



President's Report Spring 2022

Submitted by David W. Olive, President

100 Years – A Perspective

We are a month away from concluding the 100th academic year at, now, Bluefield University. Much has occurred over these many years as students' lives have been impacted and transformed through the interactions with faculty and staff who have attempted to influence their growth in knowledge, as well as their understanding of and deepening relationship with Jesus Christ. For many years, students were keenly aware of the institution's guiding efforts to make Christ preeminent in their lives. In more recent years, students have been invited to be part of a Christ-centered learning community where they could choose to become life-long servant leaders with a desire to impact the world as they live out God's calling upon their lives. This important aspect of who we have been—the essence of Christ at the center of our lives—may it continue to thrive within the ethos of who we are as we now prepare our focus on the next century of Christian higher education.

A Crisis in the Making

Over the past decade we have lost ground in our online undergraduate programs. We lost not only enrollment, but we lost the net revenue from that program that has helped subsidize operational losses occurring in the traditional undergraduate program. Ten years ago, the institution netted nearly \$2.6 million in surplus revenue from the online program. This year, we are projecting perhaps our first ever net operating loss for the online program.

This confluence of a declining online program with the hopes of the Foundation's investment to stimulate online enrollment growth was why we so optimistically and enthusiastically embraced the Online Growth Plan and its funding. Much excitement, energy, and labor have been poured into transforming the online programs and its systems and processes over the past year. With the loaned financial assistance from the Foundation, our teams have worked feverishly since January of 2021 to accomplish a number of tasks, some occurring within a matter of months that normally would have taken a year or more under normal circumstances. Under the direction of Roger Ott, we redesigned processes and restructured personnel in an attempt to streamline the admissions process and to make it as seamless as possible for a prospective student to apply, be accepted, and enrolled into an online program.

We had teams working on the redesign of how course materials were presented within the learning management system, and other teams began rewriting or creating new courses to refresh and expand our online programmatic offerings. We brought together new marketing partners who assessed the functionality and receptivity of our website and who helped develop digital landing pages designed to attract prospective students to our programs. With the additional resources allotted for marketing, we enhanced our digital presence by 10-fold or more across social media platforms.

Regrettably, by the time we reached census in January of this year and had exhausted the \$3 million in investment resources for the online program, the hoped-for online growth had not occurred. Given the missed enrollment targets through fall, we were extremely hopeful better enrollments could be realized for the start of the spring semester. When that did not occur, we knew the financial implications for completing this fiscal year were not good. In fact, we knew our starting point in budgeting for the 2022-23 fiscal year would be challenging.

The Investment

While a direct correlation between the financial investment leading to an immediate increase in online enrollment did not occur, the institution has benefited from the efforts led by Roger Ott in numerous ways. In addition to what has been shared in previous paragraphs, we have access now to some of the best-in-industry tools for recruiting students and delivering a quality online education. We have people who are better trained at what they do, and we have new enrollment plans for both the online and traditional admissions teams.

While Roger Ott was primarily hired to give oversight to the online admissions processes, he also gave a great deal of time to Dr. Josh Arnold and the traditional admissions team. In fact, our traditional admissions team is on track to perhaps hit one of the largest incoming classes we have had. Dr. Arnold attributes a great deal of our success this year on the focused approach of buying names of students who best fit our profile for the type of student we are seeking.

By far, however, I believe one of the greatest benefits of the Foundation's investment was the acquisition of PowerBI software and the creation of a new position, Director of Business Intelligence. Josh Grubb was appointed director of this new area last spring. Since then, Josh and his team have created new reports and are providing leadership data unlike we have ever had access to previously. I've described the difference in the type of data we previously accessed as being two-dimensional, and the data we have access to now as being 3D...and in real time. With better data, leadership has the ability to make better decisions, which leads to where we are today.

Financial Challenges

Given what I have shared above, along with the information I shared with you via email back in February, the continued miss in enrollment targets this year is contributing to a difficult fiscal year. As a reminder we did not recruit as many traditional transfer students for the spring semester as we had budgeted. Our retention from fall to spring boded well with a one percent pick up over last year. Another bright spot is that we have more students living in on-campus housing than expected. Considering all traditional student revenues against projected revenues, we are estimated to have an approximate \$150,000 loss on the traditional side.

