business owners whose success may depend upon having more solid backing and support in supply chain management, accounting, marketing, communications, organizational development, and more. By leveraging its expertise in these areas in the formulation of a

Center for Community Entrepreneurial Excellence and potentially a startup business incubator, Central Penn College could be a lighthouse for entrepreneurs in needs of guidance in order to secure success.

To better serve the needs of an on-demand culture that has emerged over the past twelve years in the United States, Central Penn College will also actively pursue self-paced continuing education, personal growth, and professional development online education modules. Once again, Central Penn College will leverage tools and assets already at its disposal to meet an unfulfilled need among potential learners.

Much of this work will be accomplished by a new Office of Advancement and Strategic Initiatives led by a Vice President that will spearhead a combination of project design, cultivation, fundraising, and strategic management in partnership with other Offices. ■

DRIVING FORCES TO ACHIEVE RESULTS

Accomplishment of the many strategies, goals, and objectives this strategic plan contemplates will be no small task. It will require the best Central Penn College has to offer in terms of attention, focus, effort, belief, and determination over the plan's five-year period. In addition to the investment of time and money required to accomplish many of these goals, the college should also strive to provide the following supports that will mean the difference between success and failure over the next five years.

INSTITUTIONAL LEADERSHIP

Staff, faculty, and board members must demonstrate strong, thoughtful leadership that is in command of their area of purview over the life of this strategic plan. All governing boards of directors must be engaged and provide constructive, thoughtful oversight of efforts being undertaken. It will be most critical to have the president and her cabinet leading by example during the five years ahead. They must provide the direction and support every department needs to meet their term by term goals and objectives. Employees must also be trusted with responsibilities and information so they can be leaders in their respective areas.

CHANGE MANAGEMENT

Change comes slowly for most organizations. It must also be pursued in an order that allows it to take root, become widely held, and deeply felt. Many employees will feel anxiety, fear, and confusion during change. Many employees have already expressed change fatigue. It is absolutely the case that changes will lead to unintended consequences and new issues that will have to be addressed in the same strategic way as the plan components. During the next five years, Central Penn College should consider sound change management strategies to allow the change it seeks to be lasting and effective.

TRANSPARENCY

In addition to making the strategic plan available to the college, the newly formulated policy process should speak to a new age of transparency and inclusion in the college. Transparency does not mean everyone is involved in every decision, but it does mean the motivations and purposes for certain decisions to act (or not) in certain ways are widely known and explicitly stated so there is no room for gossip and the water cooler culture to reemerge and sap effectiveness from the effort.

RESPONSIBILITY & COMMITMENT

It should be explicit that the adoption of the strategic plan by the Board of Directors serves as a directive to the president and every single employee of the college to work towards its successful implementation. Renegotiation or subversion of the plan to thwart or delay its success will not be tolerated by any member of the college. The college must simply understand we are "all in," and we are all in this together.

COMMUNICATION

Over-reliance on digital communications – namely email – has reduced cohesion and information flow at the organization. To overcome this, part of the strategic plan calls for the articulation of new communication principles as well as the implementation of new communication techniques that are more collaborative, personal, and less transactional. At the same time as the strategic plan moves term to term and work is accomplished, revised, improved upon, delayed, or reassigned, it is vital that Central Penn College communicate progress (or lack of it) with every employee invested in the work. ■

OUR ANNUAL ROAD MAP

THERE IS A LOGICAL ORDERING TO THE STRATEGIC PLAN AND ITS MANY STRATEGIC FOCUS GOALS. HERE IS A NARRATIVE ANALYSIS OF HOW SOME OF THE MAJOR CHANGE AND WORK TO IMPLEMENT THIS PLAN WILL UNFOLD.

Photos:

Henszey's Bridge serves as a pedestrian walkway for students, faculty, staff and visitors on the campus of Central Penn College.







In 2020: Change Management, Reforms, and First Investments

Implementation of this plan will begin immediately upon adoption by the Central Penn College Board of Directors. The President and the Cabinet will move with all deliberate action to:

1. Form Executive Work Groups named below;
2. Define necessary and achievable goals for each Key Performance Indicator of the plan and prepare a KPI Dashboard for the Cabinet and Board;
3. Schedule and deliver an internal presentation of the plan to employees
4. Conduct a public relations campaign to generate news and awareness of Central Penn College's new Strategic Plan, generating interest in some of its outward facing initiatives;
5. Perform needs analyses in order to initiate work on Year 1 Goals and Objectives;
6. Identify immediate training needs among management to deliver on immediate operational imperatives;
7. Provide employees with support adding relevant goals and objectives to personal performance plans for 2020;
8. Establish project tracking mechanisms to monitor and track progress of work outlined in the plan;
9. Author numerous proposals, directives, and plans to direct employees and guide work;
10. Solicit the ongoing support and effort from appropriate outside professionals on major change management and leadership development initiatives;
11. Prepare detailed financial analyses for each year of the plan.

Key to the implementation of this plan is deriving a systematic analysis of yearly costs, benefits, and funding pools. Central Penn College lacks sufficient internal data sets to deliver such analyses at this time. Due to the urgent need to move the organization in strategic directions that will produce real results to address known issues, such an analysis will have to occur immediately and result in a supplemental 2020 Budget Proposal to be heard by the Board of Directors in Quarter 1, 2020.

STRUCTURE

The strategic plan's initial implementation is an appropriate time to address misalignment and duplication of some structures within the college. To provide clarity, equity, and strong opportunities for succession planning, departments should reflect consistent structures among them.

In 2020, the college will adopt a predictable and appropriate policy process. It will establish some key committees necessary to perform work as part of this policy process. The college will work to immediately eliminate duplicate or competing committees, making monitoring progress and the execution of key program deliverables more easily managed.

The College Cabinet will be examined for inefficiencies and realigned to maximize productivity and success in the newly identified priorities emerging from the adoption of the plan.

In 2020, we will do the work necessary to establish a five-day instructional week for the students, establish block schedules where appropriate for our courses, and take the first steps to provide more predictability and accountability in the development of term by term schedules that are student centered.

CHANGE IN CULTURE

The years since 2015 have been tumultuous and difficult for the Central Penn College community. A weakening financial position, declining total enrollment, and unanticipated changes in administration have created "change fatigue" among the employees of the college. Operating without a focused, strategic direction to confront these challenges has enabled a variety of counterproductive attitudes and actions to take root

within the fabric of the organization's operations. Today, there is an active and pervasive rumor mill. There are negative attitudes towards the college's students. There are employees taking action on their own accord that is contrary to established practice or outside established policy parameters. All of this is unwanted and in need of direct action.

Year one of this plan includes high priorities to address the negative culture that has infected the Central Penn College campus. We must root out the negative, destructive culture which is the unintended consequence of five years of tremendous upheaval and uncertainty at the college. We will get to work right away building a positive, intentional culture that creates a clear sense of community, family, and cohesion among the staff, faculty, and students of Central Penn College. We must change attitudes, making it clear that dissent in pursuit of commonly held beliefs and values is welcomed, but subversion and actions contrary to our values has no place in our future.

To begin to establish lasting change in 2020, we must create clearer behavioral expectations and accountability standards for our employees. We will provide customer service training and focus on the quality of our interactions with current and prospective students.

We must also provide support and accountability for all employees to deliver on our values consistently. We will seek out and provide more professional development opportunities so our employees can work to be leaders in the field and leaders on our campus. We will improve how we communicate among the campus, moving away from an over-reliance on email to solve every communication need, and instead provide more face to face opportunities to create understanding and respect.

STUDENT EXPERIENCE

Year one of the plan also asks us to consider ways to bolster our student facing services including counseling, advising, and learning support. We will also look at ways in 2020 to increase orientation programs for new as well as transfer students.

We recognize the campus service hours, food services, and amenities that many of our students count on and tend to define their experience with Central Penn College



are in need of proper time, attention, and planning. In 2020, we start with amenities for commuter students as well as our food services. We want to map out easy, short-term fixes that improve our students' experiences immediately as well as long-term improvements that will deliver higher quality experiences for all.

For Central Penn College, 2020 will also mark the beginning of an intensive strategy review of recruitment, marketing, and retention strategies employed in relation to our prospective and current students. It is important that how we spend resources to attract new students be closely aligned with the vision the new Strategic Plan maps for our future. It is also important that we continuously develop new pipelines to attract students of all enrollment profiles to become part of the Central Penn College family.

EXPERIENTIAL LEARNING

In order to discover stronger differentiation among our competitors, we endeavor to define our academic experience for students to be more than a career-focused education. Central Penn College will work beginning in 2020 to ensure we provide tremendous opportunities to learn by doing through a commitment to experiential

learning that is second to none in the region among higher education institutions.

To accomplish this goal, we will set to work immediately to examine all courses active in our catalog systematically and take note of the hands-on learning experiences that already exist for our students.

CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

It will be challenging for Central Penn College to right the ship on traditional enrollment goals at a pace that will satisfy its board or its financial needs. It can however realize dramatic success quickly in non-traditional educational opportunities that draw employees and professionals to the campus and into Central Penn College online courses for continuing education opportunities.

In 2020, the college should determine what needs it can fulfill for employers through existing certificate programs in its catalog.

RECRUITMENT AND RETENTION

We recognize efforts to increase enrollment and retention will take several months to pay dividends. Central Penn College must take a long-term view on its work to attract and retain students in degree programs. We must be willing to employ strategies and tactics that align with our values and produce sustainable growth for our degree programs. At the same time, we must be willing to be agile and open to change in order to remain relevant to our target student markets.

There must also be a considerable investment in terms of time, effort, and resources to gathering and leveraging more data to inform future growth of the college, its student body, and its programs. We must use data to define more clearly our targeted student profile both broadly and by program. As we navigate year one, we begin a focus on gathering effective internal data and interpretation of that data to inform future decision making.

LANCASTER CENTER

The decision timeline on the future of the Lancaster Center is accelerated due to the expiration of the existing site lease and requirements for a long-term commitment if Central Penn College were to remain at its current location in Lancaster County. At the same time, the College is at the beginning of a search for a new Center Director, and that search must continue with urgency as key considerations are being made about the Center's future.

In 2020, we will aggressively consider new locations that place the Center into areas of the Lancaster City community more easily accessed with mass transit, closer to our traditional student profile populations, and space that best accommodates new programs and offerings that could be part of the Lancaster Center portfolio. If it is not financially feasible to invest in a new location at this time, plans will need to be developed to improve the educational experience and offerings at the Lancaster Center to align with the commitments we are making to all of our students, online and on-campus.

ADVANCEMENT

The Central Penn College Board of Directors supports the hiring of a Vice President to lead the new Office of Advancement and Strategic Initiatives, and has already authorized the search to begin immediately. The Vice President will provide new talent, capacity, and expertise to deepen ties to the community, raise profile among investors and potential partners, and provide increased capacity to explore the many financially beneficial projects this plan outlines. This office should have administrative support and function to develop projects from the strategic plan to the benefit of the college, produce viable and productive leads around advancing those projects aligned with the college's vision and needs.

The Vice President of Advancement and Strategic Initiatives will work immediately as a member of the President's Cabinet to provide increased strategic direction and capacity to the college's fundraising and communications functions in support of strategic goals of this plan. The Office will increase Central Penn College's connections to the community. It will cultivate the relationships with alumni, leveraging their stories, affinity, and dollars to the furtherance of the college's mission. It will actively cultivate relationships with partners and businesses interested in taking advantage of the college's education programming.

In 2021: New Revenues Reinvested, Continued Reforms

Year one of the plan was fundamentally about achieving stronger alignment across the organization with the strategic focus of this plan. In year two, we start to act on campus needs through a heavy dose of internal development of new offerings, systems, and approaches to our work in 2021. Those plans follow below.

Advancement Continues

The Office of Advancement and Strategic Initiatives in its second year is realizing new capacity in fundraising, building the organization's profile in the community, and identifying powerful partnerships the college should pursue in support of strategic goals of the plan. The office is serving as a strong accountability and support measure for many of the multi-year initiatives this plan maps out. If it is generating sufficient new revenue to support an increase in the college's capacity, a Communications Coordinator as well as Corporate Relations Director could be added.

Alumni Network Build Out

An Alumni Coordinator and Alumni Organizer could assist in the work of building out a more robust and active alumni network involved directly in the mission of the college and the development of financial resources that could be invested in quality of life issues for students specifically at Central Penn College.

Partnerships & Relationships

By the start of 2021, Central Penn College will begin meeting with major nonprofits, employers, and investors regarding the need for a prominent and effective health care training facility in our region. The need being met here is the high growth projected by the U.S. Department of Labor for the health care sector in Central Pennsylvania specifically in the decade ahead. We anticipate continued demand for medical professionals in a wide array of specialties and in a varying degree of medical environments.

Central Pennsylvania and the community that

surrounds our Summerdale campus are experiencing tremendous growth in health care facilities and present our organization with opportunities to contribute in positive ways for ongoing training, support, research, and education for professionals working in the delivery of outstanding health care. Central Penn College, with the support of partners, could provide an environment of discovery and cooperation for professionals in the health care field in Central Pennsylvania. The year 2021 is about further defining that need and conceptualizing fully for investors and partners what such a training center would look and feel like for this community.

Experiential Learning Opportunities Expand

The Center for Teaching Excellence will develop and begin to deliver professional development opportunities for our faculty on best practices for design and delivery of experiential learning opportunities that hold a fundamental career-focus and are aligned with our mission as a higher education institution. By the end of 2021, every course we offer will contain valuable and relevant experiential learning techniques and opportunities that enhance the value and quality of a Central Penn College degree or certificate.

In 2021, we will also seek out more high-profile and accomplished professionals in their field to be visiting or part-time adjuncts to bolster offerings in experiential learning.

Career Services and School Deans will help to lead the charge to develop new opportunities to bring more students, alumni, and community members to our campus, especially local online students, to cultivate more powerful experiences at Central Penn College.

Enrollment and Retention Efforts

Annual enrollment declines have been the norm for Central Penn College since 2015. While these declines are not outside the norm for four-year for-profit colleges, they are not sustainable. Central Penn College will begin a thorough look at recruitment strategies, target audiences, marketing messages and tactics, marketing budgets, and targeted investments that could build on recent successes to recruit and retain more undergraduates in Central Penn College degree programs.

Professional Development and Improved Company Culture

Our efforts to improve the work environment at Central Penn College continues. We continue to provide opportunities and support for professional development. We continue to hold employees accountable to put our company values into practice daily, and to adhere to the established policy process and procedures. In 2021, we will be seeking to ensure equity in employee compensation. We will begin new diversity trainings and expand opportunities to raise awareness about the importance of diversity to Central Penn College. We will have new recruitment procedures to add more faculty with diverse backgrounds, and we will continue the President's Leadership Academy to provide pathways for career advancement. We will develop clear non-instructional expectations for faculty.

Student Centered Scheduling Reforms

The work to reform the student scheduling process will continue with reviews of course pacing and ordering for our degree programs. We will review course prerequisites to ensure there is continued alignment with our course expectations. We will seek to develop a system for accurate course section projections based on current enrollment levels within majors and programs.

