

INSTITUTIONAL PLANNING

EAP Form 1.10 (Rev. 11/18)



STATE OF WISCONSIN
EDUCATIONAL APPROVAL PROGRAM
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The Educational Approval Program (EAP) is a postsecondary education agency that employs a regulatory model focused not only on compliance, but also institutional effectiveness. To facilitate an environment in which schools seek to be effective organizations that improve over time, the EAP requires schools to submit evidence that appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAP and school officials to engage in a dialogue over time about the effectiveness and future of the school.

Schools that already have some type of strategic or business plan (e.g., schools that have either a corporate or accreditation plan) must adapt these documents to the following requirements and focus on Wisconsin operations and students. The EAP does not expect any school to divulge any sensitive, proprietary business information. The information must address the five elements identified below and provide the information requested.

I. SCHOOL INFORMATION

Name of School:

The Chicago School

II. PLANNING ELEMENTS

A. MISSION. Describe your school's mission and vision, which identifies its purpose and its core values.

Mission

Integrating theory, professional practice, and innovation, The Chicago School provides an excellent education for careers in psychology and related behavioral and health sciences. The school is committed to service and embraces the diverse communities of our society.

B. MARKET. Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

Attachment I - Market

- A school that prepares exceptional practitioners.
- Psychology education that encompasses all facets of life, work and human interactions.
- An environment of mutual respect and inclusion in which all individuals are valued for who they are and what they can contribute.
- Understanding the local and global communities served.
- Emphasis on service projects, field experiences and extracurricular opportunities.
- Faculty who are leaders, scholars, and practitioners.
- Programs with intense and unyielding emphasis on students; their disparate backgrounds, academic

C. MANAGEMENT. Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.

Attachment II - Management

The Chicago School senior leadership team is comprised of the President and her Cabinet. The president is accountable to the Board of Trustees. The Board of Trustees of is responsible for general oversight of the management of the institution. The President is responsible for the operation, sustainability, and performance of the school. Several academic programs have advisory boards that provide input on curriculum needs and review programmatic self studies.

President's Cabinet

The President's Cabinet consists of six leaders reporting to Dr. Nealon and five additional deans who responsible for guiding student success and building the strategic vision of The Chicago School:

- The Chief Operating Officer
- The Chief Academic Officer (the Dean of Health Sciences reports to CAO)
- The Chief Strategy Officer
- The Dean for Student Success
- The Executive Dean (Chicago Campus Dean) and Campus Deans for Dallas, Online, So. California, and Washington DC (campus deans report directly to executive dean and are cabinet members).
- The Chief of Staff

D. SWOT ANALYSIS. Identify your school's strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:

- 3 to 5 goals for strengths/weaknesses and how they will be addressed by your school.
- 3 to 5 goals for opportunities/threats and how they will be addressed by your school.

The goals should have specific objectives, defined results, a timeline for completion and metrics (some type of evaluation or measurement) by which the institution can evaluate/measure their success. In developing its goals, the school may wish to refer to the Elements of Effective Institutions graphic that is included on the back page of this form.

As part of the development of the 2020-2025 Strategic Plan, the Strategic Plan Steering Committee gathered an dreviewed data from five main areas:

- Current State Existing Plans and Annual Reports
- Stakeholder Input (planning for Fall Survey and Focus Groups)
- Past University Strategic Plans
- External Research and Best Practices Review / Market Research
- Environmental Landscape Review

To gather Stakeholder Input about the future of our University and the professions we serve, we launched a TCSP 2020-2025 Strategic Planning Community Survey which resulted in information gathered from 1,764 respondents. Additionally, we held over 32 Stakeholder Focus Groups (faculty, students, alumni, trustees and leadership) in which more than 400 participants participated across all campuses.

The end product was a SWOT analysis which formed the foundation for our strategic plan (please see Attachment III).

D. SWOT ANALYSIS *(continued)*

The stakeholder feedback, combined with the SWOT analysis, resulted in the emergence of ten themes for the Strategic Plan

1. Diversity
2. Community impact & partnerships
3. Advancement, endowments, alternative funding sources, & partnerships
4. Becoming an employer of choice
5. Using technology more strategically
6. Leveraging faculty expertise
7. TCSPP brand
8. Innovative programs
9. Internationalization
10. Innovative organizational structures

These themes became the Strategic Plan (Attachment V). Attachment IV, TCSPP Strategic Plan Update Dec 2021, is a review of the progress toward these strategic goals as of the end of calendar 2021 against the goals and metrics laid out in the Strategic Plan.

E. FUTURE VISION. Describe your school 5 years from now. What will it look like and how will it be positioned in the marketplace.

Attachment IV - Strategic Plan 2020-2025

Our Vision, "The Chicago School strives to be the school of choice in professional psychology in the world and to realize its mission through innovation and quality," has propelled us now to set our sights on expanding this expertise in (mainly) graduate programming to health care, we envision a university of 2025 that has these distinctive features:

- The development and initial implementation of a college-like structure that groups or clusters similar professional preparation programs and efficiently supports all locations and delivery modalities.
- Professional programmatic accreditation for all programs for which such credentialing is available (e.g., American Psychological Association, Council of Accreditation of Counseling and Related Educational Programs, Commission on Accreditation for Marriage and Family Therapy Education, Commission on Collegiate Nursing Education, and so on).
- Dominance in the market for professional education for clinical psychologists, clinical counselors, marriage and family therapists, registered nurses, public health professionals, and other psychology and related behavioral health science degrees.

