

**2013 - 2018**  
**Strategic and Financial Plan**  
**for**  
**Helene Fuld College of Nursing**



Rev. February 2016



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## **A Message from the President**

I am pleased to present Helene Fuld College of Nursing's *Strategic and Financial Plan 2013–2018*, which was developed by the Helene Fuld College of Nursing Strategic Planning Committee in consultation with members of the College community.

In 2011, Helene Fuld College of Nursing began a strategic planning process focused on developing a plan that would ensure academic excellence as well as financial sustainability. The plan outlines new directions and priorities that will enhance our programs, resources, and services – both now and in the future.

On February 7, 2013, the Helene Fuld College of Nursing Board of Trustees unanimously adopted the Strategic Plan, which had been unanimously approved by the faculty. The Plan's adoption is a significant accomplishment for the College. Prior to this plan, the College did not have a comprehensive and cohesive long-range plan in place. This plan, along with the *Financial Plan for 2013 -2018*, charts a course that will strengthen the College's future.

The stakeholders have spent many hours thinking about and discussing the College's plans. I would like to thank everyone who contributed to the creation of this thoughtful and comprehensive document. We can all take pride in its development.

No strategic plan is self-executing. Its implementation will be challenging, yet rewarding. Benchmarks for measuring success will be continually evaluated, with the plan acting as a working document that will guide the institution over the next five years. Each year, the Strategic Planning Committee will review the status of the plan, making adjustments as goals are achieved and new goals are envisioned. I am confident that each year we will demonstrate the same creativity and mindfulness that characterized the planning process, and that this plan will become a living document for Helene Fuld College of Nursing.

Wendy Robinson  
President

# Helene Fuld College of Nursing

## Vision

Helene Fuld College of Nursing will be nationally recognized for excellence in nursing education, and noted for its comprehensive, innovative academic programs that are responsive to the healthcare challenges of the future.

## Mission Statement

Helene Fuld College of Nursing is an independent, single-purpose institution. Its mission is to provide the opportunity, through a career-ladder approach, for individuals to enhance their education and improve their nursing practice. The College endeavors to produce high quality and technically adaptable nurses who are able to function effectively in a changing society.

## Background: Context and Process

Helene Fuld College of Nursing has a history of being in the forefront of change; it was the first school in the country to offer licensed practical nurses the opportunity to become diploma registered nurses in one year (1964), one of the first hospital-based schools to offer the associate degree (1975), the first hospital-based associate degree program to achieve National League for Nursing accreditation (1981), and the first to become Middle States accredited (1988).

In 2007, the College separated from North General Hospital and became an independent college. Currently, there are approximately 350 full- and part-time students enrolled in the associate degree and upper division baccalaureate programs. The College continually seeks to offer individuals opportunities to advance their careers in nursing and to foster a culture of learning and critical thinking.

In 2011, the Board of Trustees and college administrators focused on developing a strategic plan that reflected the College's mission, and one that could guide the College toward academic excellence and financial sustainability. While the College's academic core is a major focus of the plan, institutional financial sustainability is also critical. Indeed, the College's academic program and its financial viability are inextricably linked. The College's academic aspirations require a disciplined financial plan focused on generating additional revenue through the creation of new programs and strengthened fundraising efforts.

Helene Fuld's strengths include:

- A unique accelerated LPN to RN associate degree program
- A unique environmental health focus for the upper division baccalaureate program
- Strong name recognition in the nursing community
- Greater flexibility and innovation in curricula and scheduling due to our small size and single purpose
- Unrivalled racial and ethnic diversity of faculty and staff
- Lean, cost-efficient business, with lower core expenses per full-time equivalent enrollment compared to its peer institutions (IPEDS, 2012)
- Students have a shared identity as nurses. All associate degree students are licensed practical nurses and all baccalaureate students are registered nurses
- Full accreditation by the Accreditation Commission for Education in Nursing (ACEN) and Middle States Commission on Higher Education (MSCHE)

Limitations include:

- Over dependence on tuition as a revenue source
- Limited endowment
- A soft job market for associate degree registered nurses (the majority of our graduates)
- The need for a comprehensive Facilities Master Plan to monitor space allocation as programs and enrollment increase

To shape the basis of the Plan, the Planning Committee of the Board of Trustees held several meetings in 2011 and 2012. Composed of three trustees and the Vice President of the College, the Planning Committee created a set of short, intermediate, and long-range goals and objectives. As a point of reference, the Planning Committee turned to the National League for Nursing's article, "The Future of Nursing Education: Ten Trends to Watch" (2011). The article summarized the key challenges and industry trends in health care, nursing and nursing education. The ten trends are:

- Changing demographics and increasing diversity
- Advances in information technology
- Globalization of the world's economy and society
- The educated consumer, alternative therapies and genomics
- The shift to population-based care and the increasing complexity of patient care
- Managing health care costs
- Impact of health policy and regulation
- The growing need for interdisciplinary education for collaborative practice
- The current nursing shortage/opportunities for lifelong learning and workforce development
- Advances in nursing science and research

In the fall of 2011, the Planning Committee commissioned a team of graduate students (the Capstone Team) from New York University's Wagner School of Public Service, to provide strategic planning services. The Team's goals were to analyze current nursing trends, to evaluate the future nursing job market, and to determine what skill sets nurses will need over the next five years. The Capstone Team was also charged with providing the Planning Committee with recommendations for strengthening the College's ability to prepare for future changes in health care. Over the next year, the Capstone Team conducted analyses of health care trends, and interviewed leaders in the health care community. As a result, they informed the Planning Committee about nursing employer expectations and trends, and made recommendations for revising the college curricula to reflect nursing education trends and for making Helene Fuld College graduates more marketable when they enter the workplace.

In 2012, the Strategic Planning Committee, which was composed of faculty and administrators, developed a vision for the College, and refined the mission statement. The Committee also developed four goals to be achieved over the next five years, which reflected the need for academic excellence and financial sustainability. Objectives and strategies were created for each of the goals. The objectives reflect many of the Capstone Team's findings (i.e., the need to increase the College's visibility in the New York City community and the increased demand for baccalaureate-prepared nurses). The proposed Strategic Plan also reflected nursing trends discussed in the National League for Nursing article. Representatives from the College's student government were asked to review the proposed plan, and to discuss it with the student body.

After extensive discussion and revision, the Faculty Organization voted on, and unanimously approved the recommended vision, mission statement, and Strategic Plan in January 2013. The Board of Trustees unanimously approved the vision, mission, and Strategic Plan the following month.

Helene Fuld College of Nursing's proud history illustrates a dedication to academic excellence. This excellence encompasses the highest standards for general and nursing education, diversity, and inclusiveness. As a small, independent, single-purpose institution, Helene Fuld College has the flexibility to quickly adapt to the changing realities of higher education and the nursing profession. Those involved in the strategic planning process have worked to identify ways that the College can build on its strengths. All academic institutions require periodic reassessment, and this college is no exception. Self-analysis is particularly important at a time when the bar for entry into professional nursing has been raised through the focus on acquiring a baccalaureate degree.

The key to the College's future is to enhance the education we offer while recognizing that many people who desire to enter nursing find traditional avenues out of reach due to their educational preparation, and financial and personal constraints. The strategies contained in this plan are aimed at driving the College forward to become an institution that can continue to address the needs of higher education and the healthcare industry, while addressing our students' needs.

