



**Strategic Plan –
Year One Report v. Original Plan**



Elms College
Strategic Plan 2021- 2023
Bridges to The Elms Plus (+) Experience

Year One Report—2020-2021

Elms College
Action Plan: 2021-2023
Area: Excellence in Academics

Objective	Strategy/Activity	Year 1	Key Performance Indicator	Update—Year One
Develop and sustain distinctive academic programs of excellence				
Develop and implement a formal program to attract and retain highly qualified and diverse faculty	1. Implement a robust faculty mentoring and development program, designed to meet the needs of diverse faculty. <ul style="list-style-type: none"> ● Designate a faculty development liaison ● Develop and implement an effective faculty onboarding, mentoring and development plan. ● Build the assessment of designated outcomes into the faculty development process. 2. Incorporate faculty development into the program	1	1. Faculty mentoring program will be created and implemented by D. Murray by December 2020. 2. Plan for assessing mentoring program outcomes finalized and approved by May 2021. 3. Track number of new faculty hires from under-represented groups each year, starting with 2020-2021, with a goal of hiring at least one new faculty of color per year.	<ul style="list-style-type: none"> ● Dr. Damien Murray appointed Director of Faculty Development, Diversity and Inclusion. ● The Early Career Faculty Success Plan was developed and presented to faculty in the spring 2021, to be implemented in the fall 2021. ● Diverse Faculty and Staff Hiring Plan implemented with spring 2021 searches.

	<p>review and assessment process.</p> <p>3. Develop and implement a program to support faculty scholarship and teaching effectiveness.</p> <ul style="list-style-type: none"> • Provide sufficient resources for faculty research and scholarship, and development to improve teaching effectiveness. 		<p>4. Track retention of faculty of color (FOC) per year compared to the overall faculty retention rate, with a goal of FOC rates being at or above the overall rate.</p> <p>5. Working with deans, chairs and program directors, update the program review template to incorporate faculty development in teaching, scholarship and service into the periodic program review process, with the plan finalized and approved by May 2021.</p> <p>6. A resource plan for faculty scholarship, research and teaching effectiveness will be ready for review as part of the FY2022 budget process.</p>	<ul style="list-style-type: none"> • Resource allocation request made by the VPAA for the FY22 budget to support faculty research and scholarship, and development to improve teaching effectiveness.
<p>Ensure that distinctive elements of an Elms education are incorporated into all academic programming</p>	<p>1. Integrate internship and other experiential learning opportunities into all programs.</p> <p>2. Integrate competencies essential for a 21st Century education into all programs, including:</p>	<p>1-2</p>	<p>1. Through a process led by the VPAA and the Faculty Governance Committee, 21st century competencies will be integrated into the Liberal Arts Core and/or specific academic programs, with final review and approval by May 2022.</p> <p>a.) Finalize competency list for core and programs; b.) competencies will be tracked by the Faculty Assessment</p>	<p>Ad Hoc committee to review the Liberal Arts core curriculum formed in January 2021. Review has started on the following areas:</p> <ul style="list-style-type: none"> • Data Literacy—to be incorporated into quantitative literacy outcome • Innovative and Creative Thinking

	<ul style="list-style-type: none"> • Data Literacy (Data Sciences) • Innovative and Creative Thinking • Ethical Leadership • Academic Research Skills <p>3. Integrate academic student support into all programs.</p> <p>4. Integrate internship and other experiential learning opportunities into all programs.</p>		<p>Committee. c.) Ensure that the curriculum includes diverse voices.</p> <p>2. With 2019-2020 as a benchmark, develop a process to track the number of students taking part in Experiential Learning Opportunities (ELO), by major or program, with a goal of increasing the overall number of students each year, with 80% of seniors having completed at least one ELO by the end of the 2021-2022 academic year. a.) ELO will be tracked through the degree audit process.</p>	<ul style="list-style-type: none"> • Ethical Leadership • Experiential Learning • Service and Service Learning
Implement a comprehensive plan for the innovative delivery of ElmsFlex programs with a commitment to accessibility for all students				
Develop a three-year implementation plan for flexible undergraduate and graduate programs based on the ElmsFlex model and fully online models of course delivery.	<p>1. ElmsFlex programs to be developed will consider:</p> <ul style="list-style-type: none"> • Fully flexible programs for adult learners • Blended and accelerated programs for traditional students • Accelerated pathways to Master's programs (4+1) • Multiple Entry points 	1-3	<p>1. Finalize, by December 2021, an implementation plan for accessible academic programming based on the ElmsFlex and fully online models for course delivery. a.) Two current or new programs will be reviewed per year for utilizing the ElmsFlex or online models. b.) As part of the review, distinctive Elms+ components will be incorporated.</p> <p>2. The VPAA and VPFA will develop a resource plan, by December 2021, to fully support expanded ElmsFlex and</p>	<p>1. ElmsFlex successfully implemented for the 2020-2021 academic year for all undergraduate and graduate courses for traditional and non-traditional students.</p> <p>For the spring 2021:</p> <ul style="list-style-type: none"> • Working with IT and faculty, classroom technology was reviewed and enhanced to

	<p>2. Two current programs per year will be formally reviewed to ensure overall program flexibility and meeting the ElmsFlex course requirements.</p> <p>3. Ensure that the online programs include distinctive Elms+ components tied to the Liberal Arts core curriculum.</p> <p>4. Build an essential infrastructure to meet the needs of online program growth, including technology and human resources.</p> <p>5. Implement a professional development program to ensure faculty preparation in the ElmsFlex teaching model, that includes technology, pedagogy and student engagement.</p>		<p>online programs and courses. A.) The resource plan will include professional development for instructors and support staff to ensure the highest quality program.</p>	<p>improve the ElmsFlex experience. Over 80% of classrooms improved.</p> <ul style="list-style-type: none"> ● Instructor professional development workshops held on strategies for effective instruction and engagement in a hyflex classroom, including an all day workshop on January 21, 2021. ● Stricter guidelines for students and faculty implemented for changing preference and moving to synchronous zoom, respectively. ● ElmsFlex vs online only courses clearly designated in Elms Connect. ● Frequent communications from the VPAA to instructors <p>2. Comprehensive plan for ElmsFlex/online instruction in draft. Current guidelines are that ElmsFlex will be the standard for graduate programs to increase access, convenience and enrollment. The MBA and MS in BMS programs are ready to use the ElmsFlex model for the fall 2021.</p>
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Continued focus on identified academic program priorities

<p>Equity in Urban Education</p>	<p>1. Bachelor’s Degree Completion Programs in Education, ESL, Moderate Disabilities and STEM</p> <p>2. Accelerated Master of Arts in Teaching (MAT)</p> <p>3. Administrator Licensure</p>	<p style="text-align: center;">1-3</p>	<p>1. The CEUE Faculty Director will complete the review and updating of the listed programs, 1. and 2. by May 2021, and 3. by the fall 2021 following DESE requirements and timelines.</p> <p>2. Each year, appropriate enrollment goals will be set and approved for all CEUE programs, using 2019-2020 as benchmark.</p> <p>*Program 1 - Cohorts of 10</p> <p>*Program 2 - Cohorts of 5</p> <p>*Program 3 - Cohorts of 5 (FY23 start)</p>	<p>1. Equity in Urban Education: Programming from the Cynthia A. Lyons Center for Equity in Urban Education included:</p> <ul style="list-style-type: none"> ● Education Workshop Series focused on culturally responsive teaching and learning ● Professional Learning Series: Reflecting and Refueling: Reimagining Culturally Responsive Learning Ecosystems ● Work continued in partnership with Mary Stephens, CEO of PrepForward, a software program that assists students in preparing for the MTEs. ● Expanded networking with community organizations that share the goals and vision of the CEUE to improve learning of children and young adult in urban settings, including ● Educare Springfield, Paradigm Shift—Five Colleges Partnership Program, Boys & Girls Club Family Center, Springfield.
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Global Health	<ol style="list-style-type: none"> 1. Haiti Nursing Professional Development Program 2. Online Graduate Certificate Program in Global Health 3. Kochi Graduate Student Exchange Initiative 	1-3	<ol style="list-style-type: none"> 1. Two cohorts of students (total 48) will complete the Haiti Nursing Professional Development Program by May 2022. 2. The Online Graduate Certificate in Global Health will be reviewed and updated, with changes implemented by the Fall 2021, with a cohort goal of 5 students or more per year. 3. The Elms will continue to work with the University of Kochi to expand undergraduate and graduate partnerships with a goal of a second graduate student exchange by summer 2022. 4. The AVP, working with faculty and staff, will continue to identify and develop global academic opportunities for Elms students, with a goal of one new opportunity per year starting in 2021. 	<ol style="list-style-type: none"> 1. Global Health: <ul style="list-style-type: none"> ● Haiti Nursing Professional Development Program—Cohort II has successfully begun course work, March 2021. Cohort I successfully completed the four-course certificate, June 2021.
Biomedical Sciences and Biotechnology	<p>Programs to be developed:</p> <ol style="list-style-type: none"> 1. BS in Biotechnology 2. MS in Biotechnology 3. BA in Life Sciences 	1-3	<ol style="list-style-type: none"> 1. The Biotechnology programs will be launched in the fall 2022 with an overall goal of net 10 new students in the inaugural cohort for both programs. 	<ol style="list-style-type: none"> 1. BS and MS in Biotechnology programs developed and approved, ready for launch pending DoE approval. 2. BA in Life Sciences developed and approved,