The online missed enrollment targets, however, are having a greater impact on our finances. The projected impact of the missed targets is \$1.6 million. The administration is pursuing federal funds through the Employee Retention Credit (ERC) program. If successful, this could net the University approximately \$1.3 million. Ruth Blankenship has also pursued a grant from FEMA to recover allowable COVID costs that we have not gotten funded from other sources. This grant request could be as much as \$100,000.

From ongoing conversations with the Foundation concerning the loans that funded the Online Growth Plan, we recently received GREAT NEWS that the loans will be forgiven! This in itself is an answer to prayer and will more than likely ensure a positive result to this year's financial statements. Ruth will share more in her report.

Budgeting for 2022-23

With the aforementioned financial challenges outlined above, leadership faced a \$4 million delta between projected revenues and projected expenditures as the budgeting process began for 2022-23. Over the past month, various budget models have included tuition increases, fee increases, salary reductions, frozen vacant positions, elimination of programs and positions, reduction of the discount, etc., all in an effort to close the gap between projected revenues and expenditures for 2022-23. In consultation with various Trustee committees, we were encouraged to explore ways to close the gap other than by raising tuition or fees. Last week as leadership envisioned the new Commonwealth Connection program, a program designed to appeal to the non-athlete student population from across Virginia, led to further consideration being given to utilizing the discount rate to assist with closing the remainder of our budget gap. By reducing the discount, we believe that we can keep everyone—all of our prospective students—within reach of an affordable college experience. By pivoting in our scholarship modeling for the remainder of this recruitment cycle, we will seek to control discounting so that no student receives institutional scholarship funds exceeding 50% of tuition. The one exception would be for the Tier 1 student who automatically receives a \$14,000 academic scholarship based upon a GPA of 3.8 or better.

While I do not like displacing anyone from a position, we have been discussing for a number of years the need to restructure and retool majors with low enrollments and low numbers of graduates. Many institutions across the country have been eliminating or realigning programs, and we are no different as we seek to operate in the most efficient and effective manner that we possibly can. In the proposed budget, we are proposing programs for elimination and correlating faculty positions, as well. We are also proposing the freezing of faculty and staff positions that are vacant or will be vacant by the close of the academic year. As I have shared with several campus audiences, there is something in this budget for everyone to dislike.

This budget, however difficult as it may be perceived, is turning us in the right direction. We must be delivering programs that attract students and prepare them for graduate school or market-ready careers upon graduation. These students must contribute enough resources to the institution to ensure the educational and life-informing experiences can continue to be delivered by our faculty and staff for years to come.

New Partnership

Last fall, Trustee John Rocovich introduced me to the President of Indian River State College and several of his leadership team members. John knows the President from his previous service at Auburn University where VCOM has one of its campuses. During our conversation, I learned Indian River cannot offer master's degrees by state statute. That led to a BU delegation traveling to Port St. Lucie, FL, in late fall to meet with the Indian River leadership team and discuss creating an arrangement with Indian River for BU to offer graduate programs (particularly those in the healthcare fields) to IRSC graduates, along with use of their simulation lab for the hybrid Master of Science in Nursing program. There appears to be strong interest from Indian River in moving toward this arrangement. In fact, a small revenue stream is included in the 2022-23 budget with the thought this partnership will come to fruition. Once an agreement is embraced by both parties, a resolution will be brought forward for Board approval.

