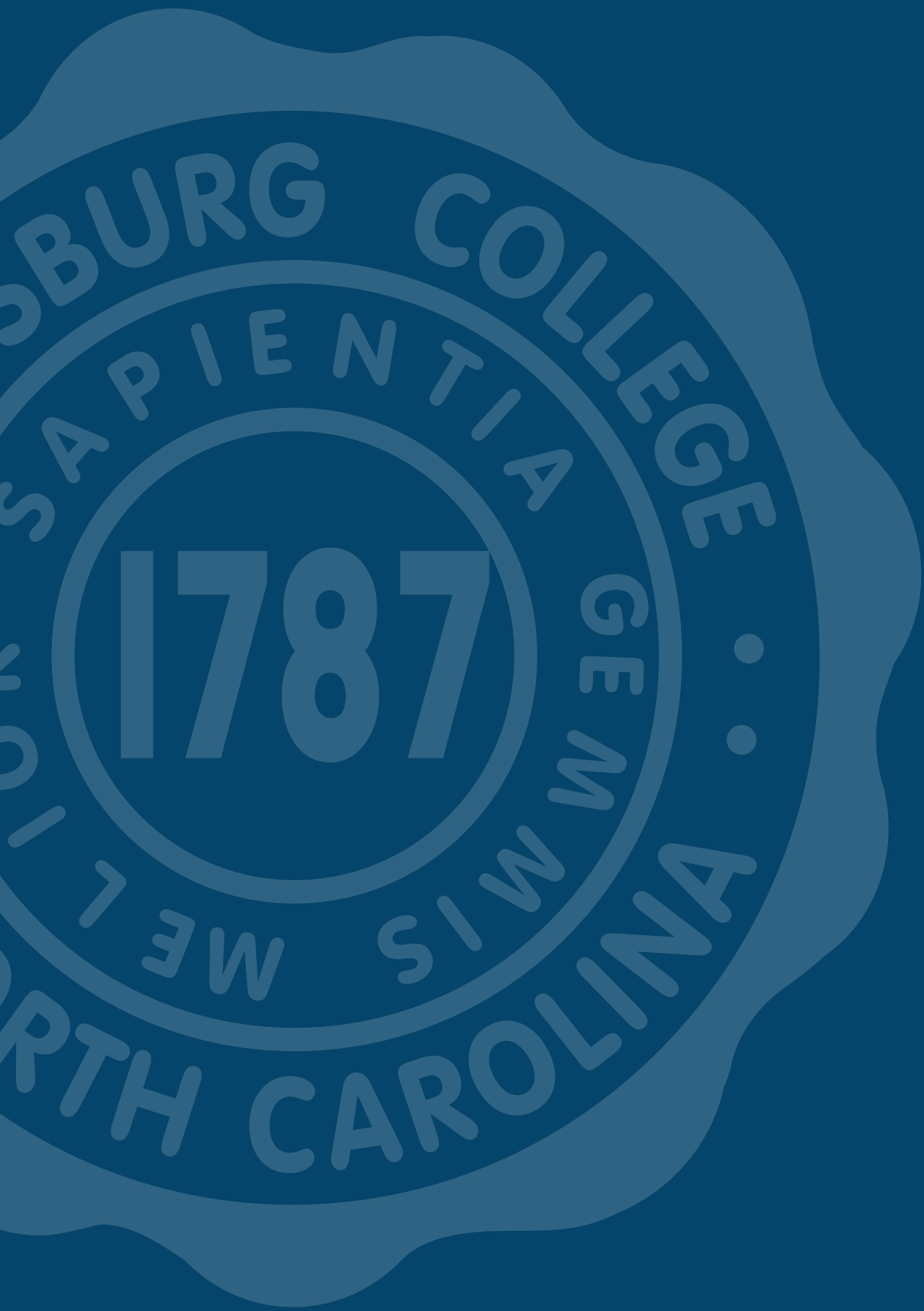


# Louisburg College Strategic Plan 2019



LOUISBURG  
COLLEGE



# Overview

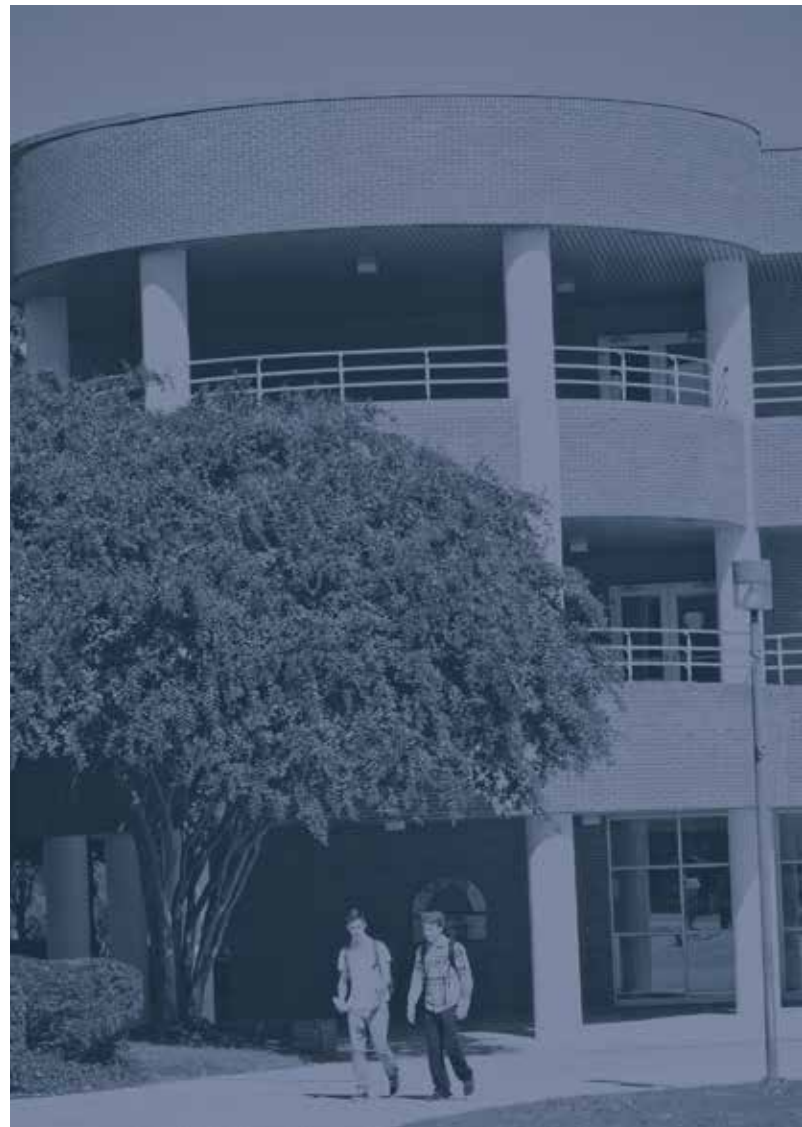
The Louisburg College Strategic Planning effort was begun under the direction of the Board of Trustees upon the hiring of Dr. Gary Brown as the 28<sup>th</sup> president of the College. The process occupied the twelve months of 2018 and three months of 2019, with the resulting plan being submitted for approval by the Board of Trustees on April 25, 2019. The plan was reviewed by the Executive Committee of the Board of Trustees and then posted online for community comment during January and February 2019 and those comments were considered and incorporated by the Steering Committee into the current document.

in Appendix C are not part of the strategic goals expressed in the plan itself, which incorporates many of the ideas from the subcommittees but differs in some respects. Subcommittee members included faculty, administrative staff, and trustees. The steering committee expresses its deep appreciation to these subcommittees for their dedicated work and consideration of the questions posed to them, to Ken Price, administrative assistant to the Academic Dean, who assisted with the work of assembling and compiling the resulting report, and Merry Ketterer, Advancement Assistant, for her support in the layout and design of the final document.