Improved Student Services

After years of start-stop approaches to improving the student services at Central Penn College, we are prepared in 2021 to make sustained, marked improvement to our student experience. This includes real investments in student spaces, including traditional and commuter students. It means continued support for the Learning Center and continued development of advising professionals. By 2021, we aim to return a physical shop to campus where books, supplies, snacks, and school pride gear may be purchased. The hours, offerings, and prices of food in the café will be examined and revised to reflect the realities our students face.

Affordability

During 2021, we will begin implementation of a student affordability study begun in 2019. It would

recommend action to address the competitiveness of the prices of certificates, meal plans, housing, credits, and degrees from Central Penn College.

Facility & Space Master Plan

In 2021, the college will engage in a comprehensive facilities and space master plan to ensure a central and organized strategy for utilizing, maintaining, and planning upgrades to all physical assets and space owned or leased by Central Penn College. This Master Plan will set the stage for new investments in 2021 through 2024.

Campus Events

A variety of departments will be working to bolster events and opportunities on our campus. Each may have a specific goal but generally our strategy is to demonstrate Central Penn College is a welcoming, attractive, and valuable part of the Central Pennsylvania community. These events will also serve the secondary purpose of further developing recruitment pipelines for our academic programs. We will be working to accurately track attendance at our campus events, sponsored by us or by third parties, to measure our success and impact.

Instructional Designer and Course Planning

To assist with revisions to the General Education curriculum and to expand experiential learning opportunities (while at the same time preparing for planned course revisions in 2022-2024), Central Penn College will recruit and hire an Instructional Designer in 2021.

Commuter Service Improvements

Throughout the Strategic Planning process, we heard from our non-traditional students that they lack suitable and adequate facilities on campus in Summerdale. By 2021, our goal is to have resources to use for the purpose of upgrading and improving furniture in our buildings to build a more "homey" and "cozy" feel to student utilized spaces. We also recognize we need stronger amenities such as grab and go coffee and snacks, quiet study areas, and potential emergency overnight accommodations for commuting students who might get stuck on campus in inclement weather. The year 2021 begins a multi-year

investment in our facilities particularly for those amenities geared toward our part-time and commuting students.

Best Place to Work Entry

We recognize the value and prominence associated with entry in the Central Penn Business Journal Best Places to Work annual competition. We appreciate the value of the data and actionable insights entry into this competition could provide to the college, not to mention the prominence should we score well. In 2021, we aim to enter the competition for the first time, and we will take action on the data we receive as a result of it in each subsequent year.

Conference & Events Services Business Plan

We have an underutilized asset in our conference and event service space. We will use our new Events Coordinator and Office of Advancement and Strategic Initiatives to author a new business plan to drive the development of a profitable Conference & Events services offering at Central Penn College. We plan to develop our campus as an attractive, affordable, and suitable space for businesses, associations, and organizations to use our campus for their important events and functions.

General Education Curriculum Reform

The Schools are working to actively finalize and implement by Summer 2021 the required revisions to the General Education requirements for each major offered by Central Penn College.

Certificate Program Expansion

The college will work in 2021 to define what fully customized continuing education opportunities would require in terms of resources and begin to market them to employers. Our aim in 2021 is to attract new professionals and employers to our campus for offerings outside of part-time or full-time enrollment in degree granting programs that are fully customized to the needs of these workforce development partners.

In 2022: Experiences Improve for All; The Turnaround Takes Hold

As the changes of the first two years of the Strategic Plan take hold, we are now realizing a turnaround in our annual revenues, enrollment and retention patterns, residential student population, and the cost of our programs to degree and non-degree seekers. This improvement provides us an opportunity to make much needed investments in Central Penn College to be more highly competitive in our local and online markets.

Electronic Student Portfolios

We will explore innovative ways to allow students to develop and share electronic portfolios of their work and accomplishments at Central Penn College that will allow them to capture, record, share, and preserve these treasures well after their time with us.

Recruiting Scholar Gamers

By 2022, Central Penn College could be ready to recruit Scholar Gamers into degree programs that are exciting and financially beneficial to an adult seeking a career in this rapidly growing and developing industry. Our Esports teams will be competitive and seeking recruits to build our record of dominance in our collegiate division.

Facility Improvements Begin

Twenty years after ATEC's completion, we are ready to make necessary improvements to the campus in ways that add to the value of our property, improve the student experience, attract more students to our programs, and expand our ability to serve as a suitable programming and events space for businesses, partners, and associations interested in our community. Driven by the Facilities and Space Master Plan, in many cases these improvements are overdue but still must be pursued strategically to ensure a financially responsible investment pattern in our infrastructure on campus.

Marketing and Brand Review

By year three of the plan, Central Penn College will be ready to address the Central Penn College brand itself. It will have been over a decade since the brand was examined, re-conceptualized, and refreshed. We will set out to refresh



our brand by conducting key market research, developing student profiles and mapping consumer journeys with us. We need to ensure our marketing remains attractive, fresh, and utilizes the best practices that define the highly competitive media market of 2023 and beyond. We will be issuing an RFP and selecting a partner that best matches our needs as a college.

Instructional Load Review

Central Penn College will examine faculty expectations in collaboration with Faculty Senate and the Schools to implement appropriate instructional load requirements for full-time faculty and adjuncts and provide for adequate support to achieve these new expectations.

Equipment Investments by Program

This year also marks a time of important investments in the equipment and supplies our degree and certificate programs need to remain attractive and competitive. Schools will be submitting requests to be funded and acted upon across 2022–2023.

Online Course Reviews and Potential Revisions

The first set of courses we will systematically review for improvements will be the curricula for our online courses. Each School will work to ensure if updates, improvements, or revisions are needed to the online course catalog, that they are completed before the end of 2022.

Center for Teaching Excellence Enhancements

Our Center for Teaching Excellence may have some powerful and valuable professional development programs that we could explore making available to professionals outside of our campus community, ensuring best practices and great teaching concepts do not remain a secret. We will be exploring ways to expand the offerings of CTE as well as its physical space to ensure our commitment to rigorous and relevant courses remains at the center of our experiential, career focused education at Central Penn College.

Student Satisfaction Surveys

We want to hear direct from our students about the experiences they are having with Central Penn College beyond just course by course assessments. Starting in 2022, we will unveil cross-section student surveys that provide feedback on everything from interactions with our Learning Center to Financial Aid, the quality and price of the food on campus to the delivery of health and safety services. We want a survey that provides ample opportunity for our students to tell us how we are doing and what we could be doing better.

Experiential Learning Opportunities Expand

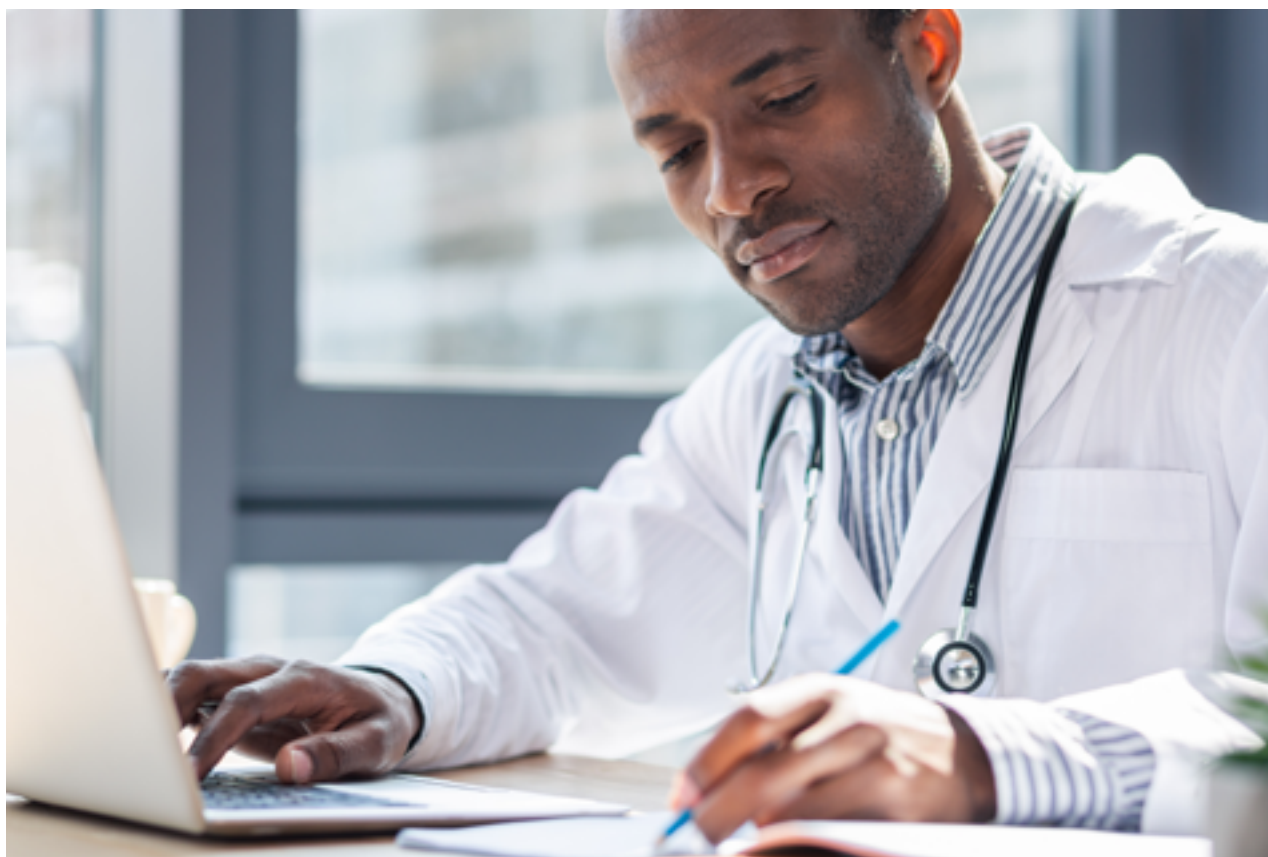
In 2022, we will explore the opening of a student-run coffee shop, convenience store, or other student-centered service on our campus that provides opportunities to learn the fundamentals of business operation.

New Continuing Education Offerings

Let's take our continued education, certificates, and possible industry certification programs to the next level. Beginning in 2022, we will start to design new programs and offerings that meet the expanding demand we are discovering in the market for needs outside of our existing course catalog. We will seek out more partnerships and respond to the educational and workforce development needs of those training partners quickly and attentively to design new programs they will find valuable and powerful to maintaining a competitive edge in the market. Throughout 2022 – 2024, we will work specifically in partnership with major employers with needs aligned with our core competencies and offerings. Central Penn College will utilize our strong programs in health sciences, organizational leadership, communications, and business to seek out opportunities to be a trusted workforce development training provider.

Increased Capacity

Three years of execution of this plan will ultimately present us with a chance to realize increased capacity. More students on campus, more adults on campus participating in professional training and continuing education, more graduates creating more alumni will all eventually increase our capacity as an organization. The President of the College and her cabinet need to be ready



by year three to harness new energy and interest to the benefit of the organization. This will include delegating more work to directors and managers, embracing change with sound strategies, and cultivating new ideas and opportunities to allow people to contribute their time and talent to our mission.

Innovation Hub

By 2022, Central Penn College will be ready to begin planning for the launch of an innovative business incubator concept in Summerdale that harnesses some of the learnings from the previous two years. Hallmarked by a warm, welcoming and useful new co-working space available to entrepreneurs, the incubator will provide a host of facilities needed by new local start-up businesses such as shipping and receiving docks, sanitary kitchens for food preparation, commercial grade brewing equipment, and much more.

Academic Programs Responding to Market Needs

By 2022, Central Penn College will be prepared for a thorough examination of our curricula to ensure they remain engaging and attainable, moored to real-life experience, and relevant to the students we seek to recruit. It will also require us to examine if any of our programs are under-performing because of the quality of the program or demand for such degrees in the economy. By 2022, we could be exploring revision, addition, or elimination of academic programs based on the previous two years of work to expand the ranks of our students and develop more experienced based learning opportunities in our college programs. We will also begin a multi-year analysis of our Health Sciences degree and certificate programs in preparation of the launch of our Center for Healthy Outcomes by the end of this plan. Our Cabinet will play a crucial role in this work.

In 2023: Resurgence and Renewal

We view 2023 as a time when we are returning to nearly full strength after finally getting our strategies in enrollment and retention to produce results that are apparent on campus and in our classrooms. To adjust to the conditions of our newly realized growth, we are using 2023 to make appropriate expansions and continued investments in our facilities and equipment.

Athletic Needs Assessment

The students of Central Penn College deserve collegiate fields and physical training centers appropriate for collegiate level sports. We hope to have the resources to deliver on the first phases of this goal starting in 2024. In 2023, we take the first major steps to identify, order, and plan for these investments for existing sports, as well as work with our student body and outside partners on the exploration of any additional intramural sports that could be fun and beneficial to the student body.

Learning Communities Development

Our cohort model in the Health Sciences program produces measurable success for our students and Central Penn College on a variety of fronts. By 2023, we hope to start exploring these insights for application in other Schools. These learning communities could be the key to achieving retention and graduation rates that we aim to achieve by the end of 2024 at Central Penn College.

Expanding Health Sciences Degrees and Certificates

The work we began in 2022 continues to unfold in 2023 as we explore the degrees and certificates that are necessary to continue to solidify our role as a regional leader in the education of highly qualified professionals in the health and social services arenas.

Facility & Equipment Improvements Continue

The college will continue to make physical improvements to our assets on campus to update efficiency, style, and utilization that is aligned with the stated goals of the strategic plan.

Adjunct Pool Evaluation and Potential Expansion

In 2023, Central Penn College will assess if additions are needed to the adjunct pool to keep pace with growing demands in our certificate programs and other educational programming that falls outside the confines of our traditional terms. If we choose to expand the adjunct pool, we will want to do so in such a manner that assists with our goals around increasing diversity and maintains our commitment to providing experiential, career-focused education.

On-Campus Course Reviews and Revisions

The second set of courses subject to a systematical review for improvements will be the curricula for our on-campus courses. Each School will work to ensure if updates, improvements, or revisions are needed to the course catalog, and that it is completed before the end of 2023. We will also be looking to expand on the insights gathered from our pilot courses that allow students to move between online and on-campus sessions of a particular course interchangeably. We hope to share insights gathered to inform future course authorship and section planning.

Formulation of a School of Continuing Education

For the first time in decades, we believe Central Penn College will be in a position to add a new School at Central Penn College – the School of Continuing Education. This School will be under the leadership of a Dean and work alongside our existing schools to ensure instructional standards, planning, scheduling, and all other leadership work is done in a manner that provides a high level of quality to our continuing education programs.

Experiential Learning Opportunities Continue to Grow

In 2023, we will seek to establish a blank store-front for students majoring in business to utilize to prototype or launch a functioning business available to students, faculty, staff, and the public.

