



**NORTHERN
PENNSYLVANIA
REGIONAL COLLEGE**

STRATEGY DEVELOPMENT BRIEFING BOOK

**PREPARED FOR:
BOARD OF TRUSTEES**

**SEPTEMBER 21, 2018
THE CONEWANGO CLUB
MARKET STREET
WARREN, PA**

NORTHERN PENNSYLVANIA REGIONAL COLLEGE

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OVERVIEW

Northern Pennsylvania Regional College was established in 2015 under the auspices of the Education Consortium of Upper Allegheny, the nonprofit organization formed in 2009 and designated by the Pennsylvania Secretary of Education in August 2014 to address the lack of affordable, accessible educational opportunities for the residents of northwestern Pennsylvania.

A 15-member Board of Trustees governs the College, each of whom serves a three-year, staggered term. The College's founding president, Dr. Joseph T. Nairn, was hired in July 2017 and works with a three-member cabinet consisting of a chief of staff, vice president of academic and student affairs, and vice president of finance and administration. The cabinet oversees a core group of 14 staff. The College's fiscal 2018-19 budget is \$5.02 million.

Following are key facts about the institution and targeted region:

- The current mission is to provide affordable and accessible educational opportunities to the underserved populace of the area by collaborating with local educational and administrative agencies, utilizing an innovative delivery model that is responsive to economic needs, and providing training that leads to family-sustaining careers.
- The current service area consists of nine counties in northwestern Pennsylvania: Cameron, Crawford, Elk, Erie, Forest, McKean, Potter, Venango, and Warren. Collectively, these counties cover 7,000 square miles – nearly double the size of Connecticut and only slightly smaller than Massachusetts. Eight of the nine counties are considered extremely rural.
- The nine-county region experiences higher poverty and public assistance rates than the state and nation; overall, the educational attainment rates above a high school credential are lower than the state and nation; per-capita income is lower than state and national averages. While unemployment hovers around the national rate, pockets within the region experience higher or lower rates at times. Most regional employers report a shortage of skilled workers. The region has been experiencing a steady decline in population due to lack of opportunity.
- The College is committed to providing real-time classroom instruction using interactive media at existing facilities located within 30 minutes of most of the region's population centers. Because "meeting students where they are" is at the core of NPRC's mission, a mobile team of administrative/support staff and faculty are integrated across all delivery sites.
- Our primary audiences are recent high-school graduates, high school or college non-completers, returning adults, and first-generation students. We maintain an open-enrollment admissions policy and preference is given to students who reside within the service region.
- We began operating in Fall 2017 by offering an Associate of Science in Business Administration and an Associate of Arts in Interdisciplinary Studies under a contract partnership with Gannon University. Beginning in Fall 2019, we will offer our own associate degrees, including one or two specialty occupational-technical degrees, as well as workforce development and skills training in response to employer-identified needs.
- The tuition cost for the academic year is 2018-19 is \$185 per credit hour, plus an \$18 per credit fee (up to a maximum charge of \$100 per semester).

NPRC IN 2025
Reflections from the President

By 2025, Northern Pennsylvania Regional College will be:

Academically robust: We will be fully accredited and recognized regionally and nationally for our cost-effective and highly efficient model for delivering high quality instruction to rural populations.

Financially stable: We will be financially stable because of our intentional efforts to grow tuition revenue, contain costs, and secure private philanthropic support for our mission.

Operationally efficient: We will be effective stewards of the public and private dollars entrusted to us by ensuring that we provide high quality, accessible educational opportunities at an affordable cost. All programs will meet or exceed national standards of excellence.

Student-centered: We will “meet our students where they are” and, in partnership with community-based organizations, help students overcome any barriers to their educational success.

Regionally relevant: We will “listen first” to ensure that we are meeting the needs of our regional employers and stakeholders.

A workplace of choice: We will employ professionals who are dedicated to the success of our students and who are leaders and lifelong learners. Our workplace culture will be inclusive and innovative.

