

Marietta Forward

The Strategic Plan for Marietta College January 2024

THE CONTEXT FOR MARIETTA FORWARD.

Marietta Forward is a carefully considered strategic response to the realities of a changing higher education landscape.

Amidst pressure from multiple macroeconomic and demographic forces, colleges and universities are increasingly called upon to prove the intrinsic value of the four-year college degree in ways that justify the cost of delivering that education. Pressure can be the greatest on small private colleges like Marietta where the most valued offerings (small classes, caring and accessible faculty and staff) are also the most expensive to deliver. And yet the public's ability to afford education has not risen. The pressure has been and will continue to be on individual colleges to bridge and even close the gap between the cost of creating and delivering this experience and families' ability to pay.

Public policy influences the resources available to colleges and students. The federal government controls Pell Grants available to under-resourced students. Policy changes have created opportunities for a large portion of high school graduates to begin their higher education with college-level coursework in high school (e.g. College Credit Plus). And colleges must bear the high cost of compliance with the regulations imposed by governing bodies ranging from the NCAA to program accreditors to state and federal agencies.

Increasingly, students are approaching their college experience as a transactional relationship that guarantees career preparation. Their parents are forthcoming about their expectations for internships and other pre-professional experiences, a job with a good salary right out of college, and long-term career success. Such quantification of the college experience depreciates the value proposition of the liberal arts experience, including critical thinking, creativity, problem-solving, and other timeless "soft" skills.

Of even greater significance is the predicted further decline in the number of students graduating from high school. This decline, known colloquially as the 2025 Demographic Cliff, will impact many regions throughout the U.S., including Ohio and adjacent states. These forces are spurring greater competition among the colleges that seek to educate, and graduate, the next generation of thinkers, leaders, and change makers. Not every college will survive; notice of another college's closure or merger is now a frequent occurrence.

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Marietta Forward is our aspirational plan for success. It is our way to ensure that this historic college has a strong future for generations ahead.

THE PROCESS OF CREATING MARIETTA FORWARD.

Marietta Forward is the culmination of an extensive strategic planning process. It began with an external study conducted by AGB Consulting, the findings and recommendations of which were thoroughly reviewed by the College's Planning Committee; this committee was comprised of the President's Cabinet as well as representatives from the college's faculty, staff, students, and trustees. The President's Cabinet and other stakeholders across the College carefully assessed and evaluated both this internal study and the external review of the College, its current finances, and its current ability to deliver the education promised to Marietta College students. The result is an ambitious, actionable, and attainable plan of five overarching initiatives.

In October of 2023, the Board of Trustees approved *Marietta Forward* as the strategic plan for Marietta College.

THE CONTENT OF THE MARIETTA FORWARD PLAN.

The Five Strategic Initiatives

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THE FIVE STRATEGIC INITIATIVES

Marietta Forward places – and keeps – every Marietta College student at the center of our educational enterprise. Using a multi-pronged approach, the college will offer more services, more opportunities, and more support to serve the educational needs of a wider array of traditional and non-traditional students, employing a range of contemporary and evolving learning modalities.

The principal drivers of this strategic plan are: 1) The quality (content, structure, relevance and delivery) of the academic program; and 2) The quality of support offered to Marietta students across their college experience. To that end, *Marietta Forward* is built around five synergistic and comprehensive Strategic Initiatives (SI). They are:

SI-1: Fully Implement the Student-Ready College.

The core organizing principle of *Marietta Forward* is an unyielding commitment to the success of every student who enrolls. The students of 2024 are not the students of 1964, 1984, or even 2004. This plan creates the resource structure necessary to support today's, and tomorrow's, students throughout their Marietta education.

The objective of this Strategic Initiative is a full, cross-institutional commitment to student success. Progress will be reflected in increased rates of retention, student persistence, and degree completion and measured against benchmarks for these standards.

(Tactics to support the Student-Ready College initiatives are detailed in the supporting document titled *Student Ready College Final Report with Updates 9-22-23*. Appendix C.)

SI-2: Strengthen Current Academic Programs.

The goal is two-fold: 1) To provide relevant academic programs of interest to a critical mass of college-going students, and 2) To reduce the number of, and expenses associated with, low enrollment academic program offerings.

This strategic initiative creates opportunities for both the redistribution of resources to support new, high-demand programming and greater investments in current programs that require additional resources to maximize their enrollments. Success will be measured in part by the ongoing and regular review of every academic offering.

SI-3: Develop New Educational Programs focused on Non-Traditional Student Education and Workforce Development.

The leading goal of this Strategic Initiative is to generate and steadily increase net tuition revenues through new programs for new populations. By offering executive education and workforce development, Marietta College will also contribute further to regional economic growth, increase workforce readiness, and advance knowledge acquisition. This new programming builds upon our established position of excellence at the undergraduate and

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graduate levels of education and addresses an increasing need for continuing education among non-traditional students.

SI-4: Identify and Launch New Academic Programs.

Addressing the interests and ambitions of this next generation of learners, the College will effectively increase both new student enrollments and net tuition revenues. This will be achieved by: 1) offering new, in-demand areas of study; 2) increasing the College's reputation for delivering relevant and high-quality campus-based and online educational programming for both graduate and undergraduate students; and 3) improving student satisfaction, persistence, and graduation rates through an increase in perceived, and realized, educational value.