III. SUBMISSION

I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.

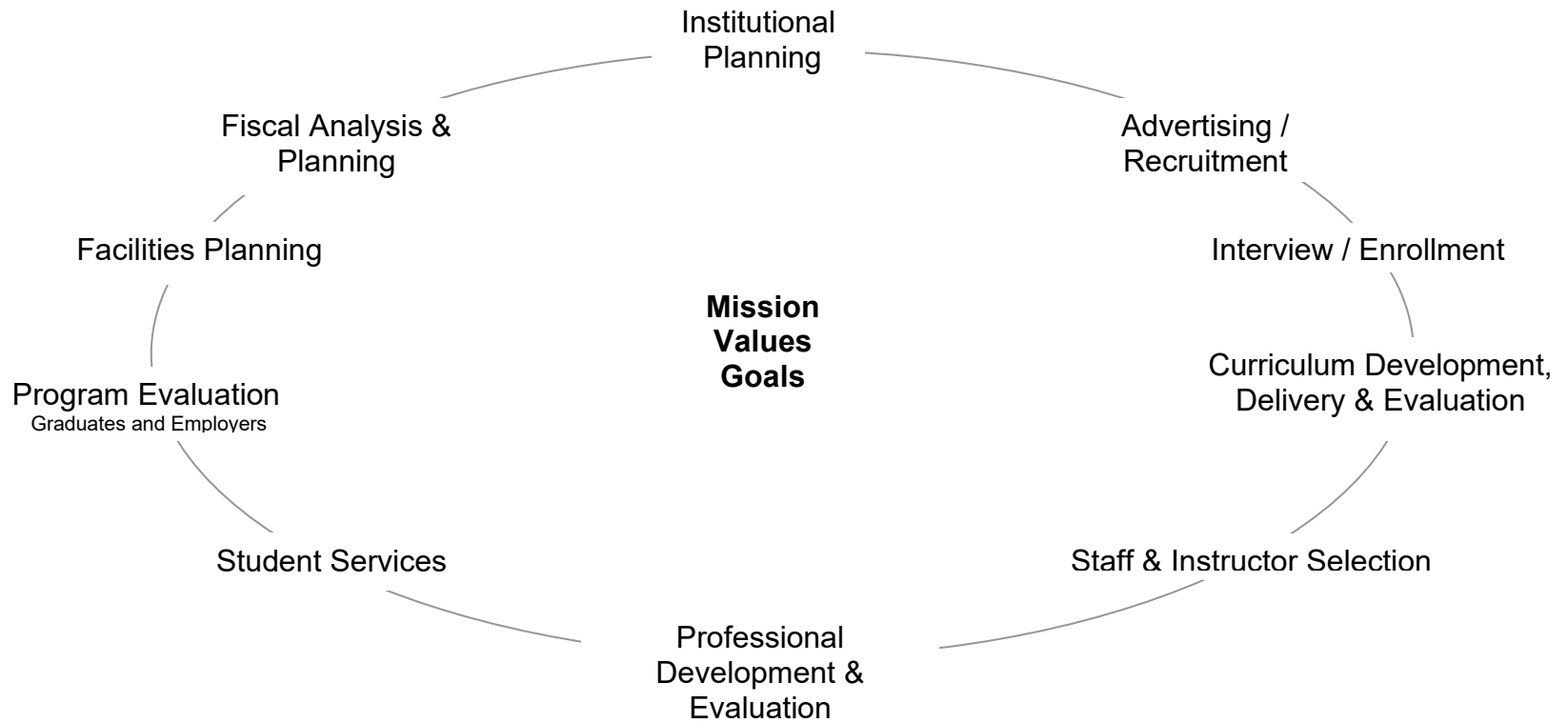
Signature of Authorized School Official:

Melea R Fields

Print or Type Name and Title of Authorized School Official:
Melea Fields

Date:
7.17.23

INSTITUTIONAL SYSTEMS





TheChicagoSchool[®]

