



**NORTHERN
PENNSYLVANIA
REGIONAL COLLEGE**

BOARD OF TRUSTEES

Briefing Book

**STRATEGIC OBJECTIVES
2020-2021**

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 23 staff. The College's 2019-20 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 that expanded to include degrees in Criminal Justice and Early Childhood Education. Beginning in Spring 2020, we will offer our own associate degrees in the four disciplines above and including an Associates of Arts degree in Social Science. We continue to provide workforce development and skills training in response to employer-identified needs.
- The tuition cost for the academic year 2019-20 is \$185 per credit hour, plus an \$18 per credit fee (up to a maximum charge of \$100 per semester).

MISSION STATEMENT

To provide affordable and accessible post-secondary education and training to the underserved residents of northern Pennsylvania.

VISION STATEMENT

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.

STATEMENT OF BELIEFS

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 underserved 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.

OTHER POST-SECONDARY INSTITUTIONS SERVING NORTHWESTERN PENNSYLVANIA

Northern Pennsylvania Regional College is designed to *complement, rather than compete* with, the other post-secondary institutions and career and technical centers serving the nine-county region. Four counties that border the region also have post-secondary institutions. Following is a breakdown of post-secondary institutions and career and technical centers 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 associate 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 associate degrees to a primarily traditional-aged population.

ERIE:

- *Edinboro University of Pennsylvania* is a four-year, public institution offering associate, bachelors, and master's 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 associate, bachelors, and master's 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 master's degrees to a predominantly traditional-aged population.
- *Penn State Erie-Behrend College* is four-year, public institution providing associate, bachelors, and master's degrees to a primarily traditional-aged student population.

MCKEAN:

- *University of Pittsburgh – Bradford* is a four-year, public institution offering associate and bachelor's degrees to a primarily traditional-aged population.

VENANGO:

- *Clarion University, Venango Campus* is a four-year, public institution providing associate, bachelors, and master's 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 associate, bachelors, and master's degrees.
- *Penn State at DuBois* is a four-year, public institution providing associate, bachelors, and master's degrees.
- *Triangle Tech* is a two-year private, for-profit institution offering technically-oriented associate 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 associate, bachelors, and master's degrees to a primarily full-time, traditional-aged population.

CHAUTAQUA (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 associate, bachelors, and master's 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 of post-secondary education in Pennsylvania has historically not been predictable.</p>	<p>NPRC will need to develop a more robust government relations agenda for the purpose of strengthening current relationships and establishing new ones. NPRC will need to develop its capacity and competency for grant writing and individual, corporate, and foundation fund raising.</p>

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

<p>Performance-based funding: 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 has begun 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>Education technology: 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>Student retention: 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 has begun to develop high quality programs in admissions, orientation, assessment, placement, advising, registration, and financial aid. Blending academic affairs and student affairs with workforce development under a vice president for academics and student affairs (VPASA) was a first step. Consideration is being given to establishing a network of community-based services to 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>
Geographic service area	Nine counties in northern PA: Erie, Crawford, Venango, Warren, Forest, McKean, Elk, Cameron, and Potter.	Current counties, plus any additional Northern Pennsylvania counties, upon request.
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 high school graduates, college non-completers, returning adults, first-generation students.	The underserved, unserved, and never served, including recent high school graduates, college non-completers, returning adults, first-generation students.

<p>Programs/services we offer and future offerings</p>	<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 • Short-term classes • Workshops/seminars • Customized training • Special purpose training • Anticipated in fall 2020: 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 •
<p>Our sources of revenue</p>	<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
<p>What we don’t provide; who we don’t serve</p>	<p>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.</p>	<p>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.</p>

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 high school graduates, high school and/or college non-completers, returning adults, and first-generation students from all counties served.

<i>Develop and implement an area-specific, relationship-based marketing plan to reach prospective students, with particular emphasis on high school graduates and 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 high school 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 a 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 contacts with selected providers.
Contributes to student recruitment, retention, and completion	Yes.
Responds to an existing or emerging workforce development opportunity/need	Yes. The barriers to success that individuals experience in the workplace often are similar to the barriers they experience in school. Helping students overcome barriers in school ultimately will prepare them to overcome barriers in the workplace as well.
Consistent with our delivery model	Yes. The delivery sites and partners will help create and identify the area-specific network of community-based services. The delivery sites often are the “first line of defense” for recognizing students’ barriers.
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	Yes. The student information system will help strengthen the delivery model by enhancing communications between and among delivery sites and the administration.
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. The learning management system will be accessible and supportive of the delivery model when it comes to distributing information and communications among instructors, students, administrative staff, and the delivery sites.
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.