SI-5 Create a campus culture of support for individual leadership, inclusion and belonging. This Strategic Initiative is designed to strengthen the community and ensure greater student and employee success by providing a more welcoming, inclusive environment for students and employees from a broad range of backgrounds, experiences, and cultures.

Associated efforts will complement the SI-1 Student-Ready College initiative by providing a wider array of support to assure student success. SI-5 initiatives will increase the persistence of both students and employees by fostering a strong sense of belonging. They will also promote a culture of ownership for demonstrating individual leadership in shaping the Marietta College experience. These initiatives will encourage greater engagement and increase community-wide awareness of and appreciation for others' knowledge, experiences, backgrounds, cultures, beliefs, and ideas.

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FUNDING MARIETTA FORWARD

Marietta Forward is an additive strategic plan, one that will build on many existing programs and offerings, evaluate and at times eliminate others, and offer new initiatives that will be attractive in the marketplace.

As a cumulative program, *Marietta Forward* will require a significant investment in personnel and financial resources. This investment must come in the form of new funding (new program revenues, grants, and philanthropic gifts) as well as through the redistribution of current resources.

Prior to approving the plan, the College's Board of Trustees was provided with a detailed projection of all investments required to support *Marietta Forward*. While all of the tactics within *Marietta Forward* (see Appendix D: Key Performance Indicators by Strategic Initiative January 2024 Table) are important to assure the College's short-, mid- and long-term success, progress on the initiatives will roll out over four academic years (2024-25 through 2027-28).

As resources are limited, the President's Cabinet prioritized those tactics within the plan that are most pressing, will have the greatest benefit financially, and/or will make the most difference to the student experience.

Tactics are prioritized as:

- MUST (top priority tactics; the minimum that we must implement);
- SHOULD (all MUST tactics plus those that would strengthen our ability to reach our goals); and
- COULD (all MUST and SHOULD tactics plus those that will give Marietta a competitive advantage regarding student support and programming).

The MUST, SHOULD, COULD prioritization is an acknowledgment that these significant investments must be funded, on an ongoing basis, through the support of the operating budget. The College community is grateful that the Board of Trustees has committed to securing the funds necessary to support the MUST initiatives within *Marietta Forward* through fundraising inspired by their own generous investment.

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Total additional funding required, after accounting for all expenses, all additional revenues, and all redistribution of savings, for FY24 through FY28:

	FY24	FY25	FY26	FY27	FY28
Balance to Fund: MUST Initiatives only	\$0	\$1,055,925	\$1,101,561	\$826,230	\$272,456
Balance to Fund: MUST and SHOULD initiatives	\$31,295	\$1,465,725	\$1,493,535	\$1,341,050	\$335,132
Balance to Fund: MUST and SHOULD and COULD initiatives	\$31,295	\$1,969,675	\$1,920,078	\$1,750,265	\$746,498

A Summary of Costs, Revenues, Savings Projections, and Necessary Investment associated with MUST, SHOULD and COULD initiatives is provided in Appendix B.

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DETAILS BY STRATEGIC INITIATIVE (SI-1 through SI-5)

Full and effective implementation of the *Marietta Forward* plan will require the dedicated efforts of the entire Marietta College community; effective leadership will be essential to our success in implementing these plans. As such, a Responsible Leader & Champion has been designated for each initiative.

Each Strategic Initiative is described below. More detail on specific tactics and success metrics is available in Appendix D: *Key Performance Indicators by Strategic Initiative January 2024 Table*.

SI-1. Fully Implement the Student-Ready College Initiatives

Responsible Leader & Champion:

Dr. Suzanne Walker, Associate Provost & Chief Retention Officer

SI-1 Goal: To support and advance student success. Effectiveness will be reflected in increased rates of student retention, persistence, and degree completion. Our objective is to achieve student degree completion rates that are comparable to, or exceed, benchmarks.

SI-1 Key Implementation Initiatives:

- Address all recommendations from the Student-Ready College Quality Initiative, approved by the Higher Learning Commission as part of our reaccreditation cycle, to build and support programs that resonate with and serve student needs, now and in the future (See *Student Ready College Final Report with Updates 9-22-2023* in Appendix C.)
- Conduct a comprehensive and ongoing analysis of class-to-class retention and persistence data to inform necessary and ongoing adjustments in programming. Act on this information to improve student persistence.

SI-1 Success Metrics:

(See *Key Performance Indicators by Strategic Initiative January 2024 Table* in Appendix D.)

Success metrics include increased rates of retention and degree completion, development and implementation of effective programming, and evidence of increased student engagement.