of Professional Psychology

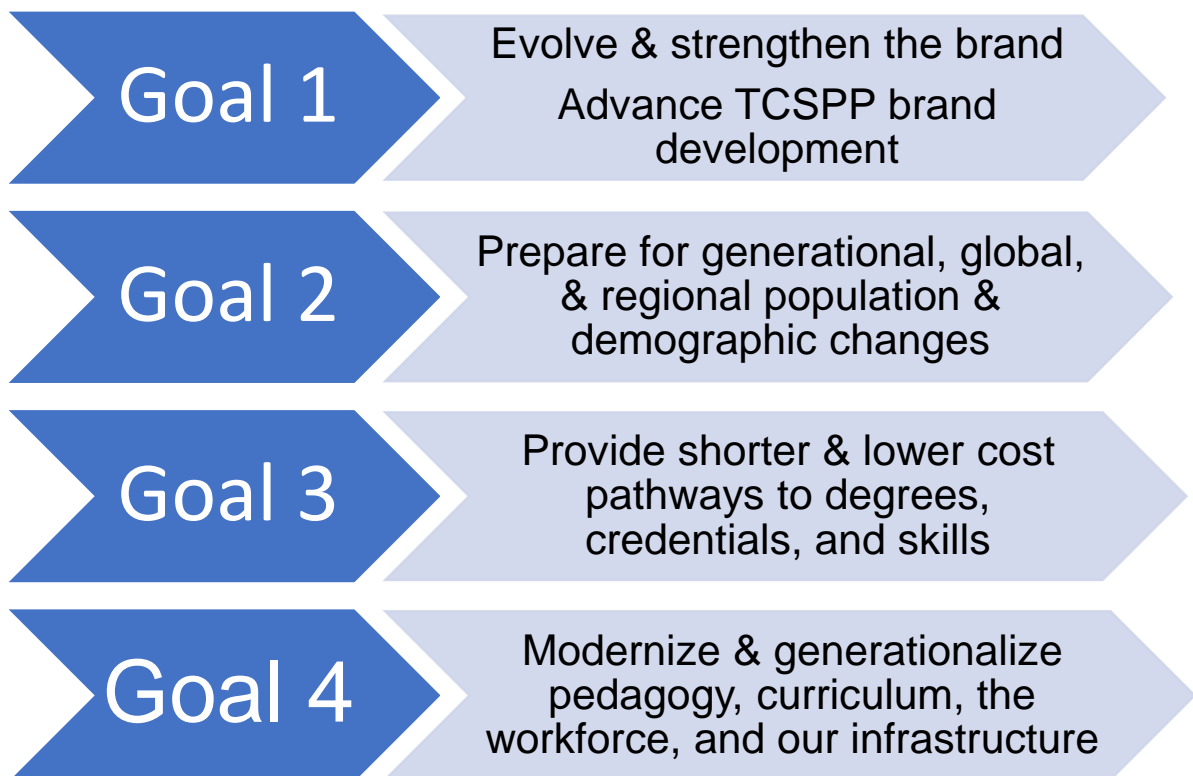
“Integrating Professions: Forging the Path Forward.”

5-Year Strategic Plan 2020-2025

OUR PLAN FOR THE FUTURE

“Integrating Professions: Forging the Path Forward,” our 2020-2025 Strategic Plan, builds on the momentum gained from our previous plan and propels us forward to leverage everything we have learned during our now more than 40-year history.

Integrating Professions: Forging the Path Forward



Goal 1: EVOLVE AND STRENGTHEN THE BRAND

Strategic Owner: Dr. Michael Falotico, Chief Operating Officer

STRATEGY 1: *A refocused mission, vision, and values.*

- ✓ **Initiative 1:** Review the current brand and determine the parts that should be retained and changed to capture the future mission of TCSPP.

- Key Activities*
- Explore the impact of the brand of the University to determine if having “Chicago” and “Psychology” in the name facilitates or limits success at all locations.
 - Develop survey and conduct focus group of all stakeholders.

- Performance Indicators*
- Participation statistics of all stakeholders in the review process (Faculty, staff, prospective students, current students, alumni, community partners, training partners, Board members, etc.)

- ✓ **Initiative 2:** Identify competitors in each program area (psychology, health sciences, etc.) to determine their brand foci to ensure that the TCSPP brand is unique.

- Key Activities*
- Determine brand foci that differentiate each program area offered by TCSPP.

- Performance Indicators*
- Updated and confirmed unique vision, mission, values, and logo.

- ✓ **Initiative 3:** Determine what key brand strengths need to be retained (community partnerships, diversity) to ensure that we keep the positive aspects of the brand as we evolve.

- Key Activities*
- Develop survey and conduct focus group of all stakeholders.

- Performance Indicators*
- Survey results and analysis from stakeholder participation.

- ✓ **Initiative 4:** Determine what key brand weaknesses need to be addressed (clarity around non-profit status and value proposition) so that the brand can evolve to mitigate weaknesses.

- Key Activities*
- Review alumni data, alumni surveys, off-site partners, and employers.

- Performance Indicators*
- Survey results and analysis of stakeholder participation.

Goal 1: EVOLVE AND STRENGTHEN THE BRAND (continued)

STRATEGY 2: Launched brand identity that is optimally socialized and promoted.

- ✓ **Initiative 1:** Develop curriculum and training for brand ambassadors (internal and external) so that they can share the brand with their networks.

Key Activities

- Rework TCSPP's official brand resource guide for use when promoting and advancing the brand.

Performance Indicators

- Fully developed brand guidelines, marketing collateral, media kit, and new TCSPP Web site.

- ✓ **Initiative 2:** Improve digital experience for stakeholders (including web and social media) to increase the reach and positive impact of the University's brand.

Key Activities

- Improve the impact of the website, social media platforms, philosophies on reaching prospective students, partners, focus on University vs. programs, etc. by 10% (using initial surveys as baseline data).

