



**Catawba College Annual Plan 2016-17**  
**Mid-Year Progress Report – 1/14/2017**

## **Values**

*[The essential and enduring principles that guide The College]*

- Scholarship.
- Character.
- Culture.
- Service.

## Mission Statement

*[The College's reason for being; a consistent identity that transcends all changes related to its relevant environment.]*

Catawba College is committed to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation.

Catawba College draws strength from Judeo-Christian values, sustains a dynamic community of learners and seeks to unite a diverse population of students, faculty and staff as active co-participants in scholarship and service. Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life.

## Vision Statement

*[Conveys a concrete, but yet unrealized, future for The College.]*

Catawba College will be, and be known as, the best comprehensive baccalaureate institution in the Southeastern United States. As Catawba enhances its traditional strengths and develops additional capacities for 21<sup>st</sup> century higher education, it will prepare pathways for its future as an outstanding institution that continues to honor its core values.

## **Goal Areas**

*Catawba College will move toward the realization of its vision by accomplishing specific items within broad areas of focus. Each goal area will be accompanied by a set of **Objectives**, which represent key issues affecting Catawba College's ability to achieve the goal.*

*The President of Catawba College, in consultation with the governance structure and members of the College team, will develop an annual **Plan** to accomplish each objective, including designating the appropriate person(s) responsible for each objective as well as appropriate timelines and measurements for each objective.*

### **Goal Area 1. Admission and Retention**

Whereas strong enrollment is key to the health and viability of a tuition dependent institution, Catawba will...

### **Goal Area 2. Academic Initiatives**

Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student-centered campus, Catawba will...

### **Goal Area 3. Campus and Facility Excellence**

Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will...

### **Goal Area 4. Student Centeredness**

Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will...

### **Goal Area 5. Financial Focus**

Whereas financial strength is essential for the sustainable development of the institution, Catawba will...

### **Goal Area 6. People and Place**

Whereas an institution is about its people and its place, Catawba will...

## Objectives

### 1. ADMISSION AND RETENTION

*Whereas strong enrollment is key to the health and viability of a tuition dependent institution, Catawba will:*

- 1.1 Develop and implement recruitment strategies to increase freshman and transfer enrollment by at least 40 students per year.
- 1.2 Re-emphasize and re-envision the School of Evening Studies and double its enrollment to 500.
- 1.3 Develop and fund strategies to increase freshman to sophomore retention to 80% and increase the six-year graduation rate to 60%.

### 2. ACADEMIC INITIATIVES

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

- 2.1 Enhance current degree programs.
- 2.2 Strengthen and initiate programs that will attract students to the day and evening programs.
- 2.3 Strengthen the Experiential Education Initiative by expanding opportunities to develop sustainability, diversity, and citizenship.
- 2.4 Implement Learning Technology Plan to enhance and expand use of technology in pedagogy and information literacy.

### 3. CAMPUS AND FACILITY EXCELLENCE

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

- 3.1 Implement the Campus Master Plan.
- 3.2 Implement an annual repair and renovation program.
- 3.3 Develop and implement policies and procedures re: sustainability.
- 3.4 Develop and implement policies and procedures re: public art on campus.

#### 4. STUDENT CENTEREDNESS

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

- 4.1 Provide new and enhanced housing options.
- 4.2 Enhance the Cannon Student Center facilities and programs to support its role as the hub of student activity.
- 4.3 Enhance student recreational facilities and programs.
- 4.4 Enhance student engagement and academic support services and facilities.
- 4.5 Enhance student career support services and programs.
- 4.6 Develop a comprehensive strategic plan for Intercollegiate Athletics to define objectives for individually and collectively for sports and facilities, and to determine appropriate Conference and Division levels.

#### 5. FINANCIAL FOCUS

*Whereas financial strength is essential for the sustainable development of the institution, Catawba will...*

- 5.1 Ensure policies and practices maintain stable and sustainable funding for current and future debt service.
- 5.2 Focus strategic efforts on enhancing net tuition revenue while maintaining access opportunities for meritorious students.
- 5.3 Use funds from enrollment growth, from stronger retention and from increased net revenue to plan and implement an annual budget that sustains the College's strengths and enables enhancements.
- 5.4 Conduct a Comprehensive Fundraising Campaign to support and sustain the Values, Goals and Objectives of the Strategic Plan.

#### 6. PEOPLE AND PLACE

*Whereas an institution is about its people and its place, Catawba will...:*

- 6.1 Implement a comprehensive compensation plan that lifts Catawba into a leadership position compared to peer institutions.
- 6.2 Develop programs and experiences that enhance the campus' sense of community.
- 6.3 Develop programs and experiences that enhance Catawba's ties with the Salisbury community and other regional communities.
- 6.4 Develop programs and experiences that strengthen Catawba's links with its alumni.
- 6.5 Conduct a comprehensive discussion with all constituencies, informed by the Values, Goals, and Objectives of the Strategic Plan, to help Catawba decide its place as a College or University.

**Plans**

**1. ADMISSIONS AND RETENTION**

*Whereas strong enrollment is key to the health and viability of a tuition dependent institution, Catawba will:*

- 1.1 Develop and implement recruitment strategies to increase freshman and transfer enrollment by at least 40 students per year.

1.1.1 Implement and monitor a policy where the SAT or ACT are optional provided applicants meet other academic and leadership criteria.
1.1.2 Review scoring and ranking metrics for US News, Princeton Review, Forbes and set strategic targets accordingly.
1.1.3 Implement a comprehensive marketing plan highlighting Catawba’s distinctive programs, unique facilities, and outstanding location in central North Carolina.
1.1.4 Enhance and support involvement in recruiting activities by all members of the Catawba College community.

<b>2016-17 Plans</b>	<b>Responsible/ Target Date(s)/Resources</b>	<b>Progress Report</b>
1.1.1 Successfully navigate transition from legacy SAT to revised SAT in all areas of enrollment-including but not limited to educating the college community, analyzing how the new scores will be utilized in admission decisions, and integrating the new scores and how they will be used for admission in all relevant web, print and social media communication.	Cindy Barr August 2016	Procedures developed to concord scores and share related information. See Appendix 1.1.1 at page 40 for detailed report.
	Annual Budget	

<p>1.1.3.A Assess efficacy of the Admissions communication flow and assist EGAP recruiters to develop relevant communication plans for their constituents.</p>	<p>Cindy Barr, Kaitlin Carlin August 2016</p>	<p>Multiple initiatives underway. See Appendix 1.1.3.A at page 41 for detailed report.</p>
<p>1.1.3.B Develop a comprehensive transfer Recruitment plan and with the assistance of the Registrar and relevant department chairs develop transfer course guidelines and course equivalencies for NC Community College transfers.</p>	<p>Cindy Barr, Susan Agner, Michael Bitzer October 2016</p>	<p>Draft transfer recruitment plan developed and multiple initiatives underway. See Appendix 1.1.3.B at page 44 for detailed report.</p>
<p>1.1.3.C Identify and develop strategic secondary and tertiary markets to expand our out of state percentages and reduce reliance on immediate local area.</p>	<p>Cindy Barr August 2016</p>	<p>Using CMT geodemographic data Admissions has defined our primary, secondary, and tertiary markets for recruiting:  <u>Primary market:</u> Rowan and 19 local counties (Alexander, Cabarrus, Catawba, Davidson, Davie, Forsyth, Gaston, Guilford, Iredell, Lincoln, Mecklenburg, Montgomery, Randolph, Stanley, Stokes, Surry, Union, Wilkes, and Yadkin)  <u>Secondary Market:</u> the rest of NC, two counties in VA (Henry &amp; Danville City) and two counties on SC (York &amp; Greenville).  <u>Tertiary Markets:</u> Select zip codes in VA, SC, MD &amp; DE.  Admissions is using the primary, secondary, and tertiary markets above to drive decisions around travel and search investments.</p>

<p>1.1.4.A Successfully launch and support EGAP initiatives across campus.</p>	<p>Cindy Barr, Kaitlin Carlin, Michael Bitzer, Larry Leckonby August 2016</p>	<p>Multiple initiatives underway including Men’s Developmental Basketball, Women’s Developmental Soccer, Marching Band and Track &amp; Field. See Appendix 1.1.4.A at page 49 for detailed report.</p>
<p>1.1.4.B Migrate to version 4.2 of Recruiter.</p>	<p>Cindy Barr, Joanna Jasper December 2016</p>	<p>CRM Recruit 4.5 went live on 9/19. Completed 2016 imports upgrade on 12/7. See Appendix 1.1.4.B at page 52 for detailed report.</p>
<p>1.1.4.C Expand Recruiter usage and provide recruiter access and training for all designated EGAP recruiters. Further develop our use of the Events and Travel portions of the CRM.</p>	<p>Cindy Barr, Joanna Jasper, Kaitlin Carlin August 2016</p>	<p>Recruit migration occurred at an inopportune time, and changes took longer to process than anticipated. Now that 1.1.4.B (see above) is complete, we can begin work on this. See Appendix 1.1.4.C at page 53 for detailed report.</p>
<p>1.1.4.D Create a data driven retention based enrollment model to better align our admission offers with factors that indicate success at Catawba. Work to support the admissions committee who will make curricular and co-curricular recommendations to support borderline students who are statistically less likely to persist.</p>	<p>Cindy Barr September 2016</p>	<p>Admissions Committee deemed that Admissions will have the discretion to admit any student they deem appropriate with a GPA of 2.5 or higher and SAT of 750 or higher. Process developed to allow admissions to move these files more quickly while maintaining the thresholds set forth by Catawba faculty See Appendix 1.1.4.D at page 54 for detailed report.</p>
	<p>Annual Budget</p>	



1.1.4.E Develop a robust Alumni Ambassadors program (including Alumni recruitment, training, and related budget) to assist with student recruitment in tertiary markets.	Cindy Barr	Communications initiated that did allow for some coverage of college fairs by Alumni Ambassadors. See Appendix 1.1.4.E at page 55 for detailed report.
	Annual Budget	

1.2 Re-emphasize and re-envision the School of Evening Studies and double its enrollment to 500.

1.2.1 Explore and implement additional degree, certificate, and continuing professional education programs to offer at undergraduate and graduate levels in Salisbury as well as at Davidson County and Central Piedmont Community College sites.
1.2.2 Implement multi-year plan that supports different delivery models and formats for different courses, degree programs and student markets.
1.2.3 Implement a comprehensive marketing plan highlighting Catawba’s distinctive evening programs, unique facilities, and outstanding location in central North Carolina.