SI-1 Expected Outcomes:

- Develop and implement student support programs (as defined in the *Student Ready College Report*, Appendix C).
- Achieve minimum projected improvements in Fall-to-Fall, first-year student retention rates; predicated on full implementation of this plan in FY25:
 - 73% in Fall 2023
 - 75% in Fall 2024
 - 78% in Fall 2025

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- 80% in Fall 2026
(Trend data are provided in Appendix A as *Table 1: Percentage of First Time Freshman Classes Retained in Successive Terms, Fall 2014 - Fall 2023.*)
- Achieve projected Fall-to-Fall student retention and persistence rates, by class, by Fall 2026, predicated on full implementation of this plan in FY25:
 - 79% for first to second year students
 - 92% for second to third year students
 - 94% for third to fourth year students
(Trend data are provided in Appendix A as *Table 2: Freshman Retention & Sophomore & Junior Persistence (FY, SO, JR, SR) 2013 through 2023.*)
- Achieve projected improvements in four-year graduation rates based on current year-to-year persistence and revised persistence goals (above); predicated on full implementation of this plan in FY25.
 - 52% in Spring 2024
 - 49% in Spring 2025
 - 56% in Spring 2026
 - 58% in Spring 2027
 - 60% in Spring 2028
 - 65% in Spring 2029
(Trend and peer comparison data are provided in Appendix A as *Table 3: Marietta College Graduation Rate, with IPEDS Peers, 2008 – 2015.*)
- Achieve projected improvements in student engagement:
 - 10% increase each year, for the next four years, in student participation and engagement in campus-based activities (athletics, fine arts, service opportunities, programming, mentoring, social events, etc.). Student engagement levels will be evaluated, in part, through the use of the Student Satisfaction Inventory.
 - We will create mechanisms for tracking engagement and establish assessment strategies that will guide resource allocation.

Related trend information on engagement is provided in Appendix A:

- *Table 4: Athletes by Academic Year (Distinct 12 Month Headcount), 2014 – 2023*
- *Table 4a: Students with Transcribed Internships (Distinct 12 Month Headcount), 2014 – 2023*
- *Table 4b: Fall Undergraduate Student Residence: Dorm, Fraternity, Sorority, Off-Campus, 2014 – 2023 (% by residence type)*

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Investment associated with SI-1, Fully Implement the Student Ready College Initiative:

SI-1	MUST	SHOULD+MUST	COULD+SHOULD+MUST
FY24	\$0	\$11,000	\$11,000
FY25	\$811,958	\$1,070,758	\$1,479,708
FY26	\$920,037	\$1,156,481	\$1,485,174
FY27	\$1,031,858	\$1,289,995	\$1,598,424
FY28	\$1,062,814	\$1,352,695	\$1,660,252
Total FY24-28	\$3,826,667	\$4,880,929	\$6,234,558

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SI-2: Strengthen Current Academic Offerings

Responsible Leader & Champion:

Dr. Kathleen Dougherty, Provost & Dean of Faculty

SI-2 Goal: To provide academic programs of keen interest to a critical mass of college-going students; to reduce the number of, and expenses associated with, low enrollment academic program offerings; and to attract the attention of future employers.

This initiative allows for both 1) the redistribution of resources to support new programming that is in high demand, and 2) a greater investment in current programs that require more resources to maximize their enrollments. Success will be predicated on current, and then on-going, review of all academic offerings. Measurements will include both the relevance and desirability of programs as perceived by the college-going population while maintaining or enhancing program quality. This will be an ongoing and iterative process.

SI-2 Key Implementation Initiatives:

- Review and utilize past analyses and recommendations made by external consultants, e.g., AGB, RNL, and Hanover Research, as well as the 2022-23 Program Evaluation Task Force and ongoing Academic Program Review Committee findings. Act on these analyses and recommendations, specifically:
 - Identify programs whose growth potential does not project positive returns-on-investment for the College.
 - Reduce or eliminate the College's investment in low growth and/or low enrollment programs to achieve cost savings, maximize return on investment, and allow for greater investment in other existing or potential programs.
 - Factors for ROI consideration include those used as metrics for the Academic Program Review, as well as additional external information such as national data sets and external studies on program demand and benchmarking of expected student outcomes.
 - Reallocate the funding that is associated with these programs.
 - In October of 2023 the College Board of Trustees approved the Administration's proposal to phase out 10 current academic programs with low enrollments.
- Increase investment, as appropriate, in existing programs with current high or potentially higher demand:
 - Identify existing academic programs where strategic investment is likely to result in a significant improvement in the student experience and subsequent improvement in enrollment, student success, and/or program completion.
 - Assess programs' marketability on a regular basis.
- Institute a comprehensive and annual analysis of program enrollment and learning outcomes to inform necessary and ongoing adjustments in programming.
- Evaluate the General Education Curriculum:

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- Utilize data from General Education Distribution Area Assessment, ETS Test results, and PIO Path assessment to evaluate effectiveness of General Education in order to increase the efficiency and effectiveness of program and delivery.
- Evaluate program content and effectiveness at delivering competencies and skills in demand by both students and future employers, and adjust content as needed.
 - Use the annual *Job Outlook* to identify and track employer-demanded graduate competencies.
 - Consult the National Association of Colleges and Employers Career Readiness student survey of desired competencies, skills, and experiences that enhance post-graduate success in employment for further study.

SI-2 Success Metrics:

(See Key Performance Indicators by Strategic Initiative January 2024 Table in Appendix D.)