Performance Indicators

- Use data from stakeholders use statistics and SEO analytics collected from the web site.

- ✓ **Initiative 3:** Research and deploy best platforms and technologies to reach target audience to leverage new innovations and developments that are evolving.

Key Activities

- Research new and upcoming tools for future outreach.

Performance Indicators

- Percent change in enrollment.
- Increased inquiry flow and/or click throughs by members of the target audience on the new platforms.
- Social Media statistics.

Goal 2: PREPARE FOR GENERATIONAL, GLOBAL, AND REGIONAL POPULATION AND DEMOGRAPHIC CHANGES

Strategic Owner: Jennifer Stripe Portillo, Dean for Student Success

STRATEGY 1: *Be a University that has established momentum for continued growth sustainability.*

- ✓ **Initiative 1:** Achieve increased market share in each discipline served (as defined in the State of the Discipline Reports) through sustained positive growth in new student enrollment.

Key Activities

- Expand the Supplement to the State of the Discipline Report "Competitor Analysis by Campus" to include Market Share Data by program and an analysis of market position of primary competitors (defined by size of market share) and recommendations/strategies for improving market share.
- Identify and address gaps in our prospective and current student experience in preparation for intensified competition.
- Identify and implement institutional changes that will build the competencies and resources needed to better serve underrepresented populations in a student body that will become more diverse.

Performance Indicators

- YOY enrollment growth.
- YOY revenue growth maintaining an average surplus of 6%.
- Percentage of degrees awarded.

- ✓ **Initiative 2:** Achieve YOY International new student enrollment growth that outpaces domestic new student increases throughout the 5 years of the plan.

Key Activities

- See International Admissions Strategic Plan.
- See TCSPG Global Plan.

Performance Indicators

- YOY enrollment growth that exceeds growth in domestic enrollment.

Goal 2: PREPARE FOR GENERATIONAL, GLOBAL, AND REGIONAL POPULATION AND DEMOGRAPHIC CHANGES (continued)

STRATEGY 2: Strengthened, developed, and expanded academic and student support structures and services that meet evolving student and community needs.

- ✓ **Initiative 1:** Improve student experience survey scores YOY across generations.

Key Activities

- Develop actionable insight into student experience gaps by generation through enhanced data analysis capability and report outputs, and implement interventions to address the gaps.

Performance Indicators

- Student experience survey results broken out by generation.

- ✓ **Initiative 2:** Improve retention rates.

Key Activities

- Identify and remove barriers to graduation specific to each generation and create action plans to address them through a retention analysis protocol.
- Research employer needs for the new generation of mental and behavioral health scientists and nurses and develop co-curricular education and experiences to develop these employer-related needs.
- Gain actionable insight into generational differences regarding students' preferences for co-curricular education and activities and develop programming to meet those identified needs.

Performance Indicators

- Student Experience Survey results.
- Outcomes presented in the annual reports of the Co-Curricular Review Committee process.

Goal 2: PREPARE FOR GENERATIONAL, GLOBAL, AND REGIONAL POPULATION AND DEMOGRAPHIC CHANGES (continued)

STRATEGY 3: *Reduced inequities in outcomes across diverse populations through modernized and bolstered supports, services, infrastructure, practices, and policies.*

✓ **Initiative 1:** Establish and achieve retention and graduation rate goals across identified populations.

Key Activities

- Assess needs for change and improve academic advising protocols to better intervene with issues of readiness, academic, or other struggle, implementing in year two.
- Gain actionable insight into resource and service needs by conducting forward looking research and needs analyses regarding the programming, resources, and services needs of racial and ethnic populations, with an emphasis on 1st generation and underrepresented populations. Use the outcomes to increase and improve resources and services for those who more frequently either have gaps relative to academic readiness and/or personal circumstances that serve as barriers to academic success.
- Identify and leverage best practices from international models of student support and services and incorporate continuous reviews into the outcomes of the annual Co-Curricular Committee Review process.
- Develop competency within our faculty body for advising and supporting individuals from diverse racial and ethnic backgrounds by leveraging the expertise of the Diversity Advisory Board.
- Assess and address gaps that exist across our faculty, staff, and administration related to their competency regarding matters of equity and inclusion.
- Develop a University academic advising SOP document to include a revision of the academic advising policy as well as standardization of expectations for academic advisors that can be reviewed and updated on an annual basis.
- Incorporate the advising role into faculty performance evaluations.
- Adapt annual retention analyses for use in the annual campus strategic planning process.
- Through the Diversity Advisory Board, define faculty diversity competencies and, through the annual campus strategic planning process, develop action plans to enhance competency.
- Develop a formal equity and inclusion assessment report for the Executive Cabinet and deploy recommendations for development.

Performance Indicators

- Retention and graduation rates.

Goal 2: PREPARE FOR GENERATIONAL, GLOBAL, AND REGIONAL POPULATION AND DEMOGRAPHIC CHANGES (continued)

STRATEGY 3: *Develop and bolster the infrastructure and supports needed to reduce inequities in outcomes across diverse racial and ethnic populations, socio-economic statuses, and people with different abilities through modernizing services, practices, and policies* (continued)

✓ **Initiative 2:** Identify and address inequities in Program Learning Outcomes (PLO's)

Key Activities

- Identify and address inequities where they may exist by reviewing PLO outcome data broken down by racial and ethnic background during APR's and incorporating findings into the actions plans created during the APR process.