			2. The Life Sciences program will be launched in the fall 2022 with a goal of 5 new students in the inaugural cohort.	ready for launch pending DoE approval.
Innovation and Entrepreneurship	<p>Program elements:</p> <ol style="list-style-type: none"> 1. Infuse innovative and entrepreneurial thinking as a distinctive feature of an Elms College Liberal Arts education. 2. Business programming that prepares the Business Leaders of the Future by integrating the Elms + elements of Ethics, Innovation and Entrepreneurship and Experiential Learning into the curriculum. 	1-3	<ol style="list-style-type: none"> 1. As part of the college’s review and revision of the Liberal Art core, led in collaboration by the CERC and Faculty Governance Committee, innovative and entrepreneurial thinking will be infused as a distinctive feature into coursework with developed learning outcomes, with final approvals received by May 2022, with a Fall 2022 implementation. 2. By May 2021, the review of the Division of Business will be completed and approved, with an emphasis placed on the role of innovative and ethical leadership, entrepreneurship and experiential learning in preparing the next generation of Business Leaders. 	<ul style="list-style-type: none"> • Innovation and Entrepreneurship: The Innovation Challenge was offered to all first-year students as part of the First-Year Seminar.
Ethical Leadership— Bio- ethics and Medical Humanities and Ethical Leadership	<p>Programs to be developed:</p> <ol style="list-style-type: none"> 1. MA in Bioethics and Medical Humanities (BMH) 2. Doctorate in Bioethics and Medical Humanities 	1-3	<ol style="list-style-type: none"> 1. The MA in BMH will be formally launched in the fall 2021 with an inaugural cohort of at least 10 students. 2. Planning for the Doctorate in BMH will commence with a goal of a formal launch by the fall 2023. a) A timeline will be 	Distinctive Ethical Leadership (see under Ethical Leadership)

	3. Undergraduate programs in Ethical Leadership		<p>developed by the CERC Director, which will include time for approval by NECHE.</p> <p>3. The CERC Director will lead the planning process for additional undergraduate programs in Ethical Leadership, with the first new program to be launched in the fall 2022.</p>	
Identify new academic program opportunities for planning, resource allocation and launch				
Computer Science and Data Analytics (CS and DA)	<p>Programs to include:</p> <p>1. Online BS and MS in Data Science and Analytics</p>	3	<p>1. The Online BS and MS in Data Science and Analytics programs will be finalized and approved for a fall 2023 formal launch, with a goal of 15 students in the undergraduate and 10 in the graduate cohorts.</p>	
Communication Sciences and Disorders	<p>Programs to include:</p> <p>1. Post-Baccalaureate Pre-Speech Studies</p> <p>2. MS in SLP</p>	2-3	<p>1. The Post-Baccalaureate Pre-Speech Studies program will be launched in the fall 2022 with an overall goal of 10 new students in the inaugural cohort.</p> <p>2. Led by the CSD Director, planning for a launch of a MS in SLP program will commence in June 2021 with a goal of a fall 2024 launch, with an inaugural cohort of 15 students.</p>	CSD—Online Post-Baccalaureate Pre-Speech Pathology Program. Program developed, approved and ready for launch.
Investigate High Impact programs (student demand, enrollment,	Programs to be investigated include:	1-3	<p>1. The VPAA will lead faculty with a planning process to identify new “out of the box” academic programs that have the potential to impact the institution in the areas of regional and national brand</p>	

<p>revenue) for possible implementation:</p>	<ol style="list-style-type: none"> 1. Engineering in select areas, software, biotechnology 2. High Demand healthcare programs, PA, OT, PT 		<p>and market recognition, student enrollment and revenue, with a goal of one new program approved and launched by the fall 2025. a.) Mission-centric, and distinctive. b.) The planning process will utilize market data, and include any resource requirements, e.g. faculty, equipment and capital.</p>	
<p>Investigate opportunities for new programs or program elements that will build off of areas of academic strength.</p>	<p>Programs to be investigated include:</p> <ol style="list-style-type: none"> 1. Diversity, Equity and Inclusion programming from the Center for Equity in Urban Education 2. Disaster/Pandemic Nursing 3. Global Supply Chain management 4. Ethics programming in a time of crisis from the Center for Ethics, Religion and Culture, including, for example, healthcare delivery 	<p>1-3</p>	<ol style="list-style-type: none"> 1. Building off areas of strength, and considering the need for value added programming, the VPAA and AVP will form a faculty committee that will meet at least once per semester to review and identify new opportunities and emerging areas of need for inclusion of distinctive program elements into current or new programs. 2. The CERC Director will develop by January 2021, a plan for the CERC that includes annual programming that takes into account current pressing and important issues. a.) A draft topic list will be developed with a timeline and resource list, with at least two programs per year for 2021 through 2024. 	

Elms College
Action Plan: 2021-2023
Area: Experiential Learning

Goal: Make experiential learning opportunities available to every student.

Objective	Strategy/Activity	Year	Key Performance Indicator	Update—Year One
Provide Leadership and structure to support Experiential Learning.				
<p>Objective: Initiate, develop and grow Experiential Leadership Team and Committees that promote faculty staff and student engagement in EL across the disciplines</p>	<p>1. An Experiential Leadership Team will be established to oversee and work together on advancing EL and Davis Educational Fund grant and EL Fund oversight, as well as partner with the existing EL Leadership Team: with oversight of the Keating Schneider Fund and Elms Internship Advantage fund. In addition, the Chief Diversity Officer, Director of Alumni Relations and a member of School of Graduate and Professional Studies (SGPS) will join the team to create and market EL opportunities for specific populations.</p>	1	<p>1. Expand the Experiential Leadership Team to include VPSA/CDO, Director of Alumni Relations and SGPS representative by December 2020.</p>	<ul style="list-style-type: none"> The Experiential Leadership committee was expanded to more broadly represent the programs and departments involved in EL activities.

	2. EL team will hire an EL Director using Davis Educational Funds to provide support and enhance and expand current EL opportunities, and streamline the process for finding opportunities, securing funding, and reporting on experiences.	1	1. Hire Director of Experiential Learning by December 2020.	<ul style="list-style-type: none"> • Director of Experiential Learning (EL) hired.
	3. Hire Assistant Experiential Learning/ Internship Coordinator to: secure internship opportunities, create databases, market opportunities to students, collect data on internship experiences to expand databases, identify gaps to ensure that all students have these opportunities available to them.	1	1. Hire Experiential Learning/Internship Coordinator by May 31, 2021.	<ul style="list-style-type: none"> • Search ongoing for an Assistant Director.
	4. EL Director will design a survey to collect all of the college's current course-embedded and co-curricular EL opportunities, information on successful processes and logistics,	1	1. Create, administer, and compile a survey regarding EL opportunities and processes by May 2021.	<ul style="list-style-type: none"> • EL Director engaged with faculty and staff through workshops and a survey to both benchmark current EL activities, and generate interest in adding EL components to courses and co-curricular activities.

	student learning and assessment.			
	5. Build institutional capacity and readiness for EL and civic engagement through membership in Campus Compact of Southern New England.	2-3	1. Join Campus Compact of Southern New England by August 2021.	
	6. Funds for faculty and related staff to develop and offer EL course opportunities. Planning EL can be time consuming- offering stipends for this work, or course releases will increase interest in providing these opportunities and demonstrate the commitment of the college to EL. In addition, an annual small grant will be established to promote and support EL innovations among faculty and staff.	1-3	<ol style="list-style-type: none"> 1. Establish a process to award "Faculty Experiential Learning and Teaching" (FELT) grants by January 2021. 2. Award at least three FELT grants ranging from \$500-\$2,000 by June 2021. 3. Award at least six FELT grants in AY 2021-2022. 4. Award at least eight FELT grants in AY 2022-2023. 	<ul style="list-style-type: none"> • Faculty EL Teaching grant applications exceeded target. Six FELT applications received and four funded.
	7. In addition to the Experiential Leadership Team, a college-wide committee for bringing new EL opportunities to campus will be created.	2	1. Create a College-wide EL Committee that includes admissions, academic divisions and SGPS representation by May 2022.	