Another New Partnership

Through the Virginia College Fund (VCF), the four member institutions (Averett, Bluefield, Eastern Mennonite, and Ferrum) have signed a memorandum of understanding with the Virginia Commonwealth University (VCU) and sought funds for a planning grant from GOVirginia for the Gupton Initiative. Named for Dr. Frank Gupton, the goal of the Gupton Initiative is to launch and sustain a career-pathways partnership with VCU's College of Engineering to create a pipeline of internship and employment opportunities for students of the

VCF member institutions in the advanced pharmaceutical manufacturing cluster in central Virginia, and to further validate the potential for employment in advanced manufacturing sectors across the Commonwealth, most specifically in the rural regions represented by the VCF member institutions. Summarizing the benefits of this career pathway:

- The benefit to VCF member institutions is the ability to offer a guaranteed educational path into post-baccalaureate education leading to work-based learning and employment opportunities. This pathway will be a differentiator for the VCF member institutions.
- The benefits to VCU include access to a pipeline of students to enter its Graduate Engineering Program; over time, its active engagement in an urban/rural talent pipeline partnership should be beneficial in securing additional financial resources.
- The benefits to students include an affordable on-ramp to graduate degree programs and work-based learning in fields of high-paying jobs.
- The benefits to the employers include access to a dependable and educated student population; access to a unique talent pool representative of rural Virginia; and the potential to assist with curriculum development as the talent program evolves.
- The benefit to Virginia is demonstration and success of a deliberate and sustainable rural/urban and public/private higher education partnership that is focused on creating a STEM-based career pathway to a traded sector market that has demonstrated a need for skilled employees.
- Further, the benefit to rural Virginia is a validation of employment opportunities for these students in the advanced manufacturing sectors prominent in rural areas, including in the agricultural and chemical industries.
- Over time and with success, this public/private career pathway will demonstrate efficient leverage of educational resources that leads to a replicable talent pipeline model for employers in areas of high demand.

Anesthesia Program

Thank you for your support of the proposed Master of Health Sciences in Anesthesia and approval of the agreement between BU and VCOM. The signed agreement was received from VCOM last week, and our prospectus was submitted to SACSCOC on April 1. We are hopeful SACSCOC will render approval of the new program in the near future, and the Dean of the new program, Mike Nichols, will begin marketing and recruiting students soon.

Assessment of Year 2 of the 2019-2024 Strategic Plan

Typically, you receive the Strategic Plan assessment in my fall report to the Board. This year, with all of the efforts being rendered toward the Online Growth Plan and the start of a second fall semester during the COVID-19 pandemic, the leadership team was unable to complete the assessment prior to the fall Board meeting. Thus, an overview of the assessment of Year 2 of the Strategic Plan follows here, along with the full report at the end of this report.

Overall, the first four strategic initiatives were deemed as having “Some Progress” being made in the 2020-21 academic year. The fifth strategic initiative, however, had a much higher assessment given of “Significant Progress.” Initiative five is: **Modernize our campus facilities and strengthen the infrastructure, tools, and technologies, that supports student success in the classroom and serve employees’ needs, as well as prepare students to be competitive in the workplace.**

Initiative five received the high assessment for several reasons. First, the migration to Salesforce as the customer relationship management system for Admissions, along with the migration to Canvas as the learning management platform for Academics, were significant enhancements in both areas. Additionally, the Advancement Office launched Raisers Edge as its donor/alumni management system. Lastly, and perhaps most significantly, the launch of the

Apple iPad initiative has helped both faculty and students. The new technology also allows for eTextbooks to be delivered via the iPad Air 4. As a reminder, the assessment report in its entirety follows the President's Report.

Leadership in Times of Crisis

Perhaps fortuitously, the January/February 2022 issue of the Trusteeship magazine had an article entitled, *Leadership in Times of Crisis*. Given what was unfolding in our world at the time, I found the article insightful and extremely timely. I hope you, as a Trustee, found it insightful as well.

While I could list all five key areas where the author felt effective higher education leadership needed to be focused, I'll only reference these:

- Rethinking financial models.
- Building institutional resilience.
- Accelerating toward opportunity.

We are definitely rethinking financial models, and I am grateful for Chair Todd Asbury who has been encouraging me...and challenging me...these past few weeks to look at things differently. The world of higher education is changing, and if we do not make changes ourselves, we could find ourselves left behind and deemed irrelevant.

We need your help to make sure we are transitioning in the right direction and as quickly as needed. And, we need your guidance and expertise in helping us accelerate toward new opportunities as speedily as we possibly can.

To God be the glory!

Partnering with you in faithful service,

A handwritten signature in cursive script that reads "David".

