



College of Our Lady of the Elms

Strategic Plan 2025- 2027

PRISM: Blazing Brighter Together!

EXECUTIVE SUMMARY

ELMS
COLLEGE

PRISM: Blazing Brighter Together

- A Strategic Plan for Elms College

Introduction

American higher education is in the midst of another round of significant changes. The combination of well-known demographic shifts and the profound and multi-dimensional impact of the COVID19 pandemic have converged to create an undeniable point of inflection. In the Commonwealth of Massachusetts, significant investments in public higher education have recently aimed to remove financial barriers for access to college. In the long run, they could pay dividends to all segments of the higher education sector and be a rising tide that lifts all boats. In the short run, they have increased the pressure on an already competitive environment for small, private colleges.

In this context, such small private colleges run the risk of obsolescence if they don't have a strong and fundamental sense of their reason for being. Elms College's mission rings truer today than ever. As we approach the 100th anniversary of the founding of the College of Our Lady of the Elms, it is clear that the Sisters of St. Joseph's intention in starting this institution in Chicopee in 1928 transcended that moment in time: educating a diverse group of students to effect positive changes in their community and in the world is our urgent call of today. Preparing faith-filled, self-disciplined people of character, who understand right from wrong, good from evil and the value¹ of service, is where we are called to meet the world's (and the Greater Springfield area's) deep hunger². Making this top-rate, Catholic higher education possible for those least likely to access it remains our challenge.

But a strong sense of mission alone is not sufficient in this new higher education world. Over the past months, in a collaborative effort, The Elms College community has drafted this strategic plan to outline the realistic steps that we will take in the next three years to position the College for audacious hope and aspiration for its next century. The optimism contained in this strategic plan is founded on the achievements of the College's previous plan: Bridges to the Elms Plus Experience, which was supported by the very successful Building Bridges Comprehensive Advancement Campaign. Investments in the Center for Equity in Urban Education have bolstered the College's reputation as a strong presence in teacher preparation and a leader in culturally responsive teaching. The St. Augustine Center for Ethics, Religion, and Culture has cemented the College's intellectual presence as a proudly Catholic institution, which educates ethical leaders. The Our Lady of Perpetual Help Haiti Nursing Continuing Education program has demonstrated the College's core competency in providing education and training on a sustained basis at an international scale and created a partnership with a global philanthropy.



¹ Paraphrased from correspondence with a College supporter

² Paraphrased from Frederick Buechner

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The Dolores Donlin Noonan '39 Experiential Learning program has affirmed the College's commitment to prepare real-world ready students and created a foundation for establishing student readiness as part of the College's brand. A stronger endowment, despite the long period of financial challenges, has provided some increased stability.

People, Relevance, Innovation, Strength, and Mission (PRISM) are the elements of focus in this new strategic plan. It is both realistic and aspirational. Grounded in the reality of a changing business model, the strategic plan calls for a critical re-evaluation of organizational structures, teaching modalities, academic programs, information systems, and partnerships in order to reach new students and improve the services that we provide to them, all the while reducing costs. Forward-thinking, the PRISM strategic plan aims to leverage the expertise and reputation that we have acquired through our innovative Center for Equity in Urban Education, Western Mass Literacy Collaborative, and the Our Lady of Perpetual Help Haiti Continuing Education program to expand our reach in education, literacy, and global education. True to our founding aspirations, this strategic plan seeks to capitalize on Elms College's increasing diversity and our history and traditions of embracing everyone, without distinction, to model for a polarized world an environment in which students are prepared for purposeful, principled, just, and ethical leadership.

Today's higher education environment presents many more challenges than it did just a few years ago. In a lot of ways, thanks to the progress achieved in recent years, Elms College is more prepared to face those challenges. Nonetheless, much urgent work is ahead of us in the next three years to navigate through the ever-evolving higher education landscape and to demonstrate our nimbleness and ability to respond to new threats and to seize emerging opportunities.

Blazing Brighter Together is the blueprint for our collective resolve to leverage the diversity and ingenuity of all Elms **People**, to demonstrate the **Relevance** of an Elms education, to remain thriving in an increasingly difficult sector through **Innovation**, to position Elms College for the next century with **Strength**, and to remain centered and focused on advancing our **Mission**.

Once more, we are called to draw upon the imagination, mission-driven passion, flexibility, sense of cohesion, and focus that our times necessitate to ensure a thriving and nurturing environment not just for today's Blazers but generations of Blazers to come. It is our turn to derive creativity out of scarcity, as the Sisters of St. Joseph of Springfield often did, and meet the historical test of ensuring a strong and thriving College of our Lady of the Elms, on the eve of her next century.

PRISM: Blazing Brighter Together

People

Model for our students a mission-driven, financially sustainable, just, and joyful Elms community that excels because of its diversity and in which all members can thrive.

Relevance

In the new Massachusetts higher education environment, clearly articulate the value and relevance of a private, Elms education: to prepare real-world-ready, ethical and principled leaders and doers both traditionally and flexibly for the benefit of our students and our employers-partners, in selected areas.

Innovation

Within a context of rapid academic and pedagogical evolutions, and in a business model that is increasingly difficult for small, private colleges, articulate the two innovative tracks that the College will follow in the next three years: reorganization and novel practices to build and strengthen capacity and improve the student experience, and leading-edge initiatives to recruit students and enhance our profile.

Strength

Financial resources are the fuel to pursue and advance the mission. Elms College will maintain the financial health that allows a vigorous pursuit of our mission in these incredibly difficult times for small colleges. The three elements of the strategy are: a stabilized and growing enrollment, continued discipline in achieving key financial metrics established in a multi-year financial plan, and targeted fundraising for specific needs.

Mission

Elms College, a Catholic institution founded by the Sisters of St. Joseph, derives our distinctiveness from our mission: to educate a diverse group of students in a vibrant and supportive learning environment, thus forming ethical, principled, and caring individuals for themselves and for the world. Elms College will remain attentive to our distinctive mission both now- in the outcomes that we seek in our students- and for the future- as we are intentional about ensuring that we remain faithful to our founding mission.

Strategic Planning: People Sub-Committee
Concept Paper

PEOPLE

The overarching priority in this section of the strategic plan is to model for our students a mission-driven, financially sustainable, just, and joyful Elms community that excels because of its diversity and in which all members can thrive.

Overview

The qualitative data available –the Strategic Planning surveys and listening sessions feedback, the United for Elms Pulse Survey aggregate results and the Diversity and Inclusion Climate Surveys (student, faculty and staff)—provide an opportunity to approximate the “voices” of diverse constituents and stakeholders in the Elms College community. The overarching priority in this section of the strategic plan is to create a mission-driven, financially sustainable, joyful, community that excels because of its diversity and in which all members of Elms College can thrive. **Our goals, then, reflect strategies to support the recruitment and retention of diverse students, faculty and staff with a focus on inclusion and community well-being, while also fortifying just and equitable systems across the College.**

Diversity, equity, inclusion and justice are core principles and commitments of Elms College and offer a lens by which to assess policies and practices, set strategic goals, and build institutional capacity to meet important outcomes for all members of our community as we plan for the future. Inextricably linked to the Mission of the College—to educate a diverse group of students in a supportive and vibrant learning community and to empower students to effect positive change in the community and in the world—the strategies set forth in the PEOPLE pillar draw from our Catholic mission and the charism of our founders, the Sisters of St. Joseph, to unite neighbor with neighbor and neighbor to God without distinction. Throughout our history, Elms College has held a steadfast dedication to removing barriers to educational access and opportunity, firmly rooted in our core values—Faith, Excellence, Community and Justice. The following priorities set forth, then, aim **to 1) support the recruitment and retention of our diverse students and employees, 2) create an inclusive community where all members of the Elms College can thrive, 3) enlist faculty, staff and administrators to help prepare students to be leaders in creating a more just, equitable and pluralistic society, and 4) fortify structures of transparency and accountability to continue to build a just institution for all.**

Elms College remains committed to diversifying faculty and staff in order to increase representation that mirrors that of our students – particularly racial, ethnic, religious, and gender diversity. While we have made headway in the previous strategic plan to meet some demographic benchmarks, this strategic plan takes a more holistic approach to recruitment

that must necessarily coincide with intentional efforts to retain all students and employees by:

- **understanding what structural barriers exist to equitable access, opportunities and outcomes**
- **leveraging internal and external resources to help mitigate structural inequities**
- **cultivating an inclusive, collaborative and respectful learning and working environment so that all feel a sense of belonging and can thrive.**

The demographic changes of our student population creates a unique opportunity for Elms College to become a [Hispanic Serving Institution](#) (HSI), which the Department of Education defines as an institution of higher education that has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students. This evolution would not only provide Elms College access to Federal programs and resources to enhance our educational capacity and infrastructure development, it would also propel forward our efforts to develop, implement, expand and sustain programs and initiatives that remove barriers to educational success, excellence and economic mobility for all of the students we serve. Preparing for this path forward in intentional ways can bolster the underlying ethos of “servingness” by strategically linking it to our educational and Catholic mission, our core values and our commitment to diversity, equity, inclusion and justice. It further compels us to accentuate the joy, fun and energy, for students and employees alike, that are inherent in building an inclusive community, strengthening culturally responsive curricular and co-curricular development and sustaining experiential engagement with the rich diversity of our surrounding communities. The legacies of service and social justice rooted in the charism of the Sisters of St. Joseph and the values we profess set our Catholic institution of higher learning apart and are central to blazing a brighter future for Elms College.

The College should adopt the following strategies to meet these priorities:

Priority 1. Support the recruitment and retention of an increasingly diverse and successful student body.

- Elms College will develop a multi-year bridge program to reflect current best practices in promoting the academic success and overall well-being of all students, particularly our underserved students. Scaffolded over three years, this initiative will serve student cohorts across the life-cycle of their time at Elms College, providing innovative ways to coordinate with and strengthen existing programs such as First Year Seminar, Dorothy Day First Year Encounter, the Honors Program, Elms College Ethical Leadership Program (ECEL), and Experiential Learning. The Bridge Program will also prioritize developing innovative opportunities for Elms College students to connect with and engage our surrounding communities.

To prepare Elms College for the benefits and accountabilities associated with becoming a Hispanic Serving Institution, the College will assess, develop, and expand bilingual and English Language Learning (ELL) student support services across the institution. Areas of focus will be the Center for Student Success (academic coaching/advising/tutoring), academic departments and divisions, particularly those that require licensure and certification exams, and Admissions, Financial Aid and Student Accounts in order to provide expanded family support for incoming students.

- Enhance the growth and vibrancy of international student programs at Elms College.
 - Identify target countries for student recruitment.
 - Identify point people to recruit students.
 - Identify and strengthen supports for international students.

Priority 2. Support the recruitment and retention of a diverse employee population.

- Elms College will experience financial constraints for the foreseeable future. Yet, it is important for the College to be strategic in attracting and retaining a committed and diverse pool of talent to advance our strategic objectives by promoting the benefits of employment at Elms College. The College will implement a salary and benefits study to promote employee recruitment and retention. The VPFA and the Director of Human Resources will conduct a salary study and establish a realistic implementation plan, review and evaluate current health insurance offerings, and review and evaluate child care options.
- Elms College will seek grant support and additional resources to fund innovative strategies for diversifying our faculty and staff. We plan to review and enhance existing staffing and organizational structure to be more effective in the obtention and administration of grants and sponsored funding.

Priority 3. Create an inclusive environment where all members of Elms College can thrive.

- Elms College will expand and coordinate support structures and co-curricular programming initiatives to promote a more holistic integration of both the fun inherent to the college experience and the joy of community-building, with an ethic of care, wellness and social justice for all of our students.

Student Affairs will enhance the richness of its co-curricular programming and recreational activities with additional promotion, marketing and assessment efforts.

- The fun aspects of an Elms College experience will be intentionally cultivated by strengthening old traditions and incorporating new activities into a well promoted Elms

culture. The cross-fertilization of fun, inclusive community building and experiential engagement across our diverse constituencies of students and employees can be enhanced through strengthening the coordination of activities and initiatives that are developed across campus, while centering how our mission, core values and commitments to diversity, equity, inclusion and justice relate to what it uniquely means to be an Elms Blazer.

- We will review and expand CARE Center services to better meet the needs of our students to promote their holistic well-being.
- Elms College will conduct a facilities audit to assess physical accessibility to identify barriers to access. Results of this audit will inform Capital Budget prioritization in subsequent years.
- Elms College will provide opportunities for professional development to faculty and staff. in the following ways:

Elms College aims to increase institutional capacity by developing and funding opportunities for ongoing Professional Development for Faculty and Staff in social-justice programming, including but not limited to Culturally Responsive Teaching and Learning, Inclusive Pedagogy and Anti-Racism.

To fortify the integration of Mission, Equity and Social Justice, there will be intentional collaboration among the Center for Equity in Urban Education, the Center for Ethics, Religion and Culture, the D'Amour Center for Faculty Teaching Excellence (DCFTE), the Institutional Diversity Committee and the Office of Diversity and Inclusion. Elms College will also reactivate and strengthen the Leadership Academy to provide effective mid-level supervision and management at the College enlisting Cabinet members in the development of an annual Managers' professional development curriculum for mid-level managers.

In addition, the College will provide resources for Deans' and Chairs' professional development opportunities. These efforts can further advance transparency and structures of accountability across the institution.

Priority 4. Enlist faculty, staff and administrators to help prepare students to be leaders in a more just, equitable, and pluralistic society through the Elms College Ethical Leadership program.