## The steering committee was composed of the following

- Mr. William R. Cross, co-chair (College Trustee)
- Dr. Steven E. Brooks, co-chair (College Trustee)
- Dr. Gary Brown, President (College Administrative Staff)
- Mrs. Sharon H. Bryson (College Trustee)
- Dr. Kelvin Spragley, Associate Professor of History & Education (College Faculty)
- Ms. Allison Smith, Associate Director of Financial Aid (College Administrative Staff)

Four subcommittees were formed to explore initial questions raised by the steering committee, and these committees did much of the work that resulted in this plan. These subcommittees met weekly during Fall 2018, and their full reports are included as information items in Appendix C of this plan in order to provide a more comprehensive view of the various issues raised and discussed during the planning process. These information items





## Subcommittee Members

| Enrollment and Student Experience |   | Instruction and Curriculum |   | Infrastructure and Finance |   | Communications and Marketing |   |
|-----------------------------------|---|----------------------------|---|----------------------------|---|------------------------------|---|
| Shevonne Booze                    | S | Brittany Hunt              | S | Robert Bruck               | F | Mike Safley                  | F |
| Kris Capps                        | S | Crystal Brantley           | F | Tad DeBerry                | T | Gray Southern                | T |
| Lynda Lumpkin                     | T | Kelvin Spragley            | F | Roger Taylor               | T | Chris Reid*                  | S |
| Brittany Hunt                     | S | Will Hinton                | F | Chad Barefoot              | S | Bill Shelton                 | T |
| Fonda Porter                      | S | Ian Wolf                   | F | Meridith Berson*           | S | Bill Boddie                  | T |
| Jason Modlin                      | S | Josh Parrott*              | F | Franklin Roberts           | T | Sequoia Sady                 | S |
| Brian Gano                        | S | Dan Bartholomew            | F | Tracy Potter               | S | Danielle Dietz               | F |
| Charles Knight                    | T | Scott Benrube              | F | Emily Hodges               | T | Pat Hinton                   | F |
| Alex Cheek                        | S | Stephanie Tolbert          | S | Nate Biegenzahn            | S | Jamie Patrick                | S |
| Maura Budusky*                    | S | Diane Cook                 | F | SangSoon Koh               | F | Curtis Hayes                 | S |
| Clare Highfield                   | F | Robin Faulkner             | F | Mike Holloman              | S | Mack Carr                    | S |
| Candy Jones                       | F | Anthony Blair              | F | Ellen Divens               | F | Susan Ranes                  | F |
| Tommy Jenkins                     | F | Peggy Winstead             | T | Debra Smith                | S | Ian Wolf                     | F |
| Stephanie Tolbert                 | S | Tommy Jenkins              | F |                            |   | Chad Barefoot                | S |
| Timyra Staton                     | S | Marla Coleman              | T |                            |   | Maura Budusky                | S |
| Lauren Wilkerson                  | S | Ilishe Mikos               | F |                            |   | Brian Sanders                | F |
| Britt Jessie                      | S | Genya Afanasyava           | F |                            |   |                              |   |
|                                   |   | Caitlin Frederick          | F |                            |   |                              |   |
|                                   |   | Nell Foltz                 | S |                            |   |                              |   |

\* Subcommittee Head    S = Staff    F = Faculty    T = Trustee



# The Right Approach

### **I. Promote student success through a comprehensive institutional approach to student recruitment, retention, and completion**

- A. Define and work toward achieving student success (admissions rates/yields, retention rates, graduation rates, participation rates, successful transfer rates).
  - o Understand the “enrollment funnel” that runs from prospects, through applicants, through admitted students, through deposit paid, through enrollment. Have five-year historical data for each portion available for analysis.
  - o Expand the enrollment funnel to include persistence/retention, graduation, and transfer and gather data on those portions as well. Track these by cohort from fall to fall; track spring cohorts separately.
  - o Analyze demographic and academic characteristics of students as they pass through (or fail to pass through) the funnel.
  - o Target recruitment efforts toward those characteristics that experience greatest success.
  - o Increase all conversion rates, from any given portion of the funnel, to at least the national average for similar institutions.
- B. Improve student processes from initial contact through academic goal attainment – that is, admit-to-retain students for whom the College can be transformative.
  - o Incorporate faculty, student life, and other appropriate staff contact with students during the admissions process (that is, faculty and staff in the prospective student’s program of interest, e.g. business, will contact the student in coordination with the Admissions Office).
  - o Expand outreach to parents of prospective and enrolling students; continue this partnership with parents throughout college career.
- C. Strengthen and expand campus services that contribute to student success and retention based on detailed analysis of data; then assure sufficient resources to support these services.
  - o Assess student life program related to sense of belonging and attitude; assess optimum model for campus safety and residence life
  - o Conduct self-study of current student engagement opportunities on campus to assess whether and how affinity groups, traditions, and weekend programming can increase participation and retention rates

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# Strategic Goals

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- o Conduct a campus environment assessment to increase a sense of belonging and promote the persistence of students.
  - o The possibility of moving the residential program to a “House” system, which would enhance the marketability of the residential program and provide more living learning communities/affinity groups for non-athlete and traditional students. This could also be used to further reinforce the College’s mission and purpose among the student community.
  - o Create a comprehensive first year experience that cultivate partnerships between professional academic advisors and individual student success coaches, building on existing models such as Horizons Mentors and STEP Coaches.
  - o Pair first year students most at risk academically with success coaches.
- D. Intentionally create a diverse student body that reflects the mission of the College and supports its financial stability.
- o Subcommittees did not make specific recommendations for enrollment, tuition, discount rates, and budget planning. For the long term, two subcommittees favor a redefined mission statement: vision/value strategy and roadmap before answering the key questions below.
  - o The steering committee suggests that the Board of Trustees adopt, upon the recommendation of the President, its own answers for the short-term goals (in italics, below) while endorsing the idea of a study group to explore longer term answers (see Appendix A).
    - A. Optimal enrollment
      - There are over 700 spaces for residential students. We should attract 100 commuters in the regular program and consideration should be given to offering a weekend and evening program.
    - B. Tuition
      - The College should increase tuition and fees, as well as room and board, annually, by approximately 3% to 5%. At the same time, it should also deliver more services and benefits in order to attract a mix of students that includes more full-pay/substantial-pay students. If a better economic mix of students can be attained, the more diverse financial backgrounds will enable the College to provide better student aid packages for those who cannot afford even the current costs. Thought should be given to bundling a computer with tuition make the investment more appealing. If not bundled, the College should explore ways to offer students a group-purchasing discount.
    - C. Tuition discount rate
      - Discount rates should be computed separately for those students whose awards are not based on demonstrated need. The rate of discount required to attract athletes and high-value students (in terms of leadership and ability to contribute to campus life) should be at or slightly above the national average.
      - The financial need of students should be met, insofar as possible, by the College with a combination of aid that includes federal and state grants, plus College scholarships from endowments and the general fund, as needed to assure that no student or family is borrowing an unreasonable amount in order to finance a Louisburg College education.

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# Strategic Goals

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Amounts borrowed through various sources should be studied each year to be sure that over borrowing is not an issue.