<b>2016-17 Plans</b>	<b>Responsible/ Target Date(s)/Resources</b>	<b>Progress Report</b>
<p>1.2.1.A Set targets for enrollment growth at CPCC site and address staffing needs accordingly.</p>	<p>Michael Bitzer, Jeff Bowe October 2016</p>	<p>CPCC is holding steady overall, although we have a very large graduating class this spring. We have more business students in the spring capstone at CPCC (15) than in Salisbury (10) as of Dec 7. This is more than twice the size of the largest capstone at CPCC since our program began. We do not have a set goal target for that campus; we should. Our enhanced Google campaign is more successful there than Salisbury. Staffing—we need a terminal degree replacement for Ken Bandy.</p>
	<p>Annual Budget</p>	
<p>1.2.1.B Determine potential new programs and curricula in Entrepreneurship, Leadership/HR, Accounting (5<sup>th</sup> year or master's).</p>	<p>Michael Bitzer, Jay Abraham Jeff Bowe December 2016</p>	<p>Still on the radar, not to curriculum yet. To curriculum in spring 2017: entrepreneurship and hopefully a business masters that address SEGS (MACC does not help any SEGS student), have discussed an MS in Analytics with Jay, agrees to go to next step of analysis and design. The Leadership/ HR program is moving down the list due to fewer people inquiring compared to entrepreneurship.</p>
	<p>Annual Budget</p>	

<p>1.2.2.A Assess training for faculty and effectiveness of implementation in 2016-17.</p>	<p>Michael Bitzer, Jeff Bowe December 2016</p>	<p>Assessment will be done over the year as part of hybrid change, looking at existing course evaluations, SEGS student survey, and a self-reported faculty survey (not part of evaluation process).</p>
	<p>Annual Budget</p>	
<p>1.2.2.B Explore articulation agreement with SPCC for offering programs at their campus</p>	<p>Michael Bitzer, Jeff Bowe December 2016</p>	<p>SPCC business management agreement is signed, will start active marketing on that campus in spring 2017. SPCC has several other business degrees that they would like to have agreements on but I met some resistance to this in the registrar's office, so need to rework approach. These do not change our transfer policies but they are powerful marketing tools because the other school starts pushing students to us.</p>
	<p>Annual Budget</p>	

1.2.2.C Search for full time accounting position to start in fall 2017, with a search to start in fall 2016.	Michael Bitzer, Jeff Bowe December 2016	Green sheet has been submitted; pending approval, search would begin in early spring for fall 2017 start.
	Annual Budget	

- 1.3 Develop and fund strategies to increase freshman to sophomore retention to at least 80% and increase the six-year graduation rate to at least 60%.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/ Target Date(s)/ Resources</i></b>	<b><i>Progress Report</i></b>
1.3.A Continue to assess and evaluate conditionally admitted students and their results year-to-year as well as curricular and co-curricular support mechanisms.	Sheila Brownlow, Forrest Anderson February 2017	Awaiting Fall 2016 cohort analysis and data.
	Annual Budget	Initiated agreement with John N. Gardner Institute to begin analysis of retention plans and programs.

## **2 ACADEMIC INITIATIVES**

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

### 2.1 Enhance current degree programs.

2.1.1 Place renewed emphasis on accreditation by determining which national and specialized credentials to pursue and maintain while also determining comparable benchmarks in areas where no national accreditation is available.
2.1.2 Implement and infuse elements of the White Paper on an Institutional Philosophy of Education at Catawba College, with particular attention to its impact on curriculum, pedagogy, assessment, and faculty development.
2.1.3 Increase and enhance Honors Program.
2.1.4 Enhance and highlight opportunities for students and faculty connected to the nearby North Carolina Research Campus.
2.1.5 Continue to emphasize and enhance First Year Experience courses and programs to provide students the strongest possible transition to College level work and expectations.
2.1.6 Place renewed emphasis on faculty development including orientation for faculty new to Catawba, support towards tenure and promotion, and enhanced definitions of faculty roles, responsibilities, and rewards.
2.1.7 Adopt revised academic calendar to reflect Catawba's academic values and to enhance both pedagogical and experiential education.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
2.1.1.A Faculty review and approval of valid and reliable assessment instruments for all activities tied directly to learning goals, outcomes and competencies.	Michael Bitzer, Barry Sang, GEAR and APA Faculty Governance Committees December 2016	Moved to Spring semester focus due to Segue 61 substantive policy change proposal undertaken in Fall.
	Annual Budget	
2.1.1.B Submit self-study for accreditation of Ketner School of Business by ACBSP.	Michael Bitzer, Jay Abraham December 2016	Work in progress with submission anticipated in July 2017. See Appendix 2.1.1.B at page 56 for detailed report.
	Annual Budget	
2.1.2.A Continue to infuse White Paper on Institutional Philosophy on Education's elements by having all departments review their majors and seeking revisions to align more with the White Paper in their learning outcomes and objectives.	Michael Bitzer April 2017	Spring semester focus.
	Annual Budget	
2.1.2.B Continue to infuse White Paper on Institutional Philosophy on Education's elements by requiring any new majors or programs to identify to the faculty how the program uses the White Paper principles.	Michael Bitzer, Curriculum Committee April 2017	Spring semester focus.
	Annual Budget	

2.1.3 Continue to implement strategic plan for enhancing Honors Program with emphasis on increasing the number of students graduating with Honors.	Michael Bitzer, Maria Vandergriff-Avery April 2017	Multiple initiatives underway. Twelve students are currently on track to graduate with honors in spring 2017. This is a significant increase in the number of students graduating with honors in recent years. See Appendix 2.1.3 at page 57 for detailed report.
	Annual Budget/ Donor Funds	
2.1.6.A Evaluate and implement where feasible the recommendations of the committee on the establishment of a Center for Teaching & Learning Technology.	Michael Bitzer, Joanna Jasper, Instructional Support Committee March 2017	Spring semester focus.
	TBD	
2.1.6.B Develop and implement schedule of faculty searches and hires.	Michael Bitzer November 2016	In progress. See Appendix 2.1.6.B at page 58 for detailed report.
	Annual Budget/ TBD	
2.1.7 Develop additional international opportunities, internships and other experiential offerings that may, in time, foster utilization of alternate academic calendar structures.	Michael Bitzer, Steve Coggin	In October 2016 the College entered into an agreement with University Study Abroad Consortium (USAC) which facilitates semester-long programs in dozens of countries around the world. See Appendices 2.1.7 / 2.3.2.A at page 60 for detailed report.
	Annual Budget/ TBD	

2.2 Strengthen and initiate programs that will attract students to the day and evening programs.

2.2.1 Implement plans for new undergraduate and/or graduate degree programs and tracks in the Ketner School of Business.
2.2.2 Implement plans for new undergraduate degree programs and tracks in Communication.
2.2.3 Implement plans for new undergraduate and/or graduate degree programs and tracks in Health Sciences.
2.2.4 Explore appropriate graduate programs to consider for future development.

<b>2016-17 Plans</b>	<b>Responsible/ Target Date(s)/Resources</b>	<b>Progress Report</b>
2.2.1.A Focus on planning and submission of curriculum proposal for accelerated accounting program or 5 <sup>th</sup> year MACC with goal of having plan to implement in 2017-18 academic year.	Michael Bitzer, Jay Abraham December 2016 Donor funds	Two options being prepared with formal recommendations for approval: one is to develop a student's schedule to achieve the 150 hours within 4 years of study, the second is to offer a 5th year MAcc program. See Appendix 2.2.1.A at page 61 for detailed report.
2.2.1.B Explore new and revised programs in KSOB including Interdisciplinary Music Business major (either BA or BS)	Michael Bitzer, Jay Abraham December 2016 TBD	Limited progress due to lack of consensus. See Appendix 2.2.1.B at page 62 for detailed report.