- Increase in student retention and persistence. (See retention goals in SI-1.)
- Increase the average student credit hours per departmental faculty member
 - Benchmark to peers and evaluate annually. Goal: 180 student credit hours (i.e. 60 students in each three-credit course) per semester per faculty member.
- Increase net tuition revenue generated by existing academic programs
 - Benchmark and evaluate annually.
- Identify and track direct costs encumbered by programs as well as the allocation of indirect costs
 - Benchmark and evaluate annually.
- Attain an IPEDS-defined Student-to-Faculty ratio of 12:1 by July 1, 2027, through increased student enrollment and adjustments as needed to the number of faculty assigned to low enrollment/low completion programs
 - Benchmark and evaluate annually.
- Increase student satisfaction with learning outcomes through the consistent use of, consideration of, and action on student feedback on instruction.
 - Benchmark and evaluate annually.
 - Goals for completion of student feedback forms: 80% during AY 2024-2025
 - Goal for satisfactory or higher ratings in course evaluations: 80%.
- Review each academic program every four years (25% per year).
- Require each academic department to submit its annual report to the Provost.
 - Due by June 30 of each academic year.
 - Include updates on departmental progress, student support, and declared student major progress toward degree.

Additional information on trends regarding declared majors is provided in Appendix A, *Table 5: Number of Declared Majors at Fall Census, 2014-2023*.

SI-2 Expected Outcomes:

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- Total cumulative savings through program elimination of approximately \$1.55M by the end of FY26.
 - Includes approximately \$600,000 in savings realized since May 2022 through reductions in faculty as well as pending retirements/resignations.
- Identification of funding sources that will provide ongoing support to enhanced academic programs.
 - May include budget redistribution through prioritization, resource reallocations predicated on program success, restricted giving, and foundation grant support.
- Fall-to-Fall student retention increases (noted in SI 1 above) resulting in increased net tuition revenue.
- IPEDS-defined undergraduate Student-to-Faculty Ratio of 12:1.
- Hire a director of the Center for Earth, Energy, and Environment (CEEE) who will help shape the final sustainable energy systems curriculum, contribute to fundraising for the CEEE, establish internships, and position the program as a leader in sustainable energy systems education. Hire by August 2024.
- Launch the CEEE in August 2025.
 - Fully integrate the Petroleum Engineering program with programming in emerging, green technology/environmental/sustainable energy systems offerings (dependent on the results of market research).
- Realize the over-arching vision of the McDonough Center for Leadership & Business.
 - Develop programming and curricular innovations that improve student outcomes and career-readiness in Business & Economics and provide opportunities for greater collaboration.
 - Finalize leadership structure by March 1, 2024.

Investment associated with SI-2, Strengthen Current Academic Programs:

SI-2	MUST	SHOULD+MUST	COULD+SHOULD+MUST
FY24	\$100,000	\$100,000	\$100,000
FY25	\$818,100	\$878,100	\$978,100
FY26	\$862,415	\$924,215	\$1,027,215
FY27	\$877,516	\$941,170	\$1,047,260
FY28	\$899,364	\$964,928	\$1,074,200
Total FY24-28	\$3,557,389	\$3,808,413	\$4,226,775

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SI-3: Develop New Educational Programs focused on Non-Traditional Student Education and Workforce Development

Responsible Leader & Champion:
Dr. Kathleen Dougherty, Provost & Dean of Faculty

SI-3 Goal: To generate and steadily increase net tuition revenues through regional executive education and workforce development. The College will create a new cost and revenue center, the Marietta College Division of Executive Education and Workforce Development, to administer these new initiatives.

By July 2025, Marietta will implement net-positive revenue, non-degree workforce development programs. These will include interest groups/individuals who have not been part of the College's traditional student population. The number of programs will increase by Fall 2026.

By July 2027, Marietta will launch executive education programs that will include online certificate programs. These programs (online, in-person, or blended delivery) will be designed to expand the College's efforts to support non-traditional learners while maximizing net revenues. These programs will contribute to regional economic development through workforce preparation and knowledge acquisition.

SI-3 Key Implementation Initiatives:

- Invest in and expand technology and instructional technologists to ensure programs are high-quality and competitive. Required technical support will be provided by developed in-house resources and external partners.
- Establish a new Division of Executive Education and Workforce Development that will create, implement, and support these programs.
- Develop programs that will address regional market needs as determined by surveys of regional employers.
- Conduct a comprehensive and ongoing analysis of net tuition revenue and participant satisfaction to inform necessary and ongoing adjustments in programming.
- Market-based and competitive pricing mechanisms and policies will be employed, and performance against net revenue goals will be tracked.
- A revenue sharing system will be established to provide sustaining support that allows for the delivery of existing badges/programs and support for program expansion.
- Employer and participant program satisfaction will be measured with each course delivered. Benchmark and evaluate level of satisfaction for each program: goal of 85% Good/Excellent/Superior ratings.

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- Benchmark enrollment and set net revenue expectations for each program. Evaluate programs annually, beginning in year one. Determine in year three whether enrollment, performance, and return on investment are sufficient to continue each program. Evaluate annually thereafter.

SI-3 Success Metrics:

(See Key Performance Indicators by Strategic Initiative January 2024 Table in Appendix D.)

- The number of participants and programs;
- Both short- and long-term positive net revenue streams;
- Program completion rates;
- Level of employer and participant satisfaction with programs;
- Assessed student participant satisfaction;
- Number of courses pursued and completed per student;
- Ongoing increases in demand for additional programs by participants and prospects.