The College's goals, objectives, and strategies as articulated in the Strategic Plan, will be formally reviewed on an annual basis by the Board of Trustees, college administrators, faculty, and other stakeholders. The President will conduct informal reviews of the goals, objectives, and strategies on a quarterly basis with internal standing committees such as the Executive, Academic Standards, and Curriculum Committees.

Throughout this plan, the two predominant and interactive aims are to enhance the value (real and perceived) of a Helene Fuld College education and to maintain financial sustainability. It is

important that the College focus on enhancing its reputation as an institution that provides students with an excellent education. This will allow the College to strengthen its appeal to prospective students, faculty, staff, and alumni, serve its mission and goals, and strengthen its position and reputation in nursing education. At the same time, the College must enhance each of its revenue streams. Currently, the most important financial priority is to become less tuition dependent by generating more revenue in the form of gifts and grants.

Enhanced value and financial sustainability can be accomplished by implementing strategies related to four goals: attain academic excellence, develop a state-of-the-art infrastructure and practices, address economic and market realities, and advance change and opportunities as they arise.

In August 2013, upon the recommendation of the Middle States Commission on Higher Education Evaluation Team, the Strategic and Financial Plans for 2013 to 2018 were merged and further refined to improve planning. In February 2014, actual expenses for 2012 and 2013, and the budgets for 2014 through 2018 were added for each strategy/method. Also, a Strategies and Methods Dashboard (Appendix E) was created to show how the plan is progressing.

## History and Overview of the College

Helene Fuld College of Nursing has been educating nurses for over 60 years. Since its establishment in 1945, Helene Fuld College of Nursing (a private, not-for profit institution) has been offering men and women of diverse racial, ethnic, and socioeconomic backgrounds the opportunity to enhance their education and improve their nursing practice. The College has a long history of admitting, retaining, and graduating students from underrepresented minority groups and/or students from disadvantaged or low-income backgrounds. The tradition continues today and is evidenced by more than 4,500 nurses who have graduated from the College with the Associate in Applied Science degree in Nursing.

In 1945, as part of New York City's Hospital for Joint Diseases, a "training school" for practical nurses was established. In 1955, after the school received a grant from the Helene Fuld Health Foundation, the Hospital named the school "The Helene Fuld School of Nursing". Dr. Leonhard Felix Fuld, a New York City public health advocate and philanthropist, and his sister, Florentine, created the foundation in memory of their mother, Helene Schwab Fuld, a health care crusader in the 1880's.

Helene Fuld College of Nursing has a history of being in the forefront of change; it was the first school in the country to offer licensed practical nurses the opportunity to become diploma registered nurses in one year (1964), one of the first hospital-based (North General Hospital) schools to offer the associate degree (1975), the first hospital-based associate degree program to achieve National League for Nursing accreditation (1981), and the first to become Middle States accredited (1988). In 2007, the College separated from North General Hospital and became an independent college.

Unique to the mission of the College is its career ladder approach. Recognizing nursing as a multi-level career, the College is committed to advancing licensed practical nurses to the associate degree registered nurse level in a one-year full-time program, and registered nurses to the baccalaureate level in a 19-month full-time program. Students in both programs have the option of attending part-time.

Currently, there are approximately 350 full-time and part-time students enrolled in the associate degree and upper division baccalaureate programs. Graduates in the LPN to RN program are awarded an Associate in Applied Science (AAS) degree and are prepared to pass the NCLEX-RN examination required by the National Council of State Boards of Nursing and the New York State Education Department, Division of Professional Licensing Services. Graduates in the RN to BS program are awarded a Bachelor of Science (BS) degree.

The College provides upward mobility to a largely minority population. Eighty-five percent are female, and 15 percent are male. In the past five years, fall enrollment has ranged from 342 students to 418. Roughly 50 percent of the students attend full-time and the rest attend on a part-time basis.

Located in Harlem, one of the most dynamic and revitalized communities in New York City, the College is easily accessible from all five boroughs, and draws students from adjacent New York State counties, New Jersey, Connecticut, and Pennsylvania.

The College's campus consists of 34,000 square feet of space on the third and fourth floors of the Bethel Gospel Assembly church, which is located at the corner of 120<sup>th</sup> Street and Madison Avenue in New York City.

The College's Board of Trustees is comprised of 12 trustees who have expertise in the areas of education, business and finance, fundraising, nursing, and community affairs. The Chief Executive Officer of the College has the title of President and reports to the Board of Trustees

The College currently employs 12 full-time and 30 adjunct faculty who teach nursing, liberal arts and science courses. All faculty members hold a minimum of a master's degree in their area of specialization. All nursing faculty hold current registered nurse licensure in New York State. The faculty are supported by 20 staff members, including directors, administrators, and support staff. The staff and faculty are an ethnically diverse group of experienced professionals who are academically and clinically prepared to meet the mission and goals of the College.

## The Market

Although Helene Fuld College of Nursing was a unique institution when it began the LPN to RN program in 1975, other colleges now also offer the AAS degree for their LPN programs. Competitors include over 10 colleges in the metropolitan tri-state area. Many of these colleges are public institutions, which have a lower tuition than Helene Fuld College; however, due to the popularity of the nursing profession, the public programs are very competitive, usually only admitting students who rank in the 95<sup>th</sup> percentile on the entrance exams. Many Helene Fuld students entered our college after waiting for years to be admitted into programs at public community colleges.

There are many flourishing LPN to RN programs, but few offer the accelerated one-year option that is the mainstay of Helene Fuld College. Most of the other colleges grant credit/advanced standing to LPNs entering their programs (as does Helene Fuld), but once admitted, they complete the programs in 18 months; six months longer than at our college. Also, our college admits more students in each class than most other programs and admits them twice a year into nursing; in April and November. This means that after applicants pass our entrance exams, they can proceed directly into our pre-requisite 10 week course (Selected Topics in Chemistry and Mathematics), and are not placed on a waiting list.

In November 2012, a six-question survey was mailed to 385 individuals who had applied to the College within the last two years, but had not enrolled. The purpose of the mailing was to better understand enrollment trends and applicants' impressions of the College. Analysis of the responses (n=46) revealed that almost sixty-one percent said our program is a "Good" or "Excellent" value for the cost of tuition. Ninety-one percent thought the College is a good place for career advancement, and sixty-three percent thought the College has a good reputation.

Clearly the College's LPN program is a viable offering. Despite applicants' enthusiasm for our LPN to RN program, with changes in the healthcare delivery system, it is unclear whether there will be an abundant source of LPNs in the future.

A search of data published by the New York State Education Department was completed to answer this question. The data shows that the number of people who took the NCLEX-PN exam, dropped from 2010 to 2011 but rose in 2012.

Table 1. *Number of NCLEX-PN Exam Test-takers by Year in New York State (2008-2012)*

Year	2008	2009	2010	2011	2012
Test-takers	2,946	3,033	3,512	3,384	3,533

In addition, New York State license data shows that the number of LPN licenses issued by the State remains healthy. For RNs, the number of licenses issued in 2012 and 2013 shows a rebound from the 2010 level. However, the number of RN and LPN licenses dropped from 2012 to 2013, which may reflect the revision of the National Council Licensure Examination (NCLEX) test plans and resultant lower pass rates in 2013.