2.2.1.C Explore new and revised programs in KSOB including revamping interdisciplinary Sport Management/ Business major.	Michael Bitzer, Jay Abraham December 2016	Limited progress due to focus on other priorities. See Appendix 2.2.1.C at page 63 for detailed report.
	TBD	
2.2.1.D Explore new and revised programs in KSOB including Communication Arts production concentration and expansion of Sports Communication concentration.	Michael Bitzer, Jay Abraham December 2016	Curriculum for entire major to be sent to Curriculum Committee in January. Once approved we could launch the program in 2017/2018 academic year with implementation of Phase II contingent on fundraising for needed facilities and equipment. See Appendix 2.2.1.D at page 64 for detailed report.
	Donor funds	
2.2.2.A Implement first cohort of “Segue 61” post-graduate certificate opportunity for popular music students with significant experiences in Nashville, TN.	Michael Bitzer, David Fish, Bill Armour December 2016	Launching program in January 2017 with other cohorts later in 2017.
	Annual Budget/ TBD	
2.2.3.A Present proposal for pre-licensure BSN program before faculty, SACSCOC, and Nursing Board for approvals.	Michael Bitzer, Racquel Ingram January 2017	Pre-licensure BSN program approved by faculty. Before the NC Board of Nursing for approval at May meeting. Approval to use ‘conditional approval’ statement for recruiting efforts granted.
	Donor Funds	

2.2.3.B Complete detailed feasibility studies for graduate programs in Athletic Training and Physical Therapy.	Michael Bitzer, Jim Hand, Jim Stringfield December 2016	CAATE has made significant changes to the original requirements for transitioning to a master's program in athletic training, causing reconsideration of this as an area of focus. A master's program in Physical Therapy also has prohibitively expensive components. See Appendix 2.2.3.B at page 65 for detailed report.
	Annual Budget	

2.3 Strengthen the Experiential Education Initiative by expanding opportunities to develop sustainability, diversity, and citizenship.

2.3.1 Expand and enhance opportunities for Service Learning programs and experiences.
2.3.2 Expand and enhance opportunities for International programs and experiences.
2.3.3 Expand and enhance opportunities for Leadership programs and experiences.
2.3.4 Expand and enhance opportunities for students to capture and present their experiential education credentials.

<b>2016-17 Plans</b>	<b>Responsible/ Target Date(s)/Resources</b>	<b>Progress Report</b>
<p>2.3.1 Expand and enhance opportunities for Service Learning programs and experiences, especially via new Director of Volunteer Catawba and Catawba Theological Institute.</p>	<p>Michael Bitzer. Ken Clapp, Chris Gratton December 2016</p> <hr/> <p>Annual Budget/ Lilly Grant Funds</p>	<p>Continuing process of fully integrating service learning into Volunteer Catawba under direction of Chris Gratton. Next step is to involve more faculty members and have service incorporated into course syllabi. The Algernon Sydney Sullivan Foundation is gearing up to offer workshops for both faculty and students to provide best practices and help institutions design service learning programs and Catawba can take advantage of some of these offerings.</p>
<p>2.3.2.A Explore collaborative agreements for semester-long study abroad opportunities including re-engagement with Harlaxton / University of Evansville program.</p>	<p>Michael Bitzer, Steve Coggin December 2016</p> <hr/> <p>Annual Budget/ Donor Funds</p>	<p>In October 2016 the College entered into an agreement with University Study Abroad Consortium (USAC) which facilitates semester-long programs in dozens of countries around the world. See Appendices 2.1.7 / 2.3.2.A at page 60 for detailed report.</p>

2.3.3 Consider proposed Leadership Program for adoption and implementation.	Michael Bitzer, Ken Clapp February 2017	Proposal prepared that Leadership Certificate program be offered to recognize students who complete specific components designed to contribute to leadership development. See Appendix 2.3.3 at page 66 for detailed report.
	TBD	
2.3.4 Explore models for potential Cultural Events requirement for faculty consideration.	Michael Bitzer, April 2017	Spring semester focus.
	Annual Budgets	

2.4 Implement Learning Technology Plan to enhance and expand use of technology in pedagogy and information literacy.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
2.4.A Promote faculty-sharing and faculty usage of technologies that have the potential to improve teaching, learning, and student engagement.	Michael Bitzer, Joanna Jasper, Instructional Support Committee December 2016	IT is offering a biweekly Blackboard workshop open to all faculty beginning in the spring of 2017. Some discussions in ISC about how to promote sharing amongst faculty experts, but nothing definitive has been proposed as of yet.
	TBD	

<p>2.4.B Finish upgrading the presentation technology in all technology-equipped classrooms.</p>	<p>Joanna Jasper, Michael Bitzer December 2016</p>	<p>Currently discussing leasing as an option to get this project completed this summer. ISC has spent a great deal of time this past Fall semester discussing the need for various technology upgrades and has made it very clear they need this one completed ASAP. If we don't keep the technology updated in the classroom, faculty are going to give up on using technology in the classroom. We need modern HDMI projectors to work with the new laptops faculty will be receiving this summer. There are concerns over the \$125,000 price tag. We can probably bring it in for less (maybe \$115k) if we bring in the vendor to do all the rooms at once over the summer, which is what we need to do at this point.</p>
	<p>Annual Budget/ Capital Budget</p>	

<p>2.4.C Procure funding for upgrading or replacing the equipment and software in campus computer labs (with Theatre Arts as priority) with more powerful and current components and/or utilize virtualization options as appropriate.</p>	<p>Joanna Jasper Summer 2016</p> <hr/> <p>TBD</p>	<p>Current plan to be completed by August 2017:</p> <ol style="list-style-type: none"> <li>1. Upgrade CENV lab hardware to run ArcGIS; using leasing to finance this project;</li> <li>2. Create Interdisciplinary Digital Media Lab in RCCC; 12 stations; will be heavily used by Theatre Arts and Business Communications, but open to all students; using leasing to finance this project;</li> </ol> <p>Upgrade library info commons to virtual desktop and thin client; project financed by donor gift and library grant;</p>
<p>2.4.D CatLink upgrade (to LifeRay and Luminis 5 portal technology) for mobile-friendly design, search, ongoing viability and support</p>	<p>Joanna Jasper, Shawn Moore February 2017</p> <hr/>	<p>Project is running behind schedule; Ran into technical issues with Luminis 5 in the TEST environment and have had to work with the vendor, Ellucian, to reinstall it</p> <p>Still hoping to have a pilot of the new CatLink up and running this spring. New go-live date dependent on feedback from pilot.</p>

<p>2.4.E Implement CatLink Mobile App (powered by Ellucian Mobile)</p>	<p>Joanna Jasper, Shawn Moore February 2017</p>	<p>Server portion is up and running in a TEST environment. Need to decide on which services to offer initially, test those services, and then begin a communications campaign to get the campus community to start using the mobile app.</p>
<p>2.4.F Improve student output (print/ scan/copy) options on campus</p>	<p>Joanna Jasper, Chad Lewis, Rich Kolbasowski August 2016</p>	<p>Complete. Canon-Uniflow solution allows students to send output to any campus Canon multi-function device, from any device (student-owned computer, smartphone, tablet, etc.). Authenticate and release print securely using Catawba ONE Card.</p>
<p>2.4.G Upgrade campus fiber and internet service to support significantly faster data transmission speeds.</p>	<p>Joanna Jasper, Rodney Rymer October 2016</p>	<p>Complete. Fiber upgrades and installation of 10Gbps Fibrant internet service complete. Note that campus firewall technology currently limited to 2Gbps internet, but this bandwidth is more than adequate to meet current demand. Anticipate upgrading the firewalls to 5Gbps technology no later than summer 2018.</p>

<p>2.4.H Begin process to upgrade faculty laptops; offer hybrid laptop-tablet option (e.g. Surface)</p>	<p>Joanna Jasper, Rich Kolbasowski May 2017</p>	<p>Completed process to get input from faculty on what models to offer. Will offer Windows SurfaceBook, Lenovo Windows laptop, and MacBook Pro as options. Will survey each faculty member for their preference amongst these three supported options in the Spring. Expecting laptop delivery to faculty in May 2017 timeframe. Using leasing to finance this project.</p> <p>Related note: IT working on Active Directory implementation which is key to printing functionality with latest Windows and Mac operating systems, as well as virtual desktop in the labs.</p>



### **3 CAMPUS AND FACILITY EXCELLENCE**

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

#### 3.1 Implement the Campus Master Plan.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
3.1.A Implement priority items from Campus Master Plan including Hedrick Administration Building Terrace and landscaping improvements to front of campus and King Street entrance.	Brien Lewis, Nelson Murphy September 2016	Terrace and landscaping improvements underway with completion anticipated Spring 2017.
	Donor Funds	
3.1.B Finalize all steps needed to undertake refurbishment of Baseball facility; complete funding plan, and determine construction and occupancy timeline.	Brien Lewis, Nelson Murphy, Larry Leckonby September 2016	The design is complete and an estimate has been submitted. We are waiting for approval to submit our plans to the City of Salisbury, and looking forward to working with a new VP of Development & a new Athletic fund raiser on a funding strategy for the ballpark.
	Donor Funds/TBD	

3.2 Implement an annual repair and renovation program.

<b>2016-17 Plans</b>	<b>Responsible/Target Date(s)/Resources</b>	<b>Progress Report</b>
3.2.A Complete second phase of two phase renovation and refurbishment of Barger-Zartman Residence Hall.	Nelson Murphy, Frannie Taylor August 2016	Completed successfully.
	Donor Funds	
3.2.B Develop plans for potential renovation and refurbishment of Heath Hill House.	Nelson Murphy, Frannie Taylor October 2016	Improvements made to interior space. Further renovations deferred to Spring semester.
	Donor Funds	

3.3 Develop and implement policies and procedures re: sustainability.

<b>2016-17 Plans</b>	<b>Responsible/Target Date(s)/Resources</b>	<b>Progress Report</b>
3.3.A Complete comprehensive Sustainability Plan and begin to implement its policies and procedures.	Brien Lewis, John Wear October 2016	Deferred to Spring semester.
	Annual Budget/ Donor Funds	
3.3.B Complete plan for, and start to implement, new fixtures and bulbs to execute changeover to LED lights across campus.	Nelson Murphy, John Wear October 2016	Detailed plan completed for fit out of all interior lighting, Seeking funding to implement in 2017.
	Donor Funds	

3.3.C Complete implementation of monitoring and tracking systems for new solar energy and related installations.	John Wear, Nelson Murphy September 2016	Systems implemented and working. Reduced expenditures for Duke power in line with projections. Currently working to implement effective monitoring systems.
	Donor Funds	

3.4: Develop and implement policies and procedures re: public art on campus.