- Elms College will establish a structure for student ethical leadership in a pluralistic society, while developing curricular and co-curricular activities to be implemented in subsequent years. As part of the Wake Forest Ethical Leadership grant and in preparation

for submitting a multi-year proposal for the Elms College Ethical Leadership (ECEL) program, the VPSA, VPAA and the CDO will convene a cross-campus group (to include the DCFTE, First Year Seminar and the CERC) focused on developing and making recommendations for curricular and co-curricular activities that support a program in ethical, equitable and just leadership in a pluralistic society. This will include input and feedback from key student governance organizations, including the Student Government Association and the Multicultural Scholars Collective. The cross-campus group will also make recommendations for providing appropriate credentials to students who complete curricular and co-curricular activities. The cross-campus group will pilot and refine the program to develop ethical leaders for a more just, equitable, and pluralistic society.

- We will review and expand initiatives around Peer-Peer Education and Peer-Peer Mentorship to enhance student’s leadership development. Structuring these programs in a consistent way to reflect best practices includes providing compensation to peer educators and mentors. This will also provide students with a unique professionalization opportunity as they learn to provide peers with educational and community-building resources, which can advance a greater sense of awareness, safety, belonging and inclusion across campus. The goal is to expand current Peer-Peer education programs in Diversity and Wellness to areas such as Sexual Assault Prevention, Disability Justice and Community Engagement, while also developing Peer-Peer Mentorship programs to enhance support for key segments of the student population, such as Commuters, Adult Learners, First-Generation, Graduate, ELL, and International Students.

Priority 5. Fortify structures of transparency and accountability to continue to build a just institution for all.

- Elms College will fortify structures of transparency and accountability across the organization to promote respectful, effective communication, continuing to build a just institution for all. As part of the RESPECT Campaign (launched Spring 2024), the CDO and the Director of Human Resources will work collaboratively with the Staff Council and the Faculty Governance Committee to develop an Elms’ community statement related to the mission that “Elms is a respectful environment for all to study and work.” We will also provide organizational structure and training to strengthen transparency and accountability by implementing the following: 1) Review Divisional and Unit managers’ role in promoting communication and transparency and develop a communication flowchart 2) Disseminate the result of the review through existing college structures: Cabinet meetings, faculty meetings, town halls, Leadership Academy meetings, etc. 3) Incorporate objectives related to communication and transparency in Divisional and Unit managers’ annual performance plans.

Strategic Planning: Relevance Sub-Committee
Concept Paper

RELEVANCE

In the new Massachusetts environment, the overarching priority of this section of the strategic plan is to clearly articulate the value and relevance of a private, Elms education: to prepare real-world-ready, ethical and principled leaders and doers both traditionally and flexibly for the benefit of our students and our employers-partners, in selected areas.

Summary

At the core of a holistic Elms College education is the passion to educate our students in keeping with our Mission Statement, which is anchored in our Catholic heritage and the Charism of our Founders, the Sisters of Saint Joseph. By serving our students, we also serve the local and global community. To serve our students well, we must think strategically to utilize the best of Elms College, through personalized instruction and academic support, experience in accessible programming for all students, and a dedication to helping a diversity of students in a diversity of settings. We must offer relevant programs and learning experiences that flexibly prepare students to be career-ready and life-long learners.

Overview

As Elms College prepares for the future, we must acknowledge the changing environment in which we recruit students: fewer high school graduates, the new Massachusetts initiatives for free community college and extended Pell grants for public higher education, and many students looking for affordability and accessibility as essential program features. We must be prepared for the intensively competitive environment in which we offer academic programs to prospective students. To be relevant, we must clearly articulate the Elms advantage by embracing and communicating the essential and distinctive components of the Elms experience and the outcomes that make the case for an Elms education. Our value added is the following: we prepare ethical leaders and doers to be career-ready and career-advancement-ready, with the skill set to be successful life-long learners in the Catholic Intellectual Tradition.

The new Liberal Arts and Sciences Core, intimately tied to experiential learning and innovation, explicitly and distinctively reflects the Elms College Mission, Core Values, our Catholic Identity as manifested by the Sisters of Saint Joseph, our focus on ethical development, and the tenets of Catholic Social Teaching. It is an invitation to all students to expand our understanding of human diversity in a pluralistic society. In addition, the core must be communicated as an integral and distinctive

component of an Elms' holistic education, known and articulated by all in the Elms' community as what shapes an Elms College graduate.

Relevance—Areas of Focus

1. A distinctive and relevant Elms undergraduate education manifested through the new Liberal Arts and Sciences Core, experiential learning, ethical development, and innovation.
2. Ensure that high-quality online learning is an essential component of teaching and learning at Elms College.
3. Develop and launch career and workforce-aligned academic programming for non-traditional students, to grow Continuing Education students.

A Distinctive and Relevant Elms Undergraduate Education manifested through the new Liberal Arts and Sciences Core, Experiential Learning, Ethical Development, and Innovation

Ensure that the knowledge, skills, and outcomes reflected in the revised Elms College Liberal Arts and Sciences Core are fully integrated into a distinctive and holistic undergraduate education that embraces diverse perspectives, preparing all of our students for life-long learning and success.

Relevant elements will include:

- A coherently implemented liberal arts core, centered around the mission and core values of faith, community, justice, and excellence;
- Internships and other experiential learning opportunities;
- Innovation Challenge for First-Year students;
- Academic and co-curricular ethical leadership development;
- Opportunities for spiritual development and reflection;
- Data and artificial intelligence literacy essential for all careers.

Elms College will educate students to be ethically and morally centered citizens of the world with essential 21st-Century Skills, and ready to lead in an increasingly pluralistic society.

Ensure that online learning is an essential component of teaching and learning at Elms College

1. Guided by a Vision Statement on Online Learning, prepare a *New Academic Program Plan: 2025-2027* for the development, approval and launch of new online undergraduate and graduate programs through the Kirley School that offer flexibility and accessibility, initiating at least three new programs by 2027. This plan should be developed concurrently and collaboratively with the multi-year Strategic Enrollment and Finance Plan.

2. As part of the Kirley School of Continuing Education's plan to stabilize and grow undergraduate bachelor's degree completion enrollment from community colleges, thoroughly assess the effectiveness of the various program modalities (fully in-person, hybrid, synchronous online, asynchronous online).
3. Develop, market and launch a full suite of affordable online summer courses with core and select major-specific courses to provide opportunities for students to jump start or catch up on requirements.

Develop and launch career and workforce-aligned programming for non-traditional students

1. Utilizing community needs assessment data, develop and launch microcredentials, certificates, certifications, modules, and technical and associate degree programs that provide immediate skills development, and multiple pathways to a full bachelor's degree.
2. To better engage with the business community, and to ensure that new workforce-aligned programs meet the needs of employer and employee, Elms College will put in place organizational structures and processes within the Kirley School that will facilitate connecting with the local community, gathering and analyzing career skill needs data, and sharing out the information widely to the Elms community.
3. Develop a four-course Dual Enrollment Career Pathways to guide high school students toward an area of interest, e.g., Nursing, Criminal Justice, Biology and Pre-Medical, Education, and Business and form an Early College partnership with a local school to create a pathway to a designated degree.

Strategic Planning: Innovation Sub-Committee

Concept Paper

INNOVATION

Within a context of rapid academic and pedagogical evolutions, and in a business model that is increasingly difficult for small, private colleges, the overarching priority of this section of the strategic plan is to articulate the two innovative tracks that the College will follow in the next three years: reorganization and novel practices to build and strengthen capacity and improve the student experience, and truly leading-edge initiatives to recruit students and enhance our profile.

Summary

Academic disciplines, pedagogical methods, and the business model of higher education have all been changing. Rapid transformations in the latter, especially, are posing increasing threats to small, private institutions like Elms College. In the next three years, Elms College must adopt practices that may not be innovative for the world but that are novel for the College in order to maintain our competitiveness. At the same time, Elms College has developed truly cutting-edge initiatives in recent years, which the College must promote vigorously to attract students and enhance our profile. Thus, Elms College seeks innovative new ways to grow and support the Elms community by blending innovation, capacity-building, and reorganization. Innovation will focus on two areas: A) Initiatives that are innovative for Elms and improve teaching and learning, operations, and the student experience; and B) Initiatives that are innovative in higher education. As a result of the innovation areas of focus, in the first category, Elms College will 1) strengthen high-quality online learning to grow enrollment, support; 2) re-evaluate organizational structure and best practices to bolster employee/student support, success and retention; and 3) leverage technology and best practices to respond to student needs for an efficient and supportive learning environment. In the second category, Elms College will 4) grow the Center for Equity in Urban Education (CEUE); and 5) expand the Western Massachusetts Literacy Collaborative (WMLC).

A. Innovative Initiatives for Elms College: Areas of Focus

Area of Focus #1: Strengthen high-quality online teaching and learning

Instructional Designer: Given the increase in online enrollment and demand, with the number of fully online program students growing by 36% over the past three years, it is imperative to enhance our online technology and pedagogy. To ensure that the quality of education remains consistent across both online and in-person platforms, faculty need assistance in developing high-quality online courses that are informative and engaging, as well as help in online assessment methods in this new age of generative Artificial Intelligence (AI). Elms College will expand our one-person Educational Technology Specialist office into a virtual Online Learning Center with the addition of an Instructional Designer who can assist faculty with digital skills and creative strategies for Strengthening Online Learning and Engagement (SOLE). By providing faculty with the necessary support, resources, and opportunities for professional development, we can empower them to develop content-aligned courses that effectively embed access to

support resources and actively engage students. These additions will also be helpful in strategizing continuity for all online courses and programs across the disciplines to ensure that Elms College provides a consistent, high-quality learning environment.

In order to improve and assess our online courses, Elms College will seek training for the Online Learning Center staff and lead faculty with the Quality Matters organization (<https://www.qualitymatters.org/>). Quality Matters (QM) includes professional development, rubrics and standards for online classes that are based on research, and a peer-based review process to certify the quality of online courses. It provides a framework for evaluating the effectiveness of course design in promoting student engagement, interaction, and learning outcomes. We will use QM standards to build our own capacity to review and ensure alignment with best practices in online education. Online faculty champions will assist with the peer-review process. Mini-grants will incentivize faculty to work with the instructional designer and a faculty peer mentor to revise their online courses to meet QM standards.

Faculty and Staff Development: With the continued growth of technology and online products, it is important that Elms College continues to support the education of its faculty to better utilize the teaching technology available. Inclusion of faculty development days within the academic year will be vital to keep faculty abreast of new technologies, communication, and implementation of technology advancements.

With the Quality Matters (QM) training, the Online Learning Center will work with faculty peer mentors to design in-house professional development once a semester, guides, and quality assessments for online courses. We will also establish a feedback and evaluation process where faculty can receive constructive feedback on their online courses from students, faculty peers, and an instructional designer. This helps faculty continuously improve and refine their courses to enhance quality and engagement. A faculty peer mentoring program can serve as a resource and faculty mini grants can provide incentives for the development of high-quality online courses. An annual showcase of online courses developed with the faculty mini grants can help disseminate innovative teaching practices and highlight exemplary course designs. This strategic investment will foster faculty-driven innovation in online education and build an online teaching community that fosters a culture of continuous improvement and promotes excellence in online teaching and learning at Elms College.

The importance of technology training for supportive staff and administrative assistants cannot be overlooked. Administrative assistants would also be able to assist faculty in their divisions with technology support. Structured faculty, staff, and administration professional development days scheduled within the Academic Calendar tied to technology, online course teaching, online student support, development of student sense of belonging in a virtual setting, and continued LMS support are all important.

Area of Focus #2: Re-evaluate organizational structure and best practices to bolster employee/student support, success, and retention

Meet the mental health needs of students: While Elms College currently offers students access to mental health resources, overall data shows that mental health needs have greatly expanded. Elms College will expand what is presently offered to ensure the mental health resources meet the needs of an increasingly diverse Elms population. Activities will include:

- augmenting Elms College’s current mental health support with outside resources that ensure culturally responsive (bilingual) student services and resource offerings.
- improvement of timely communication between the counseling services and students/staff/faculty to increase awareness of the supportive services Elms currently offers, including workshops, events, and resources exploration and adaptation of telehealth for counseling services for all Elms students.

Develop a financial “One Stop Shop” for students – Integration of Financial Aid and Student Accounts: About 98% of Elms College undergraduates receive some type of financial aid. In the fall 2022 cohort, PELL recipients had a 60% retention rate in comparison to 81% for non-PELL students, further highlighting the need for additional financial support and care. A “One Stop Shop” for student financial services would streamline the financial needs for students handling both financial aid as well as student accounts.

Increase student space to build a sense of belonging: The sense of belonging on a college campus has always been important. But now, with the increase in technology and online service options, it has become even more so. While we have options available to students and the community, it is critical that each student feels like they BELONG to the Elms Campus and a part of the Elms community.

Elms College will seek to develop a space where students can find food offerings on weekends and late nights, a comfortable meeting location with perhaps a coffee/snack shop, and a safe space to socialize, engage, and create community. This created space should be on campus for commuter students/residential students to commune together. This space could also offer space for studying and an alternative for study groups to utilize, especially for the commuting and off-campus students.

Re-evaluate organizational structure and opportunities for efficiency: Enrollment challenges continue to create increased pressures on Elms College’s revenues. As a result, Elms College must size our expenses and cost structure correspondingly, limiting the College’s ability to increase staffing. Nonetheless, the College must maintain a competitive level of service to our students. Therefore, the College must have the right people, doing the right thing, at the right time. As an organization we must review and identify opportunities for organizational efficiencies that are not inconsistent with fidelity to our mission, our distinctiveness, or our pursuit of new revenue opportunities. Activities to be undertaken include:

- reviewing the organizational structure, with the purpose of decreasing costs, improving services, or both;
- Seriously identify opportunity for sharing services or expanding course sharing options with other institutions;
- a reexamination of insourcing versus outsourcing services.