Performance Indicators

- PLO outcome data.

✓ **Initiative 3:** Review and identify inequities in Institutional Learning Outcomes (ILO's)

Key Activities

- Identify and address inequities where they may exist by reviewing ILO outcome data broken down by racial and ethnic background during APR's and incorporating findings into the actions plans created during the APR process.

Performance Indicators

- ILO outcome data.

Goal 3: PROVIDE SHORTER AND LOWER COST PATHWAYS TO DEGREES, CREDENTIALS, AND SKILLS

Strategic Owner: Dr. Ted Scholz, Chief Academic Officer & VPAA

STRATEGY 1: Degree and certificate programs are structured to maximize the number of stackable completion pathways and minimize time to completion where possible.

- ✓ **Initiative 1:** Implement a focused program development strategy which includes: Development of credentials at the undergraduate level, creation of shortened time to degree completion, and lower cost through early entry and/or access to accelerated degree options.

Key Activities

- Map degree and credentialing pathways from BA to Doctorate with multiple on/off ramps for each discipline.
- Adopt criteria for creating a new undergraduate degree with focus on alignment with practitioner-based education (e.g., credentialing).
- Fill in gaps with new degrees, certificates, or early entry.
- Incorporate into strategic growth plans by campus and roll out.
- Educate admission and student support counselors about non-traditional credit (PLA) and require each incoming student to have a PLA advising session.

Performance Indicators

- Reduce time to completion for students pursuing advanced degrees by 25% for master's degrees and 15% for doctoral degrees who matriculate from TCSPP undergraduate programs.
- Reduce tuition cost for students pursuing advanced degrees by 25% for master's degrees and 15% for doctoral degrees who matriculate from TCSPP undergraduate programs.
- Increase market share in each discipline cluster by 2% either through increased enrollment in existing programs or by adding new programs to fill gaps. (Also see Goal 2.)
- Reduce time to completion for undergraduates who qualify for non-traditional credit with a goal of 20% of undergraduate students using nontraditional credit (Prior Learning Assessment) to earn their degrees.

Goal 3: PROVIDE SHORTER AND LOWER COST PATHWAYS TO DEGREES, CREDENTIALS, AND SKILLS
(continued)

STRATEGY 2: Implement alternatives to the traditional dissertation as a culminating experience for doctoral programs.

- ✓ **Initiative 1:** Establish alternatives to the dissertation for professional doctorate degree programs.

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| <i>Key Activities</i> | <ul style="list-style-type: none"> • Form task force to develop and expand guidelines and options for alternative types of dissertations or culminating experience. • Train faculty on new forms of assessment or dissertation. • Implement revised dissertation or equivalent processes by program. |
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| Performance Indicators | <ul style="list-style-type: none"> • 40% of professional doctorate degrees will use an alternative to the dissertation as a culminating experience. |
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- ✓ **Initiative 2:** Maximize use of dissertation variations that are already outlined in the Dissertation Manual.

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| <i>Key Activities</i> | <ul style="list-style-type: none"> • Assess faculty readiness to supervise dissertation alternatives. • Revise program dissertation supplements to explicitly support and encourage alternative designs for each affected program for professional doctorates. • Revise Dissertation Manual as needed. |
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| Performance Indicators | <ul style="list-style-type: none"> • 20% of professional doctoral dissertations will be nontraditional (e.g., action research, grant proposals, program evaluation, etc.) |
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- ✓ **Initiative 3:** Optimize dissertation curriculum across the Ph.D. programs to shorten time to completion.

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| <i>Key Activities</i> | <ul style="list-style-type: none"> • Revise how the KSAs for building an empirical dissertation are sequenced and developed across the curriculum and designed to build skill mastery and complete dissertation sequence in a shorter time period (e.g., reduce proposal development time). |
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| Performance Indicators | <ul style="list-style-type: none"> • Reduce time to completion for PhD students by 25%. |
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- ✓ **Initiative 4:** Establish a customizable interprofessional doctoral degree.

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| <i>Key Activities</i> | <ul style="list-style-type: none"> • Develop and launch one customizable, interprofessional doctoral degree. |
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| Performance Indicators | <ul style="list-style-type: none"> • One customizable interprofessional doctorate is offered with students enrolled. |
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Goal 3: PROVIDE SHORTER AND LOWER COST PATHWAYS TO DEGREES, CREDENTIALS, AND SKILLS (continued)

STRATEGY 3: Standards, policies, regulatory approvals, and technical infrastructure are established to support a competency-based degree program.

- ✓ **Initiative 1:** Establish a model for a Competency-Based Education (CBE) degree program structure.

Key Activities

- Form taskforce to develop CBE model.
- Choose an established program with robust enrollment and strong credibility within our markets to develop as a CBE pilot.

Performance Indicators

- Model submitted and approved by Executive Cabinet by September 1, 2021.