<i>2016-17 Plans</i>	<i>Responsible/ Target Date(s)/Resources</i>	<i>Progress Report</i>
3.4.A Complete comprehensive Public Art Plan and begin implementing policies and procedures to integrate public art on campus, including internal and external sites and temporary and permanent installations.	Brien Lewis, Tonia Black-Gold, Ashley Pierce, Nelson Murphy October 2016	Draft of Public Art Plan completed and related activities underway. See Appendix 3.4.A at page 67 for detailed report.
	Donor Funds	

#### **4 STUDENT CENTEREDNESS**

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

4.1 Provide new and enhanced housing options.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/Target Date(s)/ Resources</i></b>	<b><i>Progress Report</i></b>
4.1.A Complete second phase of two phase renovation and refurbishment of Barger-Zartman Residence Hall.	Nelson Murphy, Frannie Taylor, August 2016	Completed successfully.
	Donor Funds	

4.2 Enhance the Cannon Student Center facilities and programs to support its role as the hub of student activity.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
4.2.A Informed by Campus Master Plan, begin to implement plans for improving and enhancing spaces within the Cannon Student Center including Leonard Lounge.	Nelson Murphy, Frannie Taylor, Michael Bitzer September 2016	Deferred to Spring semester.
	Donor Funds	

4.3 Enhance student recreational facilities and programs.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
<p>4.3.A Continue to expand staffing of recreational facilities for general student use.</p>	<p>Michael Bitzer, Nelson Murphy, Emily Schneider, Larry Leckonby September 2016</p>	<p>We did not open Goodman Gym or the Abernethy Weight Room for recreational use this fall. Unable to expand staffing due to budgetary considerations.</p>
	<p>TBD</p>	<p>Two new dumbbell sets were purchased for Wellness Center to replace rusting sets. New seat covers were installed for ripped pads on workout machines. Replacements needed for two treadmills.</p>
<p>4.3.B Pursue initiatives that would provide funding for the installation of an artificial surface in Shuford Stadium for Marching Band practices and additional access for intramural and club sports programs.</p>	<p>Nelson Murphy, Larry Leckonby, Brien Lewis November 2016</p>	<p>We have initiated the Enrollment Growth plan for a greatly expanded Marching Band by hiring Gordon Snyder. His recruiting goal for 2017 is 25 new band freshmen that will generate the NTR needed to fund a new artificial turf surface on an annual basis.</p>
	<p>TBD</p>	

4.4 Enhance student engagement and academic support services and facilities.

<i>2016-17 Plans</i>	<i>Responsible/ Target Date(s)/Resources</i>	<i>Progress Report</i>
4.4.A Prepare and occupy additional space for academic and student support services including tutoring and testing.	Michael Bitzer, Nelson Murphy, Frannie Taylor August 2016	Preferred location is still the Development Wing of 1 <sup>st</sup> Floor Administration Building. SGA recommends such a location. Due to continued uncertainty, continued use of Student Affairs locations has been through the fall semester. Accommodation spaces for final exams had to be relocated to the Center for the Environment in order to fully house all exams being taken. Continued work on this must remain a priority, as discussed in both the Academic Quality Committee and the Campus Life Committee meetings this fall.
	TBD	

4.5 Enhance student career support services and programs.

<i>2016-17 Plans</i>	<i>Responsible/ Target Date(s)/Resources</i>	<i>Progress Report</i>
4.5.A Increase opportunities for including Career Services and Catawba To Careers (C2C) in First Year Experience programs.	Robin Perry, Kim Smith, Michael Bitzer, Sheila Brownlow September 2016	Several steps underway. See Appendix 4.5.A at page 68 for detailed report.
	TBD	

4.6: Develop a comprehensive strategic plan for Intercollegiate Athletics to define objectives individually and collectively for sports and facilities, and to determine appropriate Conference and Division levels.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
4.6.A Complete Intercollegiate Athletics Strategic Plan and outline initial steps for implementation.	Brien Lewis, Larry Leckonby March 2016	We do not have a formal strategic Plan documented. However, we have added both Indoor and Outdoor Track and Field (M&W) as well as Developmental Men's Basketball and Women's Soccer. We are also in the early stages of installing an artificial turf field and replacing Newman Park.
	Annual Budget	

## **5. FINANCIAL FOCUS**

*Whereas financial strength is essential for the sustainable development of the institution, Catawba will...*

5.1 Ensure policies and practices maintain stable and sustainable funding for current and future debt service.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
5.1.A Continue to seek private support for debt reduction as part of the Comprehensive Fundraising Campaign.	Brien Lewis May 2017	Debt reduction continues to be a priority shared with donors.
	Donor Funds	
5.1.B Continue to meet Department of Education financial ratios and all bank covenants related to debt financing.	Nelson Murphy May 2017	Successfully met all DOE financial ratios and bank covenants.
	Annual Budget/TBD	



5.2 Focus strategic efforts on enhancing net tuition revenue while maintaining access opportunities for meritorious students.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
<p>5.2.A            Conduct detailed review of market factors for tuition and housing costs, scholarship packaging, and related elements in determining tuition and fees for 2017-18 by October 2016 Board of Trustees meeting.</p>	<p>Brien Lewis,            Cindy Barr,            Nelson Murphy            September 2016</p> <hr/> <p>N/A</p>	<p>Complete. Tuition has been set at \$29,920.</p> <p>In Progress: “Moon shot” planning and overall discount and pricing strategy for the future:</p> <ul style="list-style-type: none"> <li>• Survey to assess impact of major pricing reset with Enrollment Research has been complete and results shared with cabinet via email on 2016-12-19.</li> <li>• Consultants from Ruffalo Noel Levitz conducted an Enrollment Opportunities Analysis and strongly recommend a more surgical approach to our application of tuition discount and to engage in Strategic Enrollment Planning to support our “moon shot” goals.</li> </ul> <p>Prescience is wrapping up research on pricing, retention, and enrollment analytics to guide decision making and will provide situation analysis and strategic enrollment planning as part of our existing contract.</p>

5.3 Use funds from enrollment growth, from stronger retention and from increased net revenue to plan and implement an annual budget that sustains the College’s strengths and enables enhancements.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/Target Date(s)/ Resources</i></b>	<b><i>Progress Report</i></b>
5.3.A Establish and achieve balanced budget with priority list for use of any new annualized revenues.	Brien Lewis, Nelson Murphy April 2017	Balanced budget remains a goal but will not be accomplished in 2016-17 fiscal year. Progress has been made on increased revenues from enrollment growth and focus continues on reducing expenditures.
	Annual Budget	
5.3.B Develop and implement as appropriate Capital and “Year End Budget” items to utilize savings and capital for one-time improvement projects and deferred maintenance.	Brien Lewis, Nelson Murphy January 2017	Spring semester focus.
	N/A	
5.3.C Develop and implement revised Budget and Board Meeting schedule and timeline to present budget for 2017-18 to Board of Trustees in April 2017.	Brien Lewis, Nelson Murphy October 2016	On schedule with Board conference call set for February, Board committees in March-April and full Board meeting in April.
	N/A	

5.4 Conduct a Comprehensive Fundraising Campaign to support and sustain the Values, Goals and Objectives of the Strategic Plan.

<b><i>2016-17 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
5.4.A Continue public phase of Comprehensive Fundraising Campaign.	Brien Lewis, May 2017	Campaign continues with gifts and commitments received totaling over \$51 million towards goal of \$60 million.
	Annual Budget/ Donor Funds	
5.4.B Utilize additional capacities from improved database technology and related resources to improve donor communications and stewardship.	Brien Lewis August 2016	Improvements made to donor stewardship such as revised endowment statements, more digital communications, and more research capacities for identifying prospective donors.
	Annual Budget/ Donor Funds	

## 6 PEOPLE AND PLACE

Whereas an institution is about its people and its place, Catawba will....:

6.1 Implement a comprehensive compensation plan that lifts Catawba into a leadership position compared to peer institutions.

<b>2016-17 Plans</b>	<b>Responsible/ Target Date(s)/Resources</b>	<b>Progress Report</b>
6.1.A Continue as resources permit to move towards benchmark compensation targets for each faculty and staff member as well as implementing recommendations from Benefits Task Force.	Brien Lewis, Nelson Murphy October 2016	Once fully funded priority will be on implementation of 100% retirement match for employees contributing up to 7% of their salaries (up from current 50% match).
	Annual Budget/ TBD	

6.2: Develop programs and experiences that enhance the campus' sense of community.