SI-3 Expected Outcomes:

- 10 professional achievement badges/programs developed and implemented by Fall 2025;
- 20 total badges/programs will be developed and implemented by fall 2026;
- 10 executive education programs will be offered on or before July 2027;
- The Division of Executive Education and Workforce Development will be formally established by May 2024.
- Estimated revenue from programming:
 - 10 workforce programs x 25 participants x \$500/participant=\$125,000 gross annual revenue on or before July 2025.
 - 20 workforce programs x 25 participants x \$500/participant = \$250,000 gross annual revenue on or before July 2026.
 - 10 executive education programs x 15 participants x \$1250 participant = \$187,500 gross revenue launched on or before July 2027.
- Ten percent of net revenues will be returned to the Division of Executive Education and Workforce Development for further program investment and support.

Investment associated with SI-3: Develop New Educational Programs focused on Non-Traditional Education and Workforce Development:

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SI-3	MUST	SHOULD+MUST	COULD+SHOULD+MUST
FY24	\$0	\$45,500	\$45,500
FY25	\$224,000	\$315,000	\$315,000
FY26	\$282,720	\$376,450	\$376,450
FY27	\$380,848	\$477,390	\$477,390
FY28	\$390,391	\$489,829	\$489,829
Tot FY24-28	\$1,277,959	\$1,704,169	\$1,704,169

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SI-4: Identify and Launch New Academic Programs

Responsible Leader & Champion

Dr. Kathleen Dougherty, Provost & Dean of Faculty

Future success requires that Marietta College expand academic offerings to include programs in high demand among employers and students and to do so at both the undergraduate and graduate levels¹. These programs will include residential, fully online, and blended delivery approaches.

Marietta leaders will base decisions on which programs to add based on market-demand research and feasibility studies. Online programs will be marketed as part of a new sub-division of the Division of Academic Affairs titled Marietta College Online.

SI-4 Goals:

- Increase student enrollments and net tuition revenues by offering new, in-demand areas of study.
- Increase the College's reputation for the delivery of relevant and high-quality campus-based and online educational programming for both graduate and undergraduate students.
- Increase rates of student satisfaction, retention, persistence, and degree completion related to an increase in perceived and realized educational value.

SI-4 Key Implementation Initiatives:

- Establish Marietta Online as a subdivision in Academic Affairs.
- Research student interests, regionally and nationally, and national employer needs to inform which residential, hybrid, and entirely online undergraduate and graduate programs should be added.
- Evaluate potential areas for investment identified by the Program Evaluation Task Force (e.g. Communication, Graphic Design, and Musical Theater), the RNL Academic Scan (e.g. Data Science, Justice Studies and Health Administration) and Hanover Research.
- Require market-based justification, cost, and revenue projections for all new program proposals.
- Conduct feasibility and market-demand studies for proposed undergraduate, graduate, and 3+2 UG/Grad programs. Some new programs may be built around the strengths of current faculty as they align with market needs/demand.

¹ Because the specific programs have not yet been selected, enrollment-related revenues are estimates based on low initial cohort enrollments.

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- Develop a full timeline and workflow to support the launch of a total of five new undergraduate (three residential, two online only) programs, five new graduate (online only) programs, and two additional 3-2 undergraduate/graduate articulation-based programs.
- Market new online graduate programs to other institutions and establish articulation agreements as appropriate.
- Market five new undergraduate programs to Ohio high schools, regional community colleges, and our traditional, expanded target market.
- Develop the infrastructure necessary to enable faculty to teach fully online as deemed necessary/appropriate or when deemed to be an advantage for Marietta students.
 - Including developing an online modality for Pio Path and General Education.
- Invest in technology and instructional technologists to ensure programs are high-quality and competitive. Required technical support will be provided by in-house resources and external partners.
- Conduct comprehensive and ongoing analyses of net tuition revenue and enrollee satisfaction to inform necessary and ongoing adjustments in newly launched majors.

SI-4 Success Metrics:

(See Key Performance Indicators by Strategic Initiative January 2024 Table in Appendix D.)

- Identify three additional residential undergraduate programs with high demand by July 1, 2025.
 - Launch program #1 by Fall 2025.
 - Launch program #2 by Fall 2026.
 - Launch program #3 by Fall 2027.
- Identify two online undergraduate programs with high demand that cater to the online education market by July 1, 2024.
 - Launch programs #1 & #2 by Fall 2026.
- Identify five online graduate programs with high demand that meet the needs of the online education market by July 1, 2024.
 - Launch program #1 by Fall 2024 (Sustainability Leadership).
 - Launch program #2 by Fall 2025 (Clinical Mental Health).
 - Launch program #3 by Fall 2025 (CEEE related).
 - Launch program #4 and program #5 by Fall 2027 (TBD).
- Increase new student enrollments and net tuition revenue.
- Increase student and employer demand for Marietta programs.

SI-4 Expected Outcomes:

- Graduate program #1 - Sustainability Leadership Master's Degree: Enroll first cohort in Fall 2024.
- Graduate program #2 - Clinical Mental Health Master's Degree: Re-launch as fully online or low residency by Fall 2025.

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- Graduate program #3 - possibly CEEE-related master's degree, such as energy systems, pending market study. Launch as fully online or low residency by Fall 2025.
- Complete feasibility study/market research, identify, and develop two additional graduate programs by Fall 2026.
 - Graduate program #4: TBD; launch Fall 2027.
 - Graduate program #5: TBD; launch Fall 2027.
- Identify, develop, and launch a total of five new undergraduate programs designed to attract new students by Fall 2027: one in Fall 2025, three in Fall 2026, one in Fall 2027.
- Identify, develop, and launch two new 3+2 undergraduate/graduate programs by Fall 2026.
- Benchmark enrollment and set net revenue expectations for each new program.
 - Performance against net revenue goals will be tracked and evaluated on an annual basis.
- Employ market-based and competitive pricing mechanisms and policies.
- Evaluate new programs annually, beginning in year one.
 - Determine in year three whether enrollment, performance, and return on investment is sufficient to continue each program.
 - Evaluate annually thereafter.