Table 2. *Licenses Issued in the Past Six Calendar Years (2008-2013)*

<b>Profession Title</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Registered Professional Nurse	14,496	14,143	13,572	13,480	14,297	14,090
Licensed Practical Nurse	3,903	4,007	4,479	4,370	4,474	4,213

There is further evidence to indicate that there are a sufficient number of LPNs in the New York City area to maintain the College’s LPN to RN program. Of the 66,366 licensed LPNs in New York State, over 40 percent reside in New York City, Long Island, and the northern suburbs. The prospects also look good for our RN to BS program. Of the 224,326 licensed RNs who primarily live in New York State, over half reside in New York City, Long Island, and the northern suburbs (NYSED, 2013).

#### References

New York State Education Department, Office of the Professions (February 13, 2014). License Statistics. Retrieved February 20, 2014 from <http://www.op.nysed.gov/prof/nurse/nursecounts.htm>

New York State Education Department, Office of the Professions (April 1, 2013). New York State PN NCLEX Results: 2008-2012. Retrieved February 20, 2014 from <http://www.op.nysed.gov/prof/nurse/nclexpn2008-12.htm>

**Helene Fuld College of Nursing's  
Four Strategic Goals for 2013-2018**



## Summary of Goals and Objectives

<b>Goal 1: Attain academic excellence</b>	
Objective 1	Ensure that the associate and baccalaureate programs meet evolving societal and workplace needs
Objective 2	Foster a culture of excellence among faculty, staff, and students
Objective 3	Attract, support, and retain high quality faculty and staff
<b>Goal 2: Develop a state-of-the-art infrastructure and practices</b>	
Objective 1	Integrate emerging technologies into the College's programs and services
Objective 2	Move toward environmental sustainability
Objective 3	Ensure that the physical facility can support all programs and services
<b>Goal 3: Anticipate and adapt to changing economic and market realities</b>	
Objective 1	Practice sound financial planning
Objective 2	Be competitive with the College's peers
Objective 3	Continue to make Helene Fuld College accessible to a wide range of students
<b>Goal 4: Advance change and pursue new opportunities</b>	
Objective 1	Develop new programs
Objective 2	Develop strong academic and administrative leadership talent at all levels
Objective 3	Develop partnerships that expand our influence
Objective 4	Develop a strong sense of institutional purpose and pride
Objective 5	Ensure that funds will be available to invest in strategic opportunities that differentiate the College from its peers

## Goal 1: Attain Academic Excellence

Helene Fuld College's success is derived from the integration of nursing and general education. The College seeks to educate the whole student in a dynamic and rigorous environment. The effectiveness and agility with which we implement our programs and services is just one of our strengths. A major priority for the future is to reinforce and expand upon our current programs and reputation to ensure the longevity of the educational value and benefits that the College provides.

### OBJECTIVE 1

***Ensure that the associate and baccalaureate programs meet evolving societal and workplace needs***

#### Strategies/Methods

- Systematically assess and revise program offerings to ensure compliance with the following:
  - American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Nursing Education
  - Commission on Collegiate Nursing Education (CCNE) accreditation standards
  - Institute of Medicine core competencies
  - Middle States Commission on Higher Education (MSCHE)
  - National Council of State Boards of Nursing NCLEX-RN test plan
  - Accreditation Commission for Education in Nursing (ACEN)
  - New York State Education Department, Office of the Professions
  - Quality and Safety Education for Nurses
  - National League for Nurses
  
- Maintain and/or attain full national and regional accreditation for the institution and its associate and baccalaureate programs by successfully demonstrating compliance with accreditation standards for the MSCHE, ACEN, and CCNE

Responsible: Vice President for Academic Affairs, program directors, and Curriculum Committee

Frequency of Assessment: Annually

Expenses: Accreditation conferences and visits from accreditation evaluators

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
13,100	28,800	8,800	4,100	13,000	7,000	12,000

- Continually assess and revise curricula to reflect knowledge and skill sets that are valued in the workplace

Responsible: Executive and Curriculum Committees, and each course coordinator and/or program director

Frequency of Assessment: Semiannually (AAS), annually (BS)

Expenses: Conferences

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
7,200	10,600	6,900	3,100	5,000	5,000	7,000

- Develop new partnerships as needed and assess current partnerships for clinical instruction and preceptorship

Responsible: Vice President for Academic Affairs, program directors, and course coordinators (AAS)

Frequency of Assessment: Semiannually (AAS), annually (BS)

Expenses: None

- Provide state-of-the-art technology and dynamic teaching strategies to enhance student learning. Benchmark: At least 80% of students express satisfaction with the training

Responsible: Course coordinators (AAS), program directors, and Vice President for Academic Affairs

Frequency of Assessment: Quarterly through faculty and student evaluations, semiannually through Six-month Graduate Follow-up Questionnaires

Expenses: Nursing Arts Lab and Science Lab equipment, Library holdings (including books, videos, subscriptions, journals, and databases)

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
34,000	71,400	51,500	56,541	89,000	110,000	94,000

## OBJECTIVE 2

### *Foster a culture of excellence among faculty, staff, and students*

#### Strategies/Methods

- Develop students' abilities to apply learning to complex problems, both in and out of the classroom

Responsible: Vice President for Academic Affairs, program directors, Curriculum Committee, and course coordinators (AAS)

Frequency of Assessment: Quarterly (AAS), each semester (BS). Method of AAS assessment: Kaplan program, PrepU, review of class syllabi, activities, performance on graded assignments, and evaluations by students. Method of BS assessment: review of class syllabi, activities, performance on graded assignments, and evaluations by students.

Expenses: Nursing Art Lab supplies, Kaplan and PrepU materials, Blackboard, computers (for Library, Writing Center, faculty, staff, and Presidential Scholars)

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
173,000	174,400	230,200	218,200	230,200	234,00	244,00

- Support the faculty's development of excellent teaching in classroom and/or clinical settings by supporting faculty to obtain the National League for Nursing (NLN) certification in nursing education

Responsible: Vice President for Academic Affairs, and program directors

Frequency of Assessment: Annually in December through faculty performance evaluations and faculty self-evaluations. Evaluations by students (Quarterly – AAS, semester – BS)

Expenses: Faculty development, tuition reimbursement, provisions of educational materials

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
43,600	38,000	39,200	29,800	35,500	35,500	43,000

- Increase student retention by providing more academic and financial support

Responsible: Board of Trustees committees, President, Vice President for Academic Affairs, Development Officer

Frequency of Assessment: Monthly analysis of gifts, grants, scholarships, total support/student enrollment. Annual analysis of tutoring hours.

Expenses: Gifts/Grants/Scholarships/Awards received

Actual ('000s)				Budget ('000s)		
2012	2013	2014	2015	2016	2017	2018
1,020	1,340	1,230	1,460	1,172	1,227	1,263

- Establish an NCLEX pass rate benchmark of 85 percent

Responsible: President, Vice President for Academic Affairs, Program Director and the Faculty Organization

Frequency of Assessment: Quarterly through NCSBN assessment of results

Expenses: Subscription to Mountain Measurement

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
600	375	0	0	650	0	650

- Increase community service for faculty and staff to the benchmark of 100% through participation in volunteer initiatives that address local needs and interests.