In 2024: Renewed Prominence; Security in Future Planning 2025+

In the year 2024, Central Penn College will have positioned itself to a new level of prominence and respect in Central Pennsylvania as a high-quality, credible institution of higher learning that places experiential, career-focused learning front and center. For us, the year 2024 will be about unveiling the results of work that spanned the entire life of our strategic plan.

The Center for Healthy Outcomes

Central Penn College will be breaking ground or cutting the ribbon on a state-of-the-art medical training facility centered on providing professionals in all aspects of health care with the space to convene, train, research, and discover the best way to deliver health care. Developed in partnership with one or more major employers with interest in this type of facility, the Center for Healthy Outcomes will become a vibrant, active, and

buzzing center on our campus.

The Center for Community Entrepreneurship

Building on the work of our incubator and entrepreneurship degree programs, Central Penn College will also be unveiling our new Center for Community Entrepreneurship. It will become a place where entrepreneurs can come for assistance, space, and resources to turn their ideas into reality. The Center will bring new faces to campus and expose more of our students to the people who are working to provide dynamic solutions to needs and problems in the economy. It will be experiential learning and collaboration at the highest level that we have ever endeavored to provide.

Lasting Changes in our Culture

Gone are the days of the water cooler culture and rumor mill when it was acceptable to gossip about the work of our peers. We will have permanently replaced



negative, unwanted behaviors in our workplace with an environment that is respectful, positive, professional, and inclusive. Our employees will be involved actively in helping to ensure we live up to our values as a college and provide the best possible services and experiences not only to our students and their families, but to each other as well.

A Student-Centered Approach to Course Planning and Scheduling

We will have the technological and process changes in place by 2024 to provide adequate degree and course planning for every student. We will achieve a new level of efficiency by developing term course schedules based on what our enrolled and incoming students need in order to complete their degrees on time if not early as our accelerated schedule so often promises they can achieve.

Self-Paced Learning Programs

An exciting addition to our online course catalog particularly in the School of Continuing Education will be self-paced learning programs that give adults the power to purchase training and study that they can complete at their own pace for suitable credit towards our certificates and other Continuing Education programs. It will require significant investments in technology to provide these services and ensure they are not a detrimental replacement for learning facilitated by our faculty. However, as we watch the market continue to mature and change in higher education, we see an opportunity to be a leader and drive the change rather than have that change rain down upon us.

Incubator Ribbon Cutting

By 2024 (if not before), we are cutting the ribbon on our new co-working and laboratory space for businesses who wish to take full advantage of the experience, knowledge, and services our campus can provide to businesses looking to establish real market share. Our incubator will seek to be unique in its facility offerings and through the collaboration that can exist between undergraduates, graduates, faculty, and business owners daily on our campus.

Athletic Facilities Planning

We will be excited to unveil specific plans to invest in our student athletes with facilities, equipment, and space that

demonstrates they are respected competitors. From training facilities, to fields and courts, we will have a plan to deliver the experience of selected collegiate sports at Central Penn College.

Advancement

By the fifth year of this strategic plan, the addition of the Vice President of Advancement and Strategic Innovation will have demonstrated the college has a unique and powerful role to play in the region. It will also play a powerful role in fundraising and grant writing in support of the foundation as well as the newly formed non-profit now owning and operating the college.

By 2024, new functions could be added to this office including government relations, public affairs, and grant writing. By building out a strong state, local, health care and education government relations program that focuses on workforce development and partnerships, the college could take a more proactive role in securing its future. Seeking opportunities for workforce development partnerships involves relationship development and management with the state and local Workforce Investment Board (WIB) members in our communities.

Experiential Learning Competition

In 2024, Central Penn College will seek to sponsor an 11-week experiential learning competition aimed at showcasing student talent, providing a structured mentoring and coaching opportunity from accomplished professionals in a field, while at the same time generating public interest in the powerful experiential, career-focused learning that occurs at Central Penn College.

In Conclusion

Central Penn College is a for-profit college in need of recapturing its competitive edge. While we continue to pursue a change in structure to a non-profit institution, we recognize a change in status is not the only means by which we can realize success in the five years ahead. Central Penn College must ensure it faithfully delivers on the promises it is making to the undergraduates and graduates it recruits into its programs, whether those interactions are entirely online, in-person, or a blend of the two.

The organization will reform its academic planning to become more student centered so that our students can attain their degree with confidence that the instructional modalities and pacing they expect to complete their program on our accelerated schedule can be fully realized.

We will recapture our value proposition as a leader in experiential, career-focused education in the local market and define more clearly what that means for anyone considering attending with us.

We will formalize the policy development process so power is decentralized, employees are engaged and invested in our future, and so that the best ideas are fully vetted before implementation. This will also allow the culture of a non-profit higher education institution to take hold, which is the overall orientation we seek.

We will address the declining organizational culture among our employees and faculty that is sapping our capacity to grow and change for the better. Optimism, positive communications, and hard work will replace malaise, rumor, and cynicism.

We will cultivate a stronger student experience on campus, increase admissions and retention rates annually, and improve completion and graduation rates. We will see the population of full-time on-campus residents students nearly double by the end of this strategic plan's scope of influence.

We must undertake all these matters with a Board of Directors that is committed and focused on assisting in the





delivery of these changes along with financial viability. Central Penn College will insist our board and employees look carefully at the practices that have degraded the overall experience as a student, a faculty, and a staff member at the college over the past five years. There is a need for a thorough action to reclaim a valuable niche at which we can excel over the next five years: to be a rigorous, attractive, affordable college offering experiential, career-focused learning where every student feels like they are part of our family.

We believe this plan through its adoption and faithful execution represents our best chance to do just that. ■





STRATEGIC FOCUS GOALS

THESE SIX GOALS ARE THE STATED STRATEGIES TO
GUIDE THE WORK OF OUR ENTIRE ORGANIZATION
OVER THE NEXT FIVE YEARS.

Photos:

Central Penn College competes in the USCAA at the Division 2 level for Men's Baseball.

STRATEGIC



DEMONSTRATE STUDENTS ARE FAMILY

Central Penn College will deliver a transformative experience that welcomes students into the college family by knowing and meeting individual needs as clearly as our own.



DELIVER EXPERIENCES THAT EXCEL

Central Penn College will deliver superior academic programs in-person and online that center around building the experiences individuals need to excel in the pursuit of their career goals.



LIVE OUR VALUES, CLAIM OUR CULTURE

Central Penn College will foster a culture that aligns with the values of an academic institution of higher learning. We recommit ourselves to demonstrating our values of scholarship, excellence, integrity, respect, equity, service, professionalism, and inclusivity in all we do.

FOCUS GOALS

04



CATALYZE INNOVATION, CULTIVATE OUR IDENTITY

Central Penn College will become the leading choice in South Central Pennsylvania for employees, employers, and entrepreneurs seeking a partner in developing their competitive edge.

05



PROVIDE HEALTHY FINANCIAL GROWTH

Central Penn College will explore innovative partnerships and initiatives that increase enrollment and retention, diversify its revenue portfolio, and strengthen its financial position. We aim to succeed in program offerings and services that reduce total budgetary tuition reliance.

06



PROMOTE COMMUNITY ENGAGEMENT WITH PURPOSE

Central Penn College will cultivate deeper relationships with our surrounding community. Through our diversity and passion for learning, we will give back in powerful ways that demonstrate our commitment to new opportunities in career and life.

IMPLEMENTATION

Central Penn College will implement this Strategic Plan over the next five years (2020–2024). Work will be assigned and managed across Offices and Departments within the college based on the goals and objectives designed below. We fully anticipate the need to remain flexible and responsive to changing market conditions that could impact assumptions held at the time of the authorship of this plan. To ensure executive responsibility and accountability to deliver on this plan, we are naming the following Executive Work Groups to manage the oversight and provide sufficient accountability to deliver meaningful and lasting improvements.

1=Demonstrate Students are Family; 2=Deliver Experiences That Excel; 3=Live Our Values, Claim Our Culture; 4=Catalyze Innovation, Claim Our Identity; 5=Provide Healthy Financial Growth; 6=Promote Community Engagement with a Purpose

Enrollment (1, 2, 5)

VP, Administration & Finance (Co-Chair)
VP, Enrollment & Marketing (Co-Chair)
VP, Advancement & Strategic Initiatives

Student Experience (1, 2, 4, 5, 6)

VP, Student Services (Chair)
VP, Administration & Finance
Chief Information Officer

Value, Benefit, and Cost (1, 5)

VP, Administration & Finance (Chair)
President, Central Penn College
VP, Student Services

Lancaster Center (2, 4, 5)

VP, Administration & Finance (Chair)
President, Central Penn College
VP, Academic Affairs
VP, Enrollment & Marketing
Chief Information Officer
VP, Advancement & Strategic Initiatives

Advancement & Community Development (4, 5, 6)

President, Central Penn College (Chair)
VP, Administration & Finance
VP, Advancement & Strategic Initiatives

Instructional Delivery (1, 2, 3)

VP, Academic Affairs (Chair)
President, Central Penn College
VP, People & Culture
Chief Information Officer
VP, Student Services

Culture Change (3)

VP, People & Culture (Chair)
President, Central Penn College
VP, Administration & Finance

Health Science Offerings (2, 4, 5)

Dean, School of Health Sciences (Chair)
VP, Academic Affairs
President, Central Penn College
VP, Advancement & Strategic Initiatives
VP, People & Culture

Organizational Status (4, 5)

President, Central Penn College (Co-Chair)
VP, Administration & Finance (Co-Chair)
VP, Advancement & Strategic Initiatives

Fundraising (4, 5)

President, Central Penn College (Co-Chair)
VP, Enrollment & Marketing
VP, Advancement & Strategic Initiatives

KEY PERFORMANCE INDICATORS (KPI'S)

KEY PERFORMANCE INDICATORS (KPI'S) ALLOW US TO MONITOR AND MEASURE PLAN OVERALL PROGRESS TOWARD ACHIEVING OUR STRATEGIC FOCUS GOALS ABOVE. WE HAVE IDENTIFIED THE FOLLOWING KEY PERFORMANCE INDICATORS AS MEASURES OF OUR SUCCESS ACROSS THE 20 ACADEMIC TERMS THIS PLAN ADDRESSES.





TIER 1

MISSION CRITICAL

Our Tier 1 KPI's have the ability to make or break this plan if not sufficiently monitored and if significant improvements are not achieved. It is *mission critical* to this plan that our Tier 1 KPI's show substantial growth and improvement year over year from where we are today.

★★★★★



TIER 2

VITAL

The KPI's found in Tier 2 are vital to our future success. We will be excited and eager to see demonstrable growth in each of these areas. What will constitute acceptable growth year over year is far more subjective than the measures in Tier 1.

★★★★☆☆



TIER 3

IMPORTANT

Our KPI's found in Tier 3 are important to us, but growth or improvements in these areas do not measure make or break areas of success. They describe areas of achievement and improvement we hope to discover that we believe will translate into an overall improvement in the student and employee experience at Central Penn College.

★★☆☆☆☆

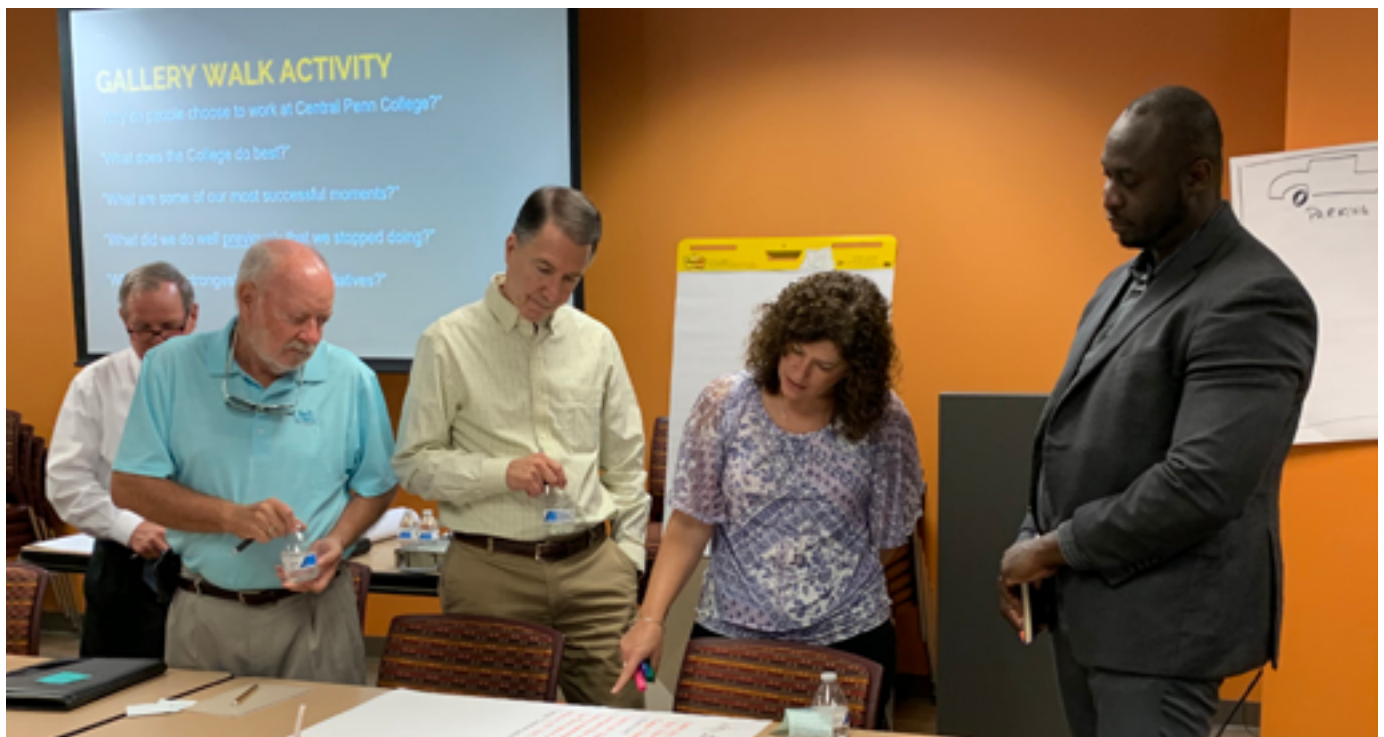
KPI: TIER 1

1. Total annual enrollment
2. Year-over-year total net enrollment changes over Fall 2019
3. Term-over-term continuation and retention rates over 2019 (Term by Term)
4. Total resident on-campus undergraduates enrolled in 9.0 credits or more (Year-over-year, Fall Term)
5. Graduation rate (Annual, First-Time Undergraduates, Graduates, and Total Graduates)
6. Career placement rate (Annual)
7. Continuing education, non-degree short-term certificates awarded annually
8. Annual Net Promoter Score
9. New corporate and non-profit certificate/workforce development partnerships (By Term and Annual)
10. Total annual alumni contributions and average annual alumni contribution amount
11. CPC Foundation Donations & CPEI Donations (Tracked monthly, quarterly, annually)
12. Annual ESOP per share valuation (Until ESOP is no longer relevant)
13. Total value of scholarships awarded by term and by fiscal year.