Area of Focus #3: Leverage technology and best practices to respond to student needs for an efficient and supportive learning environment.

Provide efficiency in registration and payment for our growing non-degree student population: As the number of online, certificate and non-degree offerings grow, we need the infrastructure to support efficient registration and payment. To be a leader in online and commuter student learning, we need to have easy access to course offerings and seamless enrollment/payment options. The College will pursue creating a “Shopping Cart” feature for course selection and payment for non-degree and professional development offerings.

Increase and improve student support services with a focus on online learners: Our growing number of online students need robust support systems to succeed in their education while juggling jobs, families, and other responsibilities. In order to improve retention and success in our online programs, the College will enhance and provide infrastructure needed for students to be successful via online student support services in tutoring, mentoring, and technical assistance.

B. Innovative Initiatives in Higher Education: Areas of Focus

Area of Focus #4: Grow the Center for Equity in Urban Education (CEUE)

The primary goal of the CEUE is to increase the number and diversity of qualified and licensed educators and school leaders through a focus on three axes: Programs (reimagining academic programs), Partnerships (engaging deeply with a broad range of partners, and Pipeline (grow the pipeline of a diverse and well-prepared workforce).

- *Good progress has been made in these areas, including a total enrollment of 81 students (67 Black and Latino, 14 White) from FA19-SP24. Undergraduate: 31; Graduate: 50. In addition, the percentage of BIPOC students in the Education Division at Elms College has increased from 19% in 2018, before the creation of the Center, to 46% in Spring 2024.*

The College will reinforce the successes of the CEUE by:

- leveraging our partnerships to increase enrollment in the three key programs, including an approved master’s in educational leadership;
- seeking additional funding support for the CEUE to, among other things, explore a “grow your own” initiative;
- communicate and promote the successes of the CEUE

Area of Focus #5: Expand the Western Massachusetts Literacy Collaborative (WMLC)

The Western Mass Literacy Collaborative (WMLC), was founded in early 2023 by Elms College, along with American International College, Bay Path University, Westfield State University, and Springfield Public Schools. The WMLC went on to design the Summer Learn & Earn (SLE) Literacy Corps Intervention program that launched in summer 2023.

In its inaugural summer program, 16 college students majoring in education took part in an intensive week-long professional development focused on using culturally responsive evidence-based literacy interventions with diverse PreK-12 student populations, including multilingual and

special education students. The SLE Literacy Corps members were introduced to a research-based, multi-tiered system of support structure for literacy instruction. They were also enrolled in a 3 cr course, *Culturally Responsive Literacy Pedagogy in Urban Settings I*, through Elms College. The SLE's Literacy Corps Teachers were employed by Springfield Schools to provide small group literacy interventions to their students. A culminating event celebrating the learning and work of the teachers and the partnership was held upon the conclusion of summer school. In summer 2024, the WMLC expanded to 36 Literacy Corps Literacy Intervention Teachers and two additional school systems joined: The Springfield Empowerment Zone Partnership (SEZP) and East Longmeadow Public Schools. Funding was received through a MA Department of Elementary and Secondary Education (DESE) Early Literacy Collaborative grant that was created based on the innovative work of the WMLC to impact early literacy across the state. Additional funding was received through an SEZP grant from DESE.

To sustain and grow the work of the WMLC, the following is needed:

- Hire a grant- or gift-funded director for the Western Massachusetts Literacy Collaborative to oversee the shared collaborative vision of planning and implementing Early Literacy Programs, using evidence-based literacy methods, to meet the literacy needs of the region through establishing higher education and school system partnerships and building out an assessment model to measure impact.
- Increase the number of school system partners from 3-6, to strengthen early literacy skills throughout the region.
- Grow the number of higher education partners to five, that are focused on culturally responsive structured literacy practices and committed to using high-quality instructional materials for early literacy training.
- Develop an assessment plan to measure the impact of the WMLC SLE on the PreK-12 students being served.
- Continue to communicate and promote the successes of the WMLC.

Strategic Planning: Strength Sub-Committee
Concept Paper

STRENGTH

Financial resources are the fuel to pursue and advance the mission. The overarching aim of this section of the strategic plan is to articulate how the College will maintain the financial health that allows a vigorous pursuit of our mission in these incredibly difficult times for small colleges. The three elements of the strategy are: a stabilized and growing enrollment, continued discipline in achieving key financial metrics established in a multi-year financial plan, and targeted fundraising for specific needs.

Summary

Long term sustainability is an increasing challenge for small colleges which do not have a large endowment in today's environment. Though Elms College is not wealthy, it has continued to remain healthy and sustainable. The PRISM Strategic Plan aims to solidify and expand Elms College's position by creating sustainable growth and resilience through strategic initiatives in the key areas of Enrollment, Finance, and Advancement. Each area is targeted with specific goals designed to meet the evolving needs of the college community and the educational landscape at large. The overarching aim is to enhance the college's strengths, identify and pursue new opportunities, and ensure long-term sustainability and success.

Priorities for Strength Sub-Committee

The Strength Sub-Committee has identified three main areas of focus, each with specific priorities:

Enrollment:

Stabilize and grow Enrollment through the creation and implementation of a strategic, granular, multi-year enrollment plan.

Elms College will create a strategic, granular, multi-year enrollment plan to grow undergraduate and graduate enrollment. This plan will focus on creating sustainable pipelines for both undergraduate and graduate students, diversifying the geographic reach of the college, and enhancing the college's brand visibility and reputation.

1. Communicate the Relevance of our Liberal Arts Core and Academic Programs to the Greater Community:

In order to communicate regarding the return on investment (ROI) of an Elms education (See Relevance Pillar, Priority 1) and to promote our high-quality programs, student experiences, and the culture of support and respect that prepares ethical leaders to career-ready and career-advancement ready, we will:

- Communicate the Elms College Liberal Arts and Sciences Core curriculum as a distinctive, value-added component of an Elms holistic education that provides essential knowledge and skills to prepare all undergraduate students to be Career-Ready and Life-Long Learners.
- Ensure that billboards or other types of branding or advertising include messaging about student success clearly and concisely (e.g., participation in experiential learning to elevate career readiness, graduation rates, employment rate, types of — as a small, regional college in an intensely competitive environment, Elms College must continuously articulate our value-added, ROI, to potential students and employers.
- Increase communication with Elms College alumni, with a goal of increased engagement around their time as students being used to market what is distinctive and positive about an Elms College education.

2. Build Sustainable Pipelines for Graduate and CE Enrollment:

The graduate and continuing education market is experiencing substantial growth, with the National Center for Education Statistics reporting a 16% increase in master's degrees conferred between 2011-12 and 2021-22. This growth is fueled by the increasing demand for advanced degrees and specialized skills in a rapidly changing job market. By creating sustainable pipelines for graduate and CE enrollment, Elms College can tap into these expanding markets, attracting a diverse pool of prospective students seeking to enhance their career prospects and personal development. This strategic focus aligns with national trends and positions Elms College to not only meet the evolving educational needs of the region, but also to bolster its reputation as a provider of high-quality graduate and continuing education programs; thereby, attracting a wider range of students and contributing to the economic vitality of the region. To create sustainable pipelines for graduate and continuing education enrollments, Elms College will:

- Develop a comprehensive marketing strategy highlighting the unique value proposition of Elms College's graduate and CE programs, emphasizing flexibility, affordability, and career relevance.
- Strengthen partnerships with regional employers and professional organizations to create pathways for employees to upskill and advance their careers through Elms College's graduate and CE programs (See Relevance Pillar Priority 3.2).
- Work together with the Kirley School of Continuing Education to develop certificate programs that meet the needs of local employers (See Relevance Pillar Priority 3.1).
- Target area community colleges where we offer Elms programs, both on ground and online formats, to address “free community college” challenges.
- Expand online and hybrid program offerings to reach a wider audience of potential graduate and CE students, particularly working adults seeking flexible learning options (See Relevance Pillar Priority 2.1).

3. Create Sustainable Pipelines for Undergraduate Enrollment:

- Build relationships with local schools and community organizations to establish a steady flow of prospective undergraduate students. Currently hosting 81 high school students through partnerships with various local high schools, we see potential for expansion, particularly with feeder schools such as Chicopee High School, Springfield Central High School, and Putnam High School.
 - Promote college-level courses and campus life
 - Leverage the newly implemented Slate CRM and the new partnership with EAB to enhance communication with all prospective students
 - Simplify the dual enrollment application and registration process
- Develop programs and market Elms College as an institution that attracts and retains a diverse student body (See People Pillar Priority 1).
- Target vocational schools, dual enrollment feeder schools and Early College partner schools with tailored information sessions. Our success, particularly through initiatives like off-site programs, highlights the effectiveness of sustained engagement.
- Deepen engagement with community colleges and implement the action plan of

the Kirley School of Continuing Education to stabilize and grow undergraduate continuing education from community colleges (See Relevance Priority 2.2).

4. Become a Hispanic Serving Institution (HSI):

Elms College is proud of its diverse student body, with 24% of students identifying as Hispanic as of the fall 2024 census—27% within our undergraduate programs and 13% among graduate students. This demographic foundation strengthens our resolve to further embrace diversity and inclusivity. Our strategic aim for the next three years is to qualify as a Hispanic Serving Institution (HSI), a designation that reflects our commitment to serving the educational needs of our growing Hispanic community (See People Pillar, p. 2). To achieve this goal, we plan to expand our efforts to continue to attract Hispanic students through targeted outreach and partnerships with Hispanic-serving high schools. Key initiatives will include the utilization of bilingual materials, the enhancement of our digital platforms for wider accessibility, and the conduct of workshops within Hispanic communities to provide a thorough understanding of the financial support options available, thereby lowering the barriers to higher education.

5. Increase Geographic Outreach:

The New England region, where Elms College is located, is projected to experience a 15% decline in high school graduates by 2032, according to the Western Interstate Commission for Higher Education (WICHE). This demographic shift necessitates a strategic approach to enrollment management, particularly for institutions like Elms College that have traditionally relied on local and regional student populations. These targeted goals are instrumental for Elms College to amplify its profile and garner additional support for its diverse programs and initiatives. Enrollment Management and Marketing will:

- Explore 1-2 areas for possible expansion of the College’s geographic footprint in the next 3 years.
- Extend reach beyond Western MA and Northern CT to draw from a wider geographic area. Our goals include increasing dual enrollment contributions to 5% of our total enrollment and welcoming 30 students annually from community colleges.
- Assess the introduction of financial incentives (scholarships) to attract students

from outside the local regions. Recognizing the current absence of out-of-state specific scholarships, Elms College is poised to assess the introduction of such financial incentives through econometric modeling with EAB. This assessment aims to outline scholarships or financial incentives designed to attract students from outside the local regions of Chicopee, Springfield, and Holyoke, highlighting the value and opportunities available at Elms College.

- Market our partnerships with Boston-area community colleges, starting with the BS in Biotechnology and BA in Biology programs developed in collaboration with Bristol Community College.

6. Enhance Brand Visibility and Reputation:

Elms College's marketing strategies, including targeted digital ads and social media engagement on LinkedIn, Instagram, and Facebook, have laid a solid foundation for enhancing its visibility. Successful digital campaigns, evidenced by a 94% completion rate across 94,073 views on streaming platforms, and strategic sponsorships, like those with the ThunderBirds hockey team and Health Care Heroes, significantly boost the college's regional presence. Additionally, partnerships at both local and international levels—notably with entities like Autism Allies, Baystate Health, and international institutions in Haiti, Jordan, and Japan—underscore Elms College's commitment to broadening its influence and fostering global educational connections. These initiatives, along with articulation agreements in crucial fields, highlight the college's dedication to expanding its impact and supporting diverse educational pathways.

To build upon this momentum, Elms College aims to formalize a strategic multi-year marketing plan that enhances our brand visibility and reputation across local, regional, and national levels, as well as key messaging around “affordability” to address the expansion of Massachusetts’ “free community college” initiative. Key Performance Indicators (KPIs) for this plan include:

Social Media Engagement: Increase our follower count by 25% and double our engagement rate on existing platforms (LinkedIn, Instagram, Facebook) and expand our presence into new platforms.

Digital Ad Success: Achieve a 15% increase in ad viewership and maintain or improve the

completion rate of our streaming ads over the next three years.

Partnership Expansion: Form at least five new regional business partnerships and two new international academic collaborations annually, aimed at enhancing our community involvement and educational outreach.

Finance

Elms College's strength will be achieved in part by maintaining a state of long-term financial equilibrium in support of the mission. Financial equilibrium requires the achievement of annual positive results through revenue growth that is commensurate with increases in expenditures. It also requires the regular renewal and maintenance of the institution's physical assets and an endowment that maintains its purchasing power parity in providing financial support to the institution in perpetuity.

Over the past ten years, Elms College has fared well relative to the standard of financial equilibrium. As evidenced in audited financial statements from the period FY2014 to FY2023, the college has produced balanced budgets in each of those ten years. During that time, the institution also achieved positive operating margins, ranging from 5% to 16%, with an average of 9.6%, or nearly \$2.6 million each year, on average. Those margins contributed to a nearly 40% ten-year growth in net assets (total assets minus liabilities) over the same period from \$25.4 million to \$61.0 million, and supported important initiatives of the college and care for the physical plant. Similarly, due to prudent endowment management and the generosity of institutional donors, the endowment expanded from approximately \$8.0 million in FY2014 to \$21.0 million by the end of FY2023 and stood at \$25.0 million as of June 30, 2024.