<b>2016-17 Plans</b>	<b>Responsible/Target Date(s)/Resources</b>	<b>Progress Report</b>
6.2.A Implement new Employee Orientation and Development programs based on Benefits Task Force recommendations and national best practices.	Brien Lewis, Amy Williams August 2016	New "Catawba Compass" program launched in Fall 2016 to provide comprehensive orientation for new faculty and staff. Steps being explored for employee development components as Spring semester focus.
	Annual Budget	

<p>6.2.B Continue to create and support wellness programs for students, faculty, and staff with special emphases on (a) preventing and addressing sexual violence and (b) preventing and reducing obesity.</p>	<p>Michael Bitzer, Larry Farmer, Emily Schneider, Wellness Committee November 2016</p>	<p>Several activities underway. Report pending.</p>
<p>6.2.C Led by new Title IX Coordinator, increase education and training across campus on Title IX issues.</p>	<p>Annual Budget/ Donor Funds</p>	<p>Dr. Erin Wood appointed as Title IX Coordinator. Dr. Wood has recruited (and enabled training for) a cohort of faculty and staff to serve as Title IX investigators and they have begun work on individual cases. Dr. Wood is also reviewing and revising existing policies and procedures for Cabinet consideration in the Spring semester. In addition, Dr. Wood has provided information sessions regarding Title IX to multiple units on campus.</p>
<p>6.2.D Undertake planning for a “Founder’s Day” that would engage the campus community in thinking about and acting on the mission of the College from the perspective of the faith tradition which in turn drives the emphasis upon service and caring.</p>	<p>Brien Lewis November 2016</p>	<p>Deferred to spring semester.</p>
	<p>TBD</p>	

6.2.E Implement a series of “College Coffee” campus-wide social events including connections to new Employee Orientation and Development Programs.	Brien Lewis, Monica Farrington, Amy Williams August 2016	Implemented successfully with three events to date and at least five more planned and funded through donor commitments through early summer 2017.
	Donor Funds	

6.3 Develop programs and experiences that enhance Catawba’s ties with the Salisbury community and other regional communities.

<i>2016-17 Plans</i>	<i>Responsible/ Target Date(s)/Resources</i>	<i>Progress Report</i>
6.3.A Explore opportunities to expand programming and other opportunities at Downtown locations in Salisbury.	Brien Lewis, Bill Armour, Nelson Murphy, Michael Bitzer, Tonia Black-Gold, Jay Abraham August 2016	Initiatives underway at current Downtown Catawba location and additional space acquired adjacent to Lee Street Theatre. See Appendix 6.3.A at page 69 for details.
	Annual Budget/ TBD	
6.3.B Continue to seek and implement opportunities to expand and enhance collaborations with local and regional educational and arts institutions.	Brien Lewis, Bill Armour, Michael Bitzer, Nelson Murphy December 2016	Ongoing activities and conversations with numerous local and regional institutions and organizations.
	Annual Budget/TBD	

6.4 Develop programs and experiences that strengthen Catawba's links with its alumni.

<i>2016-17 Plans</i>	<i>Responsible/ Target Date(s)/Resources</i>	<i>Progress Report</i>
6.4.A Continue to enhance capabilities of (and use of) alumni tracking for assessment, stewardship, and network opportunities for alumni and current students.	Brien Lewis, Tim Kennedy, Robin Perry December 2016	Deferred to arrival in Spring semester of new Alumni Director.
	Annual Budget/ Donor Funds	

6.5: Conduct a comprehensive discussion with all constituencies, informed by the Values, Goals, and Objectives of the Strategic Plan, to help Catawba decide its place as a College or University.

<i>2016-17 Plans</i>	<i>Responsible/ Target Date(s)/Resources</i>	<i>Progress Report</i>
6.5.A Continue discussions as part of new Strategic Planning process about criteria for pursuing University status endorsed by the Board of Trustees.	Brien Lewis April 2017	Spring semester focus.
	N/A	

# APPENDICES

## Appendix 1.1.1

*Successfully navigate transition from legacy SAT to revised SAT in all areas of enrollment-including but not limited to educating the college community, analyzing how the new scores will be utilized in admission decisions, and integrating the new scores and how they will be used for admission in all relevant web, print and social media communication.*

### **Progress Report:**

Admissions has been receiving revised SAT (RSAT) scores since March 2016 and has worked with IT to successfully track revised and legacy scores in Recruit CRM. Using the concordance tables provided from the College Board, admissions will concord RSAT scores to legacy scores for the purposes of admission, merit scholarship awarding and reporting for Spring 2017 & Fall 2017 recruitment. This decision was made due to the fact that most 2017 applicants will have a mix of legacy and RSAT scores.

Admissions will super score legacy with legacy, revised with revised, and ACT with ACT, we will not “super-duper” score by mixing the legacy and RSAT scores based on recommendations from the College Board. Beginning with Fall 2018 recruitment, Admissions will reverse concordance procedures and begin to concord legacy SAT scores to RSAT. When this change occurs, we can expect to see a lift in SAT averages for this cohort. RSAT scores tend to be 50-70 higher than their concorded legacy SAT. Any reporting of increased SAT scores will need to include this context.

Information regarding the use of legacy and RSAT scores is posted on the admissions website under the FAQ link.



### **Appendix 1.1.3.A**

*Assess efficacy of the Admissions communication flow and assist EGAP recruiters to develop relevant communication plans for their constituents.*

#### **Progress Report:**

- Much of the fall semester was spent learning the distinct needs and recruiting styles for each EGAP initiative, as well as communicating guidelines and expectations. However, after settling into roles and achieving better understanding of software will allow for strong momentum to continue into the spring semester.
- Initial communication between recruiters and admissions was shaky due to late hiring and Recruit system migration.
- Spreadsheets and communication flows were created to meet individual needs while still maintaining admissions best practices.
- Work is developing on academic communication plans for future EGAP initiatives which can dovetail into current admissions communication flows.

#### **Fall semester**

- Learned distinct recruiting needs and styles for each EGAP initiative.
- Created comprehensive approaches that met individual needs of recruiters, while maintaining admissions standards and best practices.
- We are now in better communication with recruiters and developing a momentum of communication that stems from settling into roles and a better understanding of software.
- Challenges:
  - Recruiters were not in place until late August/early September.
  - Athletics
    - The first meeting for athletic EGAP recruiters did not take place until September. Out-of-office fall admission travel, combined with Recruit system migration, meant that fall semester communication was sporadic.
    - Discrepancy of communication pertaining to status of cheerleading led to internal confusion, ultimately resulting in its removal from formal EGAP initiatives.

- Club (Marching Band)
  - Recruitment goals for marching band were defined on paper, but not effectively communicated with recruiter. While goals were eventually clarified, this did not occur until late October/early November. Communication plans could have been more robust had this been communicated.
  - Marching band initiatives remained unclear throughout the fall semester (incorporation of Winter Guard, Drum Line, Basketball Band, etc.). The lack of concentrated direction made it difficult to assess communication needs and plans.
  - Off-campus, part-time status of recruiter created multiple communication barriers and breakdowns.

Currently:

- Working with provost office to develop academic communication plans for potential EGAP initiatives.
  - Elaine and Cindy are working with academic affairs to develop a template-style document that will be shared with prospective faculty hires who will be EGAP recruiters.
    - Recruitment expectations
    - Marketing ideas
    - Internal communication guidance
    - Baseline EGAP Budget
- Creating inquiry cards for music that meet both music department and admissions needs.
- Utilizing document that encompasses necessary student record data.
- Maintaining spreadsheet for Marching Band until appropriate tracking attribute is created in Recruit.

Proposed for future:

- As we review the overall admissions communication plan, we will look for areas within the flow that would naturally fit for EGAP points of contacts. These areas will be blank slates for EGAP initiatives (particularly academic) to drop in information.
  - Develop a standard recruiting document with suggestion template for EGAP initiatives.
- Maintain consistent messaging and branding. All EGAP communication should be consistent to Catawba brand standards per PR.
  - Develop a standard branding document and template for EGAP initiatives.
- EGAP initiatives need an operating budget for travel, publication, mailing, etc. to cover costs of recruitment. While Admissions can cover email marketing and general communication flow, we cannot be responsible for the cost of printing, design, postage, or travel.

### **Appendix 1.1.3.B**

*Develop a comprehensive transfer Recruitment plan and with the assistance of the Registrar and relevant department chairs develop transfer course guidelines and course equivalencies for NC Community College transfers.*

#### **Progress Report:**

- Transfer Recruitment Strategies working document created.
- Held a Fall Transfer information reception in coordination with SEGS and Registrar, fair attendance
- Attended 16 Transfer fairs in Fall 2016 within 19 primary counties. This is approx. 10-12 more than previous years. Spoke to DCCC transfer success course 3 times in Spring 2016 and once in Fall 2016.
- Met with Registrar's Office to streamline processes and procedures which impact transfer admission, received documents from registrar which outline course equivalences. This information will be used to create a more transfer-friendly web page that mimics competitors.
- Purchased transfer prospect names from College Fish and CBSS (College Bound Selection Service) to increase transfer prospect pool from a few hundred to several thousand.

#### **Working Draft of Transfer Plan**

##### **Generating our applicant pool – Transfers**

Similar to our freshman population, we are putting forward a number of new and re-tooled tactics in place to increase applications from transfer students. This population has different needs and expectations and our approach reflects those differences.

##### **Transfer Recruitment**

Transfer recruitment differs from freshman recruitment in several ways. Transfer students tend to have more direction regarding their intended program of study. They typically have more specific questions about degree requirements and course transferability. They have already invested time into their post-secondary education and want to make sure they are on track to earning a bachelor's degree. By offering on-campus and off-campus programs and visits specifically geared toward transfer students, we hope to alleviate some of their fears and make them feel they are different from freshmen.

**On-campus opportunities:**Local Transfer Student Workshop/Reception

In conjunction with the Office of the Registrar, Transfer Admissions will host transfer workshops for local (within 25 miles) community college attendees pursuing a transfer/associates degree. Transfer students will be provided the opportunity to start, continue or ask questions about their Catawba application. In addition, students will be encouraged to bring their official college transcripts or schedules for an upcoming semester in order to get feedback from the registrar regarding transfer of credits. The first of these events will be held in October.

Catawba Experience Days (CED)

CEDs are offered several times throughout the Fall and Spring. These events offer sessions for transfer students in conjunction with freshman information. CED is a half-day program that includes an admission presentation and information on housing and financial aid. Transfer students are offered the opportunity to meet one-on-one with the transfer counselor and to get a credit evaluation while they are on campus. We have seen 1 or 2 prospective transfer students attend each CED in the past.