Responsible: Director of External Affairs, Faculty Affairs Committee, and the Faculty Organization

Frequency of Assessment: Annually in fall by Director of External Affairs and Faculty Affairs Committee, and in December through faculty self-evaluations

Expenses: Health Fairs, Nurses Day

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
980	3,300	3,200	4,000	4,500	4,500	4,500

- Enhance the visibility of the College through leadership and service in professional associations, state and federal workgroups, and related activities

Responsible: Board of Trustees, President, Vice President for Academic Affairs, and the Faculty Organization

Frequency of Assessment: Annually through assessing the number of members held by the College, the number of paid and unpaid mentions in external publications and online resources, number of College –related events attended by College employees

Expenses: Professional memberships for the College

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
8,700	13,200	16,900	9,800	15,000	15,000	16,000

- Encourage faculty and staff to volunteer in their communities and to aspire to leadership roles.

Responsible: President, Vice President for Academic Affairs, Director of External Affairs

Frequency of Assessment: Annually through self-evaluations

Expenses: None

- Continue to promote the value of intellectual skills, knowledge-based decision-making and ensure that each faculty and staff member adds value to the College

Responsible: President, Vice President for Academic Affairs, Curriculum Committee, Faculty Organization

Frequency of Assessment: Quarterly (AAS), each semester (BS) evaluations by students, annually through faculty performance evaluations and faculty self-evaluations

Expenses: None

- Increase the participation rate of students and mentors in the alumni mentoring program to at least 10 protégées.

Responsible: Mentorship Committee

Frequency of Assessment: Quarterly through evaluations completed by mentors and protégées

Expenses: Mentorship Program

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
0	4,800	0	0	2,000	0	2,000

- Encourage life-long learning, personal growth, and resourcefulness by introducing students to learning resources that will help them adapt to the increasing complexity of professional nursing

Responsible: Vice President for Academic Affairs, Director of Library/IT, Faculty Organization

Frequency/ Assessment: Quarterly (AAS), semester (BS) through student evaluations, semiannually through End of Program evaluations and Six-month Graduate Follow-up Questionnaires

Expenses: Nursing Art Lab and Science Lab supplies, Kaplan and ATI materials, Computers for Library, Writing Center, faculty, and staff), books, media, subscriptions, journals

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
172,000	176,000	230,600	228,000	269,900	273,600	284,00

- Assist faculty and staff to model professional behaviors within the College

Responsible:	President, Vice President for Academic Affairs, and program directors					
Frequency/						
Assessment:	Annually through faculty performance evaluations, faculty self-evaluations. Evaluations by students (Quarterly – AAS, semester – BS)					
Expenses:	Faculty/Staff development, media for training faculty and staff					
<b>Actual</b>				<b>Budget</b>		
<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
7,200	11,800	10,700	3,100	5,000	6,300	7,000

- Educate students to recognize cultural differences and respect cultural diversity to a benchmark of 95 percent by graduation

Responsible:	All college employees
Frequency of	
Assessment:	Evaluations by students in N221, N224, N337, semiannually through End of Course evaluations, End-of-Program evaluation.
Expenses:	None

### OBJECTIVE 3

#### *Attract, support, and retain high quality faculty and staff*

##### Strategies/Methods

- Expand professional development and support the acquisition of faculty and staff with credentials specific to their disciplines

Responsible:	President, Vice President for Academic Affairs, Executive Committee, and Faculty Affairs Committee					
Frequency of						
Assessment:	Annually through Faculty Profile Form and employee evaluation of each development activity					
Expenses:	Faculty/Staff development, search firms, advertising					
<b>Actual</b>				<b>Budget</b>		
<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
73,800	32,800	13,155	4,400	7,000	7,000	9,000

- Ensure that compensation for faculty and staff is competitive

Responsible:	President and Human Resource Generalist
Frequency of Assessment:	Annually (through IPEDS report) and when an employee search begins do a thorough review of salary postings for similar positions
Expenses:	None

- Increase the number and percentage of full-time faculty with terminal degrees by continuing to offer tuition reimbursement benefits and by hiring more doctorally-prepared faculty

Responsible:	President and Executive Committee						
Frequency/ Assessment:	Annually through Faculty Profile Form and when a position becomes available						
Expenses:	Tuition reimbursements						
	Actual				Budget		
	2012	2013	2014	2015	2016	2017	2018
	35,500	27,800	32,180	26,000	30,000	30,000	35,000

- Maintain a racially and ethnically diverse faculty and staff

Responsible:	President and Executive Committee
Frequency/ Assessment:	Annually through Faculty Profile Form
Expenses:	None

## Goal 2: Develop a State-of-the-Art Infrastructure and Practices

To support quality and value, Helene Fuld College is committed to building a strong technological and operational infrastructure. By increasing our institutional capacity and operational effectiveness, we can maintain academic competitiveness and meet the expectations of our students and faculty.

### OBJECTIVE 1

#### *Integrate emerging technologies into the College's programs and services*

##### Strategies/Methods

- Increase technological capacity and infrastructure for internal and external access to institutional resources by students and faculty. Ninety-five percent of students and faculty will express satisfaction with the College's technical capacity and infrastructure.

Responsible: VP for Academic Affairs, Director of IT, Technology Committee, IT Consultants  
 Frequency of Assessment: Annually through employee and student surveys  
 Expenses: Software, hardware and services, such as SonisWeb, Blackboard, SharePoint, and internet capability

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
43,300	53,300	43,000	44,100	44,400	45,400	50,300

- Provide faculty and staff with training opportunities to improve their use of new technology. Ninety-five percent of the faculty will express satisfaction with the training opportunities.

Responsible: VP for Academic Affairs, Director of IT  
 Frequency of Assessment: At the end of each training session, and annually through committee reports and faculty self-evaluations  
 Expenses: Conferences and in-services.

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
7,200	10,600	6,900	3,100	5,000	5,000	7,000

- Continue to develop, maintain, and utilize a comprehensive database for administrative decision-making (e.g. SonisWeb and SharePoint).

Benchmarks: SonisWeb centralizes 100 percent of student data  
 Ninety percent of College documents are entered into SharePoint  
 One hundred percent of alumni data is centralized in SonisWeb

Responsible: VP for Academic Affairs, Director of IT, Director of Student Services, Technology Committee, IT Consultants

Frequency of Assessment: Quarterly employee committee meetings

Expenses: SonisWeb, SharePoint

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
22,000	23,000	22,200	22,000	22,000	23,000	26,000

- Use best practices in marketing, communication, and advertising to advance the College's image as an institution of academic excellence.