Despite the financial accomplishments of the past decade, Elms College stands at a pivotal financial juncture. As a consequence of the ongoing national decline in the population of traditional-aged college students, over the past ten years fall enrollment at the college, in terms of head count, declined from 1,717 in the fall of 2014 to 1,326 for the fall of 2013. With approximately 85% of total revenue historically anchored in tuition, the progressive decrement in enrollment constitutes an increased challenge to the college's financial model. In addition, over the past decade, the unfunded tuition discount rate (i.e., financial aid provided to students in the form of foregone tuition) grew from 45.4% in FY2014 to 53.0% in FY2023, diminishing net tuition revenue per student. During the COVID pandemic, the adverse impact of these combined trends was partially mitigated by financial support from the Higher Education Emergency Relief Fund (HEERF), but the discontinuation of that funding has ushered in a period of financial recalibration. Short-term responses included such undesirable action as a one-year reduction in

employer contributions to employee retirement plans and pause in annual salary increases. These measures, while necessary in the moment, are not sustainable, and underscore the urgency of broadening the college's financial base to ensure long-term stability and growth. The goals below are not merely a reaction to immediate financial pressures but a visionary shift towards sustainability. These aim to fortify Elms College against future challenges while supporting its enduring mission of delivering exceptional education.

1. Diversifying Revenue Streams: With the current enrollment challenges, Elms College recognizes the importance of cautiously expanding its revenue sources beyond traditional, full-time student tuition. This diversification strategy will focus on achievable, incremental gains and incorporate, as well, utilizing the campus for events and enhancing auxiliary services. Goals will include:

- Diminishing reliance on tuition from traditional full-time students by diversifying educational offerings, as described above, to enroll, and capture tuition from, a broader array of non-traditional undergraduate students: those pursuing education on a part-time basis and/or attending classes at satellite locations or online, those enrolled in degree-completion programs, students seeking non-degree credentials, and students pursuing graduate study (See Relevance Priority 2.3 and 2.4 and Strength- Enrollment Priority 1).
- Evaluate, and as deemed feasible, implement expanded course offerings during summer months, potentially increasing tuition revenue and augmenting revenue by opening residence halls during the summer to students attending summer courses.
- Explore opportunities for hosting or partnering with others in smaller, local events during off-peak seasons that will generate program fees and revenue from rentals of residence halls.
- Improving the utilization of auxiliary services with the goal of a 10% increase in revenue over the next three years, focusing on community engagement and partnerships that align with the college's capabilities and resources and that promote increased leasing of college facilities for individual and group functions.
- Expand auxiliary services revenue by developing, as feasible, robust summer-programs offerings that utilize otherwise idle facilities during the summer, or identify partners willing to lease facilities during the summer for their proprietary summer programs. Priority should be given to programs that align

with the educational mission and identity of the college and that establish relationships between the college and prospective students

2. Planning for and Monitoring Financial Strength: A key component of maintaining financial health and strength includes the establishment of a framework for guiding and monitoring the fiscal vitality of the College, based on realistic assumptions that are based on the realities of the College and the higher education sector. This will be accomplished by:

- Revising the College’s multi-year financial plan with most updated current-year actuals and realistic future-year projections for enrollment, other revenues, and expenditures, that reflect the College’s reality and goals. Update the multi-year financial plan annually.
- Elms College will continue to monitor financial metrics that ensure ongoing financial health and strength. They will include but will not be limited to: positive operating margins, adequate cash balances, growing endowment, and sufficient flexible reserves.

3. Enhancing and Maintaining Infrastructure and Technology Investments: Elms College plans to maintain a disciplined approach to invest in the physical plant and in technology to simultaneously address deferred maintenance, maintain capital renewal, and invest in campus enhancement activities. Priorities will be set on:

- Updating the needs assessments for campus infrastructure - then re-prioritize critical needs with an emphasis on life safety items and those that relate to the integrity of the physical plant.
- Investigate LMS options and possibly upgrade the Learning Management System (LMS) to enhance online learning experiences, with a focus on user-friendly features that support current student and faculty needs.

Advancement

Elms College's Comprehensive Advancement Program (CAP), built on a history of donor engagement and the fundraising success of the current ***Building Bridges Campaign***, sets an ambitious path forward. Highlighting the impact of significant contributions, the advancement strategic plan acknowledges transformative programs and renovations brought to life through this historic campaign. Key initiatives such as the establishment of the Dolores Donlin Noonan '39 Experiential Learning Program, the launch of the St. Augustine Center for Ethics, Religion and

Culture, the Center for Equity in Urban Education, the D'Amour Center for Faculty Teaching Excellence, renovations like the first on-campus Living-Learning, Community and Cultural Center (known as Gaylord Mansion), the Missy Haddad Center for Writers, the athletic facility's upgrade, and increase in scholarship support underscore this strategy. Coupled with meeting Annual Fund goals and exceeding the fundraising and participation goals of the college's day of giving, Blazer Blitz, these achievements exemplify the community's strong support and the college's commitment to growth and excellence. Elms College plans to build on those accomplishments, in the next three years, as follows:

Specialized Campaign for Strategic Growth: To support the PRISM strategic plan, the College will launch an interim project-based campaign focused on key areas identified in the college's strategic plan.

Enhance Donor Support: Leverage the success of exceeding both last year's and this year's fundraising goals to deepen alumni and donor relationships through compelling storytelling and targeted annual fund high-impact activities. This will be achieved by maintaining the current levels and increasing annual fund donor participation over the next three years. Additionally, aim to boost participation through retention, reactivation and acquisition, ensuring a stable and growing foundation of annual unrestricted support.

Amplify Alumni Relations: With an emphasis on acquiring state-of-the-art digital platforms and personalized communication, expand alumni engagement initiatives to foster a more vibrant alumni network. In an effort to enhance and sustain meaningful relationships, create and implement a metric to measure alumni engagement over three years, as determined by participation in events, contributions, and interaction with digital content.

Through strategic advancement efforts, the college aims to secure the necessary resources to continue offering exceptional educational experiences, while celebrating its legacy and looking forward to its centennial with a strengthened community of supporters.

The Strength priorities of Enrollment, Finance and Infrastructure, and Advancement ensure that the college responds to the challenges of the future and thrives.

Strategic Planning: Mission Sub-Committee
Concept Paper

MISSION

Elms College, a Catholic institution founded by the Sisters of St. Joseph, derives our distinctiveness from our mission: to educate a diverse group of students in a vibrant and supportive learning environment, thus forming ethical, principled, and caring individuals for themselves and for the world. The overarching priority in this section of the strategic plan is to articulate how Elms College plans to remain attentive to our distinctive mission both now- in the outcomes that we seek in our students- and for the future- as we are intentional about ensuring that we remain faithful to our founding mission.

Summary

Since its founding in 1928 by the Sisters of St. Joseph, Elms College has upheld its Catholic identity and belief in the transformative power of a liberal arts education. In keeping with our founders' vision of making higher education accessible to all, Elms College is a diverse and vibrant community of students, faculty, and staff, committed to the charism of the Sisters of St. Joseph to "unite neighbor to neighbor and neighbor to God without distinction."

Elms College advances its mission by educating creative, principled, and reflective thinkers poised to make meaningful contributions to their communities and professions. Our core values – faith, community, justice, and excellence – are not just aspirational; they are foundational and inform every facet of our life and work.

An Ever-Changing Landscape

For over half of its nearly century-long history, Elms College was staffed predominately by Sisters of St. Joseph and diocesan priests. The Sisters taught most courses, while priests taught philosophy and theology. In the late 1940s, three laymen were hired to teach laboratory sciences, but major faculty and administrative roles remained the domain of Sisters and priests until the mid-1960s. This period marked the beginning of a gradual shift to a more lay-inclusive faculty and staff.

By the early 1990s, as became the case for many Catholic institutions of higher education, the College's faculty and staff were composed primarily of laypeople. In 2024, only one Sister of St. Joseph and one diocesan priest serve at Elms College.

The longstanding presence of Sisters and priests on campus fostered an atmosphere that helped promote, in an organic way, fidelity to the College's Catholic identity and mission. As a growing number of individuals from various backgrounds join the ranks of Elms faculty and staff, and as we anticipate the day when no full-time Sister or priest may be assigned to Elms College, intentional strategic planning is crucial to ensure that future faculty and staff of Elms College remain steadfast around the mission of educating a diverse group of students in a vibrant and supportive learning environment, in the Catholic Intellectual Tradition and moved by the charism of our founders.

In 2024, the College continues to advance our mission through: a revised liberal arts core in the Catholic Intellectual Tradition anchored around the College's core values of faith, community, justice, and excellence, beginning with First Year Seminar, where students are exposed to the college history, mission and the Catholic Social teachings, continuing through religious studies courses, extracurricular opportunities, and programming offered through The Institute for Theology and Pastoral Studies (ITPS), The St. Augustine Center for Ethics, Religion, and Culture (CERC), The Center for Equity and Urban Education (CEUE), D'Amour Center for Faculty Teaching Excellence, and The Office of Campus Ministry. One of the consistent threads of this strategic plan is the articulation of the outcome that our mission statement seeks for Elms College graduates in our contemporary world. Rooted in faith, educated in mind, compassionate in heart, and responsive to civic and social obligations, Elms College students are empowered to effect positive changes in the community and in the world. In our increasingly polarized yet pluralistic society, the College aims for an Elms graduate to be distinctively well-prepared to be an ethical and just leader in their field.

Strategic Priorities

- 1. Implementation of a revised Liberal Arts Core in the Catholic Intellectual Tradition.** The D'Amour Center for Faculty Teaching Excellence (DCFTE), will work to articulate the mission and core values of the college into the liberal arts core. Working across disciplines and the institution, the D'Amour Center will strengthen the connection between the mission and the liberal arts core through professional development and faculty initiatives integrating the revised curriculum into their teaching (See Relevance Priority 1,). Under the leadership of the VPAA, the D'Amour Center, the Curriculum Committee, and other relevant committees will pay particular attention to ensure that the implementation of the core curriculum produces the outcomes that this strategic plan seeks for an Elms graduate.
- 2. Implementation of co-curricular programming in support of the mission.** Working closely with the Special Assistants to the President, the CERC, the VPSA will ensure the infusion of a sense of mission into student activities and athletics. The Elms College Ethical Leadership program will be an important vehicle to prepare ethical and just leaders to effect positive changes in their community and the world. Grant money will

also be sought for mission-related travel to places like LePuy, France where the Sisters of St. Joseph were founded.

- 3. Planning for future fidelity to the Mission.** A Mission Integration Officer (MIO) is needed to ensure ongoing fidelity to the College's Catholic identity and mission, as we prepare for the future. During Year One of the Strategic Plan, job descriptions for a full-time and part-time Mission Integration Officer will be developed. This process will involve widespread consultation with all major stakeholders, including faculty and staff. Specific input will be sought from the Chief Diversity Officer and the directors of ITPS, CERC, CEUE, DCFTE, Campus Ministry as well as the special assistants to the President in developing the job description. Grant opportunities to fund this new position and office will also be explored during Year One.

Contingent upon fundraising, by the end of Year Two, the position of Mission Integration Officer will be posted, and interviews will be undertaken.

In Year Three, the newly created Office of Mission Integration will begin its work. This includes intentional efforts to share an appreciation of the College's mission and the many ways the mission informs all that the College does, throughout offices that directly interface with students (i.e., admissions, student accounts, financial aid, and student activities.)

- 4. Human Resources for Mission.** The Special Assistants to the President will work directly with the Director of Human Resources to include an attentiveness to mission in creating job descriptions, recruiting and onboarding new employees, and evaluating employees.

Finally, succession planning pertinent to the positions of special assistant for charism and mission and special assistant for Catholic identity will also take place during Year Three.

PRISM ACTIONABLE ITEM REPORTS, KEY PERFORMANCE INDICATORS, AND RESOURCE NEEDS

PEOPLE

Support the recruitment and retention of a diverse student body and a diverse employee population.

Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
1A. Reflect current best practices in promoting the academic success and overall well-being of all students, particularly our underserved students.	CDO, VPAA and the Dean for Student Success will convene an institutional committee to develop an Elms College Bridge Program that scaffolds across a 3-year period, coordinating with existing programs such as First Year Seminar, Elms College Ethical Leadership program (ECEL), Campus Ministry, Experiential- Learning, and the Center for Student Success staff to more fully integrate the Mission and DEIJ.	Year 1	Design of an Elms College Bridge program completed by April 2025.	<i>No additional resources for developing the Bridge Program</i>
	Pilot Bridge program for 25 first-year underserved students (summer 2026).	Year 2	Enroll 25 students in summer 2026 Bridge Program.	<i>Resources for Year 2 Pilot to be included in the FY26 Budget</i>
1B. Enhance the growth and vibrancy of international student programs.	Identify at least 2 countries for student recruitment where we have ties. Identify point people to recruit. Identify and strengthen supports for international students.	Years 2-3	Identify at least 2 countries for student recruitment where we have ties. Identify point people to recruit. Identify and strengthen supports for international students.	<i>Funding for International Programs to be funded through grants or fundraising.</i>
2. Seek grant support and additional resources to fund innovative strategies for diversifying our faculty and staff.	Institutional Advancement, in collaboration with the VPFA and VPAA, will review and enhance existing staffing and organizational structures to be more effective in the obtention and administration of grants and sponsored funding.	Year 1	Review and enhance existing staffing by May 2025.	<i>Resources for grant post-award management to be included in FY25 Budget</i>
3. Prepare Elms College for the benefits and accountabilities associated with becoming a Hispanic Serving Institution (HSI).	VPAA, VPSA, Dean for Student Success, and CDO, will assess and develop a plan for expanding bilingual and ELL student support by February 2025. The plan will be presented by the VPAA and VPSA to the Cabinet for review by March 2025 for implementation in YR2 and YR3. The VPAA and Dean for Student Success will review and create a plan for developing and expanding bilingual/ELL resources in the Center for Student Success (academic coaching, advising, and tutoring), particularly related to the academic departments and divisions that require licensure and certification exams by February 2025.	Years 1-3	VPAA, VPSA, Dean for Student Success, and CDO, will assess and develop a plan for expanding bilingual/ELL student support by February 2025. Reviewed by Cabinet by March 2025. Review and create plan for expanded bilingual/ELL academic resources by February 2025.	<i>No additional resources needed for assessment and plan development</i> <i>Resources for expanding family support and bilingual services to be identified in FY25 and included in FY26 and FY27 Budgets</i>
	The VPFA, VPEMM, and CDO, will assess and create a plan to provide expanded family support, including bilingual services, in the areas of admissions, financial aid, and student accounts by December 2024, with implementation in YR2 and YR3.	Years 1-3	The VPFA, VPEMM, and CDO, will assess and create a plan to provide expanded family support, including bilingual services, in the areas of admissions, financial aid, and student accounts by December 2024, with implementation in YR2 and YR3.	<i>No additional resources needed for creating the plan. Resources for expanding family support and bilingual services to be identified in FY25 and included in FY26 and FY27 Budgets</i>
4. Implement a salary and benefits study to promote employee recruitment and retention.	The VPFA and Director of HR will conduct a salary study and establish an implementation plan by February 2025 for review by the Cabinet by March 2025 with implementation in YR2 and YR3 as budget allows.	Years 1-3	Complete salary study and establish an implementation plan by February 2025 for review by the Cabinet by March 2025 with implementation in YR2 and YR3 as budget allows	<i>No resources needed for salary study in FY25. Dollars to implement salary adjustments to be included in the FY26 and FY27 Budgets</i>
	The VPFA and Director of HR, in consultation with Faculty, Salary and Benefits Committee and Staff Council, will review and evaluate current health insurance offerings by February 2025 for review by the Cabinet by March 2025 with implementation in YR2 and YR3 as budget allows.	Years 1-3	Review and evaluate current health insurance offerings by February 2025 for review by the Cabinet by March 2025 with implementation in YR2 and YR3 as budget allows.	<i>No resources needed for reviewing health insurance offerings and child care options. Implementation dollars to be included in FY26 and FY27 Budgets</i>

	The VPFA and Director of HR, in consultation with Faculty, Salary and Benefits Committee and Staff Council, will review and evaluate child care options by February 2025 for review by the Cabinet by March 2025 with implementation in YR2 and YR3 as budget allows	Years 1-3	Review and evaluate child care options by February 2025 for review by the Cabinet by March 2025, with implementation in YR2 and YR3 as budget allows	
Create an inclusive environment where all members of Elms College can thrive.				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
1. Expand and coordinate support structures that promote social justice for all students.	The Dean of Students, Dean of Student Success, and CDO will review and develop a plan for expanding CARE Center Services by February 2025 with implementation as soon as budget permits.	Years 1-3	Review and develop a plan for expanding CARE Center Services by February 2025 with implementation as soon as budget permits.	<i>No resources needed to develop the plan. Implementation dollars to be included in FY26 upon availability</i>
	The VPFA and CDO will review and develop a plan for expanding compensated Peer-Peer Education Programs (Wellness, Diversity, Sexual Assault Prevention, and Community Justice) by February 2025 with implementation as soon as budget permits.	Years 1-3	Review and develop a plan for expanding compensated Peer-Peer Education Programs (Wellness, Diversity, Sexual Assault Prevention, and Community Justice) by February 2025 with implementation as soon as budget permits.	<i>Funding for Peer-Peer Education Programs to be funded through grants or fundraising.</i>
	The VPFA, Dean for Student Success and CDO will review and develop a plan for expanding compensated Peer-Peer Mentorship Programs (Commuters, Adult Learners, First-Gen Students, ELL, International Students) by February 2025 with implementation as soon as budget permits.	Years 1-3	Review and develop a plan for expanding compensated Peer-Peer Mentorship Programs (Commuters, Adult Learners, First-Gen Students, ELL, International Students) by February 2025 with implementation as soon as budget permits.	<i>Funding for Peer-Peer Education Programs to be funded through grants or fundraising.</i>
2. Conduct a facilities audit to assess physical accessibility to identify barriers to access.	The VPFA will conduct a facilities audit by February 2025 and present results to Cabinet by March 2025.	Year 1	Conduct facilities audit by February 2025. Present results to Cabinet by March 2025.	<i>Facilities assessment audit to be included in FY25 capital budget. Further implementation to be included in the FY26 and FY27 capital budgets</i>
	Results of the audit will inform Capital Budget prioritization for YR2 and YR3.	Years 2-3	Set priorities for YR2 and YR3 during annual Cabinet prioritization process.	
3. Provide opportunities for Professional Development for Faculty and Staff.	The CDO, VPAA, and VPFA will develop and fund ongoing professional development in social-justice focused programming including but not limited to: Culturally Responsive Teaching and Learning, Inclusive Pedagogy, and Anti-Racism (minimum of 3/year).	Years 1-3	Hold a minimum of 3 social justice focused professional development sessions/year.	<i>FY25 programming to be done within FY25 Budget. Additional funding to be added to FY26 and FY27 Budgets</i>
	The VPAA and CDO, will work to strengthen the collaborations between the CEUE, CERC, CFTE, the IDC and DEIJ to result in a greater integration between our Mission, Equity, and Social Justice professional development. Hold at least one jointly offered Professional development/ year.	Years 1-3	The CEUE, CERC, CFTE, the IDC and DEIJ will collaborate on at least one social justice focused professional development per year.	<i>No additional resources needed for strengthened collaboration</i>
	The VPFA, in collaboration with HR, will reactivate and strengthen the Leadership Academy to provide effective mid-level supervision and management at the College; involve Cabinet members in the development of an annual Managers' professional development curriculum for mid-level managers.	Years 1-3	Leadership Academy will be reactivated in Spring 2025 and Cabinet will review professional development curriculum in Fall 2025.	<i>Leadership Academy increased programming to be funded through FY25 Presidential initiatives</i>
	The VPAA will provide resources for Deans' and Chairs' professional development opportunities.	Years 1-3	VPAA will identify Deans and Division Chairs to attend professional development each year.	<i>Additional resources for Deans and Chairs' professional development to be funded through Presidential initiatives</i>
Enlist faculty, staff and administrators to help prepare students to be leaders in a more just, equitable, and pluralistic society.				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources

Establish structure for student ethical leadership in a pluralistic society.	The VPSA, VPAA, and CDO as part of the Wake Forest Ethical Leadership grant and in preparation for submitting a multi-year proposal for the Elms College Ethical Leadership (ECEL) program, convene a cross-campus group (to include ECEL, the CFTE, and the CERC) focused on developing ethical leaders in a pluralistic society by March 2025. The cross-campus group will make recommendations for curricular and co-curricular activities that support a program in ethical and just leadership in a pluralistic society. The cross-campus group will make recommendations for providing appropriate credentials to students who complete curricular and co-curricular activities.	Year 1	Cross-campus team will convene to work on planning for a March 2025 proposal submission on Ethical Leadership. Cross-campus team will make recommendations on curricular and co-curricular activities in support of Ethical Leadership. Cross-campus team will make recommendations on related credentials for curricular and co-curricular activities.	<i>No additional fund needed to convene the cross-campus group or for recommendations</i>
	Elms College, through the VPAA, will submit a multi-year proposal to Wake Forest to fund the integration of Ethical Leadership in a pluralistic society into the Elms College student experience through intentional curricular and co-curricular learning.	Year 1	Cross-campus team will submit Ethical Leaders proposal by March 2025.	<i>No additional resources needed for developing and submitting the proposal.</i>
	The VPSA and VPAA will pilot the implementation and program refinement of the leaders for a more just, equitable, and pluralistic society initiative.	Years 2-3	VPSA and VPAA will pilot implementation of Wake Forest grant in YRs 2 and 3 if awarded.	<i>Pilot program for Ethical Leaders to be funded through the current WF grant.</i>

Fortify structures of transparency and accountability to continue to build a just institution for all.

Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
1. Develop an Elms' community statement related to the mission that "Elms is a respectful environment for all to study and work" that would be posted in all buildings and residential areas.	Human Resources and the CDO, working with the Staff Council and the Faculty Governance Committee, will develop a community statement to presented for review to the Cabinet by April 2025.	Year 1	Human Resources and the CDO, working with the Staff Council and the Faculty Governance Committee, will develop a community statement to presented for review to the Cabinet by April 2025.	<i>No resources needed for the development of the community statement</i>
2. Provide organizational structure and training to strengthen transparency and accountability.	Cabinet Vice Presidents will review Divisional and Unit managers' role in promoting communication and transparency and develop a communication flowchart to be presented to the Cabinet by March 2025.	Year 1	Cabinet Vice Presidents will review Divisional and Unit managers' role in promoting communication and transparency and develop a communication flowchart to be presented to the Cabinet by March 2025.	<i>No resources needed to develop communication and transparency flowchart</i>
	The VPFA will disseminate the result of the review through existing college structures: Cabinet meetings, faculty meetings, town halls, Leadership Academy meetings, etc. throughout the Spring 2025 semester.	Year 1	The VPFA will disseminate the result of the review through existing college structures: Cabinet meetings, faculty meetings, town halls, Leadership Academy meetings, etc. throughout the Spring 2025 semester.	<i>No resources needed for result dissemination</i>
	The VPFA and Human Resources will incorporate objectives related to communication and transparency in Divisional and Unit managers' annual performance plans in Spring 2025.	Year 1	The VPFA and Human Resources will incorporate objectives related to communication and transparency in Divisional and Unit managers' annual performance plans in Spring 2025.	<i>No resources needed for goal setting.</i>

RELEVANCE

A distinctive and relevant Elms undergraduate education manifested through the Liberal Arts and Sciences Core, experiential learning, ethical leadership development, and innovation

Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Ensure that the knowledge, skills and outcomes reflected in the revised Elms College Liberal Arts and Sciences Core are fully integrated into a distinctive and holistic undergraduate education, preparing students for life-long learning and	1. The D'Amour Center for Teaching Excellence, working with outside consultants, a cross-discipline representation of faculty, as well as Mission and student affairs staff, will develop a series of professional development activities around the liberal arts core and teaching effectiveness to	Years 1-3	1. At least four (two per semester) professional development activities will be held each year for the next three years, with additional digital resources to be made available for all full-time and adjunct faculty.	<i>Professional development opportunities to be funded through the D'Amour Center. No additional resources needed.</i>

<p>Ensure that the knowledge, skills and outcomes reflected in the revised Elms College Liberal Arts and Sciences Core are fully integrated into a distinctive and holistic undergraduate education, preparing students for life-long learning and success.</p>	<p>1. The D'Amour Center for Teaching Excellence, working with outside consultants, a cross-discipline representation of faculty, as well as Mission and student affairs staff, will develop a series of professional development activities around the liberal arts core and teaching effectiveness to promote its uniform and ongoing implementation. The professional development activities will help faculty members continue to reflect on the rationale for a core curriculum anchored around the College's core values of faith, community, justice, and excellence. They will further help faculty members to discuss the student life and professional outcomes that such a curriculum intends to foster. The goal is to infuse the core into the disciplines to ensure that all undergraduate students, regardless of major, are exposed to the distinctive elements of the new core (see additional information below.)</p>	<p>Years 1-3</p>	<p>2. Year 1 (2024-2025): 40% of all full-time faculty will have attended at least one professional development activity related to teaching the core.; year 2 (2025-2026) 100% of core-related full-time faculty, and 50% of all full-time faculty, will have attended at least one professional development activity related to teaching the core. :100% of core-related full-time faculty, and 50% of all full-time faculty; and year 3 (2026-2027): 75% of all full-time faculty will have attended at least two professional development activities related to teaching the core.</p> <p>3. By year 3, 50% of adjunct instructors who teach core courses will have attended at least one professional development activity.</p>	<p><i>Professional development opportunities to be funded through the D'Amour Center. No additional resources needed.</i></p>
<p>Incorporate relevant elements of an Elms Liberal Arts education into all undergraduate programming, and, synergistically with discipline-specific knowledge.</p>	<p>1. The Curriculum Committee, as part of the integration of the new liberal arts core, will ensure that the following relevant elements are available to all undergraduate students, regardless of major:</p> <ul style="list-style-type: none"> ● Internships and other experiential learning opportunities; ● Innovation Challenge for first-year students; ● Academic and co-curricular ethical leadership development; ● Opportunities for spiritual development & reflection; ● Data and artificial intelligence literacy. 	<p>Years 1-3</p>	<p>Year 1 (May 2025): 35%; year 2 (May 2026): 60%; Year 3 (May 2027): 100% of non-transfer undergraduate students will have participated in the designated distinctive elements of the Elms' core.</p>	<p><i>Distinctive elements of an Elms College education- No additional resources needed:</i></p> <ul style="list-style-type: none"> • Liberal arts core already in existence • Innovation challenge already in existence • Experiential learning already in existence • Ethical leadership to be funded in FY25 through Wake Forest grant and through additional fundraising subsequently • Funds for spiritual development and reflection already in existence • Data and artificial intelligence literacy – to be determined
<p>Ensure through measurable outcomes that Elms College prepares students to be ethically and morally centered citizens of the world with essential 21st-Century Skills, who are prepared to both live a good life and lead in an increasingly pluralistic society.</p>	<p>The Curriculum Committee will establish appropriate outcome measurements that determine that the implementation of the revised core achieves the following:</p> <ul style="list-style-type: none"> ● A coherently implemented core centered around the College's four core values ● Internships and other experiential learning opportunities; ● Innovation Challenge for first-year students; ● Academic and co-curricular ethical and just leadership development; ● Co-curricular opportunities for spiritual development and reflection ● Data and artificial intelligence literacy. 	<p>Years 1-3</p>	<p>The Curriculum Committee will establish appropriate outcome measurements that determine that the implementation of the revised core by October 2024.</p>	
<p>Ensure that online learning is an essential component of teaching and learning at Elms College</p>				
<p>Objective (What do you want to accomplish?)</p>	<p>Strategy/Activity</p>	<p>Timeline (Years 1-3)</p>	<p>Key Performance Indicators</p>	<p>Resources</p>
<p>1a. Prepare a Vision Statement on Online Learning that outlines the vision of what will need to happen over the next three years to ensure online learning becomes an essential component of teaching and learning at Elms College, and how online learning will positively impact enrollment and revenue growth. Based on appropriate benchmarks, the Vision Statement will outline (a) the appropriate inclusion of online learning modality in traditional student programming and (b) the use of online learning to respond to the flexibility needs of non-traditional students.</p>	<p>To inform the planning process, the VPAA, in collaboration with the Executive Dean of the Kirley School of Continuing Education, and deans of SON and SASPP, will prepare the draft Vision Statement on Online Learning.</p>	<p>Years 1-3</p>	<p>The draft Vision Statement on Online Learning will be presented by the VPAA to the faculty, president and cabinet by April 1, 2025, with final approval by the president and BOT in August 2025.</p>	<p><i>No additional resources needed for plan development</i></p>
<p>1b. Prepare a New Academic Program Plan: 2025-2027 for the development, approval and launch of new online undergraduate and graduate programs, with a goal of at least three new programs to be launched by the fall 2027. This plan should be developed concurrently and collaboratively with the multi-year Strategic Enrollment and Revenue Plan.</p>	<p>The VPAA, in collaboration with the Executive Dean of the Kirley School, and Deans, School of Nursing and SASPP, will develop a New Academic Program Plan: 2025-2027 with input from all appropriate constituents.</p>	<p>Years 1-3</p>	<p>The VPAA will present to the faculty, president and cabinet, a New Academic Program Plan: 2025-2027 by April 1, 2025, with final approval by the president and BOT in August 2025.</p> <p>At least three new academic programs will be developed and launched by the fall 2027, with at least a 10% increase in enrollment annually, using the fall 2024 as a benchmark.</p>	<p><i>No additional resources needed for plan development</i></p>