- D. The ethnic and gender diversity of Louisburg College comprise a healthy ethnic mix.
  - The gender ratio should be approximately 50% male and 50% female.
  - Most significant in the College's future is financial diversity: a student body where almost everyone needs financial assistance is not sustainable without huge endowments that are out of reach.
- E. Given the success of the Learning Partners program, add specific and robust student recruitment efforts at Learning Differences secondary schools. Explore new recruiting methods and specifically recruit at private schools that likely have students who are unprepared for large colleges and universities and have families who can afford a Louisburg College education.



## II. Foster a positive and productive campus culture and environment based on shared values.

- A. Promote organization-wide client service knowledge and skills for benefit of both external and internal clients. The term "client service" is used instead of "customer service," which it certainly should resemble, in order to distinguish the role of College and student as distinct from the role of "the customer is always right."
  - o Conduct client service survey of current students and parents as well as alumni of recent years
  - o Implement campus-wide client service training and evaluation
- B. Promote and support an institutional culture of leadership and inclusion at all levels.
  - o Assure that Louisburg College becomes a great place to work by actively listening to all stakeholders and implementing policies and practices that serve the common good.
  - o Work incessantly to give the entire College community a sense of being a family engaged in common pursuits. The geographic diversity of employees makes this task need attention: while 33% of all employees live within ten miles of the College as of fall 2018, 40% live at least 20 miles away, with 18% living over 30 miles from the campus. Finding ways to engage all employees and to encourage them to participate actively in the life of the College (student activities, athletics, art and drama, etc.) is imperative.

# Strategic Goals

- o Eliminate “silos” and take a team approach to problem solving.
  - o Develop a monthly “newsletter” or other communications effort including both administrative and academic departmental updates.
  - o Plan and promote regular and consistent community events for faculty and staff to enhance sense of collegiality.
  - o Conduct a departmental SWOT analysis and survey Louisburg College community about morale, inclusion, and leadership opportunities.
- C. Create an organizational culture that embraces accountability.
- o Build expectation of excellent client service into job descriptions: Students First!
  - o Assure that students have access to robust IT resources, including high-speed Wi-Fi connections throughout the campus.
  - o Consider bundling a laptop computer into the tuition charges for students to assure that all have access to a standard of service needed to facilitate instruction and student life.
- D. Ensure a stable, diverse, and talented professional workforce utilizing data to enhance both internal equity and external competitiveness.
- o Ensure that IT operations fully support the workforce of the College, including both faculty and staff, in a manner that leads to data-driven decision-making and planning
    - The “Multi-year IT improvement plan” (Appendix D) is a starting point for these efforts
  - o In all areas of staff and faculty employment, hire professionals and provide them the tools and technology they need to succeed.
  - o Our faculty and staff should enjoy competitive salaries, as well as professional development opportunities and benefits packages.



### III. Provide comprehensive, relevant, innovative, mission-driven instruction and programming

- A. Ensure current and proposed instructional programs support the College mission.
- o The Board of Trustees should expand the current mission statement as needed based on input from



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## Strategic Goals

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the committees engaged in strategic planning; present the new mission statement for adoption by the Board of Trustees as it considers the strategic plan.

- o Perform a longer-term study, with full inclusion of the appropriate constituencies, of the mission statement, values, and vision of the College. (See Appendix A).
  - o Implement, at least on an experimental basis, the “Higher Ground” for students who have developmental needs (See Appendix B). This proposal also contains components that would enhance learning for students who do not have identified developmental needs (see below).
  - o Enhance and expand enrollment in the Learning Partners program, doubling its current size to approximately 100 students for whom these services add significant value.
  - o Develop a tiered approach of services to meet learning needs of all students; this includes academic coaching, academic advising, supplemental instructions, and mentoring. The subcommittee proposes entitling this tiered approach Student Success – Higher Ground, the same name as the “Higher Ground” in Appendix B of this plan.
  - o Consider the use of an Academic Success Center, staffed by full-time academic support/academic advisors. If implemented, this would provide faculty the opportunity to become true mentors and intrusive advisors for students, and the Academic Success Center staff would work on advising for graduation and transfer.
  - o Extend the ACA program into a two-semester requirement, involving faculty mentors, a service learning requirement, and a focus on completion of Associate degrees or other Louisburg College credential, as well as on successful transfer upon credential attainment.
  - o Complete articulation agreements with 30 North Carolina Independent Colleges and Universities that are signatories of similar agreements with the North Carolina Community College System, and then complete similar articulation agreements with the 16-campus University of North Carolina system. The agreements outline, in considerable detail, precisely which Louisburg College courses meet the General College and pre-major requirements of the participating senior institutions; Louisburg College graduates who transfer under an articulation agreement may reasonably expect all Louisburg coursework in which the grade was “C” or better to transfer; graduates may also reasonably expect to have junior status and thus to complete the Bachelor degree in two additional years after Louisburg College, consistent with additional requirements that may be in place for certain subject majors.
- B. Explore expansion, including one or two Bachelor degrees (perhaps business, education, and/or liberal studies as market studies may suggest) and one or two technical certificate programs (perhaps agriculture, hospitality, and/or renewable energy as market studies may suggest – to the extent practicable enable these certificate programs to contain courses that will also transfer to senior institutions offering Bachelor degrees in these areas).
- o Increase weekend and evening programming to attract part-time, commuting students.
  - o Consider an online Winter term and the addition of online options during the summer term.
  - o Add an Associate Degree program in Physical Therapy Assistant.
  - o Regarding enrollment and new potential revenue streams, the College could consider the possibility of recruiting, leasing, supporting or starting a secondary school on campus. This could be a challenging change to the College, but it could also provide great benefits such as becoming a

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## Strategic Goals

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feeder school to the College, enhancing the educational reputation of the community and creating a new option for current employees who wish to move to Louisburg. For example, Elizabeth City State University has a public charter school on campus that feeds their aeronautical program. <http://www.northeastacademy.org/>

- C. Ensure instructional “best practices” and appropriate academic rigor are used consistently across all instructional programs and modes of delivery.
  - o Faculty should conduct observations of other academic divisions for purposes of enhancing understanding of the entire academic enterprise.
  - o Faculty should collaborate on team-teaching opportunities both as part of the “Higher Ground” and outside that plan.
  - o Utilize faculty from different academic divisions to serve as guest speakers in classes where appropriate.
- D. Ensure technical and physical infrastructure supports all instructional modes.
- E. Explore internet-based instruction opportunities with an eye to how they can potentially enhance the core mission without replacing the personal attention that has long characterized the College.
- F. Ensure Continuing Education programs meet individual and community needs and provide quality lifelong learning opportunities.



### IV. Exemplify responsible and sustainable organizational stewardship

- A. Develop long term institutional sustainability plan.
- B. Plan and manage financial resources in a fiscally sound and operationally sustainable manner in support of the College mission.
  - o Organize the Office of Advancement to assure maximization of revenue other than tuition to support annual and long-term objectives. This will include specific assignments for grant-writing, annual fund, endowment growth, long-term gift planning, and such other categories of revenue as the Trustees, with the assistance of the President and the Advancement staff, shall determine appropriate and attainable.