	<p>Representative faculty from each division will serve on a three-year term. This will promote communication across the disciplines and result in many more leaders invested in EL campus-wide. Off-campus coordinators, Admissions staff and other student success staff will be invited to join.</p>			
<p>Raise awareness about the range of Experiential Learning opportunities available and the outcomes contributing to success.</p>				
<p>Objective 2: All students including prospective students and families and off-campus students will be introduced to EL (Experiential Learning) opportunities at Elms.</p>	<p>1. Marketing department, admissions, and experiential learning team will collect experiential learning materials that showcase EL stories of students, seeing themselves in the stories, and understanding the flexibility of the opportunities. Ideally this marketing strategy will be a boost for recruitment.</p>	<p>1</p>	<p>1. Marketing Department and Admissions will produce material that highlights Experiential Learning to all prospective 2021 students.</p>	

	2. Admissions will utilize a student panel to share real stories of students' experiences.	1	1. Admissions will include an Experiential Learning student panel in at least one Open House or recruitment event for fall 2021 students.	
	3. Four events will be held annually to educate students regarding EL opportunities and important outcomes related to career-readiness. a) An EL Opportunities session as part of First Year Seminar's <i>Elms Essentials Day</i> presented by students and faculty/staff representing EL areas, b) EL opportunities presented at the Fall Career Fair by seniors, c) Panel Discussion of past EL participants, employers and graduate school representatives speaking to employment-related outcomes at an event sponsored by the Student Government Association, Diversity & Inclusion, Advising and International Programs (open to campus community) and, d) An EL Opportunities session held in collaboration with the	1	1. Hold four events in 2020-2021 to educate students on EL Opportunities. 2. Track student attendance at each of the four events.	Four EL events held in 2020-2021, but attendance impacted by the pandemic: <ul style="list-style-type: none"> ● Elms Essentials – 9/20 ● Fall Career Fair – 11/20 ● Panel Discussion on Global Career Opportunities – 3/21 ● EL Festival – 5/21

	School of Graduate and Professional Studies to reach the nontraditional students, including degree completion students taking classes off-site and transfer students.			
3. Create a Pathway for Experiential Learning throughout the Elms Experience.				
Objective 3: Create a pathway for EL throughout the Elms Experience.	<p>1. Before or early in the academic program: Incoming students will be invited to participate in mission-based service programs modeled after the successful Dorothy Day program, which currently serves about 50 students.</p> <p>These new opportunities will include flexible options (week-long, weekend, in person, over Zoom or a hybrid) to accommodate students with jobs and families.</p>	2-3	<p>1. Increase the number of students who participate in early mission-based service programs.</p> <ul style="list-style-type: none"> ● 2021-2022: 5 new students ● 2022-2023: 10 new students 	
	<p>2. First Year Students: Co-directors of First Year Seminar (FYS) will integrate experiential learning through the implementation of the Innovation Challenge</p>	1-3	<p>1. All traditional first year students will participate in the Innovation Challenge as part of the First Year Seminar curriculum, starting in Fall 2020.</p>	<ul style="list-style-type: none"> ● All First Year Students participated in the Innovation Challenge, held virtually in fall 2020..

	program; <i>all traditional first year students will participate.</i>			
	<p>3. Sophomores: Student Affairs staff will expand the sophomore Leadership Program to provide leadership for a community-wide service EL opportunity; Increase participation by involving faculty and offering opportunities in the majors. <i>A committee made up of campus partners from different departments will be established to review feasibility of campus wide “service day” led by the sophomores.</i></p>	1-2	<p>1. A cross-department committee led by the VPAA and VPSA will be established in Spring 2021 to develop a plan to reestablish a community-wide Elms Day of Service led by the sophomores in the Sophomore Leadership Program to commence in Spring 2022.</p>	
	<p>4. Juniors: EL Director and Director of Career Services will work with faculty to establish a career & communication development course (3-4 credits) for majors that do not already have one, by partnering with already established courses and appropriate campus partners. It will serve juniors (sophomores and/or seniors).</p>	2-3	<p>1. In January 2022, the Directors of Experiential Learning & Career Services will work with division chairs to design a Career & Communication course for majors that do not have one.</p> <p>2. Course will be available in Fall 2023.</p>	

	<i>Funds will be necessary for stipends to faculty to develop and then teach these courses.</i>			
	5. Seniors: EL presentations to students by seniors coordinated by the EL Leadership Team to showcase opportunities to current students through a “fair” of EL opportunities, promoting the KSF grants and EAI; study abroad opportunities, volunteer service, research, and internships will be promoted	1-3	<ol style="list-style-type: none"> 1. The EL Leadership Team will plan an “EL Fair” of EL opportunities in Spring 2021. 2. The EL Leadership Team will offer an “EL Fair” in Fall 2021 and Fall 2022 to have seniors highlight EL opportunities for current students. Attendance will be tracked. 	
	6. EL Leadership Team will plan, coordinate, and implement an annual EL Festival with all appropriate campus partners to showcase the experiences that have gone on throughout the year	1-3	<ol style="list-style-type: none"> 1. The EL Leadership Team will plan an “EL Festival” (ELF) in Spring 2021. <p>Each year, 90% of EL participants will synthesize their learning and present their activities through a poster presentation at the Experiential Learning Festival.</p> <ol style="list-style-type: none"> 2. Beginning in 2021-2022, community organizations will be invited to participate in the ELF. 	<ul style="list-style-type: none"> • EL Festival was held virtually in May 2021.

	<p>7. Alumni relations and EL Leadership Team will work together to expand opportunities through connections with alumni (mentoring, career seminars, internship opportunities).</p> <p>Increase KSF/EAI internship sites:</p> <ul style="list-style-type: none"> ● Yr 1: 16 sites ● Yr 2: 30 sites ● Yr 3: 50 sites 	1-3	<p>Alumni relations and EL leadership team will work together to expand internship opportunities through connections with alumni (mentoring, career seminars, internship opportunities).</p> <p>Increase KSF and EAI internship sites from 16 to 50 by Spring 2023.</p> <ol style="list-style-type: none"> 1. Develop initial plan Fall 2020 to include a request for internship opportunities in the Alumnae newsletter. 2. Implement Alumni mentoring program in at least three majors for AY 2021-2022. 3. Organize Career Seminars in at least three majors for AY 2021-2022. 	<ul style="list-style-type: none"> ● Database of Internship Relationships reviewed and expanded by the EL and Career Services offices.
	<p>9. Make EL a graduation requirement built into each major. Because EL opportunities vary widely, and we do not want EL to be seen as a requirement akin to checking off a box, each major will develop an EL Pathways portfolio or process to be shared with their students. Each major is likely</p>	2-3	<ol style="list-style-type: none"> 1. Work with VPAA, AVPA, Dir of EL and expanded EL committee to introduce EL Pathways to division chairs and faculty in AY 2021-2022. 2. Implement EL Pathways across the disciplines beginning in AY 2022-2023, so that EL is a requirement for all students and can be tracked through the Degree Audit. 	<ul style="list-style-type: none"> ● EL Director is a member of the ad hoc Liberal Arts core review committee.

	to have different preferences for which EL experiences will have the highest benefit for their students. Developing these Pathways Portfolios will also engage faculty in EL opportunities and expertise across campus.			
4. Make Experiential Learning accessible for all students.				
Objective 4: Make EL accessible for all students	1. Continue to offer KSF and EAI stipends to students doing EL. Equity in fund distribution to ensure that all students are benefiting from these resources will be addressed. Students who have unpaid internships built into their major will be able to access the funds and are encouraged to apply.	1-3	1. Dir of EL will conduct an analysis of EL equity and distribution in Spring 2021 and make recommendations for AY 2021-2022. 2. Track KSF and EAI stipend to increase equity in EL funding for students in AY 2021-2022 and AY 2022-2023.	<ul style="list-style-type: none"> No. of students in EL activities receiving funding exceeded target, although impacted by pandemic.
	2. Readily available transportation is a primary barrier for EL for all. Funding for transportation such as through an Uber account, or a van should be made available.	1-3	1. Develop Experiential Learning Opportunity (ELO) transportation funding plan and process for requests by January 2021. 2. Track transportation usage annually, starting in Spring 2021, to build in efficiencies.	

5. Increase number of Experiential Learning Opportunities through faculty and staff professional development.

<p>Objective 5: Increase EL opportunities through professional development for faculty & staff and build stronger campus partnerships.</p>	<p>1. EL leadership team led by the director determines appropriate EL professional development, workshops, grants, use of consultants for faculty/staff, including School of Graduate Professional Students (SGPS) staff & faculty, to broaden understanding of effective EL, learning outcomes and course design.</p>	<p>1-3</p>	<p>1. <u>2020-2021:</u> 50% of all FT faculty and student support staff will have attended professional development workshops on Experiential Learning and Teaching.</p> <p>2. <u>2021-2022:</u> 75% of all FT faculty and student support staff will have attended professional development workshops on Experiential Learning and Teaching.</p> <p>3. <u>2022-2023:</u> 100% of new FT faculty and student support staff will meet with the Director of Experiential Learning and participate in an online Experiential Learning training module as part of onboarding.</p>	<p>Director of EL held a Professional Development Experiential Learning Series:</p> <ul style="list-style-type: none"> ● "Community-Engaged Learning Networking at Elms" Faculty Panel - February 24, 2021 ● "Faculty Teaching Grants: Maximizing Community Engaged Learning" – January 29, 2021 and February 1, 2021. <p>Three Experiential Learning Toolkit Webinars were held:</p> <ul style="list-style-type: none"> ● Experiential Learning Toolkit: <i>EL101</i> – May 4, 2021 ● Experiential Learning Toolkit: <i>Preparation, Reflection, and Assessment Strategies and Tools</i> – May 11, 2021 ● Experiential Learning Toolkit: <i>Developing Partnerships</i> – May 18, 2021
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6. Select technology to support Experiential Learning process and outcomes.