OTHER POST-SECONDARY INSTITUTIONS SERVING NORTHWESTERN PENNSYLVANIA

Northern Pennsylvania Regional College is designed to *complement, rather than compete* with, the 15 other post-secondary institutions serving the nine-county region. Of the 15 institutions – all of which are located in just four of the counties – two are public, 10 are private, and three are State-related. In addition, there are two career and technical centers that offer Licensed Practical Nursing programs. Four counties that border the region also have post-secondary institutions. Following is a breakdown of post-secondary institutions by county:

CRAWFORD:

- ***Allegheny College*** is a four-year, private, baccalaureate college, with a focus on arts and sciences, serving traditional-aged, full-time students.
- ***Crawford County Career and Technical Center*** is a public institution providing a full-time licensed practical nursing program to traditional and non-traditional-aged students.
- ***Laurel Technical Institute*** is a two-year, private, for-profit college that emphasizes vocational and technical training and provides certificates as well as associates degrees.
- ***Precision Manufacturing Institute*** is a one- and two-year private, nonprofit, full-time certificate-providing institution that serves a majority of non-traditional students.
- ***University of Pittsburgh, Titusville*** is a two-year, public institution providing associates degrees to a primarily traditional-aged population.

ERIE:

- ***Edinboro University of Pennsylvania*** is a four-year, public institution offering associates, bachelors, and masters degrees to a primarily full-time, traditional-aged population.
- ***Erie Institute of Technology*** is a full-time, two-year, private, for-profit technical institute providing certificates and associate degrees to a traditional and non-traditional population.
- ***Gannon University*** is a four-year, private, nonprofit institution offering associates, bachelors, and masters degrees to a primarily traditional-aged population.
- ***Great Lakes Institute of Technology*** is a full-time, two-year, private, for-profit institution providing certificates and associate degrees primarily in the health professions.
- ***Mercyhurst University*** is a four-year, private, nonprofit institution offering bachelors and masters degrees to a predominantly traditional-aged population.
- ***Mercyhurst University, Northeast Campus*** is a two-year, private, nonprofit institution offering certificates and associates degrees.
- ***Penn State Erie-Behrend College*** is four year, public institution providing associates, bachelors, and masters degrees to a primarily traditional-aged student population.
- ***Triangle Tech*** is a two-year, private, for-profit institution offering technically-oriented associates degrees.

MCKEAN:

- ***University of Pittsburgh – Bradford*** is a four-year, public institution offering associates and bachelors degrees to a primarily traditional-aged population.

VENANGO:

- ***Clarion University, Venango Campus*** is a four-year, public institution providing associates, bachelors, and masters degrees. Half of the student population consists of non-traditional students.
- ***Venango County Area Vocational Technical School*** is a public institution offering one-to-two-year certificate programs.

CLEARFIELD:

- ***Clearfield County Career and Technical School*** is a public institution offering one-to-two-year certificate programs.
- ***Lock Haven University of Pennsylvania at Clearfield*** is a four-year, public institution providing associates, bachelors, and masters degrees.
- ***Penn State at DuBois*** is a four-year, public institution providing associates, bachelors, and masters degrees.
- ***Triangle Tech*** is a two-year private, for-profit institution offering technically-oriented associates degrees.

JEFFERSON:

- ***Brockway Center for Arts and Technology*** offers certificate training in medical assistant and pharmacy assistant (associated with Manchester-Bidwell Corporation).
- ***Butler County Community College at Brockway*** is a public community college offering two-year associate degrees.
- ***Jefferson County-DuBois AVTS*** is a public institution offering one-to-two year certificate programs.

CLARION:

- ***Clarion County Career and Technology Center*** is a public institution offering one-to-two-year certificate programs.
- ***Clarion University of Pennsylvania*** is a four-year, public institution offering associates, bachelors, and masters degrees to a primarily full-time, traditional-aged population.