Proposed – Virtual Admission Counseling Appointments

In an attempt to decrease transfer drop-ins and increase our availability and visibility, the transfer coordinator will offer prospective transfers the opportunity to join us virtually one-on-one. Each appointment will be approximately 25 minutes long. Skype will be used as the means for these appointments. This will be a viable option for students who are unable to travel to campus due to busy life schedules but who are also looking for a more personal engagement beyond phone calls and emails.

**Off campus opportunities:**

(All off-campus opportunities will be advertised using social media starting this year. This is a strategy we have under-utilized until now.)

### Transfer Information Sessions

Transfer information sessions are targeted toward prospective transfer students and typically take place in the transfer resource center of a community college in one of our 25 primary counties. These sessions are both by-invitation and requested by the transfer coordinator and typically are approximately 2 hours in length. Sessions can be organized into an admission presentation or can be drop-in or sign-up. Transfer information sessions take place during the day when transfer students are active and in class on their respective campuses. The goal for 2016-2017 is to do 2-4 information sessions per term. Currently 2 are scheduled at local community colleges for fall 2016.

### Community College Visits

Catawba is increasing visits to North Carolina Community colleges. The transfer coordinator will continue to participate in University Transfer Days and transfer fairs. This year, the transfer coordinator will attend a series of transfer fairs; 45 in total, across the state of North Carolina. In previous years (2010, 2011) this tactic has proven to increase our transfer applications and yield. For community colleges not hosting one of these events, Admissions staff will make a recruiting visit during the academic year.

### Proposed – Transfer Coffee Talks

Similar to freshman recruiting strategies and in order to establish personal contact with prospective transfer students and cut down on the cost of receptions and additional events, we will offer personal one-on-one sessions; Coffee Talks, in a neutral environment such as a Panera or a café. These can either be established, offered and published to allow for drop-ins; or, they can occur by-request. If going for the latter: It is proposed we establish one per month starting in late September for 2016 and determine the specific strategy for coffee talks once we are into the Spring recruitment cycle.

## **Other transfer recruitment opportunities**

### CollegeFish

CollegeFish is an online system that provides several services for prospective transfer students. These services include: matching community college students to colleges and universities, assisting with scholarship searches, providing direct access

to four-year universities, and tracking admission and financial aid deadlines. Catawba has purchased a one-year subscription, which allows us to purchase 500+ names of transfer students who are highly qualified and/or indicated an interest in Catawba.

### National Student Clearinghouse mailing (?)

Each year Catawba uses the National Student Clearinghouse to identify where students enrolled who were accepted to Catawba but did not attend. A number of those students chose to attend a community college. We send a letter to those students encouraging them to consider Catawba when they are ready to transfer and complete their four-year degree.

## **Website Transfer Resources**

### Transfer Requirements

Students can view the required GPA for admission and other helpful information - including a PDF transfer guide - by visiting our [Transfer Students How to Apply](#).

### College Catalogue

Transfer students can review our [PDF catalogue](#) for information on specific majors and transfer policies as well as for information on coursework or GPA required for admission into specific majors.

\*\*(Proposed: is there a way to extract this information from the catalogue and make it more accessible to transfers? Perhaps pull it out into a packet?)\*\*

### Transfer visits/appointments

Transfer students interested in speaking with a representative from the college office of their intended program of study, our registrar for a credit evaluation, or our transfer coordinator, can arrange a meeting through our [online campus visit tool](#).

## **Social Media Resources**

### Transfer Facebook Page

Transfer students interested in following us on Facebook can do so by joining our Catawba College Admissions page for both prospective freshmen and transfer students.

## **Proposed ‘Transfer Tribune’**

Emails would be sent to community college counselors and transfer advisors a few times a year with information and reminders about deadlines, visits programs and other campus information. Possible ‘guest column’ composed by current transfer students?

## **Transparency on the academic affairs side of transfer recruitment**

It has been found that transfer students most strongly desire clear and concise credit evaluation and transparency when it comes to knowing the additional amount of time they will need to spend completing their degree. To this end, some sister institutions have printed and online materials which directly address these transfer needs.

For the first time in several years, Catawba has published a transfer-specific brochure which addresses transfer students as the unique population that they are. To supplement this publication, it is proposed we gather resources across academic departments that address transfer student needs and major-related timelines. Some academic departments have already married curriculum information with transfer messaging while others have the same information on the curriculum which is published in the college catalog. An email will be sent to the heads of academic departments requesting copies (preferably electronic) of any information they would like distributed to transfer students. In this way we will legitimize our assurance to transfer students that we recognize their concerns and needs by providing this information earlier in the prospect/application process. While we do not wish to intercept the value of faculty advising, getting this information into the hands of transfer students as part of the admission process shows our sincerity in matching their needs and goals.

This endeavor will equip the transfer counselor to sound more in-touch with transfer needs as well since conversations that typically don’t happen until the advisor/student level will now be shared with the transfer counselor.



#### **Appendix 1.1.4.A**

*Successfully launch and support EGAP initiatives across campus.*

#### **Progress Report:**

*From curricular areas:*

- *New hire in sport management will oversee EGAP in sport management.*
- *New hire of environmental chair will oversee EGAP in environmental programs.*

Of the 5 EGAP programs presented in June, 3 are up and running (Men's Basketball, Women's Developmental Soccer, and Marching Band). A 4<sup>th</sup> (Track and Field) was recently approved. Cheerleading was successfully launched, but ultimately was eliminated from a formal EGAP position.

Further investigation is needed to determine how new initiatives are proposed, researched, and benchmarked. We recommend the initiatives be used to *support* overarching enrollment strategy, rather than strategy being created from EGAPs independently.

#### **Successfully launch and support EGAP initiatives across campus.**

- (See weekly report for clear numbers)
- Of the 5 formal EGAP initiatives presented via Excel document in June, 3 are running, 1 is in development, and 1 has been removed.
  - Athletic
    - DV Men's Basketball
      - Successful, clear and timely two-way communication with coach.
      - Multiple recruited students.
    - DV Women's Soccer
      - Current developmental soccer team in place and competing.
      - Coach communication has been sporadic.
      - New coach has been hired.
    - Track and Field
      - Met with coach in December to present admissions utilization and data.

- Recruitment plan in development.
  - Coach will work with David Jones, not Kaitlin Carlin, as Track and Field/Cross County are DII sports.
- Cheerleading
  - Coach was hired and recruitment plan was in place; good two-way communication and recruitment enthusiasm.
  - Lack of clear expectation regarding dance integration, recruitment vs. retention, and roster size led to removal of cheerleading from EGAP initiatives.
  - Review in future (?).
- Club
  - Marching Band
    - Recruiter was not hired until late August/early September (and only part-time, off-campus).
    - A well-defined, on-campus, full-time contact for the fall semester was not determined until late October.
    - Currently developing new bands (Winter Guard, etc.) and initiatives (competitions, etc.).
    - Recruitment plan in place utilizing faculty and current students.
- Academic Initiatives
  - Successfully presented EGAP plan at campus-wide faculty meeting
    - Positive feedback.
    - Many significant questions regarding the role of *retention* vs. enrollment.
  - Currently assessing best practices for academic integration into formal EGAP initiatives (see 1.1.3.A, above). More direction and research is needed.
    - How do these new initiatives fit into enrollment strategy for college?
    - How are new initiatives being proposed, researched, and benchmarked?
    - What is the best “carrot?” May be different for each department.
  - Discrepancy between what was proposed vs what is in place.
    - Theater, music, business, and environmental science were all proposed and time was spent developing/assessing these ideas. However, they did not come to fruition for various reasons.
- Moving forward/for consideration:
  - Enrollment and retention strategy needs to be developed *first*.
    - EGAP initiatives should be created to *support* these strategies, rather than strategies created out of EGAP initiatives.
  - Athletics is distinctly different from club or academic recruitment. Athletics have a clear, natural recruiting timeline that is not intuitive to academic initiatives.

- Athletic coaches/recruiters careers include the expectation of recruitment, faculty/staff careers do not. With academics, significantly more guidance and assistance is needed from admissions.
  - Kaitlin is currently creating a document that assesses EGAP in detail, and developing a comprehensive chart that will be reviewed by the VP of enrollment on a continual basis to meet the needs of EGAP initiatives.
- Commitment, trust, and accountability are integral pieces of the EGAP plan, as well as each individual initiative. While symbiotic, they can also be opposing forces. We will continue to work on this balance moving forward.

### **Appendix 1.1.4.B**

*Migrate to version 4.2 of Recruiter.*

#### **Progress Report:**

##### Fall semester

- Migration to 4.2 began with training in July and finished with final migration in September
- Ellucian considered the migration successful given that there were no critical action items open at the time of migration
  - Two weeks after this migration, pending tickets with the Ellucian action line (deemed non critical by Ellucian) related to BRIM issues were closed. These issues caused a delay in admitting students during this two week window
- Communication Flow successfully launched on September 27
- Test scores for SAT were manually entered for the first month after 'go live'.

##### Currently:

- Ellucian just pushed an upgrade over the weekend of 12/4 with the following results:
  - New format to import test scores which should resolve the manual entry
  - Change to logic that we use in the communication flow which has resulted in multiple campaign activities needing to be redone from scratch
- Territory re-assignments in the fall have been corrected in the system with the exception of independent counties in Virginia that are named by the city.
- The default dashboard in Recruit that staff uses to see open assigned tasks is not pulling correctly. Instead of seeing their assignments at a glance, they must click through the views.
- The ACT and SAT imports are now both working.
- While we did have 2 weeks after go live where the Recruit to Banner integration was not up and running yet, the integration has been working flawlessly ever since. Because of all the financial aid data that is in Recruit (due to the two-way vendor-supported integration between Recruit and Banner), Steffanie West in Admissions will be able to provide all the data out of CRM Recruit that is needed for Othot's financial aid predictive modeling. This is a task that in the past would surely have had to involve IT to get data out of Banner.
- Recently, IT was able to use the General Prospect Import functionality of the software to build an import that allowed Admissions to automatically import prospective transfer student data purchased from a new source.