<p>Objective 6: EL leadership team will establish central EL data management tracking and tools for students, staff & faculty for formative and summative assessment.</p>	<p>1. EL leadership team will review technology to establish central database (e-portfolio) to manage the following:</p> <ul style="list-style-type: none"> -Analytic tools to report outcomes at the course/activity level and program level -Integrate assessment rubrics into the ePortfolio -Effectively manage multiple EL placements at one time -Easily report how many students are in-progress or have completed their required EL placements -Customize for different key EL experiences or tracks -Provide onsite sign-off of student-reported hours -Develop reflective practice through embedded student journaling 	<p>1</p>	<ol style="list-style-type: none"> 1. January 2021: Begin exploration and review of using an electronic platform for student ePortfolios. Provide recommendation to VPAA by March 2021. 2. Pilot ePortfolios with first year students in fall 2021, and make a recommendation regarding continuing to scale up. 	<ul style="list-style-type: none"> • EL Committee is reviewing current technology for preliminary tracking: Moodle, Colleague and Handshake.
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	<ul style="list-style-type: none"> -Provide feedback to students through the ePortfolio -Communicate with LMS (Moodle) for grading -Students can keep or download portfolios, tracking specific skills (co-curricular transcript, badging) for use of graduate applications and/or resume building, and use in employment interviews - Develop and implement formative and summative assessment methodologies for EL 			
	<p>2. The Director of EL and EL Leadership Team will oversee the development of a database of EL opportunities from across majors; to include all study abroad, internships, research, and service.</p>	2	<p>1. Director of EL and EL Leadership Team will develop plans and process for data collection of EL opportunities by September 2021.</p>	

Elms College
Action Plan: 2021-2023
Area: Ethical Leadership

Objective	Strategy/Activity	Year	Key Performance Indicators	Update—Year One
Ethical Leadership development will become a hallmark feature of the Elms+, and will distinguish the college regionally and nationally.				
The Center for Ethics, Religion and Culture (CERC) as the visible manifestation of the College’s commitment to our Catholic Identity and contemporary academic and public engagement with ethics, religion, spirituality, and culture.				
Develop and implement CERC programming, starting in 2020-2021, as an essential step in effectively infusing ethics and ethical leadership development	<ol style="list-style-type: none"> 1. Appoint Exec. Director of the CERC. 2. Formal Launch of the Center. 3. Develop and implement CERC programming, including: <ul style="list-style-type: none"> ● M.A. in Bioethics and Medical Humanities 	1	<ol style="list-style-type: none"> 1. By November 1, 2020, the Executive Director (henceforth, “CERC Director”) is appointed along with the formal launch of the center. 2. The CERC Director will present a programming plan each year to the President and VPAA for review. a.) By October 1 for 2020-2021. b.) Henceforth by July 1. 	<ul style="list-style-type: none"> ● Dr. Peter DePergola was named the Executive Director of the St. Augustine Center for Ethics, Religion and Culture in October 2020. ● The St. Augustine Center for Ethics, Religion and Culture was formally launched on October 27, 2020. <p>CERC programs offered in 2020-2021 included:</p> <ul style="list-style-type: none"> ● CERC Distinguished Lecture in Ethics—Rev. James F.

<p>across all programs.</p>	<ul style="list-style-type: none"> • Launch CERC Quarterly Journal 		<p>3. The M.A. in BMH will be formally launched in the fall 2021 with an inaugural cohort of at last 10 students.</p> <p>4. A formal plan developed by the CERC Director for the launch of the Quarterly Journal will be reviewed and approved by the VPAA by January 15, 2021 with a fall 2021 formal launch.</p>	<p>Keenan, <i>Finding God in the Twin Pandemics: Theological Reflections on the Role of the University in the Age of COVID-19 and Black Lives Matter</i> (March 24, 2021);</p> <ul style="list-style-type: none"> • The Rev. Hugh Crean Distinguished Lecture—Dr. David O’Brien, <i>American Catholicism in the Year of St. Joseph</i> (April 20, 2021). • Progress toward the formal launch of the <i>Charity in Truth: A Journal of Ethics, Religion, and Culture</i>, including: • Identification of the digital platform housing the journal (Scholastica); • Journal Editorial Board formed.
<p>Develop a concise definition, at novice, intermediate, and mastery levels, of what</p>	<p>1. Continue conversations at faculty, staff, and student levels of a shared vision for ethical leadership.</p> <p>2. Synthesize and condense current peer-reviewed</p>	<p>1-3</p>	<p>1. By May 2021, the Ethical Leadership Working Group, led by the CERC Director, will present to the faculty and president a white paper on “Ethics and Ethical Leadership as a Distinctive Feature of the Elms Community”.</p>	

<p>we mean by ethics and ethical leadership.</p>	<p>literature on the subject matter so that it can be clearly articulated by the entire Elms Community as a manifestation of what it means to be a person with moral integrity.</p>		<p>a.) Input and feedback will be taken from all constituency groups. b.) Included in the white paper will be a multi-year plan to implement academic and co-curricular programming in Ethics that is an explicit and obvious commitment of Elms College to the common good. c.) Also included will be a plan to encourage the modeling of ethical leadership by administration, faculty and staff.</p>	
<p>Implement tangible expressions of the importance of ethical development to the Elms community. Core values should be expressed as part of what we mean by ethical leadership.</p>	<p>3. Plan and implement programming that is an explicit and obvious commitment of Elms College to the common good.</p> <p>4. Develop an honor code that is pledged by faculty, staff and students.</p> <p>5. Implement a plan to encourage the modeling of ethical leadership by administration, faculty and staff.</p>		<p>2. The Ethics Working Group, by December 2021, will present to faculty and the president an honor code for review and approval, with, if approved, a Fall 2022 implementation.</p> <p>3. The OIAR and Faculty Assessment Committee will analyze the assessment of the core learning outcomes related to ethics development to gauge student understanding and development of ethical leadership. 2020-2021 will be used as a baseline.</p>	

Developing principled and ethical leaders as a distinctive feature of the Elms Liberal Arts Core

<p>Develop and implement an ethical leadership program embedded in the Liberal Arts core that incorporates the Catholic Intellectual Tradition and spans the entire student experience from orientation to graduation and includes robust learning outcomes and assessment.</p>	<p>1. Programming components that meet the ethical leadership outcomes of the core should include:</p> <ul style="list-style-type: none"> ● Opportunities for students to think for themselves. ● Moral development that is essential to who students are as persons. ● The Catholic Intellectual Tradition as a framework for searching for truth. ● Catholic Social Teaching embedded in the Innovation Challenge. ● Opportunities for students to consider answers to “why?” questions based on their ethical and moral commitments. ● Opportunities for moral reflection to examine the ethical impact of present and future concerns. 	<p align="center">1-3</p>	<p>1. As part of the college’s review and revision of the Liberal Art core, led in collaboration by the CERC and Faculty Governance Committee, an ethical leadership program that incorporates the Catholic Intellectual Tradition and Catholic Social Teaching will be infused into the core as a distinctive feature, with final approvals received in the fall 2023.</p> <p>2. The OIAR and Faculty Assessment Committee will analyze the assessment of the core learning outcomes related to ethics development to gauge the impact of the core changes.</p> <p>a.) 2020-2021 will be used as a baseline.</p>	<p>1. Dr. DePergola named a member of the ad hoc Liberal Arts Core Review Committee.</p>
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<p>Incorporate service learning as an essential feature of the Elms College Liberal Arts core.</p>	<ol style="list-style-type: none"> 1. Review and revise the service learning requirement of the core. 2. Plan and reestablish a community-wide Elms Day of Service. 3. Facilitate faculty embedding structured service learning components into specific courses. 	<p>1</p>	<ol style="list-style-type: none"> 1. As part of the college's review and revision of the Liberal Art core, led in collaboration by the CERC and Faculty Governance Committee, the service learning requirement will be revised and strengthened, with final approvals received in the fall 2023. a.) Faculty professional development will facilitate building structured service learning into coursework. 2. A cross-department committee led by the VPAA and VPSA will develop a plan to reestablish a community-wide Elms Day of Service, to commence in the spring 2022. 3. The OIAR will track the yearly NSSE results to gauge senior student engagement year over year related service learning and community-based projects, using a benchmark of 59% based on Catholic Colleges & Universities. 	
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Infusion of ethical development in all programs