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## Strategic Goals

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- o Enter into a capital campaign within the next two years to provide funding for the most acute needs identified through this study, including information technology, security, and enhanced Wi-Fi capabilities.
  - o The Board of Trustees should review the investment policies of the College given the obtaining of the USDA loan that consolidates much of the debt incurred in the past.
  - o Organize a “Board of Visitors” or “President’s Council” to assist in fundraising, advancement, and cultivation of the future members of the Board of Trustees. This group would conduct some work similar to that of the Alumni Board but would be distinct and not limited to alumni of the College.
- C. Maintain and improve college facilities and infrastructure, including buildings, grounds, and information technology so that student, faculty, staff, and Louisburg/Franklin County experience is enhanced.
- o Utilize one student management system accessible by all faculty and staff.
  - o Treat IT infrastructure as a college facility, making sure that deferred maintenance is avoided.
  - o Software acquisition should be made on basis of institutional priorities that identify immediate needs; all software, when possible, should meet the goal of eased communications across the entire campus.
  - o The Building and Grounds Committee of the Board of Trustees should, with the endorsement of the full Board, undertake a Campus Master Planning exercise that includes a full conditions assessment of the entire physical plant and that eliminates deferred maintenance to the extent practicable.
  - o The College should consider opportunities to purchase and renovate houses in Louisburg that could then be rented or sold to faculty and staff members, both as an investment in the future of the Louisburg community and the way to provide attractive, near-to-campus housing options for employees.



### **V. Build stakeholder awareness through comprehensive communication, promotion, marketing, and recruitment**

- A. Re-emphasize and enhance the relationship with the United Methodist Church and communicate clearly to all constituencies the values and benefits of a Christian higher education while maintaining a commitment to inclusion and diversity of all people.

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## Strategic Goals

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- B. Implement student recruitment, alumni, donor, and program marketing strategies that are current and comprehensive, with exploration of traditional and new modes of connection.
  - o Review and recreate an appropriate logo and tagline for the College brand.
  - o Assure that skills of a digital media specialist are engaged in the marketing and communications work of the College, assuring that all digital content across web and social media is interactive, relevant, and fresh. This includes
    - Managing and monitoring the College website so that it:
      - Is easy to navigate and is mobile friendly
      - Clearly communicates the mission, unique characteristics, and academic programs of the College
      - Includes more photo, video, and virtual content to capture attention and engage visitors interactively
    - Monitoring and maintaining social media connections to help assure consistent content and messaging for the entire College community
      - For students, this means (currently) YouTube, Instagram, and Snapchat
      - For parents, this means (currently) Facebook
    - Developing a social media and website posting policy; providing guidance and frequent training to College stakeholders on best practices for managing website and social media content
    - Responding as appropriate to direct messages and/or other postings on social media
    - Exploring other modes of digital connection to reach higher numbers of prospective students
    - Developing College stakeholders into “brand ambassadors”
- C. Foster academic, business, cultural, and economic partnerships.
- D. Increase campus connectivity with our communities.
- E. Increase knowledge of Louisburg College history and mission among students, community members, and staff.
- F. Increase the use of campus facilities by community partners and groups to enhance the wellbeing and enrichment of our community, and to promote campus familiarity and community support.









# Appendix A



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# Appendix A

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*This appendix is included to provide detail of the thinking of a subcommittee but is not incorporated in total into the actual approved strategic goals of this plan. It is provided here to assist a study group called for in the plan itself.*

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## **Mission Enhancement, Expansion, and/or Re-Development; 1-2 years):**

The committee recommends a thorough review of the College's mission statement and values to be completed in no later than 1-2 years.

- Establish an advisory board comprised of faculty, staff, current students, and alumni tasked with answering the questions "Why Louisburg College?" and "What is our purpose?"
  - Consider budget for expert consultation to inform and guide advisory board. The committee understands that consultants may recommend a different course of action.
  - In lieu of consultation, the advisory board will assume complete control of the process with a clear charge from the president.
- Advisory board will develop and facilitate appropriate inquiry to include, but not be limited to:
  - Student services (infrastructure, IT, dining services, facilities etc.)
  - Student support (academic advising, transfer coaching, counseling, mentoring etc.)
  - Campus climate
  - Campus culture
  - Campus traditions
  - Student/staff relationships
  - Faculty/staff relationships
- Focus groups should include students, faculty/staff, and alumni from various affinity groups, status, disciplines, and class years.
- Advisory board will research and discuss changes in student population demographics over the last decade.
  - Who do we recruit/attract based on our mission, values, as well as based on enrollment trends in higher education – specifically at the two-year college level?
- The advisory board will discuss additional strategies for meeting the following six criteria for enhancing, expanding, or re-developing the College's mission:
  1. Define our purpose.
  2. Be specific.
  3. INSPIRE.
  4. Keep it succinct.
  5. Other stakeholders.
  6. Discuss, digest, cut, polish, review, revise.
- The advisory board will develop a draft of the enhanced, revised, or new mission statement to be reviewed by the College community including students, faculty, and staff. Advisory board will consider feedback in revising draft.
  - This may be done in focus groups as well, or other means as determined by advisory board.
- The advisory board will develop a draft of the enhanced, revised and/or new mission statement to be approved by the cabinet and ultimately the board of trustees.
  - This may be a process of review, debate, and tweaking.



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# Appendix A

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- Once approved, the advisory board, with support of the administration, and in consultation with communications director, will develop a plan for release of the College's revised/new mission statement.
  - Faculty leaders will include the mission statement in all training/employee materials.
  - Staff leaders will include the mission statement in all training/employee materials.
  - Recommend that Human Resources utilize new hire orientation to educate new employees on LC's mission.
  - Mission will be updated on the website, in the student handbook.
  - Communications department will develop a plan to release the mission.
  - Mission should be highlighted at convocation and commencement events.
  - Mission strategically placed around campus and in facilities via plaques.
  - Mission will be the backbone of the institution. All students, faculty, staff will be able to clearly articulate it.



## Appendix B

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# Appendix B

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## *Student Success - Higher Ground*

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### **Introduction**

The National Assessment of Educational Progress (NAEP) estimates the percentage of students prepared for college level work in mathematics is 37%, in reading 37%, and in science is 22% and in writing, 24%. (The Nation's Report Card 2015) Clearly, support is needed to assist the majority of students in the development and strengthening of essential learning and study skills. To successfully accomplish this work, students need structured time and practice in order to build and integrate these essential skills into their routines.

To support this, it is our intent to assign first semester students, who traditionally test into developmental courses, instead be placed into MAT 143 and/or ENG 111 respectively. These students will be placed into cohorts that contain 15 to 18 individuals. The students in each cohort will be registered for the same unique section of college level courses. These college level courses will have additional requirements including learning skills lab experiences and structured study sessions taught and facilitated by a combination of qualified specialists and faculty members.

This project will establish two cohorts for the first semester and will grow in numbers with each additional semester until all first semester students that test into development course work are included in the program.

### **Selection Process**

Initially, students will be selected by the following process: students take placement tests, all students who place into developmental courses are offered the opportunity to take college level courses if they are willing to participate in this program, students who are willing are entered into a drawing in which students will be selected to enter the program, the students who are not selected will become the control group.

### **Motivation**

In an effort to motivate student participants, we will use measures and activities that will motivate them intrinsically and extrinsically. Activities such as field trips to local farms, pharmaceutical plants, and guest speakers are just a few examples of the experiences that students will receive to increase their individual motivation. These experiences, in conjunction with a deliberate effort to make them relevant to the skill sets students are crafting in class, also provides an opportunity to see future possibilities for employment and education.

### **Learning Skill/Study Skills Lab**

The Learning Skills Lab will focus on the following topics: focused and diffused thinking, resisting procrastination, enhancing memory, chunking, metaphor and analogy and self-reflection. The study skills lab will include reading comprehension, summarization, note taking, writing proficiency, time management, critical thinking, data analysis, and self-testing. The Learning Skills lab will be facilitated by a combination of qualified specialists and faculty with experience and training in teaching learning skills.