CHAUTAUQUA (NY):

- ***Jamestown Community College*** is a public community college offering two-year associate degrees.
- ***Jamestown Business College*** is a private, for-profit college offering certificates, two- and four-year degrees.
- ***State University of New York at Fredonia*** is a four-year public institution offering associates, bachelors, and masters degrees to a primarily full-time, traditional-aged population.

**NORTHERN PENNSYLVANIA REGIONAL COLLEGE
CURRENT COLLABORATIVE RELATIONSHIPS**

North East Area

Galeton Area School District
Northern Potter School District
Coudersport Area School District
Oswayo Valley School District
Port Allegany School District
Otto-Eldred School District
Bradford Area School District
Smethport Area School District
Austin Area School District
Intermediate Unit #9
Seneca Highlands Career and Technical Center
Potter Community Education Council
Smethport Area Chamber of Commerce
Bradford Area Chamber of Commerce
Galeton Area Chamber of Commerce
Potter County Chamber of Commerce
Coudersport Area Chamber of Commerce
University of Pittsburgh – Bradford
McKean County Commissioners
Potter County Commissioners

South East Area

Johnsonburg Area School District
Ridgway Area School District
St. Mary's Area School District
Kane Area School District
Cameron County School District
Elk County Catholic
Bradford Area School District
Seneca Highlands Career and Technical Center
Elk/Cameron Community Education Council
St. Mary's Chamber of Commerce
Cameron County Chamber of Commerce
Elk County Commissioners
Cameron County Commissioners

South West Area

Franklin Area School District
Cranberry Area School District
Valley Grove School District
Oil City Area School District
Forest Area School District
Titusville Area School District
Venango Career and Technical Center
Abraxas I (Private High School)
Riverview Intermediate #6
South West Area (con't)

South West Area (con't)

Forest County Chamber of Commerce
Venango Area Chamber of Commerce
Titusville Area Chamber of Commerce
Forest County Business Alliance
Franklin Area Chamber of Commerce
Forest County Commissioners
Venango County Commissioners

Central Area

Warren County School District
Corry Area School District
Fort LeBoeuf School District
Harbor Creek School District
North East School District
Union City Area School District
Wattsburg Area School District
Warren/Forest Community Education Council
Warren General Hospital
Corry Area Chamber of Commerce
Warren County Chamber of Business and Industry
Northeast Chamber of Commerce
Warren County Career and Technical Center
Corry Community Education Center
Warren County Commissioners

Northwest Area

Crawford Central School District
Conneaut School District
Fairview School District
General McLane School District
Girard School District
Iroquois School District
Northwestern School District
Penncrest School District
Northwest Tri-County IU#5
Erie Career and Technical Center
Crawford Career and Technical Center
Crawford County Chamber of Commerce
Meadville Public Library
University of Pittsburgh, Titusville
Crawford County Commissioners

Erie City/County

Erie City School District
Cathedral Prep
Millcreek School District
Erie County Technical School
Central Tech High School
Erie Regional Chamber of Commerce
Erie Manufacturers and Business Association
Northwest Tri-County Unit #5
Gannon University
Edinboro University of Pennsylvania
Erie County Council

Other:

All Federal and State Senators and Representatives
All area Career Links
Seneca Library District
Industrial Technology and Manufacturing Advisory Council Members