<p>Develop a training and professional development program for faculty on embedding ethical decision-making and ethical development into coursework and the curriculum.</p>	<p>1. The CERC Internal Planning Team (CIPT) will develop an intentional program partnership with the Office of Diversity and Inclusion (ODI).</p> <p>2. The CIPT will develop a plan to assist faculty to embed ethical development content into coursework, and will pilot the plan in the fall 2021.</p> <p>3. The CIPT will develop a schedule to work with additional faculty in the spring and fall 2022.</p>	<p>2-3</p>	<p>1. The CERC IPT (CIPT), led by the Director, will work with the ODI to develop a partnership plan, for review by August 2021.</p> <p>2. The CIPT will finalize a plan by May 2021 of workshops to assist faculty to embed ethical development content into coursework, with implementation of a pilot in the fall 2021. a.) The plan will include a schedule to work with additional faculty starting in the spring 2022, with a goal of 80% completing a workshop by May 2023.</p>	
<p>Expand co-curricular service-learning opportunities for students.</p>	<p>1. The CIPT will work with Student Affairs staff to develop new co-curricular programs that incorporate the step-level mastery of the institutional definition of ethical leadership.</p>	<p>2</p>	<p>1. The number of co-curricular program offerings in ethical leadership will be tracked, using 2020-2021 as a benchmark, with a goal of four programs offered per year by 2022-2023.</p>	

<p>Develop and implement a curricular framework that is fulfilled at each point in a student's development (first year, sophomore, junior, senior, graduate) that includes every major having an explicit formation development experience in applied ethics.</p>	<p>1. Ensure the framework incorporates the Jesuit model of touching base with students at different points throughout their development (<i>cura personalis</i>) with specific concentrations each year.</p> <p>2. Develop and integrate applied programming to simulate ethical leadership situations, appropriate for each major or program.</p>	<p>2</p>	<p>1. By May 2022, the Ethical Leadership Working Group will finalize a plan for review of a curricular framework that is fulfilled at each point in a student's development (first year, sophomore, junior, senior, graduate) that includes every major having an explicit formation development experience in applied ethics, with an implementation in the fall 2022.</p>	
<p>Develop and implement interdisciplinary and collaborative programming within Elms and with community organizations.</p>	<p>1. Programming developed will include interaction with:</p> <ul style="list-style-type: none"> ● First-Year seminar. ● Hampden County Jail. ● Poverty Simulation. 	<p>2-3</p>	<p>1. By May 2022, the CERC, led by the Director, will finalize a plan for review of interdisciplinary and collaborative programming within Elms and with community organizations, with a goal of two programs run per year in 2022-2023 through 2024-2025.</p>	
<p>Develop and formalize</p>	<p>1. The CERC will develop and launch program</p>	<p>2-3</p>	<p>1. Starting in the fall 2021, the CERC will launch program</p>	

<p>additional relationships with local healthcare systems as healthcare-related bioethics and medical humanities programming is planned and developed.</p>	<p>relationships with at least three healthcare systems utilizing programming curricula already developed related to clinical bioethics Residency and Fellowship programs.</p> <p>1. The CERC will develop and launch programs with at least three community practitioner organizations, related to ethics and ethical leadership.</p>		<p>relationships related to clinical bioethics Residency and Fellowship programs, and ethics and ethical leadership with a goal of involving three healthcare programs and three community practitioner organizations by May 2023.</p>	
<p>Develop and formalize additional relationships with community practitioners as ethical programming for other disciplines (business, education, etc.) is planned and developed.</p>				

Distinctive new programming in Ethics

<p>Expand Bioethics and Medical Humanities (BMH) Programming, including master's, certificate and doctoral programming.</p>	<p>1. Finalize the curricula for all BMH programs. 2. Launch of M.A. program in BMH in Fall 2021.</p>	<p>1-3</p>	<p>1. The M.A. in BMH will be formally launched in the fall 2021 with an inaugural cohort of at last 5 students. 2. Planning for the Doctorate in BMH will commence with a goal of a formal launch by the fall 2023. a) A timeline will be developed by the CERC Director, which will include time for approval by NECHE.</p>	<ul style="list-style-type: none"> MA in Bioethics and Medical Humanities program developed and approved and ready to launch pending DoE approval;
<p>Launch an undergraduate minor in Ethical Leadership.</p>	<p>1. Finalize the curricula for the new program, ensuring that coursework incorporates a) components that meet the Elms' definition of being an ethical leader, b) experiences in applied ethics, and c) meets the Liberal Arts core requirement.</p>	<p>1-2</p>	<p>1. The CERC Director will lead the planning process for additional undergraduate programs in Ethical Leadership, with the first new program to be launched in the fall 2021.</p>	<ul style="list-style-type: none"> Undergraduate minor in Ethical Leadership developed and approved, spring 2021, with launch scheduled for fall 2021.

<p>Develop and implement the plan for the total integration of Religious Studies, Philosophy, and Ethics undergraduate programming, including the exploration of a joint major or minor.</p>	<p>1. A formal proposal will be prepared ready to be reviewed by the faculty by the spring of year three.</p>	<p>2-3</p>	<p>1. An interdisciplinary group of humanities, led by the chair, will develop and implement the plan for the total integration of Religious Studies, Philosophy and Ethics undergraduate programming, including the exploration of a joint major or minor, with a proposal for faculty, president and trustee review finalized by May 2023.</p>	
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Elms College
Action Plan: 2021-2023
Area: Engaged Learning Community

Goal: Create an institutional environment that promotes healthy bodies and healthy minds—an environment for students to thrive in every respect (academic, diversity and inclusion, athletic, spiritual, and social); the consummate *Engaged Learning Community*.

Objective	Strategy/Activity	Year	Key Performance Indicators	Update—Year One
1. Improve Living and Learning Environments				
<p>A. Improve Living Environment in Residence Halls through Upgrades</p> <p>The residence halls need upgrades and improvements in both structure and amenities for students to be comfortable and to feel valued and respected, specifically as</p>	<ul style="list-style-type: none"> ● Evaluate the HVAC system in all halls, but with a focus on O’Leary Hall, to guide improvements to the HVAC system. Students specifically have concerns about inconsistencies in the heating and they experience extreme heat at times. ● Review the kitchen spaces in all Residence Halls to evaluate the possibility and safety of working stoves/ovens available for student use in each hall. If that is not possible, consider renovating the 	1-3	<ol style="list-style-type: none"> 1. VPSA will work with VPFA to prioritize Residence Hall upgrades by March 2021. 2. Increase satisfaction with living in the residence halls from 44% Spring 20 to 55% by Spring 23. 	<ul style="list-style-type: none"> ● Residence Halls Upgrades- We are exploring options for upgrades and improvements in both structure and amenities in the residence halls. The enhancements and improvements are on a master capital projects list. As a cabinet, we were able to rank 1-10 (several of the projects). ● We received approval to begin work on Rose William the Summer of 2021. RFPs for architectural work have been sent out, and the selected vendor will help determine what work can be completed within the summer of 21 before students return.

<p>reported by the students.</p>	<p>kitchens to remove the non-working appliances.</p> <ul style="list-style-type: none"> • Evaluate the lighting in the Residence Halls, with a focus on Devine Hall and O'Leary, to determine if improvements are possible. Increased/improved lighting would brighten out hallways and create a warmer and more inviting feeling within the halls. • While improvements have happened in the last year, continuous investment in the residence halls must be completed annually. Scheduled improvements for maintenance and updates of the residence halls fulfill basic needs and requirements for the safety, morale, and well-being of our residential students, which increases retention for residential students. 			<p>Planning for the remainder will happen over the Fall semester with remaining improvements to happen in the Summer of 2022. Additionally, architectural bids have gone out for O'Leary. Planning for construction will take place in the Fall of 2021 so that a complete renovation can happen in the summer of 2022. Improvements are expected to include cooled lobbies, kitchen and restroom renovations, new lighting and flooring and paint.</p>
<p>B. Improve Classroom Spaces to optimize student</p>	<p>Assess classrooms for needed improvements related to:</p> <ul style="list-style-type: none"> • seating to accommodate 	<p>1-3</p>	<p>1. VPSA will work with VPAA and VPFA to prioritize Classroom space remodeling by March 2021.</p>	<ul style="list-style-type: none"> • Berchmans 314 was renovated to improve the learning environment. Students complained about the furniture being too small, not being able to hear the