[The Strategic Plan Assessment Follows]



**2019-2024 Strategic Plan
Assessment Year 2 (2020-2021)**

Strategic Goal #1: Develop a cohesive brand that can clearly be articulated and easily recognized by all stakeholders.

Rating: 2 – Some Progress

1.1 Create and resource a robust Department of Marketing and Public Relations.

The hiring of Rebecca Kasey as the Director of Public Relations and Marketing has provided stability and direction to the College's marketing and press communications. Kasey has vast videography experience and has elicited assistance from others to assist in communicating the College's messages in a more modern context, while maintaining a high level of written communication. Additionally, greater collaboration is occurring between Public Relations, Enrollment Management, Deans, and Department Chairs. While student interns are helpful to the College's marketing and public relations efforts, more resources are needed for additional professional staff to effectively operate and manage the office's workload.

1.2 Develop a cohesive brand identity through collaborative input from all stakeholder groups that tells the Bluefield College story.

Various workgroups representing a cross-section of the campus led by enrollment consultant Roger Ott met throughout the summer (and into the fall semester) to discuss "Why Bluefield?" The Board of Trustees also authorized the utilization of a branding firm to explore the renaming of the College. These collaborative efforts resulted in the "Go Further" campaign, including a new viewbook and other brand assets and marketing literature.

1.3 Implement service-learning requirement/activity focused on developing Christ-centered workplace and social skills in all programs.

The College Leadership Team contends most, if not all, academic programs have service-learning requirements, and Athletics has service-learning components through the NAIA Champions of Character. Some progress has been made in how this information is captured and woven into the Bluefield College story. With additional resources, greater attention can be given to achieve this objective.

1.4 Develop a plan for program-centered recruiting (goals, timelines, and deliverables).

The following stories were prepared by the Director of Public Relations in collaboration with academic leadership. Stories were distributed to media partners and through the College's social media networks:

<https://www.bluefield.edu/bluefield-college-announces-spring-2021-presidents-and-deans-lists/>

<https://www.bluefield.edu/bluefield-college-student-accepted-into-oxford-program-and-wins-first-place-in-oral-presentation-at-brurc/>

<https://www.bluefield.edu/bluefield-college-students-to-receive-ipad-devices/>

<https://www.bluefield.edu/bluefield-college-launches-new-bsn-program-with-scholarships-for-first-class/>

<https://www.bluefield.edu/bluefield-college-alumna-to-serve-as-director-of-new-mba-in-justice-administration/>

<https://www.bluefield.edu/bluefield-college-earns-a-rating-for-core-curriculum/>

<https://www.bluefield.edu/bluefield-college-finalizes-agreement-with-vcom/>

<https://www.bluefield.edu/master-of-arts-in-counselor-education/>

Program-specific recruitment strategies have included digital advertising (i.e., Meta/Facebook ads), program landing pages with embedded request forms (RFIs) that route leads directly to the CRM for counselor follow up, blog posts that highlight individual programs and drive web traffic, and program-specific email campaigns via Salesforce.

1.5 Serve as an educational hub for partners across the region to build economic, cultural, and intellectual capacity by enhancing our visibility.

Now that Blue Mountain Performing Arts is no longer a functioning organization, the College helps build cultural and intellectual capacity through its programming in the music and theater departments, along with the Fine Arts Community School. The Caudill School of Business has classes that focus on local business projects and entrepreneurial activities in the community.

Through the use of RecDesk for online reservations, the College provides all of its facility spaces for external audiences' uses, which is an important step toward making the College an educational hub for the region.

Strategic Goal #2: Implement long-term sustainability strategies by stabilizing and creating new and predictable streams of revenue while efficiently stewarding resources.

Rating: 2 – Some Progress

2.1 Implement a new budget model, the Strategic Planning Budget Assessment Model, with a dashboard system to regularly monitor and communicate the new budget model analytics and outcomes.

The Jenzabar budget module has been purchased and integrated with the College's general ledger system. The new reporting component has not been deployed due to the lack of available staff time to undertake and manage this responsibility. An assessment has been developed (as outlined in the Vice President of Finance and Administration's IEAR), which includes benchmarks correlated to the ratios that make up the College's CFI. This assessment tool needs to move from the development stage to an actualized reporting system.