ENVIRONMENTAL DRIVERS AND TRENDS¹
IMPACTING NORTHERN PENNSYLVANIA REGIONAL COLLEGE

<i>TREND/CHALLENGE</i>	<i>IMPLICATION FOR NPRC</i>
<p><i>College readiness and remedial education:</i> The placement process for determining college readiness of incoming community college students is inadequate, leading to student frustration and lack of completion. The current trend is to use a co-requisite delivery model for students needing remedial courses.</p>	<p>About 60 percent of community college students enroll in at least one developmental education course, according to the Community College Research Center. One study estimated the annual cost of college-level remedial help to students, colleges and taxpayers at close to \$7 billion. There is a movement among community colleges towards implementing more reliable and sophisticated data analysis tools that can more accurately identify which remedial strategies work and do not work and how to allocate resources most effectively. NPRC might look to the Gates Foundation's Completion by Design initiative, Complete College America, and the Dana Institute and consider the use of a co-requisite delivery model to save students money and speed completion.</p>
<p><i>Workforce development:</i> Community colleges are increasing their production of accelerated degree and certificate programs that will address the skills gap and lead to meaningful employment opportunities. The trend is to increase offerings and options in lieu of degrees.</p>	<p>In order to keep students engaged and progressing until they complete credentials with labor market value, NPRC will need to consider strategic dual enrollment, mandatory orientation, improved advising, acceleration of developmental education using a co-requisite delivery model, early enrollment in programs of study, and close monitoring of student progress. Strategies that accelerate student progress should result in increased student completion. NPRC should continue to focus on "stackable credentials" using innovative scheduling and part-of-term scheduling; blend the boundaries between its workforce mission and credit mission; and continue to develop solid partnerships with businesses in order to ensure alignment with employer and workforce development needs of the region.</p>
<p><i>Funding challenges:</i> State funding will decline over time. There is a potential for change in legislative leadership and/or individuals within the next two years. State funding potentially could be affected as a result.</p>	<p>NPRC will need to develop its capacity and competency for grant writing and individual, corporate, and foundation fund raising. The College also will need to consider a more robust government relations agenda for the purpose of strengthening current relationships and establishing new ones.</p>

¹ The SOURCE on Community College Issues, Trends, and Strategies, 2016

<p><i>Performance-based funding:</i> Some state higher education systems have implemented performance-based funding, with particular attention on retention and degree completion, particularly for low-income students who are often less academically prepared for college.</p>	<p>Given the competition for State funding, NPRC will need – at the outset – to establish data collection and management systems that will enable it to demonstrate outcomes that are beneficial not only to the program’s graduates and their families, but to their respective communities, and, ultimately, the region. Our focus should be on promoting the attainment of educational goals as an indicator of successful performance.</p>
<p><i>Education technology:</i> A challenge facing community colleges today is the ability to keep up with emerging technologies and to provide faculty and staff with the professional development required to ensure optimal use.</p>	<p>In partnership with Gannon University, NPRC has successfully piloted a new model for providing instruction in rural areas. Moving forward, the College will need to continue to determine the right mix of all the tools at its disposal to ensure that learning will be even more effective, affordable, and accessible.</p>
<p><i>Student retention:</i> Rural students face unique sociological and demographic barriers in beginning and completing post-secondary education; for many students, going to college is a foreign concept and experience.</p>	<p>NPRC’s completion agenda will require high quality programs in admissions, orientation, assessment, placement, advising, registration, and financial aid. Blending academic affairs and student affairs under a vice president for academics and student affairs (VPASA) is a first step. Consideration also should be given to establishing an area-specific network of community-based services that can help address non-academic barriers to students’ educational success.</p>