<p>2025-2027 for the development, approval and launch of new online undergraduate and graduate programs, with a goal of at least three new programs to be launched by the fall 2027. This plan should be developed concurrently and collaboratively with the multi-year Strategic Enrollment and Revenue Plan.</p>	<p>Kirley School, and Deans, School of Nursing and SASPP, will develop a New Academic Program Plan: 2025-2027 with input from all appropriate constituents.</p>		<p>and cabinet, a New Academic Program Plan: 2025-2027 by April 1, 2025, with final approval by the president and BOT in August 2025.</p> <p>At least three new academic programs will be developed and launched by the fall 2027, with at least a 10% increase in enrollment annually, using the fall 2024 as a benchmark.</p>	<p><i>development. Resources for new program marketing to be included in the appropriate budget year in 2026 and 2027.</i></p>
<p>2. As part of the Kirley School of Continuing Education plan to stabilize and grow undergraduate continuing education enrollment from community colleges, in particular given the anticipated growth in community college enrollments from the Massachusetts free community college initiative, conduct a thorough analysis and assessment of the effectiveness of the various modalities employed by the Kirley School for the College's degree completion programs (fully in-person, hybrid, synchronous online, asynchronous online.)</p>	<p>1. The VPAA, in collaboration with the Executive Dean of the Kirley School, in collaboration with the Deans, School of Nursing and SASPP, will prepare a plan to stabilize and grow undergraduate continuing education from community colleges, and will conduct a thorough analysis of the effectiveness of the various modalities employed by the Kirley School for the College's degree completion programs</p>	<p>Years 1-3</p>	<p>The Kirley School plan to grow community college-sourced enrollments will be presented concurrently with the Academic Plan to faculty, the president and cabinet in the June 2025 by the VPAA, and will include a proposed timeline for implementation.</p> <p>CE enrollments from community colleges will increase by at least 10% annually through the fall 2027, using the fall 2024 as a benchmark.</p>	<p><i>No additional resources needed for plan development</i></p> <p><i>CE Online learning investments to be made through the SOLE grant. CE marketing investments to be included in the appropriate budget year in 2026 and 2027</i></p>
<p>5. Develop, market and launch a full suite of affordable online summer courses with core and select major-specific courses to provide opportunities for students to jump start or catch up on requirements.</p>	<p>1. Annually, the VPAA working with deans and division chairs will develop a list of online courses to be offered in summer I and summer II. Development of the list will include a review of the last three years of summer course offerings and enrollments.</p> <p>2. The VPAA, VPFA and VPFA will make, by October 1 of the year prior, a recommendation to the president on the reduced tuition rate for the upcoming summer offerings under this initiative.</p>	<p>Years 1-3</p>	<p>1. Draft summer course list will be ready for review by February 1 each year, and finalized by March 1.</p> <p>2. The VPAA, working with the VPFA, IT and the Registrar's Office, will ensure that marketing and web resources are finalized and ready to go to market for the summer course offerings by March 1 each year.</p> <p>3. Each fall, the enrollment and revenue results for the most recent summer, will be prepared by the VPFA and distributed for review.</p> <p>Quantitative Metrics Year 1 (summer 2025): 10%; year 2 (summer 2026): 15%; and year 3 (summer 2027): 20% increase in revenue from the summer initiative using summer 2024 as the benchmark.</p>	<p><i>Summer courses marketing funding to be included in the appropriate budget year in 2025, 2026, 2027.</i></p>

Develop and launch career and workforce-aligned programming for non-traditional students

Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
<p>1. To better engage with the business community, and to ensure that new workforce-aligned programs meet the needs of employers and employees, Elms College will put in place organizational structures that will facilitate connecting with the local community, gathering and analyzing career skill needs data, and sharing out the information widely to the Elms community.</p>	<p>1. Designate a point person who will oversee and coordinate business outreach activities from the Kirley School of Continuing Education, academic programs, admissions, Career Services, and the Office of Experiential Learning. This individual will also chair the Business Outreach committee.</p> <p>2. Launch a Business Outreach committee that will collect and communicate relevant information gathered from all external advisory boards, with a goal of increasing the usefulness of the invaluable information collected from individual boards through wider distribution.</p> <p>• As part of its charge, the Business Outreach committee will carry out a bi-annual community business and employer needs assessment to ensure programs remain relevant. The results of the needs assessment will be used to develop personalized programs to meet employer</p>	<p>Years 1-3</p>	<p>1. The president will appoint the chair of the Business Outreach committee by December, 2024, with monthly meetings on the committee commencing in December 2024.</p> <p>2. The committee will meet with the VPAA and Deans, periodically, but at least once a semester, to gather information regarding external advisory board meetings.</p> <p>3. The bi-annual needs assessment will be carried out by the Business Outreach committee during the spring semester, with the results distributed to the VPAA, President and Cabinet in the fall following the survey close.</p>	<p><i>No additional resources needed to launch the Business Outreach committee</i></p> <p><i>No resources needed for annual needs assessment</i></p>

	used to develop personalized programs to meet employer and employee skills requirements. This will allow Elms College to partner with employers to build talent pathways to develop and maintain dedicated staff.		4. The committee will work with CE, Admissions and the OIAR to develop a business partnership enrollment report to track enrollments by organization, annually in the summer.	
			Quantitative Metrics 5. Each year, from FY2025 to FY2027, will see a 10% increase in enrollments connected to business partnerships, using FY2024 as a benchmark.	<i>Resources to market microcredentials included in the appropriate budgets in Fiscal Years 2025, 2026, and 2027</i>
Develop and launch micro-credentials, certificates, certifications, modules and technical programs that provide immediate skills development, and pathways to a full degree.	The Executive Dean of the Kirley School of Continuing Education, in collaboration with the VPAA, Deans, program directors and faculty, will develop and launch new skills-based micro-credentials that are stackable, short-term, and meet the career needs of local businesses, organizations and employees.		1. A short list of micro-credentials will be developed for review and approval by the VPAA and academic leadership by February 1 each year. The list will be developed utilizing available data on business needs, including the bi-annual community business and employer needs assessment survey, with input from admissions and marketing. 2. Providers of online micro-credential programs, such as Acadeum Skills Academy, Coursera, and Ed2Go will be evaluated to determine the revenue value of contracting with these organizations. 3. The approved micro-credentials will go through the normal academic review and approval process. Quantitative Metrics 4. Each year from FY2025 to FY2027, one in-house developed micro-credentials will be launched 20 2025, two in 2026, and two in 2027, from the Kirley School for a total of 5 by FY2027, with a concurrent 10% increase in enrollments year over year, using FY2024 as a benchmark.	
Develop Early College partnerships and four-course Dual Enrollment Career Pathways to guide high school students toward an area of interest, e.g. Nursing, Criminal Justice, Biology and Pre-Medical, Education, and Business.	1. The VPAA and Deans, working with division chairs and faculty, will develop two- and four-course career pathway options for high school students interested in a particular career field. 2. Once developed, academic affairs will work with admissions and marketing to develop a communication and marketing plan to connect the career pathways information with high school guidance counselors.	Years 1-3	1. Career Pathways will be developed in the following areas by December 2024 to be used starting with the 2025-2026 academic year: ●Nursing and Allied Health ●Biology and Pre-Med ●Education ●Business ●Social Work and Psychology ●CSD 2. The VPAA will ensure that designated courses are placed in the fall and spring schedules. Quantitative Metrics Year 2 (fall 2026): 3% increase; Year 3 (fall 2027): 6% increase of dual enrollment students who enroll as full-time first-year students, benchmarked against the three-year average (fall 2023-fall 2025).	<i>No additional resources needed to develop dual enrollment career pathways</i>
INNOVATION				
Strengthen High-Quality Online Teaching and Learning				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Provide faculty with online teaching and learning expertise.	The Strengthening Online Learning & Engagement (SOLE) grant PI and Online Learning stakeholder committee will hire an Instructional Designer by December 2024, as part of a virtual Online Learning Center.	Years 1-3	Hire an instructional designer by December 2024.	<i>Funding for Instructional Designer provided through the Davis Educational Foundation grant in FY25, to be covered partially by the College in FY26 and FY27</i>

	The Instructional Designer will offer two professional development sessions per year on developing high-quality online courses using Quality Matters resources.		Instructional designer will offer 2 professional development sessions/year using Quality Matters resources.	No resources needed for professional development sessions
	The Instructional Designer and the Faculty Tech Committee will hold an annual showcase of innovative teaching and learning.		The Instructional Designer and the Faculty Tech Committee will hold an annual showcase of innovative teaching and learning.	No resources needed for annual showcase
	Offer SOLE faculty mini-grants (3 – YR1, 5-YR2, and 7-YR3) to incentivize developing and strengthening online courses using Quality Matters assessment rubrics.		Offer SOLE faculty mini-grants (3 – YR1, 5-YR2, and 7-YR3) to incentivize developing and strengthening online courses using Quality Matters assessment rubrics.	Faculty mini-grants funded by the Davis Education Foundation grant.
Re-evaluate Organizational Structure and Best Practices to Bolster Employee/Student Support, Success, and Retention.				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Meet the mental health needs of faculty, staff, and students.	The VP/SA will work with the Director of the Counseling Center to: ○Increase preventive mental health education resources. ○Ensure mental health resources meet the needs of an increasingly diverse population, including bilingual care and telehealth options.	Years 1-3	Review and assess current mental health needs of students by April 2025. Identify any needed resources for mental health needs, including bilingual and telehealth options. Implement as budget allows.	Funding for additional mental health resources and counseling options to be raised through fundraising or grants
Better serve our students with enrollment needs related to finances.	The Directors of Financial Aid and Student Accounts will cross-train Financial Aid and Student Accounts staff to respond to financial questions and to resolve issues.	Year 1	The Directors of Financial Aid and Student Accounts will cross-train Financial Aid and Student Accounts staff for a January 2026 implementation of "One-Stop-Shop" model.	No resources needed for cross-training Financial Aid and Student Account staff.
	Create a "One-Stop Shop" model for student financial services that consolidates Financial Aid and Student Accounts.	Years 2-3	Create a "One-Stop Shop" model for student financial services that consolidates Financial Aid and Student Accounts as funding allows.	Resources needed for One-Stop-Shop model to be identified
Increase student space to build a sense of belonging.	Develop a space where students can find support both online and in-person, food during weekends and late nights, comfortable meeting location with coffee shop, and a safe place to socialize and engage.	Years 1-3	Survey students and determine needs in year 1. Develop a plan to implement as funding allows in year 2 and 3.	Student space construction to be supported through fundraising
Re-evaluate organizational structure and opportunities for efficiency	Re-evaluate organizational structure and opportunities for efficiency	Years 1-3	President and Cabinet will review organizational structure and opportunities for efficiency in one area on an annual basis by April.	Grant support to be sought for consultation to identify opportunities for organizational efficiencies
	Explore at least two areas for shared activities or services to reduce costs and meet the needs of the campus over the next three years.		Explore at least two areas for shared activities or services to reduce costs and meet the needs of the campus over the next three years.	No resource needed for exploring opportunities for shared services
	Re-evaluate insourcing versus outsourcing for major areas such as: Dining Services, the Physical Plant, and Document Services.		Re-evaluate insourcing versus outsourcing for major areas such as: Dining Services, the Physical Plant, and Document Services with at least one evaluation per year.	No resources needed for evaluating one area per year for insourcing versus outsourcing.
Leverage technology and best practices to respond to student needs for an efficient and supportive learning environment.				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Provide efficiency in registration and course payment for growing non-degree student population.	Create a "Shopping Cart" feature for course selection and payment for non-degree and professional development offerings.	Years 1-3	Work with IT to determine technology needs for a "shopping cart" feature for course selection and paying fees by April 2025.	Technology solution to be included in the FY26 capital budget
Increase and improve student support services for online student learners.	Provide infrastructure needed for students to be successful in online learning. ● Supplemental Instructors/Peer Mentors embedded in challenging online classes. ● After-hours HelpDesk assistance.	Years 1-3	Embed at least 6 SI tutors in online courses annually. Launch IT Off-Hours Student Service Desk to provide IT support during evening and weekend hours starting in September 2024.	Infrastructure to be provided through the Davis Educational grant in FY25. Additional Resources to be included in the FY26 and FY27 Budgets
Grow the Center for Equity and Urban Education				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources

Programs - Develop Culturally Responsive Academic Programming in CEUE/Education Division.	Fall 2025 launch for an M.Ed. in Educational Leadership program, with Licensure for Principals/Assistant Principals.	Years 1-2	Fall 2025 launch for an M.Ed. in Educational Leadership program, with Licensure for Principals/Assistant Principals.	<i>Resources will be identified through fundraising/grants</i>
Pipeline - Increase Recruitment, Admissions, and Retention	<ul style="list-style-type: none"> Expand culturally responsive comprehensive marketing, recruitment and retention efforts with partner schools to increase enrollment of diverse undergraduate and graduate students. Expand enrollment by 10%/year over Fall 2024 enrollment. Explore a "Grow Your Own" initiative designed for high school students to create pathways into the teaching profession. 	Years 2-3	Expand enrollment by 10%/year over Fall 2024 enrollment.	<i>Resources will be identified through fundraising/grants</i>
		Year 3	Explore "Grow Your Own Enrollment" initiative with at least one partner in YR3.	

Expand the Western Massachusetts Literacy Collaborative (WMLC)

Sustain and grow the work of the WMLC in meeting the literacy opportunity gap in our region.	<ul style="list-style-type: none"> Hire a director for the Western Massachusetts Literacy Collaborative to oversee the shared collaborative vision by January 2025. Increase the number of school system partners from 3-6, to strengthen early literacy skills throughout the region. Grow the number of higher education partners to 5, that are focused on culturally responsive structured literacy practices and committed to using high-quality instructional materials for early literacy training. Develop an assessment plan to measure the impact of the WMLC SLE on the PreK-12 students being served. 	Year 1	Hire a director for the Western Massachusetts Literacy Collaborative to oversee the shared collaborative vision by January 2025.	<i>Resources will be identified through fundraising/grants</i>
		Years 2-3	Increase the number of school system partners from 3-6.	
		Years 2-3	Grow the number of higher education partners to 5.	
		Year 2	Develop an assessment plan to measure the impact of the WMLC SLE on the PreK-12 students being served by completion of summer 2025.	

STRENGTH (Enrollment)

Communicate the Relevance of our Liberal Arts Core and Academic Programs to the Greater Community

Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Communicate the Elms College Liberal Arts and Sciences Core curriculum as a distinctive, value-added component of an Elms holistic education that provides essential knowledge and skills to prepare all undergraduate students to be Career-Ready and Life-Long Learners.	The marketing department will develop a plan to communicate how the liberal arts core is distinctively Elms, and how the core is an essential component of an Elms undergraduate education. The plan will be developed in collaboration with the VPAA, Director of the D'Amour Center and the faculty liberal arts committee.	Year 1	1. Marketing will update the Elms College website regarding the new Liberal Arts Core, along with student highlights by November 1st, 2024.	<i>No additional resources needed to develop the plan and update the website.</i>
		Year 1	2. VP Emm and Marketing will have the full plan developed for review and approval by February 2025, with a revised Elms web presence as a priority.	
	Ensure that billboards or other types of branding or advertising include messaging about student success clearly and concisely—as a small, regional college in an intensely competitive environment, Elms College must continuously articulate our value-added, ROI, to potential students and employers.	Years 1-3	3. Marketing messaging focusing on the value and distinctiveness of the Elms' core will be presented to the VP Emm and then the president and cabinet by March 2025. This report will include recommendation for resource needs for FY2026 and FY 2027.	<i>No additional resources needed to develop digital marketing strategy. Ad placements to be funded through current marketing budget.</i>

		Years 1-3	3. Web updates and marketing materials will be completed and utilized by July 2025. Ensure that billboards or other types of branding or advertising include messaging about student success clearly and concisely—as a small, regional college in an intensely competitive environment, Elms College must continuously articulate our value-added, ROI, to potential students and employers.	
Ensure that billboards or other types of branding or advertising includes messaging about student success clearly and concisely—as a small, regional college in an intensely competitive environment, Elms College must continuously articulate our value-added to potential students and employers.	The VPEMM and Director of Marketing will regularly meet with academic leadership, program directors and faculty to gather data, student profiles, and other qualitative information on student success to inform marketing decisions on billboard and other advertising messaging related to the value-added of an Elms' education.	Years 1-3	1. Meetings held at least once per semester with a broad representation of faculty and academic leadership, including individuals involved in CE programs. 2. A standard data list will be developed to track metrics at the end of each academic year, for example, NCLEX and Nurse Practitioner certification pass rates, and acceptance into professional and graduate schools. 3. The Director of Marketing will report back to the group, at least once per year, on decisions made that utilized the information gathered in these meetings.	<i>No additional resources needed</i>
Increase communication with Elms College alumni, with a goal of increased engagement around their time as students being used to market what is distinctive and positive about an Elms College education.	The VPJA will collaborate with the VPEMM and VPAA to develop strategies to increase alumni engagement with a goal of gathering student success materials to be used for marketing. An effort should be made to connect with graduates from the class of 2004 and more recent.	Years 1-3	1. Meeting held by January 2025 with strategy list presented to the president and cabinet by February 1, 2025. 2. Implementation of the strategies starting in the 2025 calendar year with a goal of engaging and gathering information from 20 new alumni per year from 2025 to 2027.	<i>No additional resources needed</i>
Ensure that billboards or other types of branding or advertising includes messaging about student success clearly and concisely—as a small, regional college in an intensely competitive environment, Elms College must continuously articulate our value-added to potential students and employers.	The VPEMM and Director of Marketing will regularly meet with academic leadership, program directors and faculty to gather data, student profiles, and other qualitative information on student success to inform marketing decisions on billboard and other advertising messaging related to the value-added of an Elms' education.	Years 1-3	1. Meetings held at least once per semester with a broad representation of faculty and academic leadership, including individuals involved in CE programs. 2. A standard data list will be developed to track metrics that are updated yearly, for example, NCLEX and Nurse Practitioner certification pass rates, and acceptance into professional and graduate schools. 3. The Director of Marketing will report back to the group, at least once per year, on decisions made that utilized the information gathered in these meetings.	<i>No additional resources needed</i>
Increase communication with Elms College alumni, with a goal of increased engagement around their time as students being used to market what is distinctive and positive about an Elms College education.	The VPJA will collaborate with the VPEMM and VPAA to develop strategies to increase alumni engagement with a goal of gathering student success materials to be used for marketing. An effort should be made to connect with graduates from the class of 2004 and more recent.	Years 1-3	1. Meeting held by January 12025 with strategy list presented to the president and cabinet by February 1, 2025. 2. Implementation of the strategies starting in the 2025 calendar year with a goal of engaging and gathering information from 20 new alumni per year from 2025 to 2027.	<i>No additional resources needed</i>

Stabilize and grow Enrollment through the creation and implementation of a strategic, granular, multi-year enrollment plan: Creating Sustainable Pipelines for Undergraduate Enrollment				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Develop a comprehensive undergraduate enrollment plan with specific targets and strategies for five years.	Conduct a thorough analysis of current enrollment trends, market demographics, and competitor analysis. Identify key target markets and develop tailored recruitment strategies.	Year 1	The VPEMM will complete a comprehensive undergraduate enrollment plan with specific targets and strategies for review by the President's Enrollment Strategy Committee by March 2025.	<i>Enrollment plan to be developed by VPEMM. Additional consulting support to be provided through the FY25 Budget</i>
Increase the number of high school students participating in dual enrollment programs.	Develop targeted outreach programs for feeder high schools, such as Chicopee High School, Springfield Central High School, and Putnam High School	Year 2	Number of high school students enrolled in dual enrollment programs will increase by 10% using a baseline of AY24.	<i>No additional resources needed to increase the number of high school students in dual enrollment.</i>
Increase the number of students transitioning from dual enrollment programs to full-time enrollment at Elms College	Enhance communication and simplify the dual enrollment application and registration process. Offer workshops and information sessions on campus life and academic programs.	Year 3	UG Admission Office will partner with other campus offices to offer at least one workshops /information sessions per semester. Percentage of dual enrollment students who enroll full-time at Elms College will increase by 5% within year 2 and 3 from AY24 baseline.	<i>No additional resources needed to convert dual enrollment students to enrolled Elms College students</i>
Increase awareness of Elms College's academic programs and campus life among students in dual enrollment feeder schools.	Conduct tailored information sessions and off-site programs at dual enrollment feeder schools.	Years 1-3	Increased attendance at information sessions and off-site programs, as well as surveys measuring awareness of Elms College, will result in increased enrollment by 5% a year, per year, based on AY24 baseline.	<i>No additional resources needed to conduct information sessions.</i>
Deepen engagement with community colleges and implement the action plan of the Kirley School of Continuing Education to stabilize and grow undergraduate continuing education from community colleges	Offer workshops/information sessions at CC, virtual information sessions for online programs, and grow connections with CC partners.	Years 1-3	VPEMM and CE/Grad Admissions will develop a communication plan for outreach to CCs and online students for review by the President's Enrollment Strategy Committee by January 2025..	
Creating Sustainable Pipelines for Graduate Enrollment				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Develop a comprehensive graduate enrollment plan with specific targets and strategies for five years.	Conduct a thorough analysis of current enrollment trends, market demographics, and competitor analysis. Identify key target markets and develop tailored recruitment strategies.	Year 1	The VPEMM will complete a comprehensive graduate enrollment plan with specific targets and strategies for review by the President's Enrollment Strategy Committee by October 2024.	<i>No additional resources needed to complete a graduate enrollment plan.</i>
Increase visibility of graduate programs through targeted digital marketing campaigns and improved search engine optimization, ensuring that Elms College appears prominently in online searches for relevant programs.	Develop and implement a comprehensive digital marketing strategy, including targeted ads on platforms like LinkedIn and Google Ads, as well as search engine optimization (SEO) to improve organic search rankings.	Year 1	The VEPEMM and Director of Marketing will develop and implement a comprehensive digital marketing strategy, to improve organic search rankings by November 2024. Website traffic, click-through rates, conversion rates, and search engine rankings for relevant keywords will be reviewed every quarter with targeted adjustments made.	<i>No additional resources needed to develop digital marketing strategy. Ad placements to be funded through current marketing budget.</i>
Leverage the expertise of Elms College's faculty and alumni network to develop and promote specialized graduate certificates or micro-credentials that address emerging industry trends and in-demand skills.	Conduct market research to identify emerging trends and skills gaps. Develop and launch new graduate certificates or micro-credentials in collaboration with faculty and alumni experts.	Years 1-3	The VPAA and VPEMM will develop a short list of micro-credentials for review and approval by the VPAA and academic leadership by October 1 each year. The list will be developed utilizing available data on business needs, including the bi-annual community business and employer needs assessment survey, with input from admissions and marketing. Quantitative Metrics: Each year from FY2025 to FY2027, four in-house developed micro-credentials will be launched from the Kirley School for a total of 12 by FY2027, with a concurrent 10% increase in enrollments year over year, using AY24 as a benchmark.	<i>Market research to be completed through our partner EAB.</i> <i>No additional resources needed for new program development.</i>