- ✓ **Initiative 2:** Institute policies that meet accreditation and Education Department (ED) standards for accreditation and Title IV for Competency-Based Education (CBE) programs.

Key Activities

- Submit application to offer one CBE program to WSCUC and the Education Department.

Performance Indicators

- Policies drafted, reviewed, and approved by WSCUC & USDE by January 1, 2024.

- ✓ **Initiative 3:** Prepare faculty and staff to build and facilitate Competency-Based Education (CBE) programs.

Key Activities

- Develop and deliver faculty training in Competency-based Education.

Performance Indicators

- Faculty fully trained and beginning work by September 1, 2023.

- ✓ **Initiative 4:** Launch The Chicago School's first Competency-Based Education (CBE) degree program.

Key Activities

- Marketing, support, and launch of new CBE degree program.

Performance Indicators

- Students enrolled in CBE program in Fall 2025.
- CBE program reduces time to completion and cost of the degree for 75% of students by 20% compared to traditionally structured program.

Goal 4: MODERNIZE AND GENERATIONALIZE PEDAGOGY, CURRICULUM, THE WORKFORCE, AND OUR INFRASTRUCTURE

Strategic Owner: Dr. William Brown, Campus Dean, Online Campus

STRATEGY 1: Be recognized as a leader for curriculum, course design, instruction, and quality assurance.

- ✓ **Initiative 1:** Maximize our curricular assets in dynamic, learner-centered ways, making learning experiences via multiple delivery models seamless for the student and cost-effective for the University.

Key Activities

- Be the leader in course design for all modalities by learning best practices from aspirational organizations
- Strengthen operational processes and enhance course design for all modalities, infusing cutting-edge technology to further engage students and support their success.
- Enhance the process for annual review of curriculum to ensure the latest standards and trends in the discipline are incorporated. (Assess infrastructure and facilities to determine most effective undergraduate and college models, allowing students to transition seamlessly between locations and modalities.)

Performance Indicators

- High quality curriculum and course design.
- Increased student engagement.

- ✓ **Initiative 2:** Develop a comprehensive and modern model for faculty hiring, onboarding, technical, and pedagogical training, as well as an assessment model training, and a framework that supports seamless sharing of faculty across modalities and campuses.

Key Activities

- Implement online and blended teaching training to all on ground faculty.
- Implement an organizational structure for faculty sharing that meets academic and operational needs.
- Launch a faculty onboarding model that incorporates all modalities of teaching training.
- Create a formal instruction review process for all faculty to further high quality instruction and support faculty development.
- Provide continuing education on teaching best practices for all modalities, to all faculty.

Performance Indicators

- Increased student satisfaction.
- Increased faculty training and professional development.

Goal 4: MODERNIZE AND GENERATIONALIZE PEDAGOGY, CURRICULUM, THE WORKFORCE, AND OUR INFRASTRUCTURE (continued)

STRATEGY 2: Streamlined operations that are efficient, student centered, and nimble.

- ✓ **Initiative 1:** Design a comprehensive plan for improving business operations that results in new efficiencies and reduced operating expenses.

Key Activities

- Implement Baldrige Excellence Framework.

Performance Indicators

- Implement Baldrige Excellence Framework.
- Submit Baldrige application.

- ✓ **Initiative 2:** Develop a modern and comprehensive communications strategy that improves the student experience from point of entry to alumni status.

Key Activities

- Implement a communications strategy that is aligned with university Brand Guidelines, consistently delivered, and student-centered.
- Utilize cutting edge technology to support transactional requests, resulting in staff and faculty to focus on personalized student support.

Performance Indicators

- Increased student engagement.

- ✓ **Initiative 3:** Evaluate and invest in strategic partnerships to advance the University's mission and maintain a competitive advantage in an increasingly competitive environment.

Key Activities

- Launch a comprehensive plan for evaluating, investing resources, and monitoring existing strategic partnerships.

Performance Indicators

- Partnerships meet established criteria and are actively engaged in a mutually beneficial manner.
- Partnerships advance the University's mission.