THE CURRENT AND POSSIBLE FUTURE BUSINESS MODEL

<i>SCOPE</i>	<i>CURRENT MODEL</i>	<i>FUTURE MODEL</i>
Characteristics of target area	Highly rural. Out-migration. Lack of skilled workers to meet employer demands. Educational attainment rates beyond high school are lower than state and national averages. Existing educational institutions in area do not focus on non-traditional students.	Highly rural. Out-migration. Lack of skilled workers to meet employer demands. Educational attainment rates beyond high school are lower than state and national averages. Existing educational institutions in area do not focus on non-traditional students.
Who we serve	The underserved, unserved, and never served, including recent graduates, high school or college non-completers, returning adults, first-generation students.	The underserved and unserved, including recent graduates, high school or college non-completers, returning adults, first-generation students.
Programs/services we offer	<ul style="list-style-type: none"> • Associate of Science in Business Administration • Associate of Arts in Interdisciplinary Studies • Associate of Science in Criminal Justice • Associate of Arts in Early Childhood/Early Intervention 	<ul style="list-style-type: none"> • Associate of Arts <ul style="list-style-type: none"> ○ Liberal Studies ○ Social Science ○ Early Childhood • Associate of Science <ul style="list-style-type: none"> ○ Criminal Justice ○ Business • Associate of Applied Science. Possible “tracks” might include: <ul style="list-style-type: none"> ○ Welding ○ Metal fabrication ○ Computerized numerical control ○ Precision machining ○ Industrial maintenance ○ Industrial electricity ○ Nursing assistant ○ Bookkeeping • Short-term classes • Workshops/seminars • Customized training • Special purpose training
	<ul style="list-style-type: none"> • State of PA • Limited tuition 	<ul style="list-style-type: none"> • Tuition • State of PA • Private support: individual, corporate, foundation
What we don’t provide; who we don’t serve	BA degrees; non-workforce related continuing education. We don’t serve students who are seeking a traditional college experience that is campus-based and offers residential housing.	BA degrees; non-workforce related continuing education. We don’t serve students who are seeking a traditional college experience that is campus-based and offers residential housing.

NORTHERN PENNSYLVANIA REGIONAL COLLEGE PROPOSED IDENTITY STATEMENT

*The identity statement captures an organization's essence
and serves as the touchstone for strategic thinking and execution.*

Northern Pennsylvania Regional College provides highly accessible, low-cost, post-secondary education and workforce development training to the underserved and unserved of northern Pennsylvania.

We enhance regional economic growth and civic development by meeting employers' needs for skilled workers. By doing so, we create greater opportunities and the career and educational pathways that will help retain and attract residents to our region.

We serve rural communities in northern Pennsylvania by engaging recent graduates, high school or college non-completers, returning adults, and first-generation students.

We bring classrooms to communities by providing a flexible, career-focused curriculum and quality instruction through the use of interactive media. We offer associate degrees, certificate programs, short-term classes, workshops and seminars, and customized training.

We are low-cost, high quality, easily accessible, student-centered, and highly responsive to existing or emerging community needs.

Our future is bright because we fill a unique niche in the way in which we deliver post-secondary education and workforce development to the residents of our region. Our dedicated, highly qualified, and passionate trustees and staff are true partners in ensuring our students' success in school... and in life.

CURRENT MISSION STATEMENT

*To provide affordable and accessible educational opportunities to the underserved populace of the area
by collaborating with local educational and administrative agencies,
utilizing an innovative delivery model that is responsive to economic needs,
and providing training that leads to family-sustaining careers.*

(41 words)

PROPOSED MISSION STATEMENT

*To provide post-secondary education to the underserved and unserved residents
of northern Pennsylvania.*

(13 words)