KPI: TIER 2

1. Total annual members of Alumni Association
2. Total attendance annually of community events on campus
3. Total dollars raised in support of Center for Healthy Outcomes
4. Total dollars raised in support of Center for Entrepreneurship
5. Total annual membership fees paid by Incubator companies
6. Total hours of professional training and development completed by CPC Faculty / Staff
7. Total hours of training provided by the Center for Teaching Excellence (By Term)
8. Total campus housing occupancy rates, term-over-term annually
9. Price per credit in comparison to identified competitors annually
10. Total annual revenue of the CPC Conference & Events Center
11. Total events hosted at the CPC Conference & Events Center
12. Total non-students, non-employees attendance at events hosted at CPC Conference & Events Center





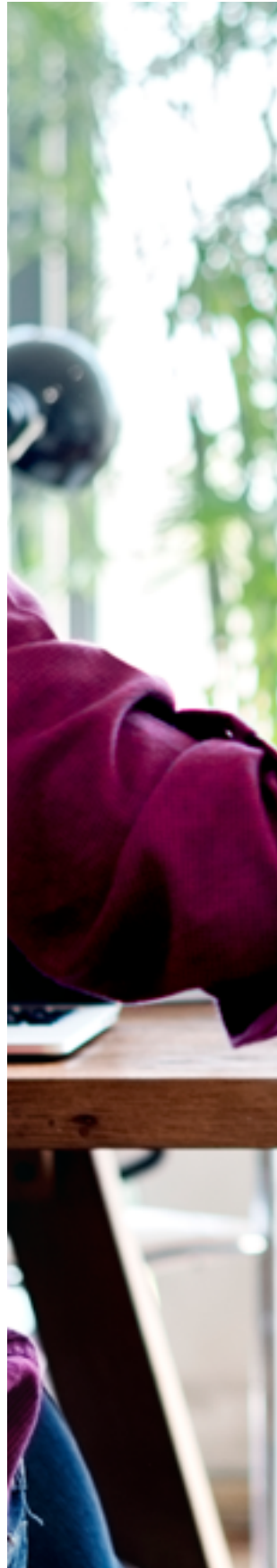
KPI: TIER 3

1. Central Penn Business Journal Best Places to Work Annual Ranking (Beginning 2022)
2. Percent of full-time faculty holding terminal degrees
3. Percent of total faculty identifying from a diverse population
4. New corporate and non-profit scholarship partnerships (By Term and Annual)
5. Total online degree and non-degree students attending campus events per term
6. Average annual per student revenues (Non-credit)
7. Total hours contributed by students per year to charitable causes sponsored by CPC
8. Total dollars contributed by students per year to charitable causes sponsored by CPC
9. Total hours contributed by employees per year to charitable causes sponsored by CPC
10. Total dollars contributed by employees per year to charitable causes sponsored by CPC
11. Term by term, number of part-time and full-time students registered for courses in more than one future term at any time.
12. Annual overall Student Satisfaction Scores derived from cross-sections of students from a variety of enrollment statuses
13. Veterans as a percentage of total Students annually enrolled in degree and non-degree programs

S T R A T E G I C
P L A N

GOALS & OBJECTIVES

2020-2024





01 DEMONSTRATE STUDENTS ARE FAMILY

Central Penn College will deliver a transformative experience that welcomes students into the college family by knowing and meeting individual needs as clearly as our own.

KNOWN ISSUES

A

Attrition of students occurs in the first two terms of enrollment at Central Penn College. Most support services and resources are targeted to traditional students.

B

Students relay experiences of not having guidance and support once enrolled at Central Penn to navigate administrative offices and support services. Additionally, students voiced feeling passed from office to office with the message of “that’s not my job.”

C

Most Central Penn College services and resources are tailored towards on-campus students. This creates resource gaps for our majority online student population. At the same time, we lack many of the traditional amenities offered at other institutes of higher learning leading to difficulty in recruiting and retaining students. Commuter, evening, and veteran students – all significant members of our on-campus students – need dedicated amenities, resources, and programs that fit their schedules.

D

The most financially valuable students to the organization – on-campus, full-time undergraduates – have reached an alarmingly low attendance and enrollment level by the Spring 2019 term that saps the organization of energy, cultural experience, and vitality that can be used to recruit more students.



01

DEMONSTRATE STUDENTS ARE FAMILY

ISSUE

A

Attrition of students occurs in the first two terms of enrollment at Central Penn College. Most support services and resources are targeted to traditional students.

GOALS

1

Provide a more welcoming and supportive first year experience and transition support to transfer students at Central Penn College.

OBJECTIVES

1.1

Develop first year experience program across student populations and modalities to improve persistence and overall college experience by Fall 2020.

1.2

During the Winter and Spring Terms 2021, charge the Student Orientation Committee with improving the on-boarding of new students through more personalized orientations based on student demographics and learning platforms.

1.3

Support the roll out of PACT – Pathways to Academic and Career Transitions – throughout 2020 and assess its impact on retention and student success beginning Winter 2021.

ISSUE

B

Students relay experiences of not having guidance and support once enrolled at Central Penn to navigate administrative offices and support services. Additionally, students voiced feeling passed from office to office with the message of “that’s not my job.”

GOALS

1

Improve student post-enrollment transition process through direct integration of outreach and guidance through administrative and service offices.

OBJECTIVES

1.1

Provide sensitivity and customer service training for all employees in student facing, administrative offices by Fall Term 2020.

1.2

Identify the physical needs of a One-Stop-Shop for students’ administrative needs by Fall Term 2020 to inform facilities master planning in 2021.

1.3

Expand first week drop-in assistance in ATEC and Lancaster lobbies to provide additional support in the areas of: advising, financial aid, student accounts, registration, and academic affairs by Summer 2020.

1.4

Offer similar drop-in assistance during the mid-term time frame to help answer students’ questions.

1.5

Assess the effectiveness of both drop-in assistance periods and provide plans for revision and further implementation throughout 2021–2024 as appropriate.

1.6

By Winter 2022, examine all correspondence that occurs between the college and its students (emails, letters, texts) to ensure that messages are clear, provide direction, and are appropriate in tone.

ISSUE

0

Most Central Penn College services and resources are tailored towards on-campus students. This creates resource gaps for our majority online student population. At the same time, we lack many of the traditional amenities offered at other institutes of higher learning leading to difficulty in recruiting and retaining students. Commuter, evening, and veteran students – all significant members of our on-campus students – need dedicated amenities, resources, and programs that fit their schedules.

GOALS

1

Increase commuter and evening student resources and opportunities to utilize and receive services, including providing stronger programming and support services for veteran students.

OBJECTIVES

1.1

Form a Commuter Student Rapid Response Team composed of commuter students and administrators by Winter Term 2020.

1.2

Use the Rapid Response team to identify areas and ideas for immediate action to meet the exigent needs of current commuters during Winter, Spring, and Summer Terms 2020.

1.3

Task the Commuter Rapid Response Team with identifying ways to support more strongly the needs of veterans enrolled as students.

1.4

Maximize student services offerings to engage and provide increased accessibility to commuter students by Fall 2020.

1.5

Coordinate a schedule that ensures key personnel from Student Services, Academic Affairs, and Finance and Administration are available to students in the evenings at both Summerdale and Lancaster by Summer 2020.

1.6

Create a plan for a comfortable, welcoming student commuter lounge by Fall 2022 that is aligned with the facilities master plan.

1.7

Explore potential non-traditional housing initiatives that could support veterans or even married students in need of housing in order to enroll full-time by Fall 2022.

01

DEMONSTRATE STUDENTS ARE FAMILY

GOALS

2

Develop and increase support resources and opportunities specific to online student populations. This will improve persistence, access to resources and overall college experience.

OBJECTIVES

2.1

Throughout calendar year 2022, design and implement a 4-term electronic portfolio style college preparedness tool to address unique persistent challenges for online students.

2.2

During Fall Term 2021, expand current options to online student population beyond just the informational literature. Develop better ways to use technology to help engage online students on available resources.

2.3

During the Fall Term 2021, explore ways to maximize Blackboard community pages to allow online students to leverage more student services traditionally only available to on-campus students.

2.4

Beginning in Winter Term 2020, seek out ways to intentionally invite local online students to come to campus for meetings, events, and social gatherings to deepen their ties to the Central Penn College community.

GOALS

3

Build campus resource infrastructure through feasible improvements including the goals of adding a bookstore, expanded fitness facilities, on site health services, sports, and commuter facilities. At the same time, combine resources and better coordinate overall programming within Student Affairs around a centralized calendar of student experience seeking out duplication and opportunities for synergy with other departments.

OBJECTIVES

3.1

Begin Facilities Master Planning for physical infrastructure changes and additions at Central Penn College in Winter 2021.

3.2

Research partnerships, contracts, or models for local health care providers to offer qualified, affordable on-campus health services by Fall Term 2020.

3.3

Identify a location and write a business plan for a campus bookstore by Summer 2021. Take steps to appropriately execute that plan to begin providing these amenities to students and staff as soon as financially feasible.

3.4

By Summer 2021, Research utilization of 730 Valley Road to expand on-campus training facilities for athletes.

3.5

Assess campus wide instructional and quality of life aids required for disabled and special needs students beginning with regular contemplation and provision of accommodations by Summer Term 2020, beginning with areas prioritized as most critical.

3.6

During Winter Term 2021, identify opportunities and strategies to recruit “scholar gamers” to become both students at Central Penn College and members of our new eSports teams. Elevate and highlight the successes of this burgeoning team.

3.7

Identify any short-term solutions available to provide Central Penn College owned sporting fields and facilities during the 2021-2022 academic year.

3.8

In Spring Term 2023, formulate an athletics facilities and fields master planning team to outline needs and goals for future development and expansion.

3.9

During Spring Term 2024, explore intramural sports teams in interesting and non-traditional sporting programs such as golf, dodge ball, and others.

ISSUE

D

The most financially valuable students to the organization – on-campus, full-time undergraduates – have reached an alarmingly low attendance and enrollment level by the Spring 2019 term that saps the organization of energy, cultural experience, and vitality that can be used to recruit more students.

GOALS

1

Enhance support for all students through examination of current practices and policies, as well as implementation of new policies, and structural changes to promote success and progression towards degree.

OBJECTIVES

1.1

Observing the new policy process in Winter 2020, explore needs in existing practices and policies affecting students. Propose new policies as appropriate aligned with the procedure.

1.2

Revise existing practices and policies as needed to maintain a vibrant and relevant student experience for on campus as well as for non-traditional students.

GOALS

2

Bridge academic and student services success interventions through implementation of program level learning communities.

OBJECTIVES

2.1

Throughout 2020-22, continue commitment to existing programs including peer tutoring and cohort model in Health Sciences. Seek out ways to strengthen these services and approaches during the life of the strategic plan.

01 DEMONSTRATE STUDENTS ARE FAMILY

OBJECTIVES

2.2

During Winter Term 2023, establish a work group comprised of deans (AA) and directors (SS) to begin to conceptualize the opportunities for forming learning communities at Central Penn College specific to the academic school.

2.3

During Spring Term 2023, stake out a sequencing based on prioritization of needs to provide learning community services.

2.4

Through professional development, identify ways to establish and encourage cohesive and collaborative work among the staff of the two offices.

2.5

During the Summer Term 2023 and throughout Fall Term 2023, begin to create individualized learning community experiences for current students reflecting a commitment to resource pools, sharing information, identifying specific student needs and learning styles.

2.6

Assess progress during Winter Term 2024 and identify additional needs to add to these programs.

GOALS

3

Increase opportunities for campus engagement by building a sense of belonging through institutional co-curricular programming across both staff and student populations.

OBJECTIVES

3.1

By Summer 2021, create, implement and distribute a more cohesive activities and events schedule that is specific to peak periods of activity during each term. Ensure more creative and direct methods to communicate to all campus constituency.

3.2

In Fall 2020, create a focused group of campus constituency that will be a part of an Engagement Advisory board that will replace the activities advisory board.

3.3

Implement Co-Curricular transcript opportunities for students to help with campus engagement and involvement by Fall 2023.



02

DELIVER EXPERIENCES THAT EXCEL

Central Penn College will deliver superior academic programs in-person and online that center around building the experiences individuals need to excel in the pursuit of their career goals.

KNOWN ISSUES

A

The course schedule does not reflect a student-centered approach that meets the scheduling needs of students first.

B

Central Penn College is compromising precious resources by surrendering instructional capacity, holding onto practices that limit instructional time to four days a week. There are not clear expectations and responsibility for on-campus presence and work by full-time faculty towards the issues facing Central Penn College.

C

General education credit requirements are 40 percent higher than necessary, tying up valuable faculty and student time in courses that do not have an explicit career focus.

D

Coursework in every department and every major needs to be better reflective of our commitment to experiential, career-focused study.

E

Inconsistent structures exist between and within departments.



F

Central Penn College has muddled the waters on what it means to be an online student versus on campus student.

C

The Lancaster Center is faltering at a time when major financial investments and long-term commitments are necessary to keep the facility open and valuable to the academic experience as a Central Penn College student.

H

The most attractive and highest performing programs in the Health Sciences majors are limited by enrollment caps dictated by state oversight and available staff. Graduates of these programs will be among those in the highest demand regionally in the decade ahead, yet if it could recruit three times the students in this major tomorrow it is not clear Central Penn College could accommodate them.

02

DELIVER EXPERIENCES THAT EXCEL

ISSUE

A

The course schedule does not reflect a student-centered approach that meets the scheduling needs of students first.

GOALS

1

Implement a student-centered approach to the term course schedule to meet the needs of students by 2025.

OBJECTIVES

1.1

Submit course schedules to registrar for two or more terms at a time, beginning Spring 2020.

1.2

Allow students to register for more than one term to assist in lessening the impact of the schedule gap status beginning in Summer 2020.

1.3

During Winter 2020, write and approve adequate scheduling procedures to address rolling enrollments in enrolling new students term to term in courses they require, while maintaining allegiance to plans to provide predictable and available on-campus courses while not unduly pushing students into online courses.

1.4

During the Summer Term of 2022, develop an appropriate course pacing and ordering plan for every degree conferring major active in each department at Central Penn College that is achievable for every student enrolled full-time or part-time.

1.5

During the Fall Term 2021, evaluate and update the prerequisites of all courses listed within the course catalog to ensure they include appropriate prerequisites based upon needed skills, abilities, and knowledge as well as laddering objectives to ensure students have everything they need to succeed in those courses.

1.6

During 2022, seek out a suitable solution to produce student degree audits either through an internally developed system or an off-the-shelf solution.

1.7

Based on past enrollment data, develop a system to accurately project the additional sections of courses needed in any given term to create and staff those courses by the end of the Fall 2022 term.