STRATEGIC PLAN 2020-2025 SUMMARY

Integrating Professions: Forging the Path Forward

GOALS	Evolve & strengthen the brand	Prepare for generational, global, & regional population & demographic changes	Provide shorter & lower cost pathways to degrees, credentials, and skills	Modernize & generationalize pedagogy, curriculum, the workforce, and our infrastructure
Strategy 1	A refocused mission, vision, and values.	Be a University that has established momentum for continued growth sustainability.	Degree and certificate programs are structured to maximize the number of stackable completion pathways and minimize time to completion where possible.	Be recognized as a leader for curriculum, course design, instruction, and quality assurance.
Initiatives	<ol style="list-style-type: none"> Review the current brand and determine the parts that should be retained and changed to capture the future mission of TCSP. Identify competitors in each program area (psychology, health sciences, etc.) to determine their brand foci to ensure that the TCSP brand is unique. Determine what key brand strengths need to be retained (community partnerships, diversity) to ensure that we keep the positive aspects of the brand as we evolve. Determine what key brand weaknesses need to be addressed (clarity around non-profit status and value proposition) so that the brand can evolve to mitigate weaknesses. 	<ol style="list-style-type: none"> Achieve increased market share in each discipline served (as defined in the State of the Discipline Reports) through sustained positive growth in new student enrollment. Achieve YOY International new student enrollment growth that outpaces domestic new student increases throughout the 5 years of the plan. 	<ol style="list-style-type: none"> Implement a focused program development strategy which includes: Development of credentials at the undergraduate level, creation of shortened time to degree completion, and lower cost through early entry and/or access to accelerated degree options. 	<ol style="list-style-type: none"> Maximize our curricular assets in dynamic, learner-centered ways, making learning experiences via multiple delivery models seamless for the student and cost-effective for the University. Develop a comprehensive and modern model for faculty hiring, onboarding, technical, and pedagogical training, as well as an assessment model training, and a framework that supports seamless sharing of faculty across modalities and campuses.
Strategy 2	Launched brand identity that is optimally socialized and promoted.	Strengthened, developed, and expanded academic and student support structures and services that meet evolving student and community needs.	Implement alternatives to the traditional dissertation as a culminating experience for doctoral programs.	Streamlined operations that are efficient, student centered, and nimble.
Initiatives	<ol style="list-style-type: none"> Develop curriculum and training for brand ambassadors (internal and external) so that they can share the brand with their networks. Improve digital experience for stakeholders (including web and social media) to increase the reach and positive impact of the University's brand. Research and deploy best platforms and technologies to reach target audience to leverage new innovations and developments that are evolving. 	<ol style="list-style-type: none"> Improve student experience survey scores YOY across generations. Improve retention rates. 	<ol style="list-style-type: none"> Establish alternatives to the dissertation for professional doctorate degree programs. Maximize use of dissertation variations that are already outlined in the Dissertation Manual. Optimize dissertation curriculum across the Ph.D. programs to shorten time to completion. Establish a customizable interprofessional doctoral degree. 	<ol style="list-style-type: none"> Design a comprehensive plan for improving business operations that results in new efficiencies and reduced operating expenses. Develop a modern and comprehensive communications strategy that improves the student experience from point of entry to alumni status. Evaluate and invest in strategic partnerships to advance the University's mission and maintain a competitive advantage in an increasingly competitive environment.

Strategy 3		Reduced inequities in outcomes across diverse populations through modernized and bolstered supports, services, infrastructure, practices, and policies.	Standards, policies, regulatory approvals, and technical infrastructure exist to support a competency-based degree program.	
Initiatives		<ol style="list-style-type: none"> 1. Establish and achieve retention and graduation rate goals across identified populations. 2. Identify and address inequities in PLOs. 3. Review and identify inequities in ILOs. 	<ol style="list-style-type: none"> 1. Establish a model for a Competency-Based Education (CBE) degree. 2. Institute policies that meet accreditation and Education Department (ED) standards for accreditation and Title IV for CBE programs. 3. Prepare faculty and staff to build and facilitate CBE programs. 4. Launch The Chicago School's first CBE degree program. 	

CREATING THE PLAN (METHODOLOGY)

We know strategic planning is quite complex and takes the coordination of many moving parts. This is true today more than ever given who we have become as a University with eight locations, hundreds of partners, thousands of stakeholders, and an ever-widening global footprint. Add to this a higher education industry that is in flux, and, in fact, a world that is in flux, and you need a comprehensive, detailed, yet adaptable plan.

To guide us in this process, we brought in an external consultant and facilitator. Pat Lapekas has more than 27 years of health care and process improvement experience and is an ASQ certified lean six-sigma black belt, an ASQ certified manager of quality/performance excellence, and an ASCP certified medical technologist. With Pat's guidance, we established a methodology that entailed a four-phase process based on industry best practices and the Baldrige framework for operational excellence.



Phase 1: Planning & Analysis “Where are we today?”

Spring to Fall 2019

Phase 1 was about examining who The Chicago School is today. It was a deep exploration into “what is” - both strengths and opportunities. To inform this work, the Strategic Planning Steering Committee (SPSC) gathered and reviewed data from five main areas:

- Current State Existing Plans and Annual Reports (e.g. Vital Signs Reports, State of the Discipline Reports, and International Strategic Plans)
- Stakeholder Input (planning for Fall Survey and Focus Groups)
- Past University Strategic Plans
- External Research and Best Practices Review / Market Research
- Environmental Landscape Review

The process of evaluating the University’s current state was more thorough than any TCSPP strategic plan before it. From archival data analysis, to developing surveys, to market research, to environmental scans – if there was a tool we could use to evaluate ourselves, we used it.

Phase 2: Defining Strategic Context and Direction “Where do we want to be in the future?”

Fall 2019 to Winter 2020

To gather Stakeholder Input about the future of our University and the professions we serve, we launched a TCSPP 2020-2025 Strategic Planning Community Survey which ran from September 9-23, 2019, and resulted in information gathered from 1,764 respondents.