NPRC RECOMMENDED STRATEGIES

OBJECTIVE:

Expand NPRC’s reach in up to 11 additional Northern PA counties including Armstrong, Bradford, Clarion, Clearfield, Jefferson, Tioga, Lycoming, Pike, Schuylkill, Susquehanna, and Wayne.

<i>Create a decision-making protocol that will include, but not be limited to, an assessment of need, community readiness, community-based partners, resource requirements, and sources of funding.</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, by being intention in regards to the expansion of delivery sites to other areas.
Can be implemented given our existing infrastructure, current staff capacity and competency, and existing partner relationships	Yes.
Will be financially viable or have a dedicated funding source	N/A
Contributes to student recruitment, retention, and completion	N/A
Responds to an existing or emerging workforce development opportunity/need	N/A
Consistent with our delivery model	Yes. Once the determination is made as to the areas in which services will be expanded.
Complements or positively impacts our core of services and/or delivery sites	N/A
Complies with Middle States, PDE, and Federal requirements	N/A
Will be politically acceptable	N/A

**NORTHERN PENNSYLVANIA REGIONAL COLLEGE
RECOMMENDED NEW STRATEGIES FOR 2020**

**OBJECTIVE:
Ensure student success through an inclusive and innovative culture.**

<i>Utilize technology to promote student success</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	Yes. Technology will provide students with greater access to post-secondary education and training.
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	Not immediately. Will require increased access to broadband, additional hubs for educational delivery, personal computers for student use, and ability to analyze student feedback on LMS, SIS, and StarLeaf.
Will be financially viable or have a dedicated funding source	To be determined. May require outside grant or private philanthropic funding.
Contributes to student recruitment, retention, and completion	Yes. By providing students with the tools they need and/or removing the barriers to success that may be technology-related, we increase student retention and rates of graduation or certificate 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	Yes
Complies with Middle States, PDE, and Federal requirements	Yes
Will be politically acceptable	N/A

**NORTHERN PENNSYLVANIA REGIONAL COLLEGE
RECOMMENDED NEW STRATEGIES FOR 2020**

OBJECTIVE:

Ensure student success through an inclusive and innovative culture.

<i>Institute student support services.</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	Yes. Student support services will help remove non-educational barriers to student's success.
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	Yes. There also will be an opportunity to build upon existing partnerships or create new partnerships with community-based organizations in the areas we serve.
Will be financially viable or have a dedicated funding source	May create funding opportunity. Community colleges often establish funds through private donations to meet students' emergency needs that could jeopardize student retention and/or completion.
Contributes to student recruitment, retention, and completion	Yes. By helping students deal with non-educational barriers to their success, we increase the likelihood of 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	Yes
Complies with Middle States, PDE, and Federal requirements	Yes. Student support services are required by Middle States.
Will be politically acceptable	N/A

**NORTHERN PENNSYLVANIA REGIONAL COLLEGE
RECOMMENDED NEW STRATEGIES FOR 2020**

OBJECTIVE:

Secure private philanthropy contributions to advance NPRC’s mission/vision.

<i>Create the NPRC Foundation.</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	Yes. Will ensure that education is affordable.
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	No. Will require outside assistance in establishing the foundation. Once foundation is created, will require a resource development officer, donor software, and a budget for donor cultivation and recognition.
Will be financially viable or have a dedicated funding source	Yes. The operating costs for the foundation will be a percentage of dollars raised.
Contributes to student recruitment, retention, and completion	Absolutely. The ability to offer financial aid will be a key to student recruitment and retention.
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	Unsure.
Will be politically acceptable	N/A

**NORTHERN PENNSYLVANIA REGIONAL COLLEGE
RECOMMENDED NEW STRATEGIES FOR 2020**

OBJECTIVE:

Expand NPRC’s reach into additional Northern Pennsylvania Counties, upon request.

9. <i>Develop a plan to serve additional underserved counties who wish to become part of the NPRC service area.</i>	
<i>Criterion</i>	<i>Comments</i>
Consistent with mission/identity statement	Yes. By increasing access for under-served residents.
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	Yes
Will be financially viable or have a dedicated funding source	To be determined.
Contributes to student recruitment, retention, and completion	N/A
Responds to an existing or emerging workforce development opportunity/need	Yes
Consistent with our delivery model	Yes. Will require identification and establishment of additional educational locations
Complements or positively impacts our core of services and/or delivery sites	N/A
Complies with Middle States, PDE, and Federal requirements	Unsure
Will be politically acceptable	Will depend on the areas being considered. Will require using legislative connections to establish and/or leverage relationships in those counties.