Investment associated with SI-4 *Identify and Launch New Academic Programs*:

SI-4	MUST	SHOULD+MUST	COULD+SHOULD+MUST
FY24	\$178,750	\$178,750	\$178,750
FY25	\$340,000	\$340,000	\$340,000
FY26	\$805,800	\$805,800	\$805,800
FY27	\$1,286,309	\$1,705,971	\$1,705,971
FY28	\$1,597,446	\$2,118,695	\$2,118,695
Tot FY24-28	\$4,208,305	\$5,149,216	\$5,149,216

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SI-5 Create a campus culture of support for individual leadership, inclusion, and belonging.

Responsible Co-Leaders & Champions:

Dr. Richard Danford and Ms. Caprice Hudson

The college-bound population, and workforce, across America is increasingly diverse. Students from a wider array of backgrounds require support that is tailored to address the barriers to success that may challenge them during their college education. Success requires that Marietta provides the support necessary to ensure that students and employees experience a more welcoming, inclusive environment.

SI-5 is closely aligned with and complements the SI-1: Student Ready College initiative. As such, funding for, and outcomes associated with, the two initiatives overlap to a large degree.

SI-5 Goal: Help to return Marietta's degree completion rates to those that are comparable to benchmarks, enhance the student experience, and increase student success and persistence by providing essential personal support leading to greater engagement and sense of belonging. Associated initiatives will further benefit employees by fostering a broad and clear sense of belonging and ownership of the Marietta experience.

SI-5 Key Implementation Initiatives:

- Incorporate greater levels of support for students and employees of all backgrounds and cultures through co-curricular programming in student life and programming for employees.
- Extend greater levels of support for students from a broad range of backgrounds, experiences, and cultures.
- Offer and encourage participation in seminars/events that focus on the importance of individual development, awareness of differences, and respect for differences in the workplace.
- Ensure that faculty and staff receive required regular training on how to foster belonging and inclusive excellence. This training will focus on developing an understanding of oneself and others in relation to the community of which we are all a part, and it will also provide skills for implementing strategies and tactics that support the creation of a truly welcoming workplace.
- Strengthen Marietta's mental health support systems and campus initiatives and explore opportunities for possible new services on and off campus; add one mental health counselor.
- Re-establish the position of Chief Officer of Individual Leadership, Inclusion, and Belonging (see SI-1 for details).

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- Undertake a comprehensive and ongoing analysis of student and employee retention across a variety of categories, including age, gender, veteran status, socioeconomic status, first-generation status, race/ethnicity, ability status, and others:
 - 1) identify barriers to student success, and
 - 2) inform necessary and ongoing adjustments in programming.
- Highlight individual leadership, difference, inclusion, and the importance of belonging at Marietta College.
- Appropriately and proportionally represent a variety of students from a broad range of backgrounds, experiences, and cultures on the College's website and in the College's marketing materials.

SI-5 Success Metrics:

(See Key Performance Indicators by Strategic Initiative January 2024 Table in Appendix D.)

- Increased representation in the student body across various categories, commensurate with the representation of those categories in the college-going population in the region (Ohio, Pennsylvania, West Virginia, Indiana, Kentucky, and Michigan).
- Increased representation across a variety of categories within the employee community.
- Increased retention of both a broad range of students and a broad range of employees.
- Increased student use of mental health support and resources.

SI-5 Expected outcomes:

- Increase in each successive year of *Marietta Forward* in the number and proportion of students from a broad range of backgrounds, experiences, and cultures across various categories.
- Benchmark (to the region) and evaluate annually the the representation of students and employees across those categories. Meet or exceed benchmarks.
- Benchmark and measure progress among Marietta College students regarding their perceptions of the importance of individual leadership, differences, inclusion, and belonging.
- Benchmark and measure progress among Marietta College employees regarding their perceptions of the importance in the workplace of individual leadership, differences, inclusion, and belonging.
- Complete the renovation of the Barbara Diggs Lyles House and Multicultural Center, including refurbishing residence rooms with new furniture by August 2024.

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Trend data on employee diversity and regional comparison data are included in Appendix A:

- *Table 6: Full Time Faculty Ethnicity, 2019 - 2023*
- *Table 6a: Full Time Staff Ethnicity, 2019 – 2023*
- *Table 6b: Number of Students Enrolled in Postsecondary Institutions in the Fall Term by Race/Ethnicity in OH, IN, KY, PA, WV; Four Year and Above, Private Not-For-Profit Degree-Granting Institutions*
- *Table 6C: Marietta College Undergraduate Student Ethnicity, Fall, 2013-2022*

Investment associated with SI-5 *Create a campus culture of support for individual leadership, inclusion, and belonging*²:

SI-5	MUST	SHOULD+MUST	COULD+SHOULD+MUST
FY24	\$62,000	\$62,000	\$62,000
FY25	\$118,500	\$118,500	\$118,500
FY26	\$73,645	\$73,645	\$73,645
FY27	\$75,854	\$75,854	\$75,854
FY28	\$78,130	\$78,130	\$78,130
Tot FY24-28	\$408,129	\$408,129	\$408,129

² NB: some key funding to support Strategic Initiative 5 is provided within Strategic Initiative 1.