2.2 Implement a new scholarship model that maximizes the College's financial leveraging and provides greater control to the institution.

Significant progress has been made in the development and implementation of a new scholarship model that was developed internally. Internal tracking systems have been developed to be able to view and measure the discount rate in real-time as students accept aid packages.

The tracking system also enables all departments offering talent aid the ability to monitor outstanding aid offers and the institution's discount rate. The College decided to no longer utilize the external assistance of Ruffalo Noel Levitz, which resulted in a \$35,000 annual savings in addition to a reduced discount rate for new students.

2.3 Establish a sophomore & junior search and nurture operation w/tactics to increase inquiries.

Vice President Josh Hood had set aside budget resources to purchase junior names and do an e-mail campaign to that group. Unfortunately, that did not occur; those funds were redirected in an attempt to meet the immediate need of increasing enrollment in the Fall 2021 incoming class.

2.4 Adequately solicit resources in the amount of \$20 million at the completion of the Centennial Campaign to increase annual scholarships, grow the endowment, and capital funds for the science center expansion, along with student wellness and activities.

The College continued to make progress on the Centennial Campaign. Over \$3.6 million was raised this year, and we are closing in on \$17 million in gifts and pledges toward the campaign goal.

2.5 Increase enrollment by improving processes such as establishing a contact center (phone, chat, text) operation with linear progressive outreach volumes in the institution with professional staff to execute telephone strategies in support of stated enrollment goals.

Through the work of the Online Growth Task Force that was assembled in February, along with the introduction of Salesforce, we are on the right path to accomplishing this goal fully. In April, the Online Taskforce began developing a plan to improve student recruitment processes as well as the online student experience. Next year's assessment of this goal should reflect these changes.

2.6 Acquire \$2 million in grant funding by targeting initiatives for underserved students, retention, diversity, health sciences, & STEM programs, education, etc.

Several grant applications have been made, and the College is awaiting responses to those proposals.

2.7 Develop articulation agreements and partnerships with organizations that include churches and postsecondary institutions that improves the pathways toward graduation and enhances enrollment.

In partnership with the Edward Via College of Osteopathic Medicine, the College designed the pilot of the Online MABS program for 25 students for the 2021-22 academic year. The College also adapted the Teaching Health Sciences Certificate program aligned with the MABS program into a MAEd in Teaching Health Sciences.

2.8 Increase the number of online, undergraduate programs.

New minors were created that will also facilitate deployment of certificate programs in the following areas: Trauma-Informed Care Minor; Christian Mental Health Minor; Health & Wellness Minor; Marriage & Family Minor; and Life Coaching Minor.

Development of *other* programs include: a new BS Communication degree to complement the existing BA Communication degree; MBA Justice Administration Specialization; MAEd in Teaching Health Sciences; and Online MABS pilot program.

2.9 Develop at least one doctoral program (priority: DNP, EDD, DBA).

Provost Strategic Initiatives include planning for the submission of a Level 5 or 6 Substantive Change Prospectus seeking approval by SACSCOC to open 1 to 3 doctoral programs. Now

following the approval of the Change of Control with the Harvey W. Peters Research Foundation, a consultant team will assist the College leadership and the Deans Committee in the initial steps towards this goal.

Strategic Goal #3: Optimize internal processes to enhance the student and faculty/staff experience.

Rating: 2 – Some Progress

3.1 Develop unit handbooks to assist directors and new hires during employee transitions.

Little to no progress has occurred with this objective due to limited excess labor to focus on these projects.

3.2 Provide ongoing training/professional development opportunities for employees.

Employees are to annually complete their Safe College trainings. This completion is reviewed as part of annual employee evaluations.