### **Structured Study Lab**

The Structured Study Labs will provide time and support for first semester students to apply newly learned skills to assignments, homework and to prepare for quizzes, tests, and exams. Structured Study sessions for students will be led and facilitated by a combination of qualified specialists, Faculty and/or Supplemental Instruction (SI) tutors.



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# Appendix B

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## Second Semester Students

Students will be assigned to similar cohorts, each containing 18 to 24 students. The students in each cohort will be registered, again, for the unique sections of specific courses. Structured study sessions will be assigned to the students. These sessions will be facilitated by Supplemental Instruction (SI) tutors – providing coaching and/or mentoring. The students in the second semester cohorts will meet individually or in small groups with a faculty coach or mentor once each week to share and discuss successes and challenges –with the goal of enhancing success.

## Peer Tutoring

Peer tutors are available to the entire student body at various times throughout the week. Students will be encouraged to seek help from peer tutors during their independent study times. Use Honors Program and work study students as tutors.

## Career Goal Exploration

First semester students enroll in a course that provides information and strategies necessary to develop clear academic and professional goals beyond the two-year college experience. Students explore career opportunities, gather information on senior institutions, and develop an academic plan to transition successfully to senior institutions. As students progress a Great Futures Coach is available to assist students in making important decisions about their major, career, or transfer institution. The Great Futures Coach will guide students through a decision-making process and assist in identifying and prioritizing criteria important to make informed decisions.

## Mentoring/Coaching

The students in each cohort, either individually or in small groups, will meet with a NC certified school counselor, coach or mentor twice each week to share and discuss students' successes and challenges. When students face challenges, the school counselor will lead an effort to develop or refine strategies to address the challenges and enhance success. In addition, students will meet informally (individually or in small groups) once or twice a week with a mentor/coach to reinforce and support the school counselor's discussions and strategies. Faculty members will receive targeted professional development in facilitating, coaching and mentoring college level students in order to maximize students' academic success.

NC requires a master's level degree of an approved program in school counseling and completion of the Praxis II: School Guidance and Counseling Examination.

# Appendix B

| Example Freshman Cohort Schedule |                   |                     |                          |                   |                          |                   |                   |
|----------------------------------|-------------------|---------------------|--------------------------|-------------------|--------------------------|-------------------|-------------------|
| Time                             | Sunday            | Monday              | Tuesday                  | Wednesday         | Thursday                 | Friday            | Saturday          |
| 8:30                             |                   |                     |                          |                   |                          |                   |                   |
| 9:00                             |                   | ENG 111             |                          | ENG 111           |                          | ENG 111           |                   |
| 9:30                             |                   |                     | ART 131                  |                   | ART 131                  |                   |                   |
| 10:00                            |                   | MAT 143             |                          | MAT 143           |                          | MAT 143           | Independent Study |
| 10:30                            |                   |                     |                          |                   |                          |                   |                   |
| 11:00                            |                   | Independent Study   | ACA 122                  | Independent Study | ACA 122                  | Independent Study |                   |
| 11:30                            |                   |                     |                          |                   |                          |                   |                   |
| 12:00                            |                   | Lunch               | Lunch                    | Lunch             | Lunch                    | Lunch             | Lunch             |
| 12:30                            |                   |                     |                          |                   |                          |                   |                   |
| 1:00                             |                   | BIO 111             | Counseling/<br>Mentoring | BIO 111           | Counseling/<br>Mentoring | BIO 111           | Independent Study |
| 1:30                             |                   |                     |                          |                   |                          |                   |                   |
| 2:00                             |                   | Free Time           |                          | Free Time         | Free Time                | Free Time         |                   |
| 2:30                             |                   |                     |                          |                   |                          |                   |                   |
| 3:00                             |                   | Learning Skills Lab | BIO 111 Lab              |                   | Learning Skills Lab      |                   |                   |
| 3:30                             |                   |                     |                          | Structured Lab    | Structured Lab           | Structured Lab    |                   |
| 4:00                             |                   | Structured Lab      |                          |                   | Structured Lab           | Structured Lab    |                   |
| 4:30                             |                   |                     |                          |                   |                          |                   |                   |
| 5:00                             |                   |                     |                          |                   |                          |                   |                   |
| 5:30                             |                   | Dinner              | Dinner                   | Dinner            | Dinner                   | Dinner            |                   |
| 6:00                             | Independent Study |                     |                          |                   |                          |                   |                   |
| 6:30                             |                   | Structured Lab      | Structured Lab           | Structured Lab    | Structured Lab           |                   |                   |
| 7:00                             |                   |                     |                          |                   |                          |                   |                   |
| 7:30                             |                   |                     |                          |                   |                          |                   |                   |
| 8:00                             |                   |                     |                          |                   |                          |                   |                   |
| 8:30                             |                   |                     |                          |                   |                          | Free Time         |                   |
| 9:00                             |                   | Free Time           | Free Time                | Free Time         | Free Time                |                   |                   |
| 9:30                             |                   |                     |                          |                   |                          |                   |                   |
| 10:00                            |                   |                     |                          |                   |                          |                   |                   |
| 10:30                            |                   |                     |                          |                   |                          |                   |                   |

# Appendix C

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# Appendix C

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*For informational purposes, reprinted below are the reports received by the Steering Committee in December 2018 from four subcommittees of faculty, staff, trustees who had met weekly during the Fall semester of 2018. These reports were considered by the steering committee and largely incorporated into the resulting plan printed above.*

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## Marketing & Communications Committee Recommendations

The Marketing and Communications subcommittee for Louisburg College's strategic plan consists of faculty and staff dedicated to improving, enhancing, and exploring various strategies that highlight the College's mission, culture, traditions, and services. All strategies are aimed at attracting students who believe LC is their best fit for continuing their education and preparing them for lifelong learning either at four-year institutions or in the workforce. The committee was responsible for building stakeholder awareness through comprehensive communication, promotion, marketing, and recruitment, specifically with regards to:

- Implementing student recruitment and program marketing strategies that are current and comprehensive, with exploration of traditional and new modes of connection.
- Fostering academic, business, cultural, and economic partnerships.
- Increasing campus connectivity with our communities.
- Increasing knowledge of Louisburg College history and mission among students, community members, and staff.
- Increasing the use of campus facilities by community partners and groups to enhance the well-being of our community and to promote campus familiarity and community support.

Recommendations will be accompanied by a suggested timeline for completion. There are strategies that will be implemented as early as spring 2019 term to address the aforementioned bullets; however, the committee recognizes the need for a thorough review of the College's mission and values. This also includes a review of the College's brand, logo, and tagline/slogan. As such, many of the strategies will be current best practices that may or may not be relevant following the review of the College's mission and brand. The committee is aware that some strategies may need to be reviewed and tweaked as necessary to reflect marketing best practices in higher education in the near future.

### **RECOMMENDATION I (Mission Enhancement, Expansion, and/or Re-Development; 0-2 years):**

The committee recommends a thorough review of the College's mission statement and values to be completed in no later than 1-2 years.