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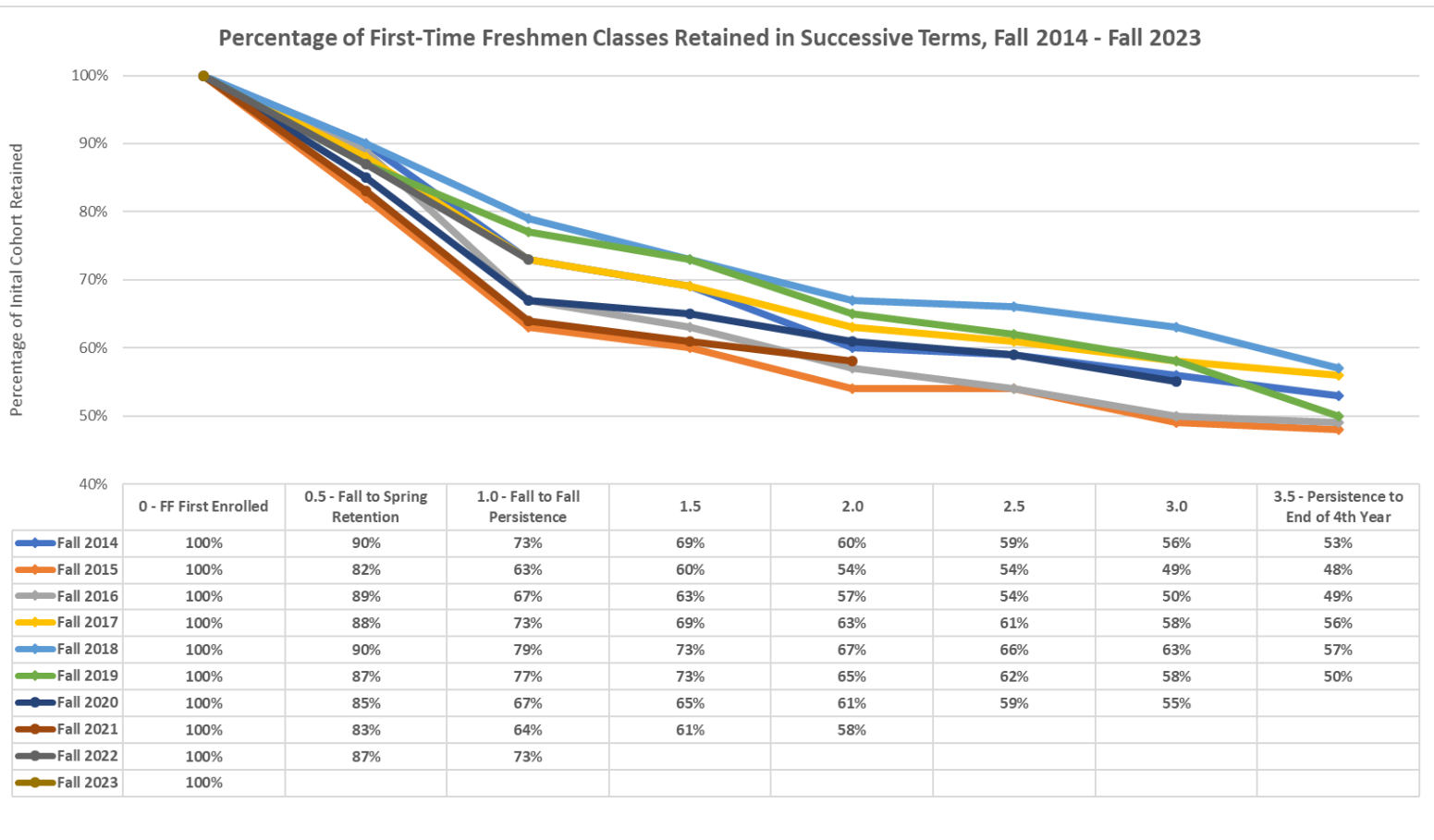
APPENDICES

- Appendix A Tables: trend data related to *Marietta Forward* strategic initiatives
- Appendix B Summary of Costs, Revenues, Savings Projections, and Necessary (Net) Additional Investments
- Appendix C *Student Ready College Final Report with Updates 9-22-2023*
- Appendix D Key Performance Indicators by Strategic Initiative January 2024 Table