Responsible: President, Director of External Affairs, Development Officer, Recruitment Committee

Frequency of Assessment: Quarterly and annually through comparison with peer institutions

Expenses: Conferences, advertising, open houses

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
40,100	52,300	24,800	99,400	123,000	129,100	136,500

- Develop and implement online, Web-based, and mobile digital resources for students and faculty. Benchmark: All three components are operational

Responsible: Director of IT, Technology Committee, IT Consultants

Frequency/ Assessment: Quarterly through employee, student, applicant, and Advisory Board surveys

Expenses: SonisWeb, Blackboard, other software, IT Consultants including web designers

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
43,300	58,400	52,800	49,000	49,200	55,200	56,800

**OBJECTIVE 2**

***Move toward environmental sustainability***

The College is already committed to pursuing the goal of sustainability and reducing our environmental footprint, as expressed in our recent changes in resource and environmental management. We recognize the environmental challenges our country will face in the future and will strive to address the challenge of resource and environmental management through best practices. The learning experiences afforded to students will be enhanced as a result of these efforts. Helene Fuld College of Nursing will also set an example for other institutions.

Strategies/Methods

- Seek to reduce the rate at which the College contributes to the depletion and degradation of natural resources, to increase the use of renewable resources, and to consider other measures that can enhance the physical environment of the College.

Benchmarks by the end of 2015: Complete an energy audit by the end of 2015

Assess the cost savings of switching to non-disposable  
Items

Assess methods used to achieve savings

Benchmarks by the end of 2016: Begin implementing costsavings

Responsible:	Director of Administration, Head of Finance, Green Committee						
Frequency of							
Assessment:	Quarterly through committee reports and financials (savings)						
Expenses:	HVAC, recycling bins, dishwasher, and other cost-saving expenses						
	Actual				Budget		
	2012	2013	2014	2015	2016	2017	2018
	0	500	0	0	32,000	0	0

- Work toward environmentally sound as well as aesthetically pleasing means of maintaining the physical facility. Benchmark: Eighty percent of the respondents express satisfaction.

Responsible:	Director of Administration, Green Committee						
Frequency/							
Assessment:	Quarterly through committee report, and annually through employee and student surveys						
Expenses:	Building maintenance						
	Actual				Budget		
	2012	2013	2014	2015	2016	2017	2018
	0	4,500	27,200	14,300	17,000	17,000	20,000

- Develop further opportunities for students and faculty to participate in the continuing “greening” of the college and the wider community through academic offerings (such as the environmental urban health focus of the upper division baccalaureate program) and off-campus experiences. Benchmarks: At least 85 percent of students in the BS program report that they have met the course objectives.

Responsible:	Director of BS program, Director of Administration, Green Committee
Frequency/ Assessment:	Annually through annual report of Director of Administration, End-of Course (NUR 418) and End of Program evaluations for BS students
Expenses:	None

### OBJECTIVE 3

*Ensure that the physical facility can support all programs and services*

#### Strategies/Methods

- Create a Facility Master Plan to ensure that there is appropriate and sufficient space and resources for students’ academic and social needs and that the space and resources are aligned with future programming.

Responsible:	Director of Administration, Head of Finance, Consultants					
Frequency of Assessment:	<b>DEFERRED</b>					
Expenses:	Consultants, security conference, scheduling software, upgraded security, maintenance, landscaping (indoors and outdoors)					
<b>Actual</b>				<b>Budget</b>		
<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
0	4,500	30,000	36,100	17,000	17,000	22,000

- Provide high-quality facilities for all courses and services. . Benchmarks: At least 85 percent of students, faculty and staff will report satisfaction with the facilities

Responsible: Director of Administration, Director of Library/IT

Frequency of Assessment: Semiannually through End of Program evaluation, quarterly through Orientation and Open House questionnaires, annually through comparisons with peer institutions

Expenses: Building maintenance, janitorial services, air conditioners

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
106,300	115,000	140,000	142,500	141,200	147,400	157,000

### Goal 3: Anticipate and Adapt to Changing Economic and Market Realities

A priority for the future is the development of self-sustaining and revenue-generating initiatives that will support our academic programs. The College plans to increase its academic programs to include associate and baccalaureate degrees in nursing for men and women who want to pursue nursing education but do not have a background in the field.

#### OBJECTIVE 1

##### *Practice sound financial planning*

Sound financial planning will allow the College to grow, innovate, and be more competitive with other academic institutions. The changing landscape of employment prospects for students demands that Helene Fuld College take strategic steps to remain competitive. We will continue to rely on foresight, flexibility, and responsiveness as we strive to meet the growing demand for affordability and value. Our priority will be to balance program growth with financial stability.

##### Strategies/Methods

- Practice prudent financial management.

Benchmarks: Financial performance is aligned with the annual budget  
Annually, external auditors give an unqualified opinion of the College's finances

Responsible: Board of Trustees, President, Head of Finance

Frequency/

Assessment: Monthly and annually through financial reconciliations using key parameters, and through analyses by external auditors

Expenses: External audits

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
\$47,200	59,800	55,400	56,000	53,000	55,650	58,400

- Build endowment resources by benchmarked amount: Base amount plus five percent for each subsequent year

Responsible: Board of Trustees, President, Head of Finance, Development Officer

Frequency of

Assessment: Monthly and annually through analysis of financial investments and non-tuition revenue

Budget: Development Budget

- Increase non-tuition funding by securing additional individual donor giving.

Responsible:	Board of Trustees, President, Development Officer
Frequency/ Assessment:	Monthly through financial reporting by Development Officer and Head of Finance
Budget:	Development Budget

## OBJECTIVE 2

**Be competitive with the College’s peers (discuss who our peers are when competing for students, faculty, funding/financial backing, cost, location). Make a grid showing each set of peers, including the PBI peers.**

### Strategies/Methods

- To assess how it is perceived, continually evaluate the College’s status and reputation by sponsoring focus groups, surveys, and meetings with individuals and agencies who comprise the Helene Fuld College community of interest

Responsible:	President, VP for Academic Affairs, program directors						
Frequency/ Assessment:	Semiannually through meetings with the Advisory Boards for the AAS and BS programs						
Expenses:	Meeting expenses						
	<b>Actual</b>				<b>Budget</b>		
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
	2,200	3,200	6,000	1,300	4,000	4,000	5,000

- Continue to monitor IPEDS reports to review metrics of the College’s peers.  
Benchmark: The College matches or is more favorable than its peers in key indicators such as salaries, diversity, and price

Responsible:	President, Institutional Researcher
Frequency/ Assessment:	Annually
Expenses:	None

- Fund initiatives that differentiate the College from its peers (e.g. Presidential Scholars, Distinguished Alumni Award, recruitment efforts, advertising).

Responsible:	President and college administrators					
Frequency of Assessment:	Annually					
Expenses:	Funding for Presidential Scholars (Not just this)					
<b>Actual</b>				<b>Budget</b>		
<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
3,500	4,500	2,500	2,700	4,000	4,000	5,000

**OBJECTIVE 3**

***Continue to make Helene Fuld College accessible to a wide range of students***

Strategies/Methods

- Increase financial assistance and access to scholarships

Responsible:	Development Officer, Director of Student Services
Frequency of Assessment:	Monthly through financial reporting by Development Officer and Director of Student Services
Expenses:	Development Budget

- Continue to attract students by offering accelerated programs and learning options, including hybrid courses and satellite centers

Responsible:	VP for Academic Affairs, program directors, Curriculum Committee
Frequency of Assessment:	Quarterly through analysis of admissions parameters
Expenses:	None

- Increase public visibility of all educational programs in order to maintain and continuously improve the size and quality of the applicant pool

Responsible: President, Director of External Affairs, College Recruiter, Recruitment Committee

Frequency of

Assessment: Quarterly through analysis of applicant parameters

Expenses: Travel (Admissions Recruiter, President), memberships, brochures

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
12,700	14,900	22,500	15,700	21,600	22,300	24,000

## Goal 4: Advance Change and Pursue New Opportunities

Helene Fuld College’s history of innovation, coupled with a commitment to excellence will continue to guide the College through the evolving expectations of higher education. We believe our future success depends upon our continued ability to be proactive as economic and educational conditions change.