<p>learning & academic experience.</p>	<p>maximum numbers of students</p> <ul style="list-style-type: none"> ● technology and related podium/desk ● functional whiteboards/screens ● acoustic environment ● temperature control/airflow ● light control ● access to electricity for laptops/electronic devices. <p>Prioritize classroom remodeling.</p> <p>Berchmans Hall 314 was completed summer 2020.</p>			<p>lecturer due to the echo in the classroom, poor lighting and no electricity for laptops. Additionally, there was a trip hazard with the current podium in place. Renovation included installing a drop ceiling and carpet for better acoustics, new lighting, new furniture and paint. The podium was removed so that the faculty member could freely move around the front of the room without fear of tripping.</p> <ul style="list-style-type: none"> ● The VP of Academic Affairs, the AVP of Academic Affairs, the VP of Enrollment Management and Marketing, the VP of Finance and Administration and the Director of Operations walked Berchmans Hall to identify the next classroom renovation. Berchmans 216 was identified, and funding was earmarked in the FY22 budget for a renovation.
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<p>C. Offer flexible spaces to accommodate student study, leisure time, and meetings.</p> <p>1. Create space for our diverse and commuter students.</p> <p>2. Create capacity for our students, commuters, and residents, to access public and private meeting/social spaces on campus.</p>	<p>1. Create student-centered lounge/meeting spaces where diverse/ commuters/ residents feel enabled to create their own study or workspace environments.</p> <p>This will be accomplished by identifying current locations throughout campus allowing for student access that can be utilized immediately.</p> <p>These spaces will require minimal updating to place locations into services “asap.”</p> <p>2. Create capacity for students, both commuters and residents alike, to use public and private meeting/social space through the current Campus Events & Room Reservations protocol that is accessible through Elms Connect.</p>	<p>1</p> <p>1</p>	<p>1. By January 2021, the VPSA, DOS, VPAA, and AVPAA will have identified two campus spaces for student-centered meetings/lounge and study functions.</p> <p>2. By November 2020, the VPSA, DOS, VPAA, and AVPAA will have a system in place to enable the college community to reserve meeting and study space and clearly understand when space is available.</p>	<ul style="list-style-type: none"> • New furniture in the Center of D&E has been purchased to make the space more welcoming and inviting to students. The office will also be painted. • We are working with Katie and Ron to discuss the flexible space further to accommodate student study, leisure time, and meetings. Funding is currently encumbered in the FY22 capital budget for a multicultural area.
<p>D. Provide access to nutritious</p>	<p>1. Review current foodservice options regarding hours, food</p>	<p>1</p>	<p>1. Dir of Facilities Planning & Operations (FPO) will work with Aramark by September 2020 to</p>	

<p>meals that meet students' dietary and schedule needs.</p>	<p>choices, healthy options, and labeling.</p> <p>2. Convene a Food Committee to review all aspects of food service to the Elms community.</p>		<p>review concerns regarding hours, food choices/healthy options, and labeling.</p> <p>2. VPSA will convene a student Food Committee that meets monthly with the Dir of FPO and Aramark by November 1, 2020.</p>	
<p>E. Provide programming and Engagement Activities that build a community for students.</p>	<p>1. Provide activities that promote weekend and commuter engagement.</p> <p>2. Utilize data from existing student surveys to identify areas of need and to develop programs that connect students with campus resources and departments.</p>	<p>1-3</p>	<p>1. DOS will convene a plan to promote student engagement and activities by November 2020.</p>	
<p>F. Increase the quality of College Communication</p> <p>1. Evaluate Communication Channels Across Campus</p>	<p>1. Hold student, faculty, and staff focus groups to evaluate and explore different communication options and preferences. The following will be discussed:</p> <ul style="list-style-type: none"> ● Omnigo app (newly acquired by Public Safety) ● Elms Connect ● Google Groups ● Elms Website 	<p>1</p>	<p>1. Include a question in the student survey and focus groups in September 2020 regarding student communication preferences.</p> <p>2. VPSA, VPAA, and AVPA will convene cross-institutional focus groups to look at communication</p>	<p>According to Student Pulse Survey in September 2020, communication preferences are:</p> <ul style="list-style-type: none"> ● 56% Email ● 21% Text ● 11% Social Media ● 7% Website ● 5% Flyers

	<ul style="list-style-type: none"> • Emails • Signal Vine Texting Platform (reviewed cross-institutionally May, 2020). 		options and preferences by December 2020.	
2. Increase Student Access to institutional information.	2. Expand the capabilities of Elms Connect or implement a new student portal that gives students a go-to place to find all information.	2	1. VPSA, VPAA, and AVPA will convene cross-institutional focus groups to look at communication options and preferences by December 2020.	
3. Provide comprehensive and Non-Repetitive Communications	3. Bring together campus leaders from all departments/divisions that regularly communicate with students and work together to create comprehensive and informative communications for students from the time of application through graduation. The ultimate goal should be to reduce the overall number of emails students receive, as well as streamline the emails themselves.	1	1. VPEMM will form a communications committee by January 2021.	

4. Increase Communication Options.	4. Invest in expanding the texting platform used by admissions to other departments to increase their methods of communication.	2-3	1. Adopt Signal Vine texting platform by January 2022.	
2. Build A Diverse, Equitable and Inclusive Campus Community				
Increase Diversity, Equity & Inclusion for the Elms community.	<ol style="list-style-type: none"> 1. Implement a student recruitment strategy that includes programs and activities that will enable the campus to enroll a diverse student population that is increasingly representative of the local community. 2. Develop and implement a Faculty and staff recruitment and retention plan that continuously improves campus efforts to increase diversity and inclusion. The goal is that faculty and staff are representative of all segments of the Elms community. 3. The Institutional Diversity Committee (IDC) will 	1-3	<ol style="list-style-type: none"> 1. We will increase the retention rate for FTFT Underrepresented students from 75% to 80% by Fall 2023. 2. A Faculty and Staff recruitment plan will be completed by VPSA, VPAA, and Director of HR, and VPFA in April 2021. 3. The IDC will develop a Diversity Action Plan by Spring 2021. 	<ul style="list-style-type: none"> • Additional information under Enrollment & Sustainability area plan/Increase Student Retention objective. • Elms College hosted the Fourth Black Experience Summit. Students served on

	<p>develop an action plan to ensure that the campus is meeting the diversity and inclusion commitments. The diversity and inclusion action plan will be aligned to the campus planning and strategic plan.</p>			<p>the committee and attended the summit. The committee identified and invited a panel of outstanding guest speakers. The Summit was well attended, and the feedback from attendees is that they enjoyed the summit and found it informative.</p> <ul style="list-style-type: none"> ● A Call-to-Action meeting was conducted in the Fall and Spring to discuss concerns with our Underrepresented students. Each division from the cabinet-level created action plans, and students provided feedback. ● The campus climate surveys have guided the diversity, equity, and inclusion work at the college, and in doing so: <ul style="list-style-type: none"> ○ It helps position the college to serve our increasingly diverse student body. ○ Promote a positive campus climate for all. ○ Foster a welcoming and productive work environment that leads to
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				<p>effective and innovative student-centered practices.</p> <ul style="list-style-type: none"> ○ A Campus Climate Survey Committee has been established to discuss an action plan and moving the campus community forward.
Increase Faculty and Staff retention.	1. The IDC will survey faculty and staff to learn how to enhance the workplace experience in order to promote retention.	1	1. The Academic subcommittee of the Institutional Diversity Committee (IDC) will administer a Faculty Climate and Diversity Survey by October 2020 and make recommendations back to the IDC.	<ul style="list-style-type: none"> ● Faculty Climate Survey administered October 2020. Results shared with IDC.
	2. The IDC subcommittees will make recommendations back to the IDC for review.	1	2. The Institutional Diversity Committee (IDC) will administer a Staff Climate and Diversity Survey by March 2021 and make recommendations back to the IDC.	<ul style="list-style-type: none"> ● Staff Climate Survey administered February 2021. Results shared with IDC.
	3. Human Resources will conduct Exit Interviews as employees leave and will provide an annual report to the VPFA for review.	1	3. Human Resources will conduct Exit Interviews as employees leave and will provide an annual report to the VPFA for review beginning June 2021	

<p>Increase Student Sense of Belonging</p>	<p>1. Implement Peer Diversity Training (PDT) in First-Year Seminar beyond the initial pilot.</p>	<p>1</p>	<p>1. 2. Dir of D&I, in conjunction w/ FYS, will provide training and support for PDTs and FYS faculty for Fall 2020 implementation.</p> <p>3. Q. added to FYS evaluation will ask students if the PDT model increased their sense of belonging.</p>	<ul style="list-style-type: none"> • PDT Training held with PDTs and FYS instructors in August 2020. PDTs led training with FY students on September 1, September 16 and September 30, 2020. • 73% Agreed/Strongly Agreed that the PDT model increased their sense of belonging.
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3. Engage Students through Athletics: A healthy mind in a healthy body.