1.8

By Summer Term 2023, evaluate the degree audits, degree roadmaps, and prerequisites to develop a draft student-centered annual course schedule framework. A student-centered course schedule considers the needs of new students, returning students, and transfer students first and foremost in the offering of courses by term, dictates the number of sections that need to be offered, and determines the course modalities based on existing and expected enrollments for any given term. A student-centered course catalog would drive course pacing, ordering, and adequacy to ensure students are able to take courses needed to complete their degrees on time.

1.9

By the start of the Summer Term 2023, revise the course schedules for Fall Term 2023, Winter Term 2024, Spring Term 2024 to reflect the new approach.

1.10

By the start of Summer Term 2023, develop a comprehensive student-centered course schedule that creates a course pacing and course sections framework for four consecutive terms (Summer 2023 through Spring 2024).

ISSUE

B

Central Penn College is compromising precious resources by surrendering instructional capacity, holding onto practices that limit instructional time to four days a week. There are not clear expectations and responsibility for on-campus presence and work by full-time faculty towards the issues facing Central Penn College.

GOALS

1

Develop and implement a sustainable plan for scheduling instructional delivery on-campus Monday through Friday. Develop and implement a sustainable instructional plan for Lancaster Center students to align with these changes at Summerdale Campus.

2

Through the new policy process, provide an appropriate expectation regarding the maximum number of course preparations and a minimum number of courses to be taught by full-time faculty term to term, as well as arrive at a consistent policy around abatements.

3

Set clear policies with faculty input on non-instructional duties and hours per term for full-time faculty.

OBJECTIVES

1.1

During Winter Term 2020, evaluate a course schedule that would accommodate a five-day/night instructional schedule.

1.2

Meet with faculty to discuss how these changes would impact planning, scheduling, course preparation - pros and cons - during Spring Term 2020. Revise plans to reflect faculty and staff feedback during Summer Term 2020.

1.3

Begin working with the Registrar, deans, and department chairs at the end of Winter Term 2020 through the necessary scheduling revisions to be able to implement a five-day instructional week by Fall Term 2020.

1.4

Implement the new five-day instructional week by the Fall Term 2020.

2.1

Invite the Faculty Senate to review and provide feedback on draft policies regarding course preps and assignments to deans and provost by end of Spring 2020 term.

2.2

Provost, deans, and the Office of Human Resources will establish through policy an appropriate expectation of maximum preparations and minimum number of courses taught per term by full-time and part-time faculty. This policy development will occur during Winter Term 2020.

02

DELIVER EXPERIENCES THAT EXCEL

2.3

Implement the new policy providing consistent course preps and course loads by Fall 2020 term.

3.1

Provost, deans, the Office of Human Resources, and faculty senate will work together to develop a policy on non-instructional expectations for full-time faculty and submit through the new policy process by Winter 2021 for implementation in Summer 2021.

3.2

During the 2023–2024 academic year, assign a standing committee of the college the task of evaluating the effectiveness of the 11-week course term, generating recommendations for any possible revisions at that time.

ISSUE

C

General education credit requirements are 40 percent higher than necessary, tying up valuable faculty and student time in courses that do not have an explicit career focus.

GOALS

1

Adjust General Education credit requirements to be in line with minimum requirements of the Pennsylvania Department of Education.

OBJECTIVES

1.1

In Winter 2020, develop a project plan with timeline and milestones to ensure a smooth roll out of the General Education and programmatic changes. Provide final changes to Marketing and Communications Department.

1.2

Fully develop all new courses created as part of the General Education changes by Fall 2020.

1.3

Submit all coursework and programmatic changes to the Central Penn College Curriculum Review Committee for approval by Fall 2020.

1.4

Submit all paperwork to appropriate legal and accreditation agencies for necessary approvals by Winter 2020.

1.5

During the Winter Term 2020, finalized changes will be sent to Marketing and Communications Department, as well as reflected in the Summer Term 2021 Course Schedule and College catalog.

1.6

Train all student-facing offices on the changes to curriculum by Winter 2021.

1.7

Create a General Education Advisory Council to ensure that the General Education curriculum is meeting the needs of stakeholders, ensuring the relevancy and quality of the courses and providing support, accountability, guidance, and feedback as partners in research and community collaboration as comprised by internal and external members by Summer 2021.

1.8

By Summer Term 2021, develop and finalize a comprehensive review process of the General Education curriculum to ensure it continues to meet the needs of stakeholders that can be conducted on a systematic multi-year cycle with annual partial reviews to ensure continuous improvement processes are being met in order to assess, evaluate, align, and update the curriculum.

1.9

Implement the proposed institutional General Education curriculum that meets the needs of all stakeholders by Summer 2021.

1.10

Beginning in 2021 and through 2022, 2023, and 2024, revise upper division course offerings to provide more depth in majors and allow for students to pursue minors.

1.11

Redirect some excess instructional capacity realized from reducing general education requirements towards the writing of new majors, minors, non-degree, and professional development programs in years 2022–2024.

ISSUE

0

Coursework in every department and every major needs to be better reflective of our commitment to experiential, career-focused study.

GOALS

1

Engage students in more holistic educational opportunities in every course to improve student-learning through the attainment of experience.

2

Seek out new ways to leverage on-campus, off-campus, and professional resources to give students hands-on experience relevant to their fields as early as possible in their work at Central Penn College.

3

Enhance the role of Department of Career Services to provide on-going feedback and resources to attain our goals in providing experiential learning.

OBJECTIVES

1.1

Inventory all “experiential learning” in all existing Central Penn College courses currently planned to be offered during the terms Spring, Summer, and Fall 2020. Experiential learning is any chance we provide to learn through a lab, role play, observation, interaction, modeled exercise, direct contact with professionals currently working in the field, structured real-world experience, and other examples consistent with these approaches.

1.2

Charge the Center for Teaching Excellence with providing professional development during Fall Term 2020 through Fall Term 2021, with major focuses being “what is experiential learning?” and “how do we bring more of it into our courses?”

1.3

Incorporate the career-focused mission mentality into every program and course description through the inclusion of in class experiential learning activities from day one with opportunities created in conjunction with local organizations and businesses to ensure vertical integration of the college’s mission by Fall 2020.

02

DELIVER EXPERIENCES THAT EXCEL

1.4

Deans will work to ensure additional, valuable experiential learning is incorporated into all existing courses beginning in Winter Term 2022. Deans report progress and needs to the VPAA to ensure success in this effort.

2.1

During the 2021 Summer Term, develop plans and procedures for the recruitment of high-profile and accomplished professionals in their field to be visiting or part-time adjuncts to bolster our offerings in experiential learning.

2.2

Ensure other departments are invited to document, photograph, and witness experiential learning success first-hand for leveraging in recruitment, marketing, development, and other areas beginning Spring 2021.

2.3

During Spring 2021, deans collaborate with other offices to identify larger experiential learning opportunities outside of course specific assignments.

2.4

During Fall 2021, begin to roll out new courses centered entirely or in part around experiential learning similar to our work in our past with such courses as “Business 380” where students created a small business in 15 weeks, another program operated a functioning travel office, and others ran an actual store.

2.5

During Summer 2022, develop a plan for opening a student operated coffee shop, convenience store, or other student-centered service on campus.

2.6

By Fall Term 2023, establish a blank-slate storefront that students in business majors can apply to utilize to prototype or launch a functioning business available to students, faculty, staff, and the public.

2.7

By the end of Fall Term 2024, unveil a major 11-week experiential competition aimed at showcasing student talent, providing structured mentoring and coaching from accomplished professions in a field, and public notoriety and coverage of the excellent work of Central Penn College.

3.1

By the Fall Term 2021, Career Services will begin working with the new Office of Advancement and Strategic Initiatives to develop new professional networking and connection events that attempt to:

- a. Leverage more experience of current students;
- b. Invite more alumni to share their experiences with students;
- c. Bring our online students onto our campus more frequently;
- d. Generate more positive community impact events;
- e. Cultivate more positive relationships that lead to more strategic partnerships.

GOALS

4

Provide consistent and ongoing alignment of academic offerings in our degree and certificate programs with the recognized needs of employers.

5

Partner with new and existing businesses to provide highly customizable certificate and professional development programs.

OBJECTIVES

4.1

During Winter Term 2020, identify existing certificate programs to meet the requirements of employers wishing to partner with Central Penn College.

- a. Conduct impact studies on any potential new programming
- b. Explore certificates and other short-term programming opportunities in hospitality services, logistics and warehouse management, drones and drone delivery, e-commerce, digital marketing tools, soft communications, and health care specialties.
- c. Include needs analysis, faculty lines, institutional support, and technological and budgetary needs.

4.2

Through partnership with the Office of Advancement and Strategic Initiatives, begin packaging existing courses and programs as offerings to individuals, organizations, and businesses by Summer Term 2020.

5.1

During Spring 2020, through partnership with the Office of Advancement and Strategic Initiatives, develop a rapid and flexible system for evaluating needs found in the community that could be met through leveraging the resources, talent, and experience of Central Penn College through training, non-certificate, and certificate programs.

5.2

Systematize an institutional procedure that regularly evaluates the opportunity for additional associate, bachelor, and master programs using impact studies, needs analysis, regional and economic development needs, and advisory board feedback that is implemented by Fall 2024.

ISSUE

{

Inconsistent structures exist between and within departments.

GOALS

1

Establish consistent structures across academic schools by 2021.

OBJECTIVES

1.1

By the end of Winter Term 2020, identify a department structure that could be consistently applied across the three existing academic schools.

1.2

Meet and discuss with academic leadership appropriate and consistent structures by Spring Term 2020.

02

DELIVER EXPERIENCES THAT EXCEL

1.3

Based on conversations, research, and academic schools' needs, implement the new structures to take effect no later than Fall Term 2020.

1.4

By Fall Term 2020, provide the necessary job descriptions, title changes, professional development, and work assignments to make these changes lasting and effective.

1.5

Update the organizational chart to be reflective of these changes.

ISSUE

F

Central Penn College has muddled the waters on what it means to be an online student versus on campus student.

GOALS

1

Offer consistent and rigorous curriculum content and format regardless of instructional modality that meets individuals needs to excel in the pursuit of their career goals.

2

Ensure adequate course sections are available each term for on-campus instruction so students are not forced into a learning modality that does not appeal to them.

3

Pilot teaching modality neutral sections of core courses to assess whether Central Penn College could allow students to cross between online and in-person sessions of a course at their own discretion during a term.

OBJECTIVES

1.1

Create a culture of continuous improvement by providing faculty the supports, tools, services, and opportunities for professional development necessary to increase the quality of course creation, delivery, and assessment.

1.2

By 2021, hire a full-time Instructional Designer to assist faculty with the development of courses to create consistency of the student learning experience by Winter 2022.

1.3

Implement and maintain a 100 percent completion rate of the New Faculty Orientation program within two terms of a faculty start date to ensure high quality course instruction.

1.4

In conjunction with the Center for Teaching Excellence, develop, implement, and train all faculty to use an updated standardized Blackboard template incorporating a modular design within weekly folders to create a consistent and uniform learning presentation in all courses by Winter 2022.

1.5

Develop a systematic schedule and methodology to assess, evaluate, update, and improve all courses within a discipline to create a system of continuous process improvement through the use and inclusion of student observation surveys, classroom observations, peer observation, course level assessments, advisory boards, and extracurricular student programming experiences by Winter 2021.

1.6

Examine how best to offer four self-paced certificates by the Summer of 2024 in an asynchronous course or courses that can be staffed by a facilitator.

2.1

During Spring and Summer 2020, write and adopt a policy and accompanying procedure to address when and if to shift a student from on-campus to online course sections per term.

3.1

During 2021-22, pilot teaching modality neutral sections of core courses to assess whether Central Penn College could allow students to cross between online and in-person sessions of a course at their own discretion during a term. Report the findings to the College Cabinet for review.

ISSUE

6

The Lancaster Center is faltering at a time when major financial investments and long-term commitments are necessary to keep the facility open and valuable to the academic experience as a Central Penn College student.

GOALS

1

Assess the financial and logistic suitability of the existing space in Lancaster County.

2

Recruit, hire, and retain a full-time Director for the Lancaster Center who will develop the center aligned with the vision of the President and Board of Directors.

3

Reform, re-brand, and revitalize the Lancaster Center to be a location of innovation, strong performance, and success for students.

4

Create a culture of inclusion within the Lancaster Center to foster growth and development academically, ensuring a long-term viability for the Center in Lancaster County.

5

In collaboration with the Office of Advancement and Strategic Initiatives, work to pilot innovative academic programs and community-based initiatives.

OBJECTIVES

1.1

Assign the Chief Finance Officer and Vice President for Advancement and Strategic Initiatives to work with the President to secure funding for new and innovative space for the Lancaster Center by the end of Summer 2020.

2.1

Complete the hiring process for a new Director for the Lancaster Center by Fall 2020.

3.1

Review and revise the current strategic plan for the Lancaster Center by Spring 2021 that defines the role the center plays for Central Penn College and in the Lancaster region.

02

DELIVER EXPERIENCES THAT EXCEL

3.2

Provide support for the Director of Lancaster Center and vice presidents to develop a needs assessment for the Lancaster Center by Summer 2020.

4.1

Beginning in Winter 2020, identify specific ways to address communications and culture to be more inclusive of the Lancaster Center with the Summerdale campus community.

5.1

Work with the new Director of the Lancaster Center to design education and partnership opportunities aligned with the vision of the strategic plan, beginning no later than Spring 2021.

5.2

Assign the new Director of the Lancaster Center and Vice President for Advancement and Strategic Initiatives to outline new initiatives to pilot in the Lancaster Center by Fall Term 2021.

5.3

Develop noncredit offerings that could be attractive to senior citizens to take at the Lancaster Center beginning in 2021, potentially expanding to Summerdale in the years following.

5.4

By Fall 2021, pilot adult learner events and activities to attract the community to learn more about Central Penn College at the Lancaster Center.

5.5

Provide certificate development support specific to new initiatives being developed for the Lancaster Center community outreach initiatives beginning in Fall 2021.

5.6

As part of the College's facility and space audit, devise a business plan to leverage space at the Lancaster Center for rent or sub-lease to pilot a future Center for Entrepreneurship model at Summerdale.

5.7

Explore addition of healthcare programs in Center by Fall 2022.

5.8

In 2023, host a major community outreach event at the center to deepen philanthropic ties to the Lancaster community.

5.9

In 2024, facilitate a major experiential learning competition for students that engages the local community and provides an opportunity for Marketing and Communications to document and share.

ISSUE

H

The most attractive and highest performing programs in the Health Sciences majors are limited by enrollment caps dictated by state oversight and available staff. Graduates of these programs will be among those in the highest demand regionally in the decade ahead, yet if it could recruit three times the students in this major tomorrow it is not clear Central Penn College could accommodate them.

GOALS

- 1 Support increased enrollments in Central Penn College's Health Sciences majors.
- 2 Establish innovative and impactful partnerships with major companies in the health care sector.