### OBJECTIVE 1

#### *Develop new programs*

##### Strategies/Methods

- Develop new programs (e.g., associate and baccalaureate degree programs in nursing for applicants with no prior nursing education, a seamless LPN to BS program, and a certificate in gerontological nursing) that can provide students with general education and professional nursing knowledge and skill sets that are valued in the workplace.

Responsible: President, VP for Academic Affairs, Faculty Organization  
 Frequency of Assessment: Annually  
 Expenses: Conferences, consultants, and other expenses needed to develop new programs

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
78,900	51,300	67,300	41,900	50,000	50,000	52,000

### OBJECTIVE 2

#### *Develop strong academic and administrative leadership talent at all levels*

##### Strategies/Methods

- Support the search, retention, promotion, and professional development of qualified faculty and staff. Benchmark: 100 percent of the posted positions are filled.

Responsible: President, Vice President for Academic Affairs, Executive Committee, and Faculty Affairs Committee, Human Resources  
 Frequency of Assessment: Continually  
 Expenses: Conferences, search firms, advertising

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
73,800	32,900	17,300	12,900	14,000	14,000	17,000

- Develop plans to facilitate employee growth. Benchmarks: Ninety percent of employees are able to identify high, moderate, and low performance for their positions. Ninety percent of employees are able avenues for growth in their employment.

Responsible: Board of Trustees, President and college administrators  
 Frequency/  
 Assessment: Annually  
 Expenses: None

- Encourage and support faculty activities related to scholarship, research, and innovation. Benchmarks: Development of an IRB committee for the College. Ninety percent of faculty are able to demonstrate their engagement in scholarship, research, or innovation.

Responsible: President, Vice President for Academic Affairs, Executive Committee, and Faculty Affairs Committee  
 Frequency/  
 Assessment: Annually through assessment of development opportunities provided  
 Expenses: Conferences, tuition reimbursement

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
109,300	60,600	49,500	38,800	44,000	44,000	52,000

**OBJECTIVE 3**

***Develop partnerships that expand our influence***

Strategies/Methods

- Strengthen or rebuild relationships between the College and other organizations by identifying and developing collaborative projects that are mutually beneficial. Benchmark: The number of quality relationships formed with the College increases annually.

Responsible: President, Vice President for Academic Affairs, Development Officer, program directors  
 Frequency of  
 Assessment: Annually through assessment of number and quality of new relationships  
 Expenses: Conferences, meeting expenses

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
9,500	13,800	12,800	4,400	9,000	9,000	12,000

#### OBJECTIVE 4

#### *Develop a strong sense of institutional purpose and pride*

##### Strategies/Methods

- Improve communication, consultation, and collaboration among faculty, students, administration, trustees, and alumni. Benchmarks: Increase the number of collaborative activities (i.e. health fairs, Nurses Day) annually.

Responsible: Chairman of the Board of Trustees, President, Vice President for Academic Affairs, Alumni Association, Faculty Student Affairs Committee

Frequency/  
Assessment: Annually through surveys of Board, faculty, staff, and students

Expenses: Customer service and communication training, health fair participation.

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
4,100	0	4,000	0	0	4,000	0

- Ensure that faculty, staff, trustees, administrators, and students are able to articulate the vision, mission, and goals of the College. Benchmark: One hundred percent of employees and students are exposed to the vision and mission.

Responsible: President, Chairman of the Board of Trustees, Faculty Affairs Committee, Faculty Student Affairs Committee

Frequency of  
Assessment: Annually through focus groups and surveys

- Develop a comprehensive branding strategy for the College

Responsible: Director of External Affairs

Frequency/  
Assessment: Semiannually by survey of level of effectiveness within community of interest

Expenses: Consulting fees, external affairs (branding)

Actual				Budget		
2012	2013	2014	2015	2016	2017	2018
52,200	39,200	41,200	99,100	122,000	128,100	134,500

- Increase student engagement in institutional decision-making. Benchmark: Encourage student participation in all applicable committees.

Responsible:	Faculty Student Affairs Committee
Frequency of	
Assessment:	Quarterly by report of Faculty Student Affairs Committee and semiannual analysis of End of Program evaluation
Expenses:	None

- Continue to publish the Helene Fuld College alumni newsletter and other forms of alumni outreach (Facebook, alumni events, etc.)

Responsible:	Director of External Affairs, Alumni Organization					
Frequency of						
Assessment:	Annually evaluation of response to newsletter by alumni					
Expenses:	Newsletters, postcards					
<b>Actual</b>				<b>Budget</b>		
<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
10,500	0	5,800	0	6,000	0	6,000

- Sponsor and participate in external activities that encourage the New York community to share the College’s goals. Benchmarks: Increase the number of external activities annually.

Responsible:	President, Director of External Affairs, Faculty Affairs Committee					
Frequency of						
Assessment:	Annually assessing the number and quality of activities					
Expenses:	Health Fairs, Nurses Day					
<b>Actual</b>				<b>Budget</b>		
<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
980	3,300	3,200	3,900	4,500	4,500	4,500

**OBJECTIVE 5**

***Ensure that funds will be available to invest in strategic opportunities that differentiate the College from its peers***

Strategies/Methods

- Consider the feasibility of a capital campaign by the end of 2015.

Responsible:	Development Committee of Board of Trustees, President, Development Officer
Frequency/ Assessment:	Development Committee will be reformed in fall 2013
Expenses:	None

- Increase annual, unrestricted fundraising. Increase TBD

Responsible:	Board of Trustees, President, Development Officer
Frequency/ Assessment:	Monthly analyses by Head of Finance
Expenses:	None

- Continue to identify, cultivate, solicit, and close gifts for endowment and capital needs. Amount expected: TBD

Responsible:	President, Development Officer, Development Committee of the Board of Trustees
Frequency/ Assessment:	Monthly assessments of the number and quality of potential donors
Expenses:	In Development Budget

- Cultivate and maintain relationships with donors and donor prospects

Responsible:	Board of Trustees, President, Development Officer
Frequency/ Assessment:	Monthly assessments of the number and quality of potential and actual donors
Expenses:	In Development Budget

## The Financial Plan

The College's Financial Plan for 2013-2018 is closely tied to the Strategic Plan. The Strategic Plan and the financial budgets were approved by the Board of Trustees on February 7, 2013. The College developed plans that will ensure academic excellence as well as financial sustainability, by adding new programs, resources, and services. Although the Strategic Plan offers many opportunities for growth, the 2013 to 2018 budgets take a more conservative approach. Changes in healthcare as related to the role of managed care, the role of nurses in healthcare delivery, and the momentum by hospitals to give preference in hiring to baccalaureate degree nurses over associate degree students, influences the enrollment forecast.