- Establish an advisory board comprised of faculty, staff, current students, and alumni tasked with answering the questions "Why Louisburg College?" and "What is our purpose?"
  - Consider budget for expert consultation to inform and guide advisory board. The committee understands that consultants may recommend a different course of action.
  - In lieu of consultation, the advisory board will assume complete control of the process with a clear charge from the president.
- Advisory board will develop and facilitate appreciative inquiry to include, but not be limited to:
  - Student services (infrastructure, IT, dining services, facilities etc.)
  - Student support (academic advising, transfer coaching, counseling, mentoring etc.)
  - Campus climate
  - Campus culture
  - Campus traditions
  - Student/staff relationships
  - Faculty/staff relationships

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- Focus groups should include students, faculty/staff, and alumni from various affinity groups, status, disciplines, and class years.
- Advisory board will research and discuss changes in student population demographics over the last decade.
  - Who do we recruit/attract based on our mission, values, as well as based on enrollment trends in higher education – specifically at the two-year college level?
- The advisory board will discuss additional strategies for meeting the following six criteria for enhancing, expanding, or re-developing the College’s mission :
  1. Define our purpose.
  2. Be specific.
  3. INSPIRE.
  4. Keep it succinct.
  5. Other stakeholders.
  6. Discuss, digest, cut, polish, review, revise.
- The advisory board will develop a draft of the enhanced, revised, or new mission statement to be reviewed by the College community including students, faculty, and staff. Advisory board will consider feedback in revising draft.
  - This may be done in focus groups as well, or other means as determined by advisory board.
- The advisory board will develop a draft of the enhance, revised and/or new mission statement to be approved by the cabinet and ultimately the board of trustees.
  - This may be a process of review, debate, and tweaking.
- Once approved, the advisory board, with support of the administration, and in consultation with communications director, will develop a plan for release of the College’s revised/new mission statement.
  - Faculty leaders will include the mission statement in all training/employee materials.
  - Staff leaders will include the mission statement in all training/employee materials.
  - Recommended that Human Resources utilize new hire orientation to educate new employees on LC’s mission.
  - Mission will be updated on the website, in the student handbook.
  - Communications department will develop a plan to release the mission.
  - Mission should be highlighted at convocation and commencement events.
  - Mission strategically placed around campus and in facilities via plaques.
  - Mission will be the backbone of the institution. All students, faculty, staff will be able to clearly articulate it.

### **RECOMMENDATION II (Students are our Most Important Ambassadors; 0-1 years):**

The committee recognizes that current and former students are the College’s biggest brand ambassadors. A student’s experience and outreach can have a profound impact on communicating the College’s brand. Students frequently communicate their LC experience with peers, prospective students, family members, former educators, other higher education institutions etc.

***Are students receiving the highest quality of service?*** The committee recommends a thorough review of all services guaranteed to students via the College’s mission including, but not limited to:

- Academic support services with a focus on academic advising.
- Career/transfer coaching
- Facilities (academic, athletic, and residential)
- Dining services
- Campus infrastructure (internet)
- Financial literacy/coaching
- Enhance/develop protocols and procedures across campus that are more efficient and student friendly

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Faculty, staff, and other stakeholders must buy into a “student first” culture. Louisburg College is a two-year institution guaranteeing opportunity, individualized attention, personal growth, and assistance in planning for their futures (transferring or entering workforce). The College must invest in and deliver on these promises.

## **RECOMMENDATION III (College History & Traditions; 0-1 years):**

Students, faculty, and staff appreciate Louisburg College’s deep rooted history. College stakeholders must be intentional about sharing LC’s history via various media platforms, during campus visits, and throughout a student’s LC experience.

Re-discover or create lasting campus traditions that are unique to Louisburg College. Educate students and staff on these traditions, create buy-in, and foster year to year. Document in a sustainable way.

Re-discover or create traditional events unique to Louisburg College. For example, a “Founder’s Day Celebration.”

Revive and celebrate traditional use of songs, College colors, events, programs etc.

## **RECOMMENDATION IV (Review and/or Re-Develop College’s Brand Characteristics (logo, tagline, colors, font etc.; 1-2 years):**

The committee recognizes that there have been numerous changes to the College’s brand characteristics – this presents a bit of a brand/identity crisis.

Following an appreciative inquiry with current Louisburg College students (first-year and second-year), the committee determined three unique characteristics it considers central to the College’s brand.

The committee discussed three major points drawn from appreciative inquiries with students. The below were all themes that students discussed with members of the committee:

- “Live Here.” - committee discussed highlighting the residential component of Louisburg College, the town of Louisburg, and the beauty of our campus (all areas students highlighted during their appreciative inquiry).
- “Play Here.” - highlight the College’s athletic programs, as well intramurals, various clubs, organizations, campus programming, and campus traditions.
- “Grow Here.” - highlight the College’s academic programs, small class sizes, individualized attention with professors/staff. Also highlight College leadership programs and living/learning communities, assistance with preparing for their future after LC, and the Learning Partners program.

Once the College community is satisfied with a mission that accurately speaks to who we are and what we provide, the committee recommends a review of the College’s logo and tagline. The logo and tagline is extremely important in communicating the College’s mission and brand through materials, website, and social media. The logo and tagline must be consistent with/to reinforce the College’s mission statement.

- Recommended to review what was used historically – is it relevant? Is it unique to Louisburg College?
  - “Get back to historical roots” with regards to primary colors used and their significance for celebrating the College’s deep-rooted history. Likewise for logo, tagline, fonts, nomenclature etc. (historical roots, but relevant today)
  - Logos, colors, fonts, language is consistent across all platforms (digital, print, social media etc.).
  - Marketing & Communications team develop and enforce policies around the aforementioned.
- The mission advisory board along with the marketing and communications department may suggest several ideas for taglines that are consistent with the College’s mission.
  - Faculty, staff, students will review, discuss, and ultimately decide.
  - May be facilitated via focus groups.



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- Consider budget for a professional to render artwork for logo that is consistent with the College’s mission and tagline.
  - Multiple proofs.
  - Faculty, staff, students will review, discuss, and ultimately decide.

## **RECOMMENDATION V (Marketing & Communications as a Separate Entity; 1-2 years):**

Marketing & communications is a crucial operation to any business and higher education is no exception. The committee recommends that marketing and communications function as its own entity, and that a Marketing & Communications team be created as its own entity. The team will operate under its own guidelines, policies, protocol, best practices at the direction of an intentionally recruited Director of Marketing & Communications whose educational background, job experience, and knowledge of best practices provides clear direction for the College’s marketing and communications plan. The Director would be a direct report to either President’s Office, Institutional Advancement or Enrollment Management, but will function as a separate entity to fulfil key job responsibilities in an effective way.

The committee recommends resources be allotted to fund (or redistribute funding to create) two additional marketing positions that report to the Director of Marketing & Communications – a Digital Media Specialist (currently vacant) and Public Relations Specialist (currently the Director of Communications).

The committee recommends the creation of a Digital Media Specialist. The Digital Media Specialist:

- Will report to the Director of Marketing & Communications
- Will assist with all projects/initiatives in Marketing & Communications
- Primary job functions will be to manage the College’s website, monitor and provide guidance concerning social media and other modes of technological connection, and develop/review print media.
- The ideal Digital Media Specialist will have knowledge/training in graphic and website design.
- Develop a social media and website posting policy. Provide guidance and frequent training to College stakeholders on best practices for managing website and social media content.
- Frequently monitor activity on website and social media platforms.
- Create a website that clearly communicates the College’s mission, unique characteristics (residential and athletics), and academic programs.
- Making sure website is easy to navigate, as well as mobile friendly.
- Help create content for website and social media platforms.
- Audit and streamline all social media accounts so content and messages are consistent across the board.
- Respond to direct messages and/or postings on social media.
- Explore other modes of digital connection to reach higher number of prospective students.
- Develop College stakeholders into “Brand Ambassadors.”