College Faculty and Administrators participated in two professional development workshop sessions [August 2020 and January 2021]. In the first, Dr. Kimberly Battle-Walters Denu, VP for Educational Programs for the Council for Christian Colleges and Universities. Dr. Denu deepened our understanding of racism and our calling to work toward racial reconciliation across our places of influence at Bluefield College, our communities, and in our country. The second opportunity included Dr. Deborah White, Gallup StrengthsQuest Consultant, who reviewed how the College has benefited from helping students discover their Top 5 Signature Themes within the context of higher education.

Additionally, a large number of faculty, coupled with a number of administrators, participated in Apple Training during the spring semester.

3.3 Strengthen compensation packages, balance workloads, and increase professional development activities for faculty.

An Annual Faculty Salary Study Review was distributed to faculty prior to the Fall Board of Trustees.

We began offering training sessions for online faculty at the beginning of the fall term. The sessions focused on technology updates, as well as best practices in teaching online were topics of these trainings.

3.4 Develop a working process for effective communication and customer service across all campus stakeholder groups.

The President and College Leadership Team [CLT] members frequently communicated with internal and external constituencies. The President provided periodic updates related to general campus announcements, the transition with the Harvey W. Peters Foundation and related SACSCOC and DOE interactions, Board meetings, and plans related to COVID-19. CLT members have frequent communication with their respective teams, as well as share periodic updates in campus forums.

Additionally, faculty meetings are held monthly during the academic year, and the President and other CLT members are invited to provide reports. Staff managers and directors have monthly Staff Communications Meetings, hosted by the Human Resources staff. The venue enables each

office to share information and discuss items from their respective areas to improve campus-wide communication.

The Faculty President hosted Faculty Forums to generate questions and concerns to be addressed by the College Leadership Team, the College President, and Provost.

3.5 Identify, prioritize, and implement unit specific technologies to improve workflow, student experience, and going 100% paperless.

With the migration to the Salesforce CRM, internal admissions processes are being retooled with an emphasis on automation. Through integration developed in-house, Salesforce is able to send and receive data to Jenzabar, as well as receive data from PowerFAIDS and Canvas. This serves as a catalyst and template for other administrative offices to change and enhance their procedures.

3.6 Instill accountability in all athletic operations including implementing and maintaining proper controls to ensure compliance with institutional, NAIA, and conference policies and procedures.

Athletics strengthened and enhanced the internal compliance infrastructure by designating an Assistant AD for Compliance [AADC] who worked alongside the Faculty Athletics Representative [FAR] and Faculty Athletics Committee to ensure NAIA, AAC and Mid-South compliance is met. The addition of the AADC allows for compliance education, internal oversight, and monitoring to minimize departmental violations.

3.7 Enhance, explore, and implement new initiatives that are designed to recruit a talented and diverse staff including recognizing the importance of gender equity, diversity, and inclusion.

Diversity initiatives launched this year included the appointment of a Coordinator for Belonging and a Diversity and Multicultural Initiatives Committee, development of a DEI webpage highlighting available services, and creation of an intake form by which faculty, students, and staff can report incidents of bias, discrimination, and social injustice/insensitivity. As national occurrences of social injustice unfold, internal announcements, listening meetings, and focus groups raised awareness and encouraged dialogue across the campus community.

3.8 Effectively steward the student fee revenue to enhance the student experience and create enrollment and retention lift.

We continue to use student fee revenue to enhance the student experience – including the addition of several new assets (enhanced seating in the quad area, additional entertainment options in the Student Center, etc.). The student fee has also catalyzed a more robust student leadership experience (which continues to grow in size and satisfaction) and counseling services (currently operating at capacity). Despite fee money being allocated to grow career services, we've not gained any significant traction in this area. Also of concern, a significant portion of the student fee revenue (\$48K) was unspent last year due to heightened safety protocol related to the COVID-19 global pandemic.

3.9 Select and utilize the best technologies and processes to optimize the student experience, i.e., registration, changing majors, accessing courses, managing programs, etc.

Migrating to Salesforce and Raisers Edge made an impact on this goal. Slate and Jenzabar's Development module were not up to par with what was needed with those two offices. We are slowly starting to rollout and use functionality of Jenzabar that has never been utilized before that will also make an impact on the student experience, particularly on advising and registration.