OBJECTIVES

- 1.1 Beginning in Summer 2020, review trends in prospective student interest vs admission vs enrollment in Central Penn College's Health Sciences programs.
- 1.2 By Fall 2020, recommend action to ensure adequate spaces exist annually in the cohort model for interested students to be able to apply, be accepted, and enroll in our programs.

During the Winter Term 2021, reexamine the challenges, opportunities, and market needs for restarting Central Penn College's Registered Nurses – Bachelor of Science Nursing degree program and associated accreditations needed for an effectively competitive program. Provide a report to the Cabinet by Spring 2021 on the potentials for this program that project enrollment interest, costs, staffing, resources, and other critical considerations.
- 1.3
- 1.4 During Winter Term 2021, project long-term enrollment and completion goals in the Associates Degrees in Medical Assistant, Physical Therapy Assistant, Occupational Therapy Assistant programs and plan adequate resources to deliver these programs for students.
- 1.5 During Summer Term 2020, develop a list of needs specific to Health Sciences to be included in the updated facilities and equipment master plan.
- 1.6 Convene a group specifically to assess key insights and learnings derived from Central Penn College's use of cohorts. Draw out key insights for consideration by other Schools by Fall Term 2022.
- 2.1 Develop a compendium of specific trainings, knowledge bases, and certificate programs applicable to health care professions that Central Penn College could offer to interested parties by Winter Term 2023.
- 2.2 Develop a compendium of specific trainings, knowledge bases, and certificate programs Central Penn College could offer to interested parties specifically in the market of telemedicine by Spring Term 2023.
- 2.3 Develop a compendium of specific trainings, knowledge bases, and certificate programs Central Penn College could offer to interested parties in the market of elderly care by Summer Term 2023.
- 2.4 Beginning the Summer term 2020, the School of Nursing & Health Sciences will work with the Office of Advancement and Strategic Initiatives to pursue funding for medical training money and equipment through state and local funding streams including grants, matches, loans, state and local public contracts, and financial partnerships.

03 LIVE OUR VALUES, CLAIM OUR CULTURE

Central Penn College will foster a culture that aligns with the values of an academic institution of higher learning. We re-commit ourselves to demonstrating the values of scholarship, excellence, integrity, respect, equity, service, professionalism, and inclusivity in all we do.

KNOWN ISSUES

A

Employee morale has reached a level of discontent that is affecting work environment, shared governance, and progress for the organization. A negative culture has taken root among Central Penn College employees as exhibited in rumors, misinformation, and negative attitudes toward students, co-workers and new initiatives.

B

Students commonly have the experience in interacting with some departments that they are not a priority and that employees will not go above and beyond to seek out answers for the students.

C

Central Penn College's tumultuous five years have created a reactionary posture. A realignment of human capital management is needed to best reflect available resources and ongoing needs.

D

Inconsistent structures exist between offices and within departments.

E

Central Penn College lacks a clear, consistent policy process to govern the formulation of new policies as well as the revision of existing ones. Equally as troubling is the web of committees and task forces that present duplications and inefficiencies in addressing known issues at the college.



03

LIVE OUR VALUES, CLAIM OUR CULTURE

ISSUE

A

Employee morale has reached a level of discontent that is affecting work environment, shared governance, and progress for the organization. A negative culture has taken root among Central Penn College employees as exhibited in rumors, misinformation, and negative attitudes toward students, co-workers and new initiatives.

GOALS

1

Cultivate a positive, attractive culture of respect of all employees of Central Penn College.

2

Develop a culture that promotes direct, respectful communication to reduce rumors, gossip, and misunderstandings.

3

Ensure employee interactions with students will reflect a firm commitment to treat every student with respect.

OBJECTIVES

1.1

Beginning in Winter 2020, draft a campus code of conduct that holds every staff and faculty to a standard of behavior that promotes respect and inclusiveness.

1.2

By Summer 2020, complete the process to put the code into effect.

1.3

Establish a process during Fall 2020 to review and revise all codes of conduct biannually by Central Penn College.

2.1

Establish stronger information sharing on campus through a variety of tools and means beyond simply email beginning in Winter 2020.

2.2

Throughout 2020–2024, regularly assess the effectiveness of communications tools used by the college.

3.1

Beginning in 2021, explore a campus speaker series about respect inviting professionals from outside of Central Penn College to speak on topics relevant to building and maintaining a respectful environment.

GOALS

4

Cultivate a positive, attractive culture of excellence for all employees of Central Penn College.

OBJECTIVES

4.1

Beginning in the Spring Term of 2020, identify opportunities for additional management training that focuses on the development of skills in the areas of meeting facilitation, tough conversations, coaching, professional reviews, organizational effectiveness, and leadership. Implement trainings throughout the life of this plan with the assistance of internal and external trainers as appropriate.

4.2

Beginning in 2020, the Center for Teaching Excellence will identify internal professional training and development needs to ensure professional development remains relevant and important to the employees of each department.

4.3

Bolster the programming and impact of the Center for Teaching Excellence by formalizing its role, providing physical space, and assessing outside programming opportunities by the end of Summer Term 2022.

4.4

Beginning Winter Term 2020, all managers must assure their employees have reasonable professional development goals and must assess them during the annual review process.

4.5

By Winter Term 2024, achieve a full-time faculty make up of at least 50 percent doctoral degree holders through stronger recruitment, continuing education support and initiatives, and recognizing faculty who achieve terminal degrees through promotions and rank.

4.6

Beginning in the Spring Term of 2020, identify opportunities for additional management training that focuses on the development of skills in the areas of meeting facilitation, tough conversations, coaching, professional reviews, organizational effectiveness, and leadership.

GOALS

5

Encourage employee retention through positive intentional culture and responsiveness to employee concerns and needs. We will realize an annual employee turnover by classification and department of less than 20 percent.

OBJECTIVES

5.1

Beginning in Winter Term 2020, conduct quarterly employee Net Promoter Score pulse surveys to determine the current campus climate and identify needs to address and develop programming accordingly.

5.2

Enter the Central Penn Business Journal Best Places to Work Competition for 2021 to cultivate pride in the organization, gather workplace data, and raise the profile of Central Penn College in the business community.

5.3

Utilizing data gathered from the Best Places survey, form engagement groups to work on areas of weakness beginning Winter 2022.

5.4

Maintain an employee turnover rate of less than 20 percent by 2021, through the implementation of strategies and practices to address directly the expressed reasons why employees leave Central Penn College.

03

LIVE OUR VALUES, CLAIM OUR CULTURE

5.5

Maintain the Central Penn College virtual comment box, physical comment boxes, and ethics hotline, ensuring appropriate responses to verifiable issues raised through these venues throughout the life of this plan. Assess the impact of these services on an annual basis.

5.6

In addition to quarterly Town Hall meetings, conduct 2–3 small group “Meet with the President” meetings to provide opportunities for listening and feedback.

5.7

Recognizing 2020 and 2021 will be years of rapid and exciting transition, we will commit to semi-annual meetings of all employees to monitor our strategic plan’s progress and provide information and feedback.

GOALS

6

Through sound planning and deliberate, cooperative action, we will become proactive, positively minded, and possess a feeling we are capable to address any issue. Not every matter is a crisis demanding swift action.

OBJECTIVES

6.1

Adopt an appropriate policy and review process of the Central Penn College Faculty Handbook by Fall Term 2020, and the Employee Handbook beginning with the Summer Term 2021. Initiate reviews of these documents on a biannual basis.

6.2

Begin implementation of communications strategies in Winter 2020 as identified through the Communications Workgroup.

6.3

Encourage the quarterly use of peer recognition through initiatives like You Make a Difference Awards and others beginning in 2020.

6.4

During Fall 2020, assign the Chief Information Officer to devise and begin implementation on a project management process that could be adopted by Cabinet-level offices and later applied to Department level work.

6.5

During 2020–2021, pilot systematized Project Management Tools to increase visibility and processes around ongoing initiatives relative to this plan and other College initiatives.

6.6

By 2022, recommend to the board an expenditure to license a project management software system aligned with the organization’s operational needs.

ISSUE

B

Students commonly have the experience in interacting with some departments that they are not a priority and that employees will not go above and beyond to seek out answers for the students.

GOALS

1

Employee interactions with students will reflect a firm commitment to treat every student with respect.

2

In a student focused institution, we place the needs and challenges of students first. We will eagerly go the extra mile to answer questions, calm fears, and pursue common understanding.

3

We will provide more opportunities for students and employees to interact in positive ways that generate respect that engenders a sense of an extended family.

4

We will make it our goal to see every student issue through to resolution in a timely manner that meets our commitment to them as members of our family.

OBJECTIVES

1.1

Provide meaningful customer service training that improves student – staff interactions by Fall Term 2020.

2.1

By Fall 2022, provide more opportunities for informal and positive interactions among campus faculty, staff and students.

3.1

Re-institute the practice of inviting students to the Holiday Tea starting in Fall Term 2020 and explore other opportunities through the appropriate committees and offices as established by the president.

4.1

By Winter Term 2021, write and adopt customer services standards to guide student and parent facing offices. Managers of these offices will commit to addressing and coaching staff on appropriate ways to handle difficult situations with compassion and thoroughness.

4.2

By Winter Term 2021, write and adopt our ethical practices in financial aid and provide the support for 100 percent delivery.

4.3

Administer a student engagement survey in Fall 2022 to determine the level of student satisfaction.

4.4

Implement new ideas and necessary changes in response to 2022 student engagement survey by Summer 2023.

ISSUE

0

Central Penn College's tumultuous five years have created a reactionary posture. A realignment of human capital management is needed to best reflect available resources and ongoing needs.

GOALS

1

Develop proactive, equitable, and competitive salary schedules by classification to retain experienced, qualified employees.

03

LIVE OUR VALUES, CLAIM OUR CULTURE

OBJECTIVES

1.1

Complete a confidential salary survey of all Central Penn College employees by Fall Term 2020.

1.2

Research salary ranges and appropriate market data for higher education institutions by the end of Fall Term 2020.

1.3

Recommend to the Board of Directors a policy setting out salary schedules by classification for Central Penn College employees by Winter Term 2021.

1.4

During Spring 2021, make individual salary adjustments as necessary to ensure employees are within an acceptable range adopted by policy by the board – a range based on employee experience, credentials, years of service, and assignments.

1.5

Define competitive adjunct compensation rates per course, term, or program by 2021 for implementation in 2022 budget.

1.6

By Spring 2023, review the annual instructional load of 48 average credits taught per year at Central Penn College per faculty member, and discuss ways to revise course loads per year.

1.7

Research, design, and implement a suitable employee performance management system by Fall Term 2023.

1.8

Recommend to the board for the 2024 budget, a suitable employee performance management system for purchase or contract.

GOALS

2

Employ a complement of faculty representing Central Penn College's commitment to diversity, experienced based education, and high academic standards.

OBJECTIVES

2.1

By Fall Term 2021, Direct the Office of Multiculturalism to explore and recommend diversity trainings, speakers, events, and opportunities to raise awareness and importance of diversity on campus.

2.2

Recognizing the value of a diverse faculty, Central Penn College will actively recruit and hire professionals from under-represented communities, with a goal of achieving a 50 percent increase in minority representation by Winter Term 2024 over 2019 levels.

2.3

Provide more resources to the human resources team to increase applicant pools from more diverse populations in our region.

2.4

By Winter 2021, develop a process for recruiting a larger and more diverse pool of adjunct faculty on a term-by-term basis.

2.5

By 2022, all Schools will demonstrate the existence of stronger adjunct pools to draw upon on a term-by-term basis. The Schools will work with the Office of Human Resources on defined qualifications, compensation, the number of available instructors, utilization plans, and evaluation measures of adjunct performance.

GOALS

3

Provide greater opportunities for advancement and promotion to ensure positions of leadership have suitable and viable plans for succession.

OBJECTIVES

3.1

Continue the President's Leadership Academy in 2021, identifying high-potential employees for leadership development at Central Penn College.

3.2

The Office of Human Resources will continue to annually assist management in identifying retirement and flight risks so specific succession plans may be developed or updated.

3.3

By Summer Term 2024, develop cross training plans and begin to implement them to ensure continuity of operations in departments in the event of unforeseen circumstances.

3.4

By the end of Fall Term 2024, implement a management orientation to train new hires or promotions in management specific knowledge and skills expected for exceptional performance in management roles at Central Penn College.

ISSUE

D

Inconsistent structures exist between offices and within departments.

GOALS

1

Establish consistent structures across offices by 2021.

OBJECTIVES

1.1

By the end of Winter Term 2020, identify an office and department structure that could be consistently applied across all offices.

1.2

Meet and discuss with cabinet level leadership appropriate and consistent structures by Spring Term 2020.

1.3

Based on conversations, research, and needs, implement the new structures to take effect no later than Fall Term 2020.

1.4

By Fall Term 2020, provide the necessary job descriptions, title changes, professional development, and work assignments to make these changes lasting and effective.

1.5

Update the organizational chart to be reflective of these changes.

03

LIVE OUR VALUES, CLAIM OUR CULTURE

ISSUE

{

Central Penn College lacks a clear, consistent policy process to govern the formulation of new policies as well as the revision of existing ones. Equally as troubling is the web of committees and task forces that present duplications and inefficiencies in addressing known issues at the college.

GOALS

1

The President of Central Penn College will establish a transparent, engaging, and timely process for the development of policies and procedures that will be applied across the college.

2

Implement a policy development process that ensures a responsive, timely, and thoughtful consideration of new ideas for how we can continually be better.

3

Engage in a thoughtful and effective reform of shared governance initiatives that will create stronger partnerships between the Board of Directors, the Faculty Senate, Staff Association, and the Student Government Association.

4

Encourage the development of core compliance and oversight skills among the Board of Directors.

5

Build a pipeline of suitable and attractive candidates for our governing Boards of Directors.

OBJECTIVES

1.1

During Winter Term 2020, the president of the college through consultation with the Board of Directors will issue an executive order outlining policy and practice processes going forward at Central Penn College.

2.1

During Spring Term 2020, apply the new processes to all areas of work at the organization, moving ideas through one of two processes: policy formation or procedure adoption.

2.2

By the end of Spring Term 2020, form Committee on Committees that is responsible for naming all committees in existence on campus under the purview of the College and thereby the president.

2.3

By the end of Summer Term 2020, the Committee on Committees will name all committees to govern policy, planning, programming, and procedure vetting moving forward. It will also be responsible for establishing how many seats comprise a committee and who is named to serve on each.

3.1

Beginning in Fall 2020, the Faculty Senate and Board of Directors will consider meeting to discuss opportunities for cooperation in 2021.

4.1

The Office of the President will plan and execute at least one board development retreat by the end of 2021.

4.2

The Office of the President will assess board development needs annually and make recommendations on programming to meet board needs.

5.1

The Office of the President, in consultation with the Board of Directors, will provide lists of potential Board candidates for vetting to any Board committee for the purpose of board development annually beginning in 2020.



04

CATALYZE INNOVATION, CULTIVATE OUR IDENTITY

Central Penn College will become the leading choice in South Central Pennsylvania for employees, employers, and entrepreneurs seeking a partner to develop their competitive edge.