The committee recommends that the current position of “Director of Communications” be reviewed and restructured as a Public Relations Specialist. The Public Relations Specialist:

- Will report to the Director of Marketing & Communications
- Write press releases and prepare information for the media; respond to information requests from the media.
- Help stakeholders communicate effectively with the public.
- Help maintain the College’s brand, image, and identity.
- Collaborate closely with the Digital Media Specialist to safeguard the College’s brand on the website and via social media.

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- Assist in drafting speeches and arrange interviews for College’s key stakeholders.
- Evaluate advertising and promotion programs to determine whether they are compatible with the College’s public relations efforts and best practices.
- Assist in planning and implementation for homecoming, alumni meetings, board of trustee visits etc. Serve as information liaison between all of the aforementioned.
- Develop and distribute the College’s Columns Magazine and/or alumni publications (print/digital)
- Frequently interview campus partners to highlight and communicate student experiences, campus initiatives, and athletic events. Collaborating with local media to highlight the College’s accomplishments in these areas.

## **RECOMMENDATION VI (Marketing & Communications Budget; 0-2 years):**

The Director of Marketing & Communications in consultation with their direct supervisor will submit a proposed budget each academic year to fund operations, software, programs, initiatives that are deemed necessary to day to day operations of that team.

## **RECOMMENDATION VII (Social Media Outlets as Primary Modes of Connection; 0-1 years):**

Benchmarking data points to three main social media platforms that current students are utilizing daily. They are:

1. YouTube
2. Snapchat
3. Instagram
4. \*Facebook is a platform predominantly used by parents. This is a good platform for connecting with parents, guardians, and/or mentors of students.

The committee recommends a complete audit of all current LC social media accounts every three years. What are we currently utilizing? The committee also recommends better streamlining and controlling social media content via a Digital Media Specialist. Making sure content is current, interactive, relevant, and fresh and effectively communicates the College’s image, brand, and mission. Expanding outreach through these platforms via hashtags, digital advertisements, peer to peer contact, and direct messaging.

The Digital Media Specialist will be charged with remaining current with popular social media, and social media best practices.

## **RECOMMENDATION VIII (The College’s Website; 0-1 years):**

With guidance from Digital Media Specialist or designee, rethink the design of the College’s website. Include more photo, video, and virtual content to capture attention and engage website visitors in an interactive way.

Reviewing website content and nomenclature. Insuring that formatting and content is consistent. Insuring the website is easy to navigate, as well as mobile friendly.

Highlighting the College’s unique characteristics directly from the main page utilizing photos/video content of current and/or former students (humanizing the College). Highlight “Live Here. Play Here. Grow Here.”

## **RECOMMENDATION IX (Enrollment & Admissions; 0-1 years):**

In addition to students and a strong marketing/communications team, admissions plays a crucial role in communicating the College’s image, brand, mission, and services to prospective students and parents. The committee recommends that current leadership in this area continue reviewing best practices and adapting to changes.

Enrollment & Admissions (including athletic recruitment) must work closely with the marketing team to review, enhance, and develop effective social media, website, and print strategies for recruiting and attracting students in order to increase the number of campus visits and application submissions.

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Work closely with Alumni Relations/Office to develop an Alumni Ambassadors initiative. Upcoming and recent graduates will be intentionally selected and trained as LC Alumni Ambassadors in an effort to increase reach and ultimately help with enrollment efforts (explore potential incentives for Alumni Ambassadors such as monthly swag bags).

## **RECOMMENDATION X (Community Partnerships; 0-1 years):**

Louisburg College will commit to annual partnerships with the town of Louisburg on specific initiatives deemed appropriate by college and town leaders.

Increase off-campus programs and initiatives through Canes for Change, Emerging Leaders, athletics, civic engagement, volunteer opportunities etc.

Marketing & communications will partner with other campus stakeholders to review and highlight on-campus opportunities for utilizing facilities in order to build revenue, especially during times classes are not in session. This includes, but is not limited to summer camps, conferences, overnight visits, venue reservation, sleep away events, catering etc. Identify local and relevant partnerships with businesses, educational institutions, corporations etc.

## **RECOMMENDATION XI (Other Outlets for Marketing; 0-1 years):**

While not considered the most effective outlets, the committee still recognizes value in other modes of connection. The committee recommends exploring other cost-effective ways to market the College and increase awareness of our unique brand through radio, billboard, local programming commercials, community parades, community events, conference vending, newspaper/local publication advertisements. These modes of connection should be strategically planned/placed.

## **Infrastructure and Finance Subcommittee Recommendations**

- Develop long term institutional sustainability plan:
  - There is a need to create a redefined mission statement, vision/value strategy and roadmap before optimal enrollment, tuition, discount rates, and flexible budget planning can be established.
  - Louisburg College should invest in a Director of Institutional Research to explore opportunities that lessen tuition dependency. This would include applying for grant opportunities.
  - Louisburg College should be intentional about creating a diverse student body that reflects the mission of the College.
  - The Board of Trustees should create institutional definitions for fundraising categories.
  - The Strategic Planning Committee should consider whether the College should enter into a fundraising campaign based on the needs of the College.
  - The Board of Trustees and the administration should review the investment policy of the College after paying off the margin loan.
  - To cultivate future significant, culture-changing gifts, the College needs an Annual Fund Director and a Director of Institutional Research. It must also have a planned giving program in place.
  - Louisburg College must hire and retain professionals and give them the tools and technology to succeed.
- Maintain and improve college facilities and infrastructure, including buildings, grounds, and information technology so that student, faculty, staff, and Louisburg/Franklin County experience is enhanced
  - Louisburg College should treat IT infrastructure updates as a priority in order to ensure that IT Computer Labs, Wired, Wi-Fi, and other technologies are competitive.
  - Louisburg College should seek a contract with a technology company to offer an affordable computer option for students.
  - Louisburg College should assess the software needs of all departments and set priorities based on immediate need. There should be a special consideration for software that allows all departments to communicate with each other.

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- o Louisburg College should authorize the Building and Grounds Committee to conduct a Campus Master Planning exercise that includes a full conditions assessment of the entire physical plant. They should also work to eliminate deferred maintenance.
- Ensure a stable, diverse, and talented professional workforce utilizing data to enhance both internal equity and external competitiveness.
  - o Louisburg College must approach the mean within our peers of a competitive salary, staff and faculty development opportunities, and benefits packages. It must also seek to provide the tools and technology needed for employee success.

## Enrollment and Student Experience Committee

Promote student success through a comprehensive institutional approach to student recruitment, retention, and completion

- Define and work toward achieving student success (admissions rates/yields, retention rates, graduation rates, participation rates, successful transfer rates).
- Improve student processes from initial contact through academic goal attainment – that is, “admit to retain” students for whom the College can be transformative.
- Strengthen and expand campus services that contribute to student success and retention based on detailed analysis of data; then assure sufficient resources to support these services.

Foster a positive and productive campus culture and environment based on shared values.