Strategic Goal #4: Execute a comprehensive, integrated plan to promote student success, that begins before enrollment and continues after graduation, and focuses on retaining and graduating students.

Rating: 2 – Some Progress

4.1 Grow and develop campus-wide service organizations.

Bluefield University currently has 16 active student organizations; 3 new service organizations were launched in 2020-21 (International Student Association, Missions Club, and Beta Chi Delta).

4.2 Connect employers, community partners, alumni, and donors to career center for internships, mentorship opportunities, and job placement.

The College invited business leaders and community partners to attend our annual Community Fair during Welcome Week; many were offering internships and jobs. Representation from the local community continues to grow each year at this event.

The Global Mentorship Initiative (GMI) was able to match around 25 students with mentors at companies across the United States. Conversations with students after they completed the program were nearly unanimous in it being a positive experience and beneficial to them as they began job searching.

4.3 Review and update the general education program using a cross disciplinary approach to skills development.

The College launched the review of the general education curriculum with the goal to establish a competency-based model that reduces the credit requirements while providing more options for professional readiness of students (i.e. minors, certificates, 3+3 degree programs).

4.4 Develop faculty institutional support strategies that improve student engagement and progress as measured by metrics such as course outcomes, retention rates, and graduation rates.

In April, the Online Growth Plan was adopted. It includes strategies for improving the online student experience by reviewing and upgrading our online courses. Course review and updates will be ongoing through 2023.

4.5 Develop a comprehensive plan for identifying at-risk students and mobilizing care quickly

College leadership realigned Student Success under the Dean of Academic Success and the Academic Center for Excellence. The College hired qualified ACE personnel to serve at-risk students with learning challenges. Through Moving the Needle, teams have developed a comprehensive retention plan, including intervention calendar.

4.6 Establish targets for improving retention, persistence, and completion that are appropriate to the institutional type and consistent with national and peer standards.

The College initiated the Moving the Needle project in collaboration with Credo leadership. Four areas were identified by institutional leadership to address systems and outcomes that will lead to increased retention and graduation rates. Those focus areas are: Academic Advising; Academic Support for Diverse Learners; Clearance—The Business of Being a Student; and Comprehensive First Year Experience.

Strategic Goal #5: Modernize our campus facilities and strengthen the infrastructure, tools, and technologies, that supports student success in the classroom and serve employees' needs, as well as prepare students to be competitive in the workplace.

Rating: 3 – Significant Progress

5.1 Develop a comprehensive improvement plan to enhance campus facilities, i.e., athletic facilities, residence halls, academic facilities, etc.

A deferred maintenance plan has been developed by National Management which is a great foundation to utilize for campus planning, but additional work needs to be completed to create a multi-year plan tying together the deferred maintenance, facility renovations, and new facility development that can assist the College in multi-year budgeting.

Short of conceptual drawings, all of the design development plan and projected expenses for South Campus have been delivered to the College. The entire project, totaling \$14 million, includes completing site grading, project infrastructure, an artificial turfed multiuse field (football, soccer and lacrosse), an artificial turfed softball field, field lighting, fieldhouse, concessions, press boxes, and bleachers.

5.2 Implement a campus-wide technology ecosystem (devices, instruction support, and learning specialists) to support faculty, staff, and student success.

Several projects occurred this year that had an impact on all College stakeholders. These projects included: migrating to the Salesforce CRM for Admissions which also includes several auxiliary system changes such as marketing, telephony and more; migrating to the Canvas LMS platform which allowed a number of enhancements for providing online course delivery. Additionally, conversation is almost complete to launch Raisers Edge, a new donor/alumni management system that will provide both Advancement staff and constituents a better giving and alumni engagement experience.

The College launched the Apple iPad initiative by equipping faculty in the spring and offered Apple Professional Learning [APL] team training to faculty. The College completed its planning for the launch of the RamsConnect iPad initiative, a 1:1 device program that will provide all students and faculty with an iPad Air 4, Smart keyboard folio, and Apple Pencil in the coming year. This program will allow all traditional students to have access to needed technology. The new technology will also allow for eTextbooks as part of the activation of the new iPad Air 4.