**NORTHERN PENNSYLVANIA REGIONAL COLLEGE
STRATEGIES-AT-A-GLANCE**

CONTEXT	OBJECTIVE	RECOMMENDED STRATEGIES
Pockets in the region experience higher levels of unemployment than the national rate. Since January 2014, more than 2,500 people were laid off due to plant closures and layoffs; by 2027, employment is projected to contract by 8,500 jobs. Most regional employers report a shortage of skilled workers. Major occupation groups in the region are Office and Admin Support, Production, and Sales. Over next 10 years, the fastest growing group will be in Health Care Support; high replacement demand is expected in Production and Sales.	<i>Increase employability skills to meet employer needs and create greater opportunities and pathways in order to retain and attract residents to the region.</i>	<ul style="list-style-type: none"> • Develop and implement a formalized process to solicit and assimilate resident and stakeholder feedback, including existing needs assessments, to inform decisions regarding product development • Develop and offer at least three 60-credit hour associate degree programs and at least two associated 30-credit hour certificates focused on specializations from the associates degrees. • Respond to employer- and employee-identified workforce development needs with products and programs that are non-degree related, but which may help inform future degree offerings.
There will be an annual average of 5,500 high school grads through 2020, half of which will come from eight rural counties. Educational attainment rates beyond high school are lower than statewide and national rates. One-in-three students is not college bound. Existing higher education institutions in the region do not focus on non-traditional students nor are they necessarily accessible or affordable.	<i>Engage recent graduates, high school and/or college non-completers, returning adults, and first-generation students from each of the nine counties served.</i>	<ul style="list-style-type: none"> • Develop and implement an area-specific, relationship-based marketing plan to reach prospective students, with particular emphasis on high school or college non-completers and non-traditional students. • Implement an enrollment management system.
Going to college is a foreign concept and experience for many rural students. Remediation courses may be needed. Rural students face unique barriers not faced by others. The region is well-served by community-based health and human service organizations.	<i>Ensure student success through an inclusive and innovative culture.</i>	<ul style="list-style-type: none"> • Create an area-specific network of community-based services – and contacts within those services – to help address non-academic barriers to students’ educational success. • Implement a student management system. • Implement a learning management system.

NPRC RECOMMENDED STRATEGIES

OBJECTIVE:

Increase employability skills to meet employer needs and create greater opportunities and pathways in order to retain and attract residents to the region.

<i>Develop and implement a formalized process to solicit and assimilate resident and stakeholder feedback, including existing needs assessments, to inform decisions regarding product development.</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	Yes.
Will create new opportunities and career/educational pathways that will help to retain or attract residents to our region	Yes. Will help ensure that any new programs developed are relevant and responsive to customer-identified needs, thus creating new opportunities and career/educational pathways.
Can be implemented given our existing infrastructure, current staff capacity and competency, and existing partner relationships	Currently have the resources to begin development, but may require additional resources to implement fully (see operational plans in appendix).
Will be financially viable or have a dedicated funding source	Yes, through the use of State and other private funding sources.
Contributes to student recruitment, retention, and completion	Yes. Students will be more inclined to engage initially and to complete if they feel the coursework is relevant to their personal experience.
Responds to an existing or emerging workforce development opportunity/need	Yes. Intentionally soliciting business and industry feedback will help ensure that we are responding to the area's workforce development needs.
Consistent with our delivery model	Yes. The StarLeaf system will be a means of soliciting customer feedback as well as a means of delivering instruction.
Complements or positively impacts our core of services and/or delivery sites	Yes.
Complies with Middle States, PDE, and Federal requirements	Yes.
Will be politically acceptable	Not only will it be politically acceptable, it is politically desirable.

NPRC RECOMMENDED STRATEGIES

OBJECTIVE:

Increase employability skills to meet employer needs and create greater opportunities and pathways in order to retain and attract residents to the region.

<i>Finalize and implement at least three 60-credit hour associate degree programs (Associate of Arts, Associate of Science, and Associate of Applied Science) and at least two associated 30-credit hour certificates focused on specializations from the associate degrees.</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	Yes.
Will help create new opportunities and career/educational pathways that will help to retain or attract residents to our region	Definitely.
Can be implemented given our existing infrastructure, current staff capacity and competency, and existing partner relationships	Will require additional faculty and staff. The AAS programs will require lab facilities. Existing partnerships will need to be maintained/expanded.
Will be financially viable or have a dedicated funding source	Yes, through a combination of State funding, tuition revenue, and private philanthropic support.
Contributes to student recruitment, retention, and completion	Yes, by offering programs in fields of interest to potential students and which will lead to employment.
Responds to an existing or emerging workforce development opportunity/need	Yes. The degrees and certificate programs offered will respond to identified needs.
Consistent with our delivery model	Yes. All programs will be delivered through the use of interactive media.
Complements or positively impacts our core of services and/or delivery sites	Yes.
Complies with Middle States, PDE, and Federal requirements	Yes. Must comply with Middle States.
Will be politically acceptable	Yes.