<p>Increase student engagement through the Athletics Experience, facilities, and sponsorship.</p>	<p>Experience- The coaches will create and maintain an environment of care, concern, and fair play for all student-athletes through the following:</p> <ul style="list-style-type: none"> • Develop strong partnerships with the faculty and create a faculty coach program through the Faculty Athletic Representative (FAR) • Introduce the NCAA Life Skills Development program for student-athletes. 	<p>1</p>	<p>1. The AD will implement the components of the Athletics plan related to the Athletics Experience.</p> <p>Analyze cumulative student-athlete GPA and retention data compared with that of traditional non-athletes. The desired goal will be equal to or higher than traditional non-athletes.</p>	<ul style="list-style-type: none"> • Athletics has transitioned to the Great Northwest Athletic Conference (GNAC) from competing in the New England Collegiate Conference (NECC). • Athletics has implemented a Strategic Plan along with annual goal-setting and associated expectations. The plan adapts and aligns with changes in Athletics priorities and best practices. In addition, The Blazer LEAD (Leadership, Education, Athletics, Diversity) Group met regularly throughout to construct the new Blazer STUDENT-Athlete Handbook.
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	<ul style="list-style-type: none"> • Support and advise the STUDENT-Athlete Advisory Committee (SAAC). • Advance an academic environment where the STUDENT-athlete overall grade point average is 3.5 with 70% of athletes at a 3.0-grade point average and a retention rate that exceeds 90%. • Continue the community service outreach programs with a goal of 100% involvement every year. • Expand the opportunities and programming for all Elms students through a comprehensive recreation program. <p>Facilities - Leary Field renovation to allow for safe use of the turf field for current</p>	2	2. The VPSA and AD will oversee the Leary Field renovation and athletic facilities updates including	<ul style="list-style-type: none"> • Athletics made a concerted effort to enhance social media presence and involvement. • SAAC- Added three new positions to their Executive Board. These positions were Social Media Director and Co-Directors of STUDENT-Athlete Social Justice Initiatives. • The Soccer Field Turf has been replaced, allowing for safe use for the current athletic teams and the future addition of Men's Lacrosse. • Phase 1 of locker room updates has been completed. This phase included replacing 11 shower stalls with full size lockers, new plumbing fixtures,
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	<p>athletic teams and the addition of men’s lacrosse.</p> <p>Locker room updates and weight and cardio renovation to allow for expanded athletic training.</p> <p>Sponsorship- Offering men’s lacrosse will positively impact enrollment and have the least impact on already strained athletic facility space. The women’s lacrosse team is the only in-season team that competes on Leary Field each spring.</p> <ul style="list-style-type: none"> • Hire a head coach and provide them at least 2 graduate assistant coaches the year before the program starts to give them time to get a recruiting class in place. • Expect 20-25 new students per year for 	<p>2-3</p>	<p>locker rooms, weight training and cardio areas.</p> <p>3. The AD will add a Men's Lacrosse team in FY23 by hiring a Head Coach and two GA coaches by May 2022.</p> <p>Expect 20-25 new students per year for the first 2 years.</p>	<p>repainting to brighten the space, replacing ceiling tiles, lighting and ventilation fixtures, refinishing benches and acid washing and re-sealing the floors.</p>
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	<p>the first 2 years. From year 3 forward, the range would be 12-15. Elms College offers attractive academic majors for typical men's lacrosse prospective student-athletes.</p>			
4. Engage Students through Spirituality & Service				
<p>Build student engagement through Spirituality and Service.</p>	<p>Campus Ministry and CERC will carry out various activities to increase engagement through Spirituality and Service</p> <ol style="list-style-type: none"> 1. Administer a survey regarding Campus Ministry & Spiritual Life. 2. Offer a reflection experience to Senior Students. 	<p>1</p>	<ol style="list-style-type: none"> 1. The Dir of CM will administer a survey by March 2021 regarding Campus Ministry and spiritual life to guide programming needs and design. 2. CM will offer a reflection experience to Senior students in 2020-2021. 4. CM will partner with CERC and IPO to create two 	<ul style="list-style-type: none"> • During the 20-21 academic year, the Office of Campus Ministry made messages more visible through Facebook, flyers and posters, email, and word of mouth through the Student Affairs Instagram page. Photos and posts were routinely sent to Marketing for posting. CM students posted on Instagram, and all of the programming was advertised via email and by flyer/poster. • CM, CERC and IPO held an Interfaith event on the "Golden Rule" from an

	<p>3. In collaboration with campus partners, offer opportunities for campus interfaith/intercultural dialogues.</p> <p>4. Conduct "Body, Mind and Soul" sessions in partnership with the Counseling Center, the Health Center, and the International Programs Office.</p> <p>5. Explore incorporating spiritual expression through the Arts as part of Campus Ministry programming with subsequent development of a plan.</p>	<p>interfaith/intercultural discussions in 2020-2021.</p> <p>5. CM will conduct four "Body, Mind and Soul" sessions in partnership with the Counseling Center, the Health Center, and International Programs in 2020-2021.</p> <p>6. CM will explore incorporating spiritual expression through the Arts as part of its programming in 2021 with the development of a plan for 2022-2023.</p>	<p>interfaith and intercultural perspective as part of International Education Week in November 2020.</p> <ul style="list-style-type: none"> ● Campus Ministry and Diversity and Engagement collaborated on a “meet and greet” luncheon with MSC and Sisters of St. Joseph. The luncheon took place in March and was very well received by all participants. ● Campus Ministry and Diversity and Engagement plan to engage in similar opportunities so that students and SSJs/Associates may engage with each other in deep listening and relationship building. ● Campus Ministry was fully engaged with Diversity and Engagement throughout the April Anti-Racism campaign and worked hand-in-hand with MSC and D&E in the activities of the tie-dye event, the TED talk video, the Seeds of Love giveaway for Earth Day, and the Disney short
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				video on Inclusivity and follow-up discussion with participants.
5. Create Strong Leaders				
Enhance Student Leadership Programming.	1. Student Affairs staff will develop a tiered leadership program based on student accomplishments using a points system. This “Journey” Leadership Program is being built on four cornerstones of Elms College’s involvement, Service to the Community, Justice/Global thinking, Excellence in Leadership, and Faith. Each Cornerstone will highlight the leadership aspects of our Core Values.	1-2	1. Student Affairs staff will develop the “Journey” Leadership program in AY 2020-2021 for launch in AY 2021-2022.	<ul style="list-style-type: none"> • Even though the pandemic year posed challenges for student engagement across campus, members of the Student Affairs team worked diligently to listen to and respond to students, to have programming that would engage students, and most importantly, to remind students that Student Affairs support them. • During the SGA, RAs, Orientation Leaders, and MSC training D&E will facilitate training on engagement and advocacy in August 2021.
	2. Student Affairs staff will redesign the Sophomore Leadership to strengthen	1-2	2. Student Affairs staff will redesign the Sophomore Leadership program by June	

	<p>the program and increase participation.</p> <p>3. Student Affairs staff will strengthen Club/ Organization leadership through a revised advisor and student leader training.</p> <p>4. An emphasis will be placed on publicizing and promoting opportunities so that students and faculty are aware that they exist.</p>	<p>2</p> <p>2</p>	<p>2021 to strengthen the program and increase participation.</p> <p>3. Student Affairs staff will revise and strengthen leadership training for Club/ Organization advisors and student leaders training by September 2021.</p> <p>4. The VPSA in conjunction with the VPEMM will create a plan to highlight leadership development activities at Elms by October 2021.</p>	
6. Develop a Culture of Wellness				
Develop a Culture of Wellness.	<p>1. Review the current Health Education Coordinator (HEC) PT position regarding its role and responsibilities. Determine if PT or FT model is best to accomplish outcomes regarding Health Education.</p>	<p>Year 1</p>	<p>1. VPSA will convene a committee to make a recommendation regarding the PT/FT status of the HEC position by March 2021.</p> <p>NSSE Question 14.f.: How much does your institution emphasize the following? Providing support for your overall well-being (recreation, health care,</p>	<p>Student Affairs has emphasized health education, and the following are programs implemented to increase awareness.</p> <ul style="list-style-type: none"> • The Elms Safe Agreement for commuter and residential students is updated pending the final approval of testing. Masks and other COVID safety guidelines to be

			<p>counseling, etc.) - to benchmark progress.</p>	<p>approved by the administration.</p> <ul style="list-style-type: none"> • Sexual Assault Awareness Month was in April. Student Affairs partnered with the YWCA staff to distribute resource materials to students in the college center through tabling events on April 13 and April 20. • We partnered with the health advisory board to oversee and execute the Vaccination Information session with Dr. Andrew Artenstein from Baystate Medical Center. • In November 2020, the Dean of Students, Director of Residence Life, and Director of Health Center held a resident open session to discuss continuous COVID safety protocols. Resident students were able to ask questions. • Oversaw the healthy roster green screen promotion for the spring 2021 semester. The division promoted the importance of a healthy roster, raising awareness regarding
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				<p>the need to complete the healthy roster symptom checker. Posters created and email blasts, along with Instagram, were used to promote the tool.</p> <ul style="list-style-type: none"> • A pilot program was established with Student Ally, a new, not on the market yet, software program that provides education on sexual assault awareness prevention and Title IX administration assistance. • Training will be conducted with the Elms staff and faculty on submitting CARE reports in early September. In addition, the team is reviewing additional practices for implementation for fall to support students with emotional well-being.
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Elms College
Action Plan: 2021-2023
Area: Enrollment and Sustainability