The Associate Degree program operates on a quarterly system and admits two classes in nursing in April and November. The Upper Division Baccalaureate program operates on a semester basis and matriculates students annually in September. In the fall of 2012, the College opened its non-nursing associate degree and baccalaureate degree courses to non-matriculated students.

In November 2010, enrollment was at a high of 418 students. Between then and April 2012, enrollment in the AAS program decreased by 18.7 percent, due in part to the extended poor economy. Also, the job market for new nurses became constricted in the New York City area due to hospital closings, senior nurses remaining on their jobs, and the preference for baccalaureate prepared nurses at many health care facilities. In addition, many students reported that they could not get time off from work to attend classes. Concurrently, the College became more vigilant in reinforcing its academic continuance policies, which resulted in more failing students being dismissed. Between April 2012 and November 2012, AAS enrollment dropped to 317, another 6.8 percent decrease. This drop was mainly due to the disruptions to college operations due to renovations at the College. Pre-entrance testing, the scheduling of open houses, and communicating with potential students were all disrupted. The drop in AAS enrollment was partially offset by the enrollment of the first cohort of 36 BS students in September 2012. By November 2012, the majority of the renovations were complete, allowing open houses and pre-entrance testing, and communications via telephone and email to resume. We have already seen an upturn in pre-entrance testing and open houses have resumed.

For the AAS program, the 2014 budget estimates no change in the number of AAS students compared to 2013 (Table 3). Five percent increases are conservatively forecast for 2015 through 2018, with a gradual shift from full-time to part-time enrollment. A new program is anticipated to begin in 2015; a generic associate degree program for individuals who are not

licensed practical nurses. We have forecast 30 new students in the first cohort. For the BS program, enrollment is forecast to increase ten percent from 2013 through 2015, and then more slowly through 2018.

Table 3. *Actual and Forecasted Enrollment 2009 to 2018*

Enrollment	Act. 2009	Act. 2010	Act. 2011	Act. 2012	Act. 2013	Act. 2014	Act. 2015	Bud. 2016	Bud. 2017	Bud. 2018
<b>AAS Program</b>										
Full Time	156	191	151	143	139	212	159	158	162	167
Part Time	198	227	210	172	211	251	237	200	206	212
<b>Total Current AAS Program</b>	354	418	361	315	350	463	396	358	368	379
<b>New AAS Generic Program</b>									30	35
<b>BS Program</b>										
Full Time				25	23	22	21	26	28	30
Part Time				11	9	1	8	5	6	6
<b>Total BS Program</b>				36	32	23	29	31	34	36

Audited and unaudited statements of revenues, expenses, and fund balances from 2008 until 2018 are in Appendix A.

Tuition and fees are projected to remain unchanged until 2015. At that time, they are forecast to rise by ten percent, every other year. Currently, the College is excessively dependent on tuition as a source of revenue with 82 percent of total revenue derived from tuition and fees. The College’s Strategic Plan calls for increased fundraising efforts resulting in more gifts, grants, and scholarships. It is especially important for the College to increase the revenue from gifts and grants. The rise in tuition through 2018 remains high as a percent of revenue, however, now that a Development Officer has been hired, fundraising efforts will increase substantially, and we will have a better understanding of how the dependence on tuition revenue will be reduced.

Table 4. *Tuition, Gifts/Grants, and Scholarships/Awards 2012-2018*

	Actual 2012	Actual 2013	Actual 2014	Actual 2015	Approved Budget 2016	Budget 2017	Budget 2018
Tuition	4,900,019	6,469,656	6,713,131	7,353,582	6,991,538	7,201,284	7,417,323
Gifts/Grants	180,701	181,437	152,295	159,573	176,200	181,486	186,931
Scholarships	839,501	1,158,546	1,073,825	1,300,265	1,014,650	1,045,090	1,076,442
Total	5,920,221	7,809,639	7,939,251	8,813,420	8,182,388	8,427,860	8,680,696

Direct operating costs reflect a three percent annual increase in salaries for full-time employees for 2014 through 2018. Future increases in staffing include an administrative assistant and library assistant in 2014, a full-time faculty member for the generic associate degree program and an administrative assistant for the Office of Student Services in 2015. The budget includes adjunct clinical instructors for the generic associate degree program in 2015.

Rent for 2013 through June 2016, is forecast to remain at \$57,559 per month (\$20.05 per square foot) as documented in the lease executed by Bethel Gospel Assembly, Inc. and Helene Fuld College of Nursing. The College has the option of extending the lease until June 2021. The College has been a long-term tenant at this location, and anticipates a renewal of the lease beyond the June 2017 expiration of the current lease, however, prior to its expiration, College administrators and the Board of Trustees will begin planning a capital campaign, in the event that new facilities are warranted.

The Capital Budget for 2013 through 2018 (Appendix B), shows the effects of renovations to the College and the purchase of furniture and Nursing Arts Labs equipment in 2013. In 2014, the majority of capital expenses relate to security enhancements. From 2015 onward, the majority of capital expenses relate to the library and information technology resources.

The Balance Sheet for 2011 through 2018 (Appendix C) forecasts total assets of \$4.9 million in 2014, with \$2.3 million in cash and cash equivalents. By 2018, total assets grow to \$11.8 million with \$9.8 million in cash and cash equivalents.

The projected cash flow through 2018 is found in the Statement of Cash Flows (Appendix D). The numbers show that the College will be financially stable.

**Strategic Plan 2013-2018**  
**Strategies and Methods Dashboard – Revised September 2014**

		<ul style="list-style-type: none"> <li>★ - Completed or maintaining</li> <li>🕒 - In progress</li> <li>● - Not begun</li> </ul>
<b>Goal 1: Attain academic excellence</b>		
Objective 1		<p><b>Ensure that the associate and baccalaureate programs meet evolving societal and workplace needs</b></p> <ul style="list-style-type: none"> <li>★ Systematically assess and revise program offerings to ensure compliance with accrediting bodies</li> <li>🕒 Maintain and/or attain full national and regional accreditation for the institution and its associate and baccalaureate programs by successfully demonstrating compliance with accreditation standards</li> <li>★ Continually assess and revise curricula to reflect knowledge and skill sets that are valued in the workplace</li> <li>★ Develop new partnerships for clinical instruction</li> <li>★ Maintain state-of-the-art skill training for students through the use of dynamic teaching tools</li> </ul>
Objective 2		<p><b>Foster a culture of excellence among faculty, staff, and students</b></p> <ul style="list-style-type: none"> <li>🕒 Develop students’ abilities to apply learning to complex problems, both in and out of the classroom</li> <li>★ Support the development of excellent teaching in classroom and clinical settings such as the National League for Nursing (NLN) certification in nursing education</li> <li>● Increase student retention by providing more academic and financial support</li> <li>★ Establish an NCLEX pass rate benchmark of 85%</li> <li>★ Increase community service through participation in volunteer initiatives that address local needs and interests</li> <li>★ Enhance the visibility of the College through leadership and service in professional associations, state and federal workgroups, and related activities</li> <li>★ Encourage faculty and staff to volunteer in their communities and to aspire to leadership roles</li> <li>★ Continue to promote the value of intellectual skills, knowledge-based decision-making and unbiased evaluations</li> <li>★ Implement the alumni mentoring program for students</li> <li>★ Encourage life-long learning, personal growth, and resourcefulness by introducing students to learning resources that will help them adapt to the increasing complexity of professional nursing</li> <li>🕒 Assist faculty and staff with teaching and modeling ethical leadership behaviors so that students will be responsible citizens who have a heightened sense of responsibility and concern for others</li> <li>★ Educate students to recognize cultural differences and respect cultural diversity</li> </ul>
Objective 3		<p><b>Attract, support, and retain high quality faculty and staff</b></p> <ul style="list-style-type: none"> <li>🕒 Expand professional development and support the acquisition of faculty and staff with credentials specific to their disciplines</li> <li>🕒 Ensure that compensation for faculty and staff is competitive</li> <li>🕒 Increase the number and percentage of full-time faculty with terminal degrees by continuing to offer tuition reimbursement benefits and by hiring more doctorally-prepared faculty</li> <li>★ Maintain a racially and ethnically diverse faculty and staff</li> </ul>