Proposed for future: Effectively leverage the event Registrations through Recruit using the student portal; Begin utilization of the travel component of Recruit.

### **Appendix 1.1.4.C**

*Expand Recruiter usage and provide recruiter access and training for all designated EGAP recruiters. Further develop our use of the Events and Travel portions of the CRM.*

#### **Progress Report:**

- Recruit migration occurred at an inopportune time, and changes took longer to process than anticipated.
  - EGAP views in Recruit have been developed.
    - At this point, recruiters do not have access or training for Recruit. Recruit is utilized by admissions staff only.
  - EGAP attributes (codes) have been developed for some initiatives.
    - Created and in use for DV athletics.
    - No attribute marching band; these are maintained on a separate document.
    - No attribute (future) academic EGAP initiatives; interests are captured, but not flagged specifically as EGAP.
- Events and travel via CRM are continuing to be assessed, but have not yet been activated.
- All time and effort has been on the system and software migration. We will evaluate priorities with IT and Admissions.

#### **Appendix 1.1.4.D**

*Create a data driven retention based enrollment model to better align our admission offers with factors that indicate success at Catawba. Work to support the admissions committee who will make curricular and co-curricular recommendations to support borderline students who are statistically less likely to persist.*

#### **Progress Report:**

Prescience data was delivered for Admissions committee review on December 2. The Committee met to discuss findings on December 7.

The committee deemed that Admissions will have the discretion to admit any student they deem appropriate with a GPA of 2.5 or higher and SAT of 750 or higher.

All committee files will initially be evaluated by an admissions committee comprised of the VP of Enrollment, the Director of Admissions and the Admissions Counselor for the candidate. Using a holistic review focused on academic information in addition to a list of factors put forward by the faculty admissions committee.

The Admissions Faculty Committee will review any files where the Admissions Staff Committee cannot reach consensus or more complicated situations that require boarder consideration. The Admissions Staff Committee will also use the Faculty Admissions Committee's past precedent as a guide.

This process should allow admissions to move these files more quickly while maintaining the thresholds set forth by Catawba faculty.

#### **Appendix 1.1.4.E**

*Develop a robust Alumni Ambassadors program (including Alumni recruitment, training, and related budget) to assist with student recruitment in tertiary markets.*

#### **Progress Report:**

At the start of the fall semester Kimberly Weemhoff used a report created by Development which listed 116 alumni who were attributed as Alumni Ambassadors. All current ambassadors were emailed and asked if they were still interested in helping and to provide updated contact information. From that email 31 alumni responded they would still like to participate in the program when needed, 2 responded saying they no longer wished to be a part of the program. 83 never responded (this could be due to incorrect emails addresses or other scenarios).

During fall travel, the counseling staff provided Kimberly with 12 fairs that needed Alumni Ambassador coverage in extra draw territories we were either no longer traveling, or in primary or secondary drawing areas where the territory counselor had a scheduling conflict. Of those 12 opportunities, we were able to get 2 covered, one by George Moss in Florida and one by Lindsey Beam in South Carolina.

During the fall semester, Kimberly obtained a list of alumni who were currently teaching in high schools. Admissions sent those alums a pennant for their classroom, car decal, pen and a hand written letter. In addition to creating those relationships, Kimberly set up an inquiry table at Homecoming in the Gym lobby for those interested in being a part of the program. She was able to get 6 cards filled out, but found it was more difficult recruiting for this program at this type of event format.

Kimberly recommends we could find a better way to recruit more recent alums and a younger audience. She believes this younger demographic is key in building the program. She recommends that admissions work closely with Development as efforts to connect with young alums are developed. Part of our current challenge is that most alums who are eager to assist, are located in areas we are able to cover in our primary markets. It is difficult to find fair coverage for areas in PA and CT, where there are a few alumni who can help, but do not live near the fairs we need to cover.

### **Appendix 2.1.1.B**

*Submit self-study for accreditation of Ketner School of Business by ACBSP.*

#### **Progress Report:**

ACBSP Update:

a. The ACBSP self-study team met weekly through the Fall semester, and established that there were several major areas of the data collection that still needed to be developed beyond what had been submitted in the preliminary report.

i. Most significantly, review of the preliminary report with the ACBSP administration Steven Parscale and KSOB mentor Earl Godfrey established the need for a more systematic method of learning outcome assessment and so a system for such has been put in place for the AY 2016-2017.

ii. The assessment of learning outcomes from AY 2016-2017 will be included with the assessment data collected for the preliminary report and allow the submission of the self-study by the deadline of July 2017.

iii. Conversation with Earl Godfrey strongly encouraged the delay of submission rather than submit a report that will knowingly generate conditions.



### **Appendix 2.1.3**

*Continue to implement strategic plan for enhancing Honors Program with emphasis on increasing the number of students graduating with Honors.*

#### **Progress Report:**

Strategies to meet goals:

- In the fall of 2013 the Honors Program began hosting a “How to Graduate with Honors” workshop for first year students. We also offered this workshop in the fall of 2014, 2015, and 2016 and intend to continue offering in the future. Those students who participated in the inaugural workshop are currently seniors.
- In the spring of 2014, the Honors Program began hosting “How to Begin an Honors Thesis” workshop for first year students and sophomores. We also offered this workshop in the spring of 2015 and 2016. We intend to continue offering this workshop in the future.
- The Honors Program has offered a thesis writing workshop for juniors for the past 15 years and will continue to do so.
- In the spring of 2016, the Honors Program launched a new Thesis Writing Seminar course for all juniors who intend to graduate with honors in the 2016-17 academic year. Ten students enrolled in this course. The Honors Program is offering this course again in the spring of 2017. Twelve students are currently registered for this course.

Current Status:

Twelve students are currently on track to graduate with honors this spring (2017). This is a significant increase in the number of students graduating with honors in recent years (2012-13, 3 students graduated with honors; 2013-14, 3 students graduated with honors; 2014-15, 4 students graduated with honors; and 2015-16, 1 student graduated with honors). The Honors Program Faculty Board is hopeful that the strategies we are currently utilizing are making a difference. The data on how many students graduate with honors that we gather over the next few years will help us determine if this year’s increase is a fluke or a new pattern.

### **Appendix 2.1.6.B**

*Develop and implement schedule of faculty searches and hires.*

#### **Progress Report:**

**Completed:** Sport & Health Sciences (sport management)

#### **Searches to be conducted:**

Environmental faculty (funding needed for both):

- Associate Professor & Chair
- Visiting Assistant Professor

English:

- Writing Center & Digital Rhetoric
- Replace retiring professor
- (still no replacement for Forrest Anderson & ¾ FTE)

Business:

- Accounting
- Finance
- Marketing

SEGS:

- Accounting

Mathematics: assistant professor with computer science

Politics: assistant professor in policy & American politics

Biology: human biology

Psychology: replacement for Erin Wood

Theatre: continue Tommy Bradley

**Positions not be supported for AY17-18:**

- Physics
- Additional chemistry for biochemistry major
- English (still heavy on adjunct use)

## **Appendices 2.17/2.3.2.A**

*2.1.7: Develop additional international opportunities, internships and other experiential offerings that may, in time, foster utilization of alternate academic calendar structures.*

*2.3.2.A: Explore collaborative agreements for semester-long study abroad opportunities including re-engagement with Harlaxton / University of Evansville program.*

### **Progress Report:**

In October 2016 the college entered into an agreement with University Study Abroad Consortium (USAC) which is associated with the University of Nevada Reno. This consortium facilitates semester-long programs in dozens of countries around the world.

- Students will register for Catawba credit and be able to use financial aid for these programs. Cindy Barr is in discussion with Nelson Murphy on the details of financial aid.
- To support the semester-long programs a proposal has been submitted to the Curriculum Committee to add four new courses with the prefix INST (International Study) for students to use if there is no corresponding Catawba course to match their schedule
- Many of these programs have international internships built-in.
- We will continue to promote faculty-led, short-term study abroad. Next semester a presentation for faculty will be given on how to plan and lead one of these trips.
- There will be some budgetary impact. Most of the semester-long programs will be near our average net revenue per student. Some programs for some students will be over that amount. We will need a budget line to address any overages. Additional support to help students purchase airline tickets would be helpful.
- With the proposed 33% of students participating in international study by 2025 a significant increase in funds for scholarships and to cover higher administrative costs will be needed.