- Promote organization-wide customer service knowledge and skills for benefit of both external and internal “customers.”
- Promote and support an institutional culture of leadership and inclusion at all levels.
- Create an organizational culture that embraces accountability.

|                                      | Retention Rates | Graduation Rates | Participation Rates | Successful Transfer Rates |
|--------------------------------------|-----------------|------------------|---------------------|---------------------------|
| LC (current)                         | 46%             | 30%              |                     | TBD                       |
| LC (2016)                            | 53%             | 16%              |                     | 57%                       |
| National Average                     | 80%             | 30%              |                     |                           |
| Allen University (2016)              | 48%             | 18%              |                     | 7%                        |
| Andrew College (2016)                | 43%             | 19%              |                     | 63%                       |
| Benedict College (2016)              | 56%             | 22%              |                     | 0%                        |
| Concordia College Alabama (2016)     | 48%             | 11%              |                     | 38%                       |
| Jarvis Christian College (2016)      | 49%             | 16%              |                     | 54%                       |
| Lane College (2016)                  | 62%             | 20%              |                     | 61%                       |
| Morris College (2016)                | 58%             | 22%              |                     | 48%                       |
| Spartanburg Methodist College (2016) | 53%             | 40%              |                     | 42%                       |
| Texas College (2016)                 | 51%             | 18%              |                     | 45%                       |
| Tuskegee University (2016)           | 70%             | 46%              |                     | 17%                       |
| LC Goals                             |                 |                  |                     |                           |

## Fall 2018 Yield

**PROSPECTS: 3808**

(Fall 2014= 3654)

**APPLICANTS: 1544**

(Fall 2014= 1901; 54% conv.)

Conv Rate: Prospect to App= 41%

National Average: 15%

**DECISION: 1047**

(Fall 2014= 1266; 67% conv.)

Conv. Rate: App to Decision= 68%

National Average: 77%

**DEPOSIT PAID: 476**

(Fall 2014: 466; 37% conv.)

Conv. Rate Decision to Deposit= 45%

National Average: 22%

**ENROLLED: 402**

(Fall 2014: 443; 95% conv.)

Conv. Rate: Deposit to Enrolled= 85%

National Average: 90%

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## Preliminary Recommendations for Strategic Plan:

1. Imbed Faculty, Student Life, and Staff contact with students during the admissions process.
2. Create a parent partnership program
3. Increase weekend programming
4. More Traditions
5. Increase affinity groups
6. Select one student management system that ALL Faculty use
7. Conduct a campus environment assessment, then use to decrease hostility and increase belonging.
8. Conduct a study to assess optimum model for campus safety and residence life.
9. Conduct a customer service survey with parents and students. Implement a customer service training and evaluation program.
10. Create a comprehensive first year experience with professional academic advising and individual success coaches.

## Current Goals

- Complete chart on current retention, graduation, participation, and successful transfer rates to establish realistic goals for Louisburg College.
- Hosting Focus Groups to test these recommendations with students based on the categories:
  1. Enrollment/Recruitment Experience
  2. Student Experience- Academic Life
  3. Student Experience- Campus Life
- Share focus group data with other Subcommittees and discuss cross-over

## Strategic Planning Committee for Enrollment and Student Experience Recommendations

- I. Promote student success through a comprehensive institutional approach to student recruitment, retention, and completion
  - A. In an effort to define and work towards student success (admissions rates/yields, retention rates, graduation rates, participation rates, successful transfer rates) we recommend:
    - Creation of a parent partnership program
    - Conducting a self-study of current student engagement opportunities on campus to assess how an increase in affinity groups, traditions, and weekend programming can increase participation and retention rates
  - B. To improve student processes from initial contact through goal attainment we recommend:
    - Imbedding Faculty, Student Life, and Staff contact with students during the admissions process.
    - Conduct a campus environment assessment to increase a sense of belonging as it pertains to students related back to an intention to persist.
  - C. To strengthen and expand campus services to contribute to student success and retention and to assure sufficient resources to support these services
    - Conduct a study to assess optimum model for campus safety and residence life.
    - Create a comprehensive first year experience with that cultivates partnerships between professional academic advising professionals and individual success coaches (i.e. Horizons Mentors, STEP Coaches, etc.)



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- II. Foster a positive and productive campus culture and environment based on shared values.
  - A. In order to promote an organization-wide customer service knowledge we will:
    - Conduct a customer service survey with parents and students. We also recommend the implementation a customer service training and evaluation program.
  - B. To promote and support an institutional culture of leadership and inclusion at all levels we hope to:
    - Develop a monthly Newsletter with departmental updates
    - Plan regular and consistent community events for faculty and staff to establish a better sense of collegiality
  - C. In an effort to create a culture that embraces accountability we plan to
    - Conduct a departmental SWOT analysis and use an out-sourced company to survey Louisburg community about morale, inclusion, and leadership opportunities to promote an institutional culture of leadership and accountability

## Instruction and Curriculum Subcommittee

Honoring the individual academic needs of our diverse student body and in order to create the optimum learning environment, the Instruction and Curriculum Subcommittee recommends:

- Establishing an Academic Success Center with full-time academic support and professional academic advisors.
- The extension and restructuring of the first-year program beyond ACA into the Spring semester, the inclusion of faculty mentors in this program, the addition of a service-learning requirement, and the elimination of the transfer component.

Establishing this foundational approach to learning, and in order to meet individual and community needs as well as provide quality lifelong learning opportunities, the Subcommittee recommends expanding the College mission to include:

- An Online Winter Semester
- A Certificate Program in Renewable Energy
- An Associate Degree in Physical Therapy Assistant (PTA)
- Bachelor Degrees in Business, Education, and Liberal Studies

Aspiring for a greater sense of community and a broader educational perspective, the Subcommittee recommends the full-time faculty:

- Conduct non-evaluative observations of other academic divisions once each Fall and Spring semester
- Collaborate on potential “team-teaching” opportunities
- Invite faculty from other divisions to be guest speakers



## Appendix D

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## Multi-year IT improvement plan

Louisburg College IT staff is working on a multi-year IT infrastructure enhancement and improvement plan. Items listed below are in addition to annual budgeted expenses. Annual budgeted expenses include funds for an evergreen cycle to replace older computers at set intervals.

- Network equipment is outdated or reaching end of life, potentially impacting operational reliability and ability to offer best safeguards.
  - Replace older switches. Phase-I is replacing switches in TAFT and Library (\$75,000). Phase-II, replace switches in other buildings (\$150,000)
- Infrastructure does not have enough redundancy. Single point of failure could risk disruption of operations.
  - Implement redundancy to minimize the potential for downtime. Cost are estimated at \$25,000 to \$30,000 per year.
- Physical security of servers and networking equipment is not adequate to prevent malicious attempts like tampering.
  - Secure equipment with lockable cabinets; ensure doors are keyed to limit access. Install fire suppression systems. Costs are yet to be determined.
- Production (VmWare) servers using an older software version. Current hardware exceeds minimum requirements, but hardware reaching end of life.
  - Upgrade to newer software and add/replace hardware for redundancy and performance improvement. Cost estimated at \$90,000.
- Current Phone system is outdated and reached end of life. This puts telephone operations at risk.
  - Replace phone system with a newer system. Earlier costs were estimated at \$45,000 per year. Current phone system is budgeted at around the same amount so moving to a new phone system will have under \$5000 increase in costs per year.
- Older wireless access points (WAPs) don't offer optimum performance.
  - Replace underperforming WAPs with newer ones, almost completed.
- Written backup and disaster recovery plan is not in place.
  - Migrate to a different backup system. Cost are around \$3000 to \$4000 per year.
- Migrate to new Student Management Software (U4SM)
  - Currently in process. Expected migration time is summer 2019. System is paid for till 2019. Post 2019 costs will be \$150,000 per year.
- Migrate to new Financial Aid Software
  - Currently under evaluation.
- Migrate to new software for Advancement (Talisma Cloud Environment)
  - Rough costs are around \$1500 per year.

IT is continuously evaluating technology at the College and identifying areas to improve performance and efficiency. In essence projects are added to this list based on findings.







LOUISBURG  
COLLEGE