Objective	Strategy/Activity	Year	Key Performance Indicators	Update—Year One
Increase Undergraduate Enrollment				
1. Increase in enrollment, especially outside of our geographic area.	<ul style="list-style-type: none"> ● Increase awareness of the College’s distinctiveness, locally and in new catchment areas through a comprehensive marketing campaign, by emphasizing our diverse and multicultural community, social responsibility, Catholic identity, and athletics; ● Target parents of high-school students ● Hire additional recruitment staff; ● Create innovative price-packaging for current students and graduates who enroll in our graduate programs; ● Increase online courses; ● Hire instructional designer/content experience; 	1-3	<p>1 We will increase the enrollment of students from beyond a 50-mile radius of Chicopee by 20% in 3 years through comprehensive marketing (VPEMM) that targets parents and innovative price packaging (VPFA). This will be reviewed on a monthly basis through the enrollment funnel (FTFT).</p> <p style="padding-left: 40px;">Year 1: 10% for FY22 enrollment (5)</p> <p style="padding-left: 40px;">Year 2: 15%; for FY23 enrollment (7)</p> <p style="padding-left: 40px;">Year 3: 20% for FY24 enrollment (10)</p>	<p>1. Increase undergraduate enrollment from students beyond a 50-mile radius of the Chicopee campus.</p> <ul style="list-style-type: none"> ● The Undergraduate Admissions Office will be sending representatives to a larger geographic area to recruit students for Fall 2022. These areas include the Albany, NY area and the New York City area, both of which had previously not been visited by Elms reps. To support these efforts, we have purchased the names of sophomore and junior high school students who live in these areas. These names were given to our marketing partner, Waybetter Marketing, in order to target those

<p>2. Increase enrollment of fully-online/ non-traditional students</p>	<ul style="list-style-type: none"> • Provide laptops to all students through student technology fees. 	<p>1-3</p>	<p>2. We will increase both our fully-online and non-traditional students by 15% in 3 years through investment in technology and staff that will provide improved online education (CIO and VPAA) This will be reviewed on a monthly basis through the enrollment funnel. (off campus/online - UG) currently ~175.</p>	<p>students with various marketing campaigns. This ensures that the students will have a level of familiarity with Elms prior to our arrival in their area.</p> <p>2. Increase fully online and non-traditional students</p> <ul style="list-style-type: none"> • The Graduate and CE Admissions Office has partnered with the Office of Marketing to create targeted marketing plans for the online and non-traditional populations. These efforts include geo-targeting our partner Community College campuses, SEM and SEO work, and digital campaigns. • Nancy Davis has been working with Betty Hukowicz to create plans for a CE program coordinator model that would boost enrollment efforts without taking away from retention and academics.
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				<p>Create innovative price-packaging for current students and graduates who enroll in our graduate programs</p> <p>The Business Office and Financial Aid have been exploring Income Share Agreements, which will be piloted with the incoming class of Fall 22. An income share agreement is a contract in which the student receives money for education, and promises to pay a fixed percentage of income for a set amount of time after graduation. A salary floor is created that protects the student in that they are not required to make payments if they are making less than that salary floor. These are viewed with less adversity than traditional loans.</p>
Increase Student Retention				
Increase Student Retention, specifically Academically Underprepared, Residential and Students from	<ul style="list-style-type: none"> Expand the Academic Coaching model to provide additional academic support. 	1-3	1. We will increase the retention rate for FTFT Academically Underprepared students: T3 (66-75%) and T4 (63-70%) by Fall 2023.	<p>Academically Underprepared and Undeclared Students: Increased the number of staff serving as Academic Coaches in January 2021 to support 76 students, including some Tier 4 and all Tier 5, Undeclared</p>

	<p>underrepresented populations to engage with the campus community and each other.</p> <ul style="list-style-type: none"> ● Implement recommendations from the Diversity and Inclusion committee to ensure that students from underrepresented populations feel included, respected, and welcome at Elms. 			<p>Diversity and Inclusion and Diversity and Engagement into a single office to build a more diverse, equitable and inclusive environment for students. Explored Peer Mentoring as a model to increase a sense of belonging at Elms.</p> <p>Implemented IDC and D&E strategies from <i>Engaged Learning Community</i>.</p>
Increase Graduate Enrollment				
Increase Graduate Enrollment.	<ul style="list-style-type: none"> ● Increase Marketing ● Improve Recruitment Events ● Target Alumni and graduating Elms students 	1-3	<p>We will increase the number of new, incoming graduate students by 15% over three years. This will be accomplished through better recruitment practices, additional marketing, and improved recruitment events</p> <p>Year 1 (FA21): 5% = 4 student increase</p> <p>Year 2 (FA22): 10% = 7 student increase</p> <p>Year 3: (FA23) 15% = 11 student increase</p>	<p>Create innovative price-packaging for current students and graduates who enroll in our graduate programs</p> <p>The Graduate Admissions Office has been working to recruit more of our graduating undergraduate students directly into our graduate programs. This includes information sessions, email campaigns, and classroom visits that specifically target this population.</p>

				We have also been working on growing corporate partnerships, having recently signed an MOU with Hartford Health Care offering their employees a small discount if they attend Elms.
Increase Enrollment of Student Athletes				
Increase Enrollment of Student Athletes.	<ul style="list-style-type: none"> • Modernize athletic facilities by updating locker rooms, weight rooms, and cardio areas. • Install new turf field • Create new athletics teams (Men's Lacrosse) 	1 1 2-3	<p>We will increase the number of new incoming student athletes by 20% in 3 years by modernizing our athletic facilities and creating new athletic teams (VPFA and Director of Athletics)</p> <p>Year 1 (FA21): 5% = 4 student increase</p> <p>Year 2 (FA22): 10% = 8 student increase</p> <p>Year 3: (FA23) 15% = 12 student increase</p>	<p>The turf field has been resurfaced, which will provide a nice boost to recruitment efforts for student-athletes whose sport utilizes that facility. The gym floor is also being redone, which will help with the recruitment of basketball players.</p> <p>The Undergraduate Admissions Office more closely partnered with Athletics during the fall 2021 recruitment cycle, holding weekly meetings with each coach to go over potential recruits and to assist with recruitment tactics. This partnership will continue to increase for the fall 2022 enrollment cycle.</p>

Increase Fiscal Stability of the College

<p>Increase fiscal stability of the College.</p>	<p>Use benchmarks to ensure that Elms College is fiscally stable.</p>	<p>1-3</p>	<p>1. 3 Year Change in enrollment of 1%, 4%, and 7% over the next three years as reported to NECHE. This assumes a 1% growth year over year with an assumed FY21 FTE of 1,202.</p> <p>2. Positive operating margin for FY21, and increasing in future years back up to 5%.</p> <p>3. Cash levels grow to a level that generates 230 days of cash on hand by FY23.</p>	<p>We are expecting a positive operating margin in FY21 of 7%. This is in part due to the forgiveness of the PPP Loan and Higher Education Relief Funding from the government.</p> <p>FY22 budget efforts are underway, and a 4% margin is targeted. This will be a challenge as we are trying to get as back to normal as possible, which means adding back many expenses that were taken away last year such as employee salaries, retirement, and many operating expenses that were not needed due to the remote nature of the year.</p> <p>Cash in the bank on 6/30/2021 is \$16.6M, which is \$1.9M greater than our balance one year ago.</p>
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			4. The endowment grows by \$1,500,000 over the next 5 years.	<p>Paring down our capital project expenses, drawing the remainder of the debt, forgiveness of the PPP Loan and government funding have all contributed to this increase.</p> <p>Days cash on hand at year-end is expected to exceed the goal of 230 days.</p> <p>Similarly, investments have increased from \$13.5M to approx. \$17M. We have received about \$200k in endowed gifts, and the Board voted to take a \$1M unrestricted gift and place it in the endowment. Investment earnings net of fees and the spending distribution are estimated to be \$2.3M. As the audit is finalized and year-end statements come in, these numbers will be updated.</p>
Increase Donor Funding for Strategic Initiatives through Comprehensive Campaign				
Increase Donor Funding	Organize and implement a multi-year comprehensive campaign to secure at least 65% of the goal (during the quiet phase) from leadership and major donors by the end of year-three.	1-3	1. The Feasibility Study will be completed by April 2021.	<ul style="list-style-type: none"> The implementation of a multi-year comprehensive campaign is underway. The Campaign Feasibility Study has been conducted and completed by April 30, 2021.