KNOWN ISSUES

A

The organization is lacking executive level capacity to seek out and deliver new opportunities that could bolster Central Penn College's financial standing through new partnerships and initiatives.

B

Central Penn College needs immediate growth in revenues to address the impacts of declining enrollments since 2015. Admissions occur on a cyclical basis, primarily during the fall term, so the college requires additional non-cyclical revenue streams.

C

There is limited financial development of the for-profit organization and the non-profit foundation. Stronger fundraising could have profound impacts on the issues facing the survival of the organization.

D

Central Penn College is not championing any major external facing initiatives that speak to its mission or vision.



04

CATALYZE INNOVATION, CULTIVATE OUR IDENTITY

ISSUE

A

The organization is lacking executive level capacity to seek out and deliver new opportunities that could bolster Central Penn College's financial standing through new partnerships and initiatives.

GOALS

1

Establish a new Office of Advancement and Strategic Initiatives headed by a new Vice President level executive that also serves as a member of the College President's Cabinet.

OBJECTIVES

1.1

Apply funding approved by the Board of Directors in Winter Term 2020 for a Vice President level executive reporting directly to the president of the college.

1.2

Write a job description in Winter Term 2020 that outlines the major responsibilities this new position will perform in furtherance of the major initiatives assigned to it.

1.3

Begin a recruitment effort in Winter Term 2020 to fill the position as early as possible.

1.4

Determine which business functions will be assigned under the direction of the Vice President before the end of Spring Term 2020.

1.5

Send the new Vice President on a listening tour to sit with existing stakeholders and constituencies to understand the short-term opportunities and long-term prospects for Central Penn College. Report these findings back to the college president for hand-off on issues requiring her attention.

1.6

Task the Office with first developing written proposals with actionable steps, resource needs, and timelines derived from the major initiatives of the Strategic Plan.

ISSUE

B

Central Penn College needs immediate growth in revenues to address the impacts of declining enrollments since 2015. Admissions occur on a cyclical basis, primarily during the fall term, so the college requires additional non-cyclical revenue streams.

GOALS

1

Diversify revenues by attracting new corporate customers to the college's educational services, while encouraging existing corporate partners to take greater advantage of these same services.

OBJECTIVES

1.1

During 2020, approach all corporate and non-profit partners that have agreed to partnerships for employees with Central Penn College over the past five years and assess their level of utilization, satisfaction, and on-going needs.

1.2

Assess those areas where Central Penn College does not yet have strong and complete continuing education program offerings to meet business customer needs beginning Summer Term 2020.

1.3

Work with academic deans to refine existing and design new catalog offerings during the Fall Term 2020 and Winter Term 2021.

1.4

During Spring 2020, coordinate with the Offices of Academic Affairs and Human Resources to develop compensation models for faculty who agree to teach classes and courses in addition to their required per term complement, understanding this new model may require instructional delivery of highlights, condensed or expedited versions of existing courses.

1.5

Elevate and publicize corporate partnership successes through external communications throughout 2020. Create a process to systematically and strategically highlight major business partners in years 2021-2024.

1.6

Develop a specific pricing plan that awards a certain number of courses and seats for each partner for a flat price, as well as additional resources for those organizations.

1.7

Identify organizations to develop customized curriculum for its employees beginning in Spring 2020.

1.8

During the Winter Term 2021, begin a policy development process to allow work completed in non-degree programs sponsored by the college to count towards required degree work should certain learners choose to enroll in Central Penn College degree programs.

GOALS

2

Provide attractive conference space to businesses and organizations in the region.

OBJECTIVES

2.1

Leverage physical campus assets to be available to businesses, organizations, and nonprofits to provide a ready-made retreat location for on-going training and conference needs outside of their offices or places of business throughout 2020 and beyond.

04

CATALYZE INNOVATION, CULTIVATE OUR IDENTITY

OBJECTIVES

2.2

By Fall 2021, develop a plan for expanding use of the conference center to include over-night accommodations.

2.3

Beginning in 2021, write and implement a business plan specific to developing a Full-Service Conference and Events approach.

2.4

Secure at least one major conference on campus per term beginning in Fall 2021.

2.5

By 2024, Central Penn College will approach businesses and organizations in pursuit of hosting 10 major conferences per year.

GOALS

3

Develop new and expand existing academic partnerships and collaborations to increase the number of adults taking non-degree programs upon their own initiative through Central Penn College.

OBJECTIVES

3.1

Package existing certificate programs and courses into customizable, on-demand workforce development and continuing education opportunities for adults through on-campus programs of varying length and frequency during Summer and Fall Terms 2020.

3.2

Package and market all existing certificates to target audiences as a means of pursuing continuing education by Summer Term 2020.

3.3

Explore the potential for utilization of an internally developed or off-the-shelf self-paced learning solution for continuing education populations beginning no later than Winter 2022.

3.4

Inventory attractive certifications Central Penn College would be qualified to offer through existing on-campus and online education modules by the start of Winter Term 2024.

3.5

Outline a proposal to the board by Fall Term 2022 for an on-campus Center for Career Development to serve as a compliment to continuing education offerings and as a means to attract more non-students to campus for innovative and interest-based services.

3.6

By Spring 2024, Central Penn College will assist entrepreneurs as they seek to navigate the challenging gauntlet that confronts them to take an idea from demonstrating originality to profitability. We will do this by providing some shared working space with administrative support through a Center for Community Entrepreneurship.

3.7

By Summer 2024, Central Penn College will explore ways to invest in educators who must meet continuing education requirements by utilizing our Center for Teaching Excellence to provide insights and development that not only benefits our own faculty but could be equally beneficial and attractive to educators of other public and private institutions through a Center for Teaching Effectiveness.

GOALS

4

Formalize Continuing Education as a major programmatic pursuit of the institution separate and distinct from postsecondary degrees under existing Schools of Business and Professional Studies and Health Sciences.

5

Define Central Penn College's Continuing Education program as offering opportunities to complete degree credit courses by non-traditional students, non-degree career training, college remediation, workforce training, and formal personal enrichment courses (both on-campus and online).

OBJECTIVES

4.1

During the Spring Term 2023, assess the need for a School of Continuing of Education to ensure the college is providing high-quality, relevant programs in the areas delineated above.

5.1

Before the end of Fall Term 2023, present to the Board of Directors any plans relevant to implementing a new School for this purpose.

5.2

Throughout 2020-2024, work in conjunction with Student Services to provide ongoing and adequate support for this population of students at Central Penn College.

ISSUE

6

There is limited financial development of the for-profit organization and the non-profit foundation. Stronger fundraising could have profound impacts on the issues facing the survival of the organization.

GOALS

1

Increase total dollars raised for the purpose of granting scholarships to full-time students by 50 percent by 2024.

2

Raise capital investments throughout 2020-2024 to fund at least one new campus facility and seven physical improvements to campus by 2024, which contribute to increased student retention, stronger positive student experiences, and the prestige of the organization.

3

Strengthen the alumni organization of Central Penn College increasing membership by 20 percent by 2024, drawing more alumni into recruitment, fundraising, school pride, and the on-going mission of the college.

04

CATALYZE INNOVATION, CULTIVATE OUR IDENTITY

OBJECTIVES

1.1

Work collaboratively in Winter Term 2020 with the Foundation to define its role following the creation of the Office of Advancement and Strategic Initiatives.

1.2

Beginning in Spring 2020, coordinate work among the Central Penn College Education Foundation, Central Penn Knights Booster Club, Vice President for Advancement and Strategic Initiatives, and College President to coordinate fundraising efforts and opportunities.

1.3

Seek out professional development opportunities for college employees to improve fundraising and development skills relevant to fundraising to fund scholarships, capital improvements, and advancement initiatives. Provide at least one professional development opportunity in this area annually beginning in 2020.

2.1

During the Facilities Master Planning process in 2021, the college will identify capital campaign opportunities for physical planning once established as a nonprofit and begin to develop plans for those campaigns upon conversion.

3.1

By Winter 2021, the Vice President for Advancement and Strategic Initiatives will work with the alumni association to identify successful campaigns to cultivate strong relationships with Central Penn College alumni.

ISSUE

0

Central Penn College is not championing any major external facing initiatives that speak to its mission or vision.

GOALS

1

Provide support for startups particularly in hospitality, leisure, business and professional services, and social assistance.

OBJECTIVES

1.1

Explore the possibility of an innovative incubator program on campus where the college can assist local businesses with prime location, mentorship, marketing plans, guidance, and office space by Fall 2024.

1.2

Begin exploration of an incubator program at the Lancaster Center in Winter 2021 for implementation by Winter 2022.

1.3

Assess success of the incubator program in Lancaster in Winter 2023 for feasibility of implementation in Summerdale by Fall 2024.

1.4

Define how a “fee for space” model could be mutually beneficial in the Central Penn College co-working facility and business incubator.

GOALS

2

Partner with a major health care company to build a Center on Healthy Outcomes, focused on professional training and development of people with careers in health care and health care related fields.

OBJECTIVES

2.1

During 2020–2021, continue conversations with major businesses and actors in the health care sector to stake out ground as a leader in medical training and professional development.

2.2

Author a proposal by Fall Term 2021 that outlines the feasibility, scope, cost, and goals of a Center for Healthy Outcomes.

2.3

Cultivate a premiere partnership with a major business to explore establishment of the Center along with physical space for medical training, research, professional development, and community health.

05

PROVIDE HEALTHY FINANCIAL GROWTH

Central Penn College will explore innovative partnerships and initiatives that increase enrollment and retention, diversify and increase the revenue portfolio, and strengthen its financial position. We aim to succeed in program offerings and services that reduce total budgetary tuition reliance.

KNOWN ISSUES

A

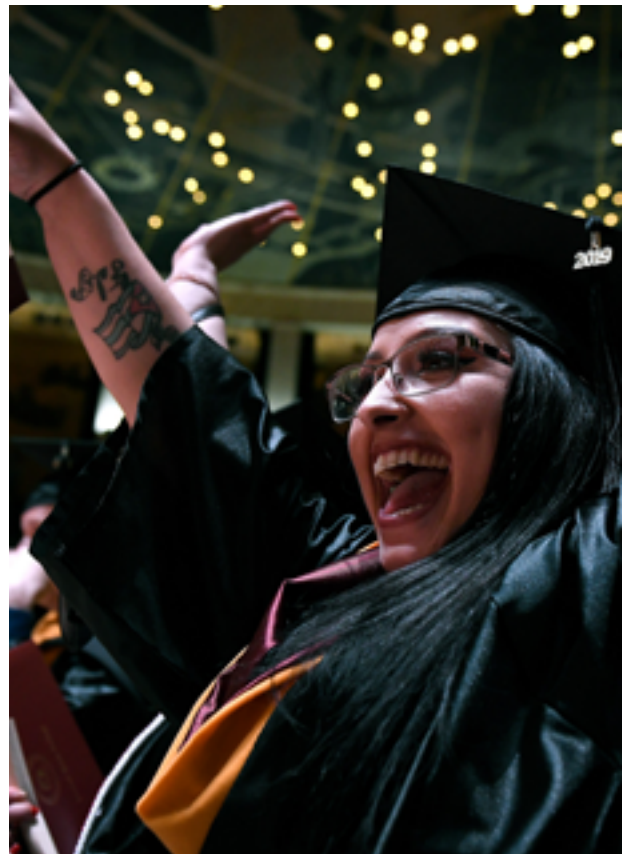
The current business structure and accompanying Employee Stock Ownership Plan (ESOP) is no longer financially advantageous to the organization's future success.

B

Enrollments are down year over year, causing exceptional financial strain at a time when the business has limited financial resources to absorb prolonged losses.

C

The organization does not have long-term facilities plans to guide planning, investment, and maintenance schedules.



05

PROVIDE HEALTHY FINANCIAL GROWTH

ISSUE

A

The current business structure and accompanying Employee Stock Ownership Plan (ESOP) is no longer financially advantageous to the organization's future success.

GOALS

1

To ensure the long-term financial health of the organization, complete a transition of the College from an independent for-profit institution to new more financially viable status by December 31, 2022.

OBJECTIVES

1.1

Meet with prospective investors, banks, and partners throughout 2020.

1.2

Determine most appropriate path forward to becoming a nonprofit institution in conjunction with the Board of Directors by Winter 2020.

1.3

Achieve from our financial institution of record a complete assessment.

1.4

Once appropriate, re-initiate the application process to the Middle States Commission on Higher Education, the Pennsylvania Department of Education, the United States Department of Education and the Internal Revenue Service on the organization's tax status.

1.5

Execute communication plan to internal and external constituents via the Marketing Department.

ISSUE

B

Enrollments are down year over year, causing exceptional financial strain at a time when the business has limited financial resources to absorb prolonged losses.

GOALS

1

Central Penn College will achieve a sustainable level of enrollment term over term, increasing net registered enrollment by an average of 30 students fall term over fall term for the next five years starting in fall term 2020, achieving a total enrollment above 1,200 by 2024.

OBJECTIVES

1.1 Adhere to a clear definition of our “enrolled population,” ensuring our achieved definition is used consistently term over term through the life of this plan beginning Winter 2020.

1.2 Catalog all qualitative and quantitative retention strategies in place beginning in Winter Term 2020.

1.3 Analyze and identify retention strategies producing the most returning students during the period Winter Term 2019 through Spring Term 2020.

1.4 Make investments during Winter Term 2021 to increase retention rates over 2020 levels by 10 percent by the end of Fall Term 2021, 15 percent by Fall Term 2022, and 18 percent higher than 2020 levels by Fall Term 2023. This would produce an additional 150 full-time students by Fall Term 2024.

1.5 Conduct a thorough analysis and review of recruitment strategies employed by Central Penn College beginning Spring Term 2020.

1.6 Begin developing articulation agreements with cyber charter schools and specialized academic schools (such as Criminal Justice specialized high schools) by Winter 2021.

1.7 Develop a plan for a stronger, positive presence in each of the high schools located in the eight counties of Central PA, as well as Northwestern and Southeastern Pennsylvania, Maryland, Delaware, and New Jersey in Spring Term 2020.

1.8 Increase students living in Central Penn College housing by ten students (one third of net registered increases) fall term over fall term for next three years starting in Fall Term 2020.

1.9 Target overall average credits taken per student for at least 8.6 for each fall term by advising students on required pacing for degree achievement and developing a cogent academic course catalog spanning 12 terms.

1.10 Increase the average amount of financial aid being offered to each full-time and part-time student through a 20 percent increase in fundraising capacity of the existing Foundation offering student scholarships by Winter Term 2021.

1.11 Assess fundraising training and development needs of existing current Advancement staff by Fall 2020.

1.12 Assess the need for an additional non-profit organization to provide financial aid to students of all backgrounds and needs beginning in Fall Term 2020.

1.13 Continue to conduct a thorough, in-depth review of our recruitment processes and report to the Finance, Marketing, and Enrollment Committee of the Board of Directors.