Additionally, we held over 32 Stakeholder Focus Groups from late September through early November 2019. Over 400 participants participated across Chicago, TCSPP at Xavier University of Louisiana (XULA), Dallas, Washington, DC, Southern California, and Online. Faculty focus groups were held during regular Faculty Council meetings and staff, students, adjuncts, and alumni were actively engaged with multiple focus group offerings. Focus groups were also held with The Chicago School’s Board of Trustees and TCS Education System leadership. Thousands of ideas and comments were received, filling 65 pages of notes.

A Strategic Planning 2019-2020 Expert Webinar Series for Higher Education Communities was commissioned and launched to bring in external experts to inform our community on future directions. The nine webinar recorded series began in October 2019 and ran through May 2020. Each month, we invited a leading expert from a topic area critical to the future of higher education, and we asked them to present the latest and greatest from their respective area of expertise. The intent was to provide us with a larger context for outside-of-the-box thinking about how we can truly innovate for the future as a University.

All of the Stakeholder feedback was classified into the top 10 emerging themes below (random order):

1. Diversity
2. Community impact & partnerships
3. Advancement, endowments, alternative funding sources, & partnerships
4. Becoming an employer of choice
5. Using technology more strategically
6. Leveraging faculty expertise
7. TCSPP brand
8. Innovative programs
9. Internationalization
10. Innovative organizational structures

Phase 3: Defining Strategies & Tactics “How are we going to get there?”

Spring to Summer 2020

Through systematic procedures led by Pat Lapekas, The SPSC took these 10 themes and narrowed them down to four Strategic Focus Areas, that now serve as our proposed strategic plan goals. A key to any successful strategic plan is to keep the number of focus areas limited to only what is most important to the viability of the institution moving forward.

The SPSC then worked to develop the supporting strategies and initiatives that would guide the progress and accomplishment of our desired future state of being.

Four Strategic Focus Areas

1
Evolve & **Strengthen**
the Brand

2
Prepare for **Population**
& **Demographic**
Changes

3
Provide for **Shorter &**
Lower Cost Pathways to
Degrees, Credentials, &
Skills

4
Modernize and
Generationalize
Pedagogy, Curriculum,
the Workforce, and our
Infrastructure

Phase 4: Implementation & On-going Monitoring “Are we making progress?”

Fall 2020

Upon approval of the final TCSPP 2020-2025 Strategic Plan by the Board of Trustees, activities will begin, led by a designated member of the Executive Cabinet to oversee and facilitate the accomplishment of the goal.

THE STRATEGIC PLANNING STEERING COMMITTEE

The Strategic Plan Steering Committee (SPSC) membership consisted of:



Dr. Michele Nealon
President



Dr. Michael Falotico
Chief Operating Officer



Dr. Margie Martyn
*Campus Dean
Chicago and TCSPP @ XULA*



Dr. Lance Garrison
*Campus Dean
Dallas*



Dr. Gwen Gaston
*Associate Vice President
Nursing Program
Development and Chief
Nursing Officer*



Dr. Michael Barr
*Associate Vice President
Academic Program
Development Review Online
Synergy, Academic Affairs*



Dr. Alisha DeWalt
*Associate Campus Dean
Online*



Lena Phelps
Director of Operations



Adriana Kleiman
*Director
Office of the President*



Pat Lapekas
*President and Senior
Consultant – Lapekas &
Associates Consulting*

Our facilitator, **Pat Lapekas**, has more than 27 years of health care and process improvement experience and is an ASQ certified lean six-sigma black belt, an ASQ certified manager of quality/performance excellence, and an ASCP certified medical technologist.

Since it was established in Spring 2019, the SPSC has met **16 times**.

THANK YOU TO OUR COMMUNITY

With thanks to everyone who engaged in this process.

These goal areas of focus, strategies, and initiatives were developed based upon the contributions from all our community stakeholders. The Strategic Planning Steering Committee received a wide array of data and feedback.

Thank you to the 1,764 people who provided their feedback by taking the TCSPP 2020-2025 Strategic Planning Community Survey.

Thank you also to the more than 400 participants from every category of employee and stakeholder that exists within our community who engaged in one of the 32 Focus Groups: Faculty (including Adjuncts), Staff, Students, Alumni, Executive Cabinet, TCS Education System Leadership, Board of Trustees.

Finally, thank you to the nearly 300 participants who attended one or more sessions of the 2019-2020 Strategic Planning Expert Webinar Series. Your engagement and resulting conversations helped to shape our thinking as we looked forward toward the future of our professions.

Strategic Planning 2019-2020 Expert Webinar Series for Higher Education Communities

Date:	Topic:
9/13/19	Diversity, Equity, and Inclusion
11/18/19	Global Psychology
1/27/20	Demographics and the Demand for Higher Education: Dr. Nathan <u>Grawe's</u> Approach
2/12/20	The Future of Psychology for Millennials: The Robots Are Coming! We're Probably Ready
2/27/20	The Future of Nursing
3/24/20	Culture Trumps Strategy
4/8/20	Coronavirus (COVID-19) and the Future of Postsecondary Teaching and Learning
4/20/20	Future of Health Sciences
5/20/20	How Will Student Support Evolve in order to Serve Students in the Next 5-10 Years?