		<ul style="list-style-type: none"> <li>✱ - Completed or maintaining</li> <li>🕒 - In progress</li> <li>🟢 - Not begun</li> </ul>
<b>Goal 2: Develop a state of-the-art infrastructure and practices</b>		
Objective 1		<p><b>Integrate emerging technologies into the College’s programs and services</b></p> <ul style="list-style-type: none"> <li>🕒 Increase the use of technology throughout the College</li> <li>🕒 Use best practices in marketing, communication, and advertising to advance the College’s image as an institution of academic excellence</li> <li>✱ Provide faculty and staff with training opportunities to improve their use of new technology</li> <li>🕒 Develop and implement online, Web-based, and mobile digital resources for students and faculty</li> <li>✱ Increase technological capacity and infrastructure for internal and external access to institutional resources by students and faculty</li> <li>🕒 Continue to develop, maintain, and utilize a comprehensive database for administrative decision-making</li> </ul>
Objective 2		<p><b>Move toward environmental sustainability</b></p> <ul style="list-style-type: none"> <li>🕒 Seek to reduce the rate at which the College contributes to the depletion and degradation of natural resources, to increase the use of renewable resources, and to consider other measures that can enhance the physical environment of the College</li> <li>🕒 Work toward environmentally sound as well as aesthetically pleasing means of maintaining the physical facility</li> <li>🕒 Develop further opportunities for students and faculty to participate in the continuing “greening” of the college and the wider community through academic offerings (such as the environmental urban health focus of the upper division baccalaureate program) and off-campus experiences</li> </ul>
Objective 3		<p><b>Ensure that the physical facility can support all programs and services</b></p> <ul style="list-style-type: none"> <li>🕒 Create a Facility Master Plan to ensure that there is appropriate and sufficient space and resources for students’ academic and social needs and that the space and resources are aligned with future programming.</li> <li>🕒 Provide high-quality facilities for all courses and services</li> </ul>
		<ul style="list-style-type: none"> <li>✱ - Completed or maintaining</li> <li>🕒 - In progress</li> <li>🟢 - Not begun</li> </ul>
<b>Goal 3: Anticipate and adapt to changing economic and market realities</b>		
Objective 1		<p><b>Practice sound financial planning</b></p> <ul style="list-style-type: none"> <li>✱ Practice prudent financial management</li> <li>🕒 Build endowment resources by benchmarked amount: \$249,000 base amount in 2014, plus 5 percent for each subsequent year</li> <li>🕒 Increase non-tuition funding by securing additional major grants and increasing alumni donations by benchmarked percent</li> </ul>
Objective 2		<p><b>Be competitive with the College’s peers</b></p> <ul style="list-style-type: none"> <li>🕒 To assess how it is perceived, continually evaluate the College’s status and reputation by sponsoring focus groups and meetings with individuals and agencies who comprise the Helene Fuld College community of interest</li> <li>✱ Continue to monitor IPEDS reports to review metrics of the College’s peers</li> <li>🕒 Provide funds for initiatives that differentiate the College from its peers</li> </ul>
Objective 3		<p><b>Continue to make Helene Fuld College accessible to a wide range of students</b></p> <ul style="list-style-type: none"> <li>🕒 Increase financial assistance and access to scholarships</li> <li>🕒 Continue to attract students by offering accelerated programs and learning options, including hybrid courses and satellite centers</li> <li>🟢 Increase public visibility of all educational programs in order to maintain and continuously improve the size and quality of the applicant pool</li> </ul>

		<p>  - Completed or maintaining   - In progress   - Not begun </p>
<b>Goal 4: Advance change and pursue new opportunities</b>		
Objective 1		<p><b>Develop new programs</b></p> <ul style="list-style-type: none"> <li> Develop new programs (e.g., associate and baccalaureate degree programs in nursing for applicants with no prior nursing education, a seamless LPN to BS program, and a certificate in gerontological nursing) that can provide students with general education and professional nursing knowledge and skill sets that are valued in the workplace</li> </ul>
Objective 2		<p><b>Develop strong academic and administrative leadership talent at all levels</b></p> <ul style="list-style-type: none"> <li> Support the search, retention, promotion, and professional development of qualified faculty and staff</li> <li> Develop a Talent Management Plan</li> <li> Encourage and support faculty activities related to scholarship, research, and innovation</li> </ul>
Objective 3		<p><b>Develop partnerships that expand our influence</b></p> <ul style="list-style-type: none"> <li> Strengthen or rebuild relationships between the College and other organizations by identifying and developing collaborative projects that are mutually beneficial.</li> </ul>
Objective 4		<p><b>Develop a strong sense of institutional purpose and pride</b></p> <ul style="list-style-type: none"> <li> Improve communication, consultation, and collaboration among faculty, students, administration, trustees, and alumni</li> <li> Ensure that faculty, staff, trustees, administrators, and students are able to articulate the vision, mission, and goals of the College</li> <li> Develop a comprehensive branding strategy for the College</li> <li> Increase student engagement in institutional decision-making</li> <li> Continue to publish the Helene Fuld College alumni newsletter</li> <li> Sponsor and participate in external activities that encourage the New York community to share the College's goals</li> </ul>
Objective 5		<p><b>Ensure that funds will be available to invest in strategic opportunities that differentiate the College from its peers</b></p> <ul style="list-style-type: none"> <li> Begin research and planning for a new capital campaign</li> <li> Significantly increase annual, unrestricted fundraising</li> <li> Continue to identify, cultivate, solicit, and close major gifts for endowment and capital needs</li> <li> Cultivate and maintain relationships with major donors and major donor prospects</li> </ul>

## **Strategic Planning Committee**

### **Board of Trustees**

James Frauenthal, *Board Chair*

Amelia McDonald, *Trustee*

### **Faculty/Staff**

Dr. Wendy Robinson, *President*

Indrajeet Singh Chauhan, *Director of the Learning Center/Information Technology*

Justine Fitzgerald, *Associate Professor, Director of the Writing Center*

Michelle Hernandez, *Director of External Affairs*

Heather Lashley, *Assistant Professor, Director of the Associate Degree Program*

Sandra Senior, *Director of Student Services*

Galina Vilkina, *Head of Finance*

Celeste Wallin, *Director of Administration*

### **Student Representatives**