1.14 Develop a system for exit interviews, continually capture and quarterly analyze data relating to the departure of each student. Use the analysis in the budget process for the targeted

05

PROVIDE HEALTHY FINANCIAL GROWTH

OBJECTIVES

allocation of resources.

1.15

Through contract with a selected marketing partner, clearly define our target marketing audiences that could produce greater awareness and interest in Central Penn College catalog of degree and non-degree offerings by 2022.

GOALS

1

Provide high-quality community outreach programming targeted to high school age students with interests in health sciences, business, and criminal justice.

OBJECTIVES

2.1

Beginning in Winter Term 2020, explore how to expand outreach strategies and recruitment strategies of traditional age students, reviewing productive strategies employed from previous eras in our history as a college. Assess whether traveling staffing is sufficient year over year to achieve recruitment goals.

2.2

By Fall Term 2020, expand program review and revision to include current soft-sell presentations on key content areas by Central Penn College recruiters.

2.3

Work collaboratively with the Office of Human Resources to expand professional development opportunities for Admissions Counselors beginning in 2021.

2.4

Explore innovative and less-traditional recruitment strategies targeted at non-traditional students and continuing education candidates beginning in 2021. Report back on efforts to the College President and recommend the most successful strategies for wider application.

GOALS

3

Convene Student Affordability Work Group to issue a report and recommendations by June 30, 2020 for implementation with the 2021–22 academic year.

OBJECTIVES

3.1

In Fall term 2021, price the college's program so that Central Penn College degrees are financially affordable at or under the maximum federally permitted borrowing amounts along with available grants and scholarships per degree for undergraduates and graduates respectively.

3.2

In Winter and Spring term 2020, examine financial drivers for cost per credit and make recommendations for cost savings and pricing.

3.3

In Winter and Spring term 2020, explore expanding “free housing initiative” to include all students and make a recommendation by Summer 2020.

3.4

By Summer 2020, determine cost of allocating one new computer to each full-time student as part of their technology fee.

ISSUE

0

The organization does not have long-term facilities plans to guide planning, investment, and maintenance schedules.

GOALS

1

Develop and prepare a Facilities and Space Allocation Master plan by the end of Fall 2021 for implementation over 2022–2024 timeline.

OBJECTIVES

1.1

Complete a space audit of both the Summerdale Campus and Lancaster Center by Winter 2021.

1.2

Complete an energy and utilities analysis by Fall 2020.

1.3

Consider the hire of an architectural and/or engineering firm to assist with a facilities master plan in 2021.

1.4

Assess all space for suitability at the Summerdale Campus as part of the master plan in 2021.

1.5

Design new plans for physical space by Winter 2022 that provides for a stronger continuity of services.

1.6

In 2021, explore new aesthetics for all common areas in college to align with new initiatives to create a warmer, more welcoming sense of “home” at Central Penn College.

1.7

Develop a new financial budget for furniture, fixtures, and aesthetics beginning in budget year 2022.

GOALS

2

Annually evaluate equipment and labor cost, fees, enrollment levels, and unanticipated costs overages of existing academic programs for refinement, expansion, reduction or elimination.

OBJECTIVES

2.1

By Spring 2021, develop a rubric to be used consistently and objectively across departments to evaluate the cost of academic programs.

05

PROVIDE HEALTHY FINANCIAL GROWTH

OBJECTIVES

2.2

Initiate a rotational review of each degree program to assess the financial viability of each program beginning in Fall 2021.

2.3

As warranted, make recommendations to the Vice President of Academic Affairs and the college president on revisions to fees and structures to maintain financial viability of academic programs.

2.4

On an annual basis, update the underlying financial assumptions that form the rubric to ensure it remains accurate and relevant.

GOALS

3

Develop a new marketing and branding program that leads to the adopting of a fresh and comprehensive marketing strategy.

OBJECTIVES

3.1

During the Summer Term 2020, evaluate the current message and strategies of the Central Penn College external marketing program.

3.2

Using internal staff and available resources, devise a fresh marketing campaign driven by term for the remainder of 2020.

3.3

Write and issue an RFP for consulting services for branding, target audience analysis, and marketing strategies and tactics by Fall Term 2020.

3.4

Interview and hire an outside firm under the terms of the RFP no later than the end of Winter Term 2021.

3.5

Using any newly refreshed branding, strategies, and market insights, roll out a new marketing program to coincide with the start of Summer Term 2021.

3.6

Make necessary investments based on available resources to support the outlined new marketing programming no later than Winter Term 2022.

3.7

Annually gather marketing metrics and use them to inform targeting, spends, tactics, and channels for years 2020–2024 of this plan.

GOALS

4

Improve the student, staff, and faculty experience as it relates to the affordability and availability of food on campus.

OBJECTIVES

4.1

Conduct a survey in Winter and Spring Term 2020 on food services.

4.2

Based on survey results, during Summer Term 2020, adjust food service prices, offerings and operating hours to increase, student and staff utilization.

4.3

Explore options for nontraditional students for after-hours meals throughout 2020.

4.4

Develop suitable food and beverage options for Lancaster Center students beginning in Fall Term 2020.

4.5

During 2022, explore meal credit versus cash balance system

4.6

No later than Spring 2022, explore creation of a way to offer the sale of food, drinks and sundries to students and staff during hours when primary food service operation is closed through a directly owned and operated student store and coffee shop or a vendor operated on campus.

GOALS

5

Attain stronger financial health of the organization by reducing annual deficits.

OBJECTIVES

5.1

Reflecting implementation and impact of Financial Health objectives, make adjustments and revisions to operating budget as necessary to reduce the operating budget deficit to under \$1 million for 2021,

5.2

Secure an operating budget deficit of less than \$700,000 for 2022.

5.3

Achieve an operating budget deficit of less than \$400,000 for 2023.

5.4

Achieve no operating budget deficit for 2024 or achieve a surplus.

06

PROMOTE COMMUNITY ENGAGEMENT WITH PURPOSE

Central Penn College will cultivate deeper relationships with our surrounding community. Through our diversity and passion for learning, we will give back in powerful ways that demonstrate our commitment to new opportunities in career and life.

KNOWN ISSUES

A

Central Penn College has no champions in state, county, or local government that appreciate the urgency of its situation nor feel compelled to assist in offering solutions.

B

Today, Central Penn College has a limited reputation in the region that borders on neutral to negative. It has not done enough to overcome perceptions it is a “lesser” or “less rigorous” institution than its major competitors.

C

Our students are often labeled as “others” and “outsiders” by our immediate neighboring community in ways that make them feel unwelcome.

D

We are not doing enough to instill a sense of service and duty explicitly in our students by providing them adequate opportunities to volunteer for causes that excite them.



06

PROMOTE COMMUNITY ENGAGEMENT WITH PURPOSE

ISSUE

A

Central Penn College has no champions in state, county, or local government that appreciate the urgency of its situation nor feel compelled to assist in offering solutions.

GOALS

1

Establish stronger relationships with elected officials at the federal, state, and municipal levels of government.

2

Bring more public officials to campus per term to showcase our good work.

OBJECTIVES

1.1

Build a Central Penn College government affairs program within the Office of Advancement and Strategic Initiatives beginning in 2021. The program will focus primarily on state and municipal government affairs.

1.2

Assess the feasibility of pursuing legislative or gubernatorial funding for capital or programmatic investments no later than Winter Term 2021.

1.3

Provide a written plan for successful pursuit of dollars in (1.2).

2.1

Beginning in Summer Term 2020, ensure elected county, state, and relevant federal officials are added to guest lists of important campus and public events as recommended by the President of the College or the VP of Advancement and Strategic Initiatives.

2.2

Beginning in Spring Term 2020, the President of the College and the VP of Advancement and Strategic Initiatives will seek out community events to attend being hosted by state and federal officials relevant to our districts where our offices and centers are located.

ISSUE

B

Today, Central Penn College has a limited reputation in the region that borders on neutral to negative. It has not done enough to overcome perceptions it is a “lesser” or “less rigorous” institution than its major competitors.

GOALS

1

Seek out philanthropic initiatives that align with our values and mission to provide second chances to people in pursuit of their professional dreams.

OBJECTIVES

1.1

Explore opportunities to partner with the United Way to provide education to community members enrolled in its workforce development programs beginning in Fall 2020.

1.2

Explore community service options for our students to participate in as volunteers with local nonprofit entities beginning in Winter 2021.

1.3

Raise the value of Central Penn College in the local community beginning Winter 2021, by developing community presentations and learning programs specific to relevant populations, such as female entrepreneurs, the Latino Chamber of Commerce, NAACP, and other community organizations.

ISSUE

0

Our students are often labeled as “others” and “outsiders” by our immediate neighboring community in ways that make them feel unwelcome.

GOALS

1

Provide more opportunities for positive interactions between our students and local community members.

OBJECTIVES

1.1

Explore ways for faculty and staff to get involved in community festivals, parades and events by Winter 2022.

1.2

Identify specific ways for our college community and students to volunteer in food drives, clothing drives, and other opportunities for communities in need by Fall 2020.

1.3

Offer to facilitate town halls with local news organizations and community organizations beginning in Fall 2020.

1.4

By Winter 2021, explore the formulation of a Community Advisory Board with the President and Cabinet members.

1.5

Invite local artists on campus to display their work in our college beginning in Summer 2022.

1.6

Each term, provide opportunities for local community members to engage in college rituals such as pinning ceremonies, graduation, fall harvest and more with our students.

1.7

Develop community programming facilitated by both faculty and students by Winter 2023.

06

PROMOTE COMMUNITY ENGAGEMENT WITH PURPOSE

ISSUE

D

We are not doing enough to instill a sense of service and duty explicitly in our students, faculty, and staff by providing them adequate opportunities to volunteer for causes that excite them.

GOALS

1

Cultivate a culture of service and giving-back among students, faculty, and staff.

OBJECTIVES

1.1

By Summer 2020, task the appropriate Faculty Senate/ Staff Association or newly formed committee with identifying a major philanthropic initiative for the college community to support by end of Fall 2020.

1.2

By the Summer Term of each year, the appropriate Faculty Senate/ Staff Association committee will identify a new philanthropic initiative for our college community to support to kick off the following Winter term.

1.3

Allow for employee release time for at least one college-sponsored community service event each year beginning in 2020.

1.4

In Spring 2021, explore potential nonprofit boards and committees for college leadership on which to serve, thereby leading by example.

1.5

Develop a schedule where leadership attends township meetings, demonstrating a commitment to the local community by Fall 2020.

1.6

Increase participation in one major philanthropic initiative year over year during the life of this plan, beginning in the 2020–2021 academic year.



APPENDICES

APPENDIX 1: MAJOR 5-YEAR INITIATIVES

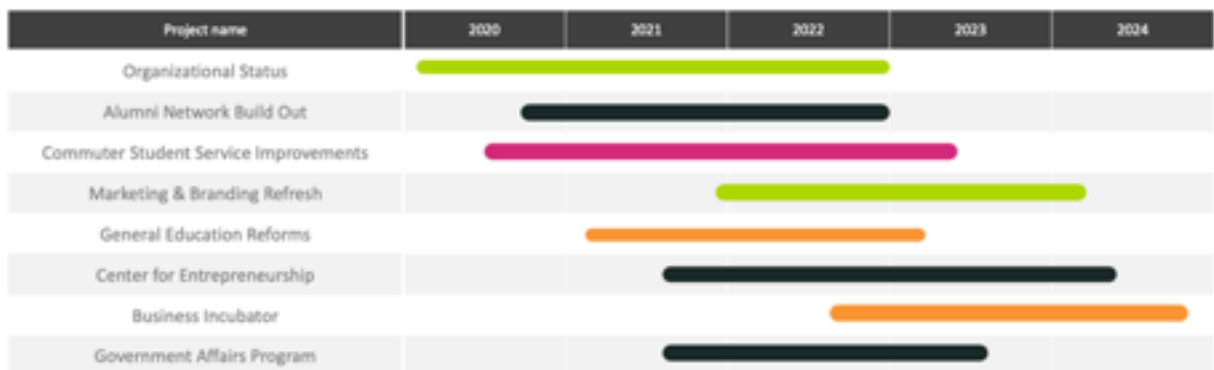


Major Strategic Initiatives Spanning 5 Total Years



APPENDIX 2: MAJOR 3-YEAR INITIATIVES

Major Strategic Initiatives Spanning 3 Years



ANNUAL OVERVIEWS





MAJOR OBJECTIVES	2020	2021	2022	2023	2024
Policy & procedure process reform					
Customer service training					
Student support improvements					
Increased orientation programs for new and transfer students					
Five-day instructional week					
Food services review and reform					
Lancaster Center location, leadership determination					
Office of Advancement & Strategic Initiatives, New Vice President					
Training and professional Development					
Retention & recruitment strategy review					
Recruitment pipeline analysis and planning					
Affordability study					
Unifying student services by location					
Facility and space master planning					
Campus Speaker Series Begin					

MAJOR OBJECTIVES	2020	2021	2022	2023	2024
Instructional designer hire					
Commuter services improvements					
CPBJ Best Places to Work Entry					
Conference and events business plan					
General Education curriculum reform					
Certificate program expansion					
Marketing and brand review					
Recruiting scholar gamers					
Facility improvements Phase 1					
Electronic student portfolios					
Campus festivals and local art displays					
Project management tool evaluation					
Equipment investments by program					
Online course review and revision					
Center for Teaching Excellence enhancements					

MAJOR OBJECTIVES	2020	2021	2022	2023	2024
Student satisfaction surveys					
New continuing education offerings					
Athletic programs needs assessment					
Learning communities development					
Expanded Health Sciences degree and non-degree offerings					
Project Management tool purchase and roll-out					
Adjunct pool evaluation and potential expansions					
On-campus course review and reforms					
Continued equipment investments by program					
Formation of School of Continuing Education					
Intramural sports expansion					
Employee performance management tool examination					
Experiential learning competition					
Cross-training initiatives					
Management orientation program					

MAJOR OBJECTIVES	2020	2021	2022	2023	2024
Incubator ribbon cutting					
Athletic facility plan reveal					
Self-paced learning program roll-out					
Student schedule reform complete					

ACKNOWLEDGMENTS

A close-up photograph of two hands, one from the left and one from the right, with fingers interlaced to form a heart shape. The hands are positioned in the foreground, with the heart opening towards the background. The background is a soft-focus sunset or sunrise scene with warm orange and yellow light on the left and a hazy, purple-tinged sky on the right. The overall mood is warm, grateful, and hopeful.

THANK YOU TO THE FOLLOWING PEOPLE WHO GAVE
THEIR TIME, ENERGY, STORIES, TALENTS, AND IDEAS TO
MAKE THIS STRATEGIC PLAN POSSIBLE.

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CENTRAL PENN COLLEGE OPENS
OPPORTUNITIES TO STUDENTS
FROM A VARIETY OF ACADEMIC
BACKGROUNDS BY PROVIDING
THE EDUCATION NEEDED FOR
EMPLOYMENT AND ADVANCEMENT
IN THEIR FIELDS.