NPRC RECOMMENDED STRATEGIES

OBJECTIVE:

Increase employability skills to meet employer needs and create greater opportunities and pathways in order to retain and attract residents to the region.

<i>Respond to employer- and employee-identified workforce development needs with products and programs that are non-degree related, but which may help inform future degree offerings.</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	Yes.
Will help create new opportunities and career/educational pathways that will help to retain or attract residents to our region	Yes, given that programs will be developed in direct response to employer-identified needs.
Can be implemented given our existing infrastructure, current staff capacity and competency, and existing partner relationships	Will need to add faculty and staff and additional technology and program-relevant equipment. Will depend on existing partner relationships and may require creation of new partnerships.
Will be financially viable or have a dedicated funding source	Overall, yes. However, some programs will be “loss leaders.”
Contributes to student recruitment, retention, and completion	Yes.
Responds to an existing or emerging workforce development opportunity/need	Yes, because those needs have been employer- and employee-identified.
Consistent with our delivery model	Consistent with our delivery model, but will require an expansion of that model to accommodate the need for “hands-on” experiences. Will require new partnerships and new equipment.
Complements or positively impacts our core of services and/or delivery sites	Yes.
Complies with Middle States, PDE, and Federal requirements	Not relevant for Middle States. Will include data collection and reporting that will meet PED and Federal requirements, if applicable.
Will be politically acceptable	Yes.

NPRC RECOMMENDED STRATEGIES

OBJECTIVE:

Engage recent graduates, high school and/or college non-completers, returning adults, and first-generation students from each of the nine counties served.

<i>Develop and implement an area-specific, relationship-based marketing plan to reach prospective students, with particular emphasis on high school and college non-completers and non-traditional students.</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	Yes.
Will help create new opportunities and career/educational pathways that will help to retain or attract residents to our region	Yes. Most colleges are not focused on these specific populations.
Can be implemented given our existing infrastructure, current staff capacity and competency, and existing partner relationships	Will require adding a dedicated marketing position, an institutional research position, and possibly more student support specialists. Will require that new community-specific partnerships be formed.
Will be financially viable or have a dedicated funding source	Yes. Will use a combination of State funding, tuition revenue, and private philanthropic support.
Contributes to student recruitment, retention, and completion	Yes.
Responds to an existing or emerging workforce development opportunity/need	By attracting non-completers and non-traditional students, we will help address employers' needs for more skilled workers.
Consistent with our delivery model	Yes.
Complements or positively impacts our core of services and/or delivery sites	Yes.
Complies with Middle States, PDE, and Federal requirements	Yes.
Will be politically acceptable	Most definitely.

NPRC RECOMMENDED STRATEGIES

OBJECTIVE:

Engage recent graduates, high school and/or college non-completers, returning adults, and first-generation students from each of the nine counties served.

<i>Implement an enrollment management system.²</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	An enrollment management system will be critical to our ability to achieve mission.
Will help create new opportunities and career/educational pathways that will help to retain or attract residents to our region	Converting prospects to enrolled students is the first step in getting these individuals on a career/educational pathway.
Can be implemented given our existing infrastructure, current staff capacity and competency, and existing partner relationships	Will require investment in software and training. May require additional staff with a competency in systems management.
Will be financially viable or have a dedicated funding source	Yes.
Contributes to student recruitment, retention, and completion	Will be essential to the student recruitment process.
Responds to an existing or emerging workforce development opportunity/need	N/A
Consistent with our delivery model	N/A
Complements or positively impacts our core of services and/or delivery sites	N/A
Complies with Middle States, PDE, and Federal requirements	An enrollment management system will provide data that can be used for reporting purposes.
Will be politically acceptable	N/A

² An enrollment management system (EMS) is a customer relationship management tool. The EMS captures information on prospective students with the goal of having prospects enroll in either a workforce development or academic program. The EMS facilitates a seamless customer experience for students and makes the admission process less cumbersome. The system also provides basic data analytics that can be used to drive NPRC's marketing efforts. The EMS should be integrated with the student information system (SIS) and learning management system (LMS) (see below).