### **Appendix 2.2.1.A**

*Focus on planning and submission of curriculum proposal for accelerated accounting program or 5<sup>th</sup> year MAcc with goal of having plan to implement in 2017-18 academic year.*

#### **Progress Report:**

##### 1. Accelerated Accounting Program:

- i. We have worked thorough two options that we are preparing formal recommendations for approval into the ‘curriculum’
  - i. One is an advisor led way to heavy up a student’s schedule to achieve the 150 hours within 4 years of study
  - ii. The second is to offer a 5th year MAcc program
- ii. Specifics that need to be finalized
  - i. Option I above
    1. Do we have the appropriate staff to support this effort
    2. What are the incremental costs to the students
    3. No curriculum changes required
    4. Gain approval in Spring of 2017
    5. Launch for AY 2017/2018
  - iii. Option ii above
    - i. Can we guarantee admission to the MAcc 5th year if a student graduates from CC (with minimum requirements of 2.5 GPA?)
    - ii. Should we consider opening up the MAcc program to non CC students
      1. What are our points of difference if we open the program up
      2. Do we have the marketing budget and resources to be successful for non CC students
    - iii. Timing – resolve strategic issues in Spring of 2017
      1. If we determine we want to create a formal master’s program then we would create the proposal in AY 2017/2018 and launch in 2018/2019
  - iv. Next Steps
    1. 5th year MAcc program
      - a. Develop the curriculum once we address the conceptual issue of even offering a MAcc

### **Appendix 2.2.1.B**

*Explore new and revised programs in KSOB including Interdisciplinary Music Business major (either BA or BS)*

#### **Progress Report:**

Interdisciplinary Music Degree on hold due to lack of consensus with the music department. Issues that we could not resolve include:

1. What is the focus between the current music degree and a strong business education (i.e., is it a business degree with music industry expertise or is it a music degree with some business understanding);
2. Who “controls” the content of the degree and who appoints faculty
3. Priority given other initiatives – Segue61, other business and communications initiatives.

### **Appendix 2.2.1.C**

*Explore new and revised programs in KSOB including revamping interdisciplinary Sport Management/ Business major.*

#### **Progress Report:**

Sport Management/Sports Business:

- i. Currently a lower priority than the Communication “Revamp” – see below – so little work has been devoted to this initiative
- ii. Will evaluate how to develop a sports vertical across Communications and Business at the same time
- iii. Currently we have a sports concentration within the Communication Arts major but it needs to be revisited in light of all the other changes being proposed within Communications
- iv. Goal is to have completed for 2018/2019 implementation
  1. Recommendations to management and curriculum committee in late 2016/2017 or early 2017/2018 AY – either way the earliest we could execute, given curriculum committee lead time requirements is 2018/2019 AY

Other areas to evaluate for BSBA Concentrations – given other priorities it is anticipated these are for 2019/2020 implementation at the earliest:

- i. Health Care Administration
- ii. Project Management/Administration that could cover;
  1. Defense contracting
  2. Military
  3. Earned value
- iii. Non Profit Management

### **Appendix 2.2.1.D**

*Explore new and revised programs in KSOB including Communication Arts production concentration and expansion of Sports Communication concentration.*

#### **Progress Report:**

##### Communication Department

- a. Digital Media & Production Major (DMP)
  - i. Curriculum being forwarded to curriculum committee by January 7, 2017 – entire major includes 16 new classes
    1. Once approved we would launch the program in 2017/2018 AY
      - a. Start with 6 introductory classes
      - b. Try to manage with existing faculty and adjunct support
      - c. Initial capital investment required - \$100,000
    2. Phase 2 would include:
      - a. Fund raising effort to secure \$1,000,000
        - i. Incremental faculty, studio build out, control room and transmission capabilities
          1. Designed to support the entire College's content needs (Athletics, Theater Arts, Music, general activities like Commencement)
          2. Currently evaluating Lee Street as new location for DMP major
      - b. Timing dependent upon:
        - i. acceptance of, and success of, the initial 6 classes in DMP
        - ii. Ability to secure funding through fund raising efforts
        - iii. Space constraints
  - b. Core BA Communication Arts major
    - i. Rename BA Communication(s) – drop the arts reference to better align with the KSOB
      1. Still trying to agree on communication vs communications
    - ii. Update requirements to include more relevant courses
      1. More traditional liberal arts, entrepreneurship and public speaking
      2. Increase hours to 48
  - c. Sports Concentration
    - i. Reevaluate the requirements vis a vis the “Sports Vertical”

Create a sports concentration for BA Communication(s), Digital Media & Production and the core BSBA majors



### **Appendix 2.2.3.B**

*Complete detailed feasibility studies for graduate programs in Athletic Training and Physical Therapy.*

#### **Progress Report:**

##### **Athletic Training**

In February 2013, Dr. Jim Hand submitted a detailed memo to President Brien Lewis outlining the prospects for establishing a master's program in athletic training. The memo was generally supportive of making the transition from an undergraduate to a graduate program. However, since that time CAATE made significant changes to the requirements for transitioning to a master's program. On September 26, Stringfield and Hand submitted a memo updating our transition requirements, and in October Hand and Stringfield met with Brien Lewis, Michael Bitzer, and Connie Lowery to discuss the future of ATE.

Conclusions: In light of the new requirements from CAATE, the creation of a Master's in Athletic Training program will be far more expensive than initially planned. The costs could be around \$1.2-1.5 million. Even with such expenditures, there is no guarantee that a program would be approved. Hand and Stringfield recommended that the College focus resources in the near future on boosting enrollments in Exercise Science, Sport Management, Therapeutic Recreation, and Recreation. With increased enrollments, the College could move towards creating a master's in athletic training program by 2025 or later. In any event, the last cohort of students admitted to Catawba College for an undergraduate program would be in fall 2017 (this means the College should cease recruitment for ATE next fall).

On February 10, 2017 Dr. Jim Hand will be traveling to Texas for a biennial meeting to learn of the most recent requirements from CAATE.

##### **Physical Therapy**

In February 2013, Dr. Jim Hand submitted a detailed memo to President Brien Lewis outlining the requirements for establishing a program in physical therapy. The memo concluded that while there was a strong market demand for such a program, the start-up costs were prohibitive.

We have not conducted any further feasibility studies, concluding that College resources were better directed towards other endeavors, such as a School of Nursing.

### **Appendix 2.3.3**

*Consider proposed Leadership Program for adoption and implementation.*

#### **Progress Report:**

Proposing that Leadership Certificate program be offered to recognize students who complete the following components designed to contribute to leadership development:

- Complete and receive a grade of 'C' or higher in a minimum of 3 courses from the curriculum designated as 'leadership courses';
- Earn a minimum of 24 points for leadership positions or activities;
- Earn a minimum of 12 points for attendance and participation in leadership conferences and activities or by doing an internship with leadership emphasis;
- Complete a prescribed mentoring opportunity.

There are a number of leadership development activities being developed in which Catawba students can participate which can provide excellent short term learning opportunities in the area of leadership.

### **Appendix 3.4.A**

*Complete comprehensive Public Art Plan and begin implementing policies and procedures to integrate public art on campus, including internal and external sites and temporary and permanent installations.*

#### **Progress Report:**

We have finished reviewing a draft of a Public Art Plan for Catawba and have that in hand, but felt at present that more pressing needs of the college took priority before the plan's implementation. Some elements of this plan require an on-campus archivist and we currently are without such a position or plans to create one. We are, however, committed to incorporating public art into the life of the campus.

We have participated in the Salisbury Sculpture Show for the past two years and have been privileged to display a total of five pieces of sculpture on our campus during 2015 (3 sculptures) and 2016 (2 sculptures). In early January 2017, Ashley Pierce, professor of art, and Tonia Black-Gold, public relations officer, will be involved in a sculpture selection committee meeting that will narrow the selection of submitted sculptures for display in Salisbury during the coming year and will also allow us to select one or two pieces of those submitted to display on the Catawba campus.

While the space in the campus library is still available for public art displays, lack of resources to solicit and provide stipends for art displays, and manpower to execute the solicitations has prevented us from hosting more exhibits there. However, we remain open to opportunities to acquire and accept artwork in private collections for appropriate display on campus and the draft of the Public Art Plan could be quickly implemented to detail mechanisms for doing such.

## **Appendix 4.5.A**

*Increase opportunities for including Career Services and Catawba To Careers (C2C) in First Year Experience programs.*

### **Progress Report:**

Continue to strongly suggest FYS professors create intentional and systematic opportunities for C2C and Career Services to speak to FYS courses

- Seven courses this past fall
- GenEd 1102 last spring

Creation of intentional and systematic opportunities for C2C and Career Services to come and speak to (and do relevant activities during) “FYS Reunions” in spring, 2017

- Early discussions of how we might effect joint programming, mostly through evening “FYS reunion/gatherings” (pizza parties as we have budget money for that)
- Might also, budget pending, include manners and/or etiquette dinners for a class or two (who did not already have) along with discussions of Career Services
- Faculty of FYS have already begun to hear of reunion possibilities
- Goal is to reach at least half of the current first-year class with reunions
- We may consider sophomores if 2016 classes wish to have reunion as well

Also serves purpose to “reconnect” with students after regular weekly student-faculty interaction in fall semester.

### **Appendix 6.3.A**

*Explore opportunities to expand programming and other opportunities at Downtown locations in Salisbury.*

#### **Progress Report:**

Catawba announced a unique collaboration with Lee Street Theatre in July of 2016. It called for some of our theatrical and even musical productions to be offered in this downtown space. More collaborations will continue in the '17-18 academic year which will provide additional performance and production opportunities for our students and a way to more fully develop town gown relations.

At the Downtown Catawba storefront, lack of staff in the PR office has prevented active programming solicitation. However, when opportunities do arise, we welcome these. Thanks to Dr. Bethany Sinnott, a Professor Emerita of English, a reading of Shakespeare's "Hamlet" was held in the Downtown Catawba space over five consecutive Tuesdays last spring. She has asked to use the space for another reading of a Shakespearean play, this time "King Lear," in February and March of 2017. PR will work with her to publicize the community's opportunity to participate, staff the venue, and to purchase copies of the play and light finale refreshments for its participants.

As an institution, we must decide this year if we will close the Downtown Catawba storefront and relocate our venue to a building the office has leased across the street from Lee Street Theatre. There, similar programming could continue.