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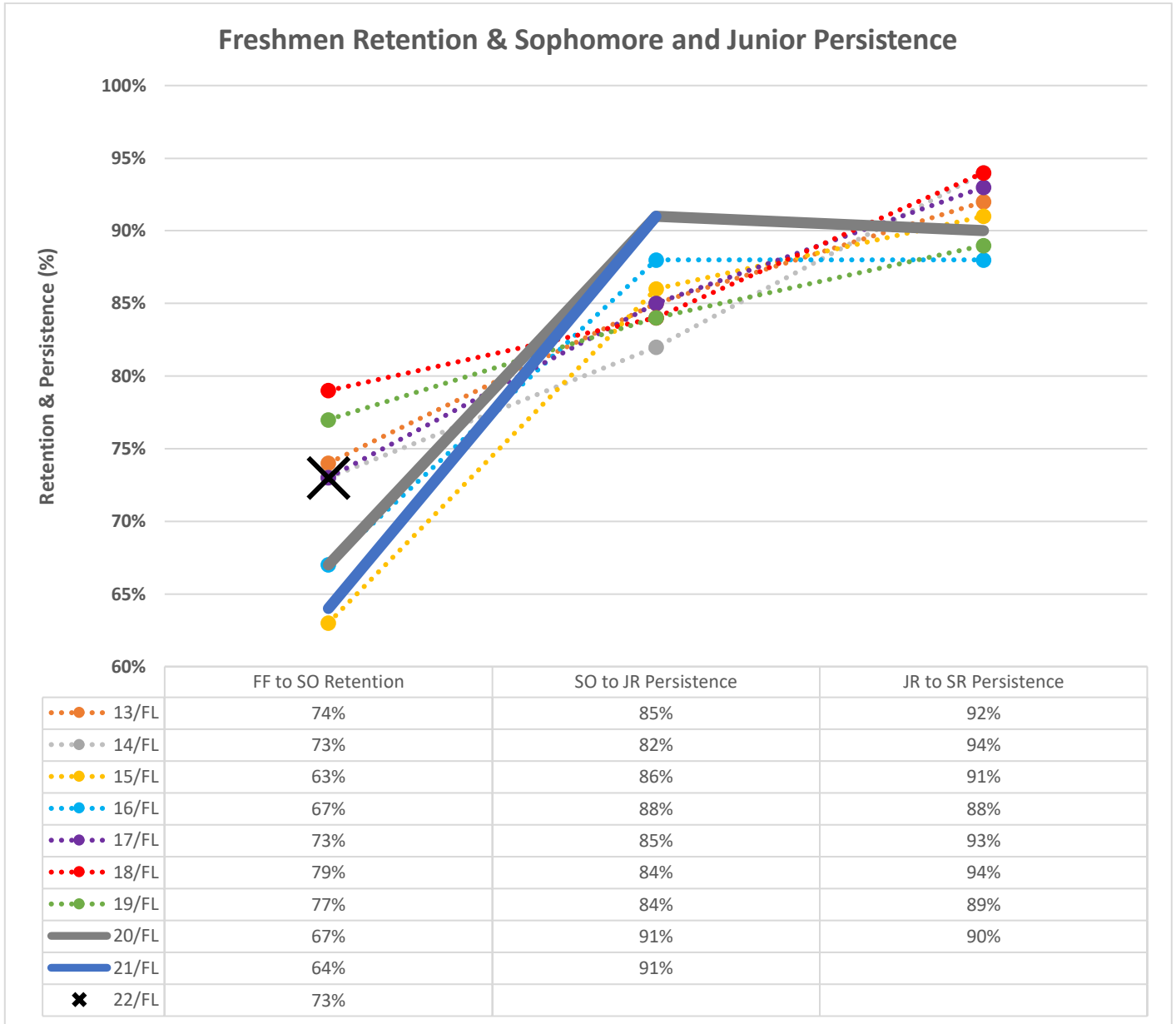
Appendix A - Tables

**Table 1: Percentage of First Time Freshmen Classes Retained in Successive Terms
Fall 2014 - Fall 2023**



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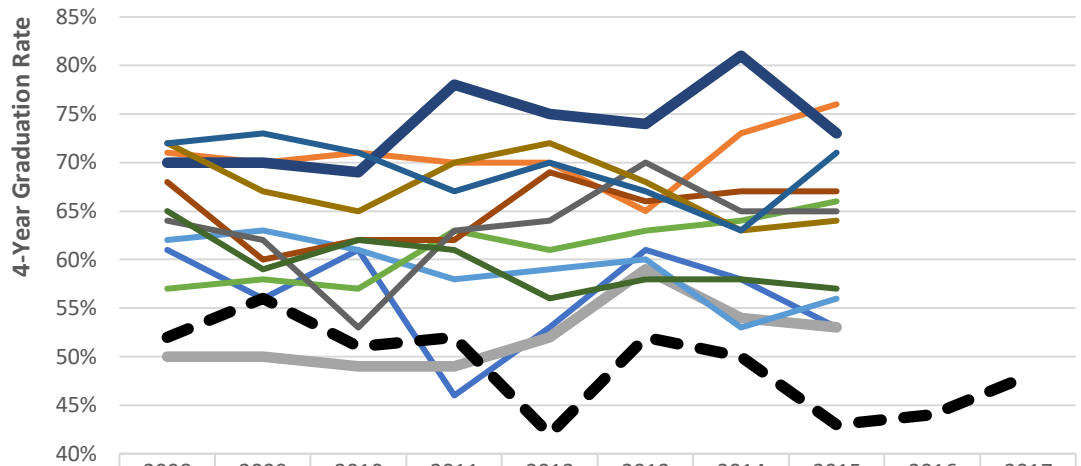
**Table 2: Freshman Retention & Sophomore & Junior Persistence (FY, SO, JR, SR)
2013 through 2023**



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Table 3: Marietta College Graduation Rate, with IPEDS Peers, 2008 – 2015

Marietta College Graduation Rate, with IPEDS Peers