NPRC RECOMMENDED STRATEGIES

OBJECTIVE:

Ensure student success through an inclusive and innovative culture.

<i>Create an area-specific network of community-based services – and identified contacts within those services – that can help address student-identified, non-academic barriers to their educational success.</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	Yes. Such a network will provide the support systems that students need to succeed.
Will help create new opportunities and career/educational pathways that will help to retain or attract residents to our region	If students can remain in school, they will have new opportunities.
Can be implemented given our existing infrastructure, current staff capacity and competency, and existing partner relationships	Will require additional informal partnerships and perhaps contracts with selected human service providers.
Will be financially viable or have a dedicated funding source	Will need a dedicated funding source if we enter into fee-for-service contracts with selected providers.
Contributes to student recruitment, retention, and completion	Yes.
Responds to an existing or emerging workforce development opportunity/need	N/A
Consistent with our delivery model	N/A
Complements or positively impacts our core of services and/or delivery sites	Yes.
Complies with Middle States, PDE, and Federal requirements	Student support services are required by Middle States and possibly by PDE.
Will be politically acceptable	Yes.

NPRC RECOMMENDED STRATEGIES

OBJECTIVE:

Ensure student success through an inclusive and innovative culture.

<i>Implement a student information system.³</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	Yes.
Will help create new opportunities and career/educational pathways that will help to retain or attract residents to our region	N/A
Can be implemented given our existing infrastructure, current staff capacity and competency, and existing partner relationships	Will require investment in software and training.
Will be financially viable or have a dedicated funding source	Yes.
Contributes to student recruitment, retention, and completion	Yes; facilitating registration and providing advisors with advisees' progress towards degree completion will help support student retention and completion.
Responds to an existing or emerging workforce development opportunity/need	N/A
Consistent with our delivery model	N/A
Complements or positively impacts our core of services and/or delivery sites	Will help ensure that each site is running to capacity and that resources are allocated appropriately.
Complies with Middle States, PDE, and Federal requirements	The system is essential for compliance with required purposes.
Will be politically acceptable	N/A

³ A student information system (SIS) facilitates class registration; manages student financial aid from application to award to distribution; records students' academic history; provides advisors with advisees' progress towards degree completion; facilitates billing and accounting; and captures data required for reporting purposes. Use of a SIS also helps ensure that each site is running to capacity, enabling strategic growth within current capacity. The SIS should be integrated with the enrollment management system (EMS) and learning management system (LMS).

NPRC RECOMMENDED STRATEGIES

OBJECTIVE:

Ensure student success through an inclusive and innovative culture.

<i>Implement a learning management system.⁴</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	Yes.
Will help create new opportunities and career/educational pathways that will help to retain or attract residents to our region	N/A
Can be implemented given our existing infrastructure, current staff capacity and competency, and existing partner relationships	Will require investment in software and training.
Will be financially viable or have a dedicated funding source	Yes.
Contributes to student recruitment, retention, and completion	Yes. Ability for peer-to-peer and small group interaction can contribute to student retention and completion.
Responds to an existing or emerging workforce development opportunity/need	N/A
Consistent with our delivery model	Yes.
Complements or positively impacts our core of services and/or delivery sites	Will complement services by enabling students to access course materials and library resources.
Complies with Middle States, PDE, and Federal requirements	Yes.
Will be politically acceptable	N/A

⁴ A learning management system (LMS) provides a platform for instructor and student interaction, student group work, peer-to-peer interaction, and on-line tutoring. The LMS enables students to access course materials, grades, and library resources, as well as to provide feedback regarding the quality of their learning experience. It is essential that the LMS, SIS, and EMS work in conjunction with each other, as part of an integrated and cohesive system.