Establish partnerships with local businesses and organizations to offer tuition discounts or scholarships to their employees, creating a direct pipeline for graduate enrollment.	Reach out to local businesses and organizations to establish partnerships. Negotiate tuition discounts or scholarships for their employees.	Years 1-3	Each year, from FY2025 to FY2027, will see a 10% increase in enrollments connected to business partnerships, using AY24 as a benchmark.	<i>No additional resources needed for partnership development.</i>
Becoming a Hispanic Serving Institution (HSI)				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Develop a comprehensive plan to achieve Hispanic Serving Institution (HSI) eligibility within three years.	Conduct a comprehensive internal and external assessment to identify strengths, weaknesses, opportunities, and threats related to becoming an HSI. Develop a detailed action plan with specific goals, strategies, and timelines for increasing Hispanic student enrollment, enhancing academic support services, and fostering a culturally inclusive campus environment.	Year 1	The VPEMM will complete and present a comprehensive HSI plan with specific goals, strategies, and timelines to the President by December 2024.	<i>No additional resources needed for plan completion.</i>
Enhance the accessibility of digital platforms and information for Hispanic students and families.	Translate website content and marketing materials into Spanish. Offer virtual information sessions and workshops in both English and Spanish.	Year 2	The VPEMM and Director of Marketing will hold at least two virtual bilingual information sessions per year. Metrics: Website traffic and engagement from Spanish-speaking users, attendance at bilingual virtual events.	<i>Website translation and marketing material translation costs to be funded in FY25, FY26, and FY27 budgets</i>
Increase awareness of financial aid options available to Hispanic students.	Conduct workshops in Hispanic communities to educate families about financial aid options, scholarships, and grants. Partner with community organizations to provide financial aid application assistance.	Years 2-3	The VPEMM, Financial Aid and UG Admissions will hold 2 bilingual events per year. One on campus, and one at a community partner site. Increase of 5% per year: Number of Hispanic students receiving financial aid and increase in financial aid applications from Hispanic students.	<i>Increased financial aid for Hispanic students to be funded through fundraising or grants</i>
Increasing Geographic Outreach				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Increase out-of-state student enrollment.	Conduct market research to identify potential target regions for recruitment. Develop targeted marketing campaigns highlighting the unique value proposition of Elms College for out-of-state students.	Years 1-3	Increase of percentage of out-of-state students in the total student population by 10% over 3-year period.	<i>Resources needed for out-of-area outreach to be included in the FY26 and FY27 Budgets</i>
Assess and implement financial incentives (scholarships) to attract students from outside the local regions.	Conduct econometric modeling with EAB to determine the optimal scholarship amounts and eligibility criteria. Develop and implement a scholarship program for out-of-state students.	Year 2	Number of out-of-state students receiving scholarships, increase in out-of-state student applications.	<i>Out-of-state student scholarships to be funded through additional fundraising.</i>
Market our partnerships with Boston-area community colleges, starting with the BS in Biotechnology and BA in Biology programs developed in collaboration with Bristol Community College.	The VPEMM and marketing director will work with the VPAA and Executive Dean of the Kirley School, and faculty at Elms, and administration at Bristol Community College (BCC) to partner on internally marketing the BS in Biotechnology and BA in Biology programs at BCC. If funds are available, market the programs more broadly to eastern MA, including the use of billboards, Google AdWords, and geofencing.	Year 1	1. Meeting with BCC administrators; review or development of digital, social media and hard copy materials; facilitate faculty information sessions and classroom visits. 2. New internal marketing materials distributed to BCC. 3. Elms College website landing page for BCC students interested in the two programs reviewed and updated. Quantitative Metrics Year 1 (fall 2025): 5 BCC students enrolled Year 2 (fall 2026): 8 Year 3 (fall 2027): 10	
Enhancing Brand Visibility and Reputation				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources

Develop a comprehensive, multi-year marketing plan to enhance Elms College's brand visibility and reputation across local, regional, and national levels.	Conduct a comprehensive audit of current marketing efforts, including website analytics, social media performance, and advertising ROI. Identify key strengths, weaknesses, opportunities, and threats. Develop a detailed marketing plan with specific goals, strategies, timelines, and budget allocations.	Year 1	The VPMM and Dir of Marketing will present a comprehensive marketing plan with specific goals, strategies, timelines, and budget allocations to the President by November 2024.	<i>Resources needed for audit of current marketing efforts to be determined. To be funded through FY25 presidential strategic initiatives</i>
Increase social media engagement on platforms (LinkedIn, Instagram, Facebook).	Develop and implement a comprehensive social media strategy, including content creation, scheduling, and community engagement.	Year 2	Increase social media engagement by 25% and double the engagement rate on existing platforms (LinkedIn, Instagram, Facebook) within one year. Follower count, engagement rate (likes, comments, shares), and reach.	<i>No additional resources needed to increase social media engagement.</i>
Increase ad viewership and maintain or improve the completion rate of streaming ads.	Create targeted digital ad campaigns on platforms like YouTube and Hulu, focusing on demographics and interests aligned with Elms College's target audience. Optimize ad content and placement for maximum visibility and engagement.	Year 3	Achieve a 15% increase in ad viewership and maintain or improve the completion rate of streaming ads over AY24 baseline. Metrics: Ad viewership, completion rate, click-through rate, and conversion rate.	<i>Digital ad campaigns to be funded through the College's current marketing budget.</i>

STRENGTH (Finance)

Diversifying Revenue Streams

Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Expand course offering during summer months	Review the current registration, billing, and payment systems to facilitate outside students' registration to Elms summer course offerings.	Year 1	The VPFA will work with the VPAA on ensuring easy access for all students to register for summer course offerings	<i>System needs for summer course registration and offerings to be included in the capital budget</i>
	Review summer course catalog		The VPAA will lead the process for a review of summer course offerings to maximize summer enrollment	<i>No resources needed to review summer courses offering</i>
Achieve incremental gains from utilizing the campus for events and enhancing auxiliary services	Utilize the athletic fields and infrastructure to host summer sports camps.	Years 1-3	The VPSA will work with Athletics to put together a summer 2025 sports camp schedule by January 2025. Marketing will advertise the sports camps starting in February 2025. Goal is to offer camps for at least three weeks with enrollment of at least 60 children (5% rise).	<i>No resources needed to schedule and offer summer camps</i>
	Host retreats and in-person short-term courses using residential facilities in the summer.		The President will designate a point person for summer auxiliary revenues.	<i>Some base salary needed for Director of Auxiliary Revenues; additional compensation based on commission.</i>
			The VPSA, VPFA and Marketing will put together a marketing/price sheet regarding use of facilities for retreats and community events by January 2025. Goal is to host at least four groups or events, with an increase of 10% revenue).	<i>No resources needed to put together marketing/pricing sheet.</i>

Planning for and Monitoring Financial Strength

Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Update the multi-year financial plan with current year actuals and new assumptions that reflect current realities related to enrollment, other revenues, and expenses.	Update the multi-year financial plan with current year actuals and new assumptions.	Year 1	The VPFA will update the multi-year financial plan with current year actuals and new assumptions that reflect current realities related to enrollment, other revenues, and expenses and present the plan to the President by October 2024.	<i>Consulting help to update the multi-year financial plan to be funded in FY25 through the Presidential Strategic Fund.</i>
Monitor financial metrics to ensure ongoing financial health including positive operating margins, adequate cash balances, and growing endowment and flexible reserves.	Monitor financial health metrics.	Years 1-3	The VPFA will monitor the following financial metrics on an ongoing basis: - positive operating margins - adequate cash balances - growing endowment - flexible reserves and update the President quarterly.	<i>No resources needed to monitor financial metrics.</i>

Enhancing Infrastructure and Technology Investments

Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Strategically invest in areas that offer the highest return on satisfaction and efficiency without overextending financially.	Update the needs assessments for campus infrastructure - then re-prioritize critical needs with an emphasis on life safety items and those that relate to the integrity of the physical plant.	Years 1-3	The VPFA will update the needs assessment for campus infrastructure and present the results to the President by November 2024.	<i>Consultant for campus needs assessment to be included in the FY25 capital budget.</i>
			The VPFA and the Cabinet will re-prioritize critical needs with an emphasis on life-safety items and those related to the physical integrity of the physical plant by December 2024 of each year.	<i>No resources needed to prioritize critical needs.</i>
Update Technology Infrastructure	Investigate LMS options and possibly upgrade the Learning Management System (LMS) to enhance online learning experiences, with a focus on user-friendly features that support current student and faculty needs.	Year 1	The VPAA and VPFA, along with the Director of Information Technology (IT) and the Faculty Technology Committee, will review LMSs to make a recommendation to the President by February 2025.	<i>Resources needed for review of the LMS to be determined.</i>
		Years 2-3	If recommended, IT will oversee the implementation of the new LMS and train faculty in its use in 2025-2026.	<i>LMS implementation to be included in the appropriate capital budgets in FY26 and FY27</i>

STRENGTH (Advancement)

Strengthening Institutional Advancement

Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Develop the initial phases of the Interim Campaign	VPIA will collaborate and seek input on the design and implementation of the action plan for the Planning and Organization Phases of the Campaign. Consider working with a Campaign Advisor.	Year 1		<i>No additional resources needed to develop the initial phases for the interim campaign.</i>
Review and Assess fundable needs	VPIA and President will assess and determine fundable items from the PRISM strategic plan for inclusion in the fundraising plan of the Campaign	Year 1		<i>No additional resources needed to determine fundable items from the PRISM strategic plan.</i>
Evaluate setting of annual CAP Goals (Dollar Goals)	VPIA and President will define, evaluate and set annual fundraising goals for the Comprehensive Advancement Program (CAP) and integrate target goals for the Campaign in alignment with the PRISM initiatives.	Year 1		<i>No additional resources to set annual goals for the CAP</i>
Create and Implement an Alumni Metric	VPIA will create and implement an alumni metric system to measure alumni engagement in participation in digital platforms, contribution and event attendance.	Year 1		<i>No additional resources needed to measure alumni engagement, contribution, and event attendance.</i>
Garner support for the college during the Planning Phase	VPIA and President will continue to solicit major gifts and leadership gifts, as well as annual fund gifts through solicitation and cultivation strategies to reach the overall goal of \$_____.	Year 1		<i>No additional resources needed to solicit gifts.</i>
Implement the Organization Phase of Campaign	VPIA and President will draft preliminary case statement, qualify major gift prospects, determine if feasibility study should be considered and set campaign timeline.	Year 2		<i>Consultant funding to draft preliminary case statement to be included in the FY26 Budget (President Strategic Initiatives)</i>
Assess the Implementation of the Alumni Metric	VPIA will analyze the alumni metric system and set strategies to improve alumni engagement for participation in digital platforms, contributions and event attendance.	Year 2		<i>No resources needed to analyze the alumni metric system.</i>
Garner support for the college during the Organization Phase	VPIA and President will continue to solicit major gifts and leadership gifts, as well as annual gifts through solicitation and cultivation strategies to reach the overall goal of \$_____.	Year 2		<i>No resource needed to solicit gifts</i>
Garner support for the college during the Quiet Phase (Major & Leadership Phase)	VPIA and President will continue to solicit major gifts and leadership gifts, as well as annual gifts through solicitation and cultivation strategies to reach the overall goal of \$_____.	Year 3		<i>No resources needed to solicit gifts</i>
Assess the Implementation of the Alumni Metric	VPIA will analyze the alumni metric system and set strategies to improve alumni engagement for participation in digital platforms, contributions and event attendance.	Year 3		<i>No resources needed to analyze alumni metric system</i>

Garner support for the college during the Public Phase	VPIA and the President will continue to solicit major gifts and leadership gifts, as well as annual gifts through solicitation and cultivation strategies to reach the overall goal of \$_____.	Year 4		<i>No resources needed to solicit gifts.</i>
MISSION				
Incorporating mission into programming and human resource planning				
Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators	Resources
Implement the revised the Liberal Arts core in the Catholic Intellectual Tradition.	The D'Amour Center for Faculty Teaching Excellence (DCFTE) will strengthen the connection between the mission and the liberal arts core through professional development and faculty initiatives. • Under the leadership of the VPAA, the D'Amour Center, the Curriculum Committee, and other relevant committees will pay particular attention to ensure that the implementation of the core curriculum produces the outcomes that this strategic plan seeks for an Elms graduate.	Years 1-3	1. At least four (two per semester) professional development activities will be held each year for the next three years, with additional digital resources to be made available for all full-time and adjunct faculty. 2. Core outcomes assessments will be in place by November 2024.	<i>No additional resources needed. To be funded through the D'Amour Center endowment and initial funding</i>
Implement co-curricular programming in support of the mission	Working closely with the Special Assistants to the President, and the CERC, the VPSA will ensure the infusion of a sense of mission into student activities and athletics.	Years 1-3	Convene meeting by February 2025 to identify activities that will infuse a sense of mission and a plan for implementation as budget allows.	<i>No additional resources needed in FY25. To be funded through the Wake Forest grant.</i>
	Further development of the Elms College Ethical Leadership program will be important as it prepares ethical and just leaders to effect positive changes in their community and the world.			<i>Additional resources for implementation in FY26 and FY27 to be obtained through Fundraising or grants</i>
	The VPSA and the VPIA will seek grant money for mission-related travel to places like LePuy, France where the Sisters of St. Joseph were founded.			<i>Funding for mission-related travel to be obtained through fundraising or grants.</i>
Planning for future fidelity to the Mission	The Special Assistants to the President will oversee the development of a job description for a full-time and part-time Mission Integration Officer in YR1. This process will involve widespread consultation with all major stakeholders, including faculty and staff. Specific input will be sought from the Chief Diversity Officer and the directors of ITPS, CERC, CEUE, DCFTE, Campus Ministry as well as the special assistants to the President in developing the job description.	Year 1	Convene meetings through April 2025 to work on a job description for a Mission Integration Officer.	<i>No additional resources needed for the development of a job description</i>
	The President and VPIA will explore grant opportunities to fund this new position and office.	Year 1	VPIA to provide a list of potential funding sources to review with the President by June 2025.	<i>Funding for position to be sought through fundraising or grants.</i>
	Dependent on availability of funding, post MIO position, either FT or PT.	Year 2	Dependent on availability of funding, post MIO position, either FT or PT.	
	Establish and onboard MIO.	Year 3	Establish and onboard MIO.	
Incorporate mission in the planning for Human Resources	The Special Assistants to the President will work directly with the director of Human Resources to ensure that attentiveness to mission is considered in creating job descriptions, recruiting, onboarding, and evaluating employees.	Years 1-3	The Special Assistants to the President will meet with the director of Human Resources to develop a plan to ensure that attentiveness to mission is considered in creating job descriptions, recruiting, onboarding, and evaluating employees. Present plan to Cabinet by June 2025. Review implementation on an annual basis in January.	<i>No additional resources needed to incorporate attentiveness to Mission in job descriptions.</i>

Resources Key:

Black: No additional resources needed

Blue: FY25 Budget

Green: FY26 Budget

Red: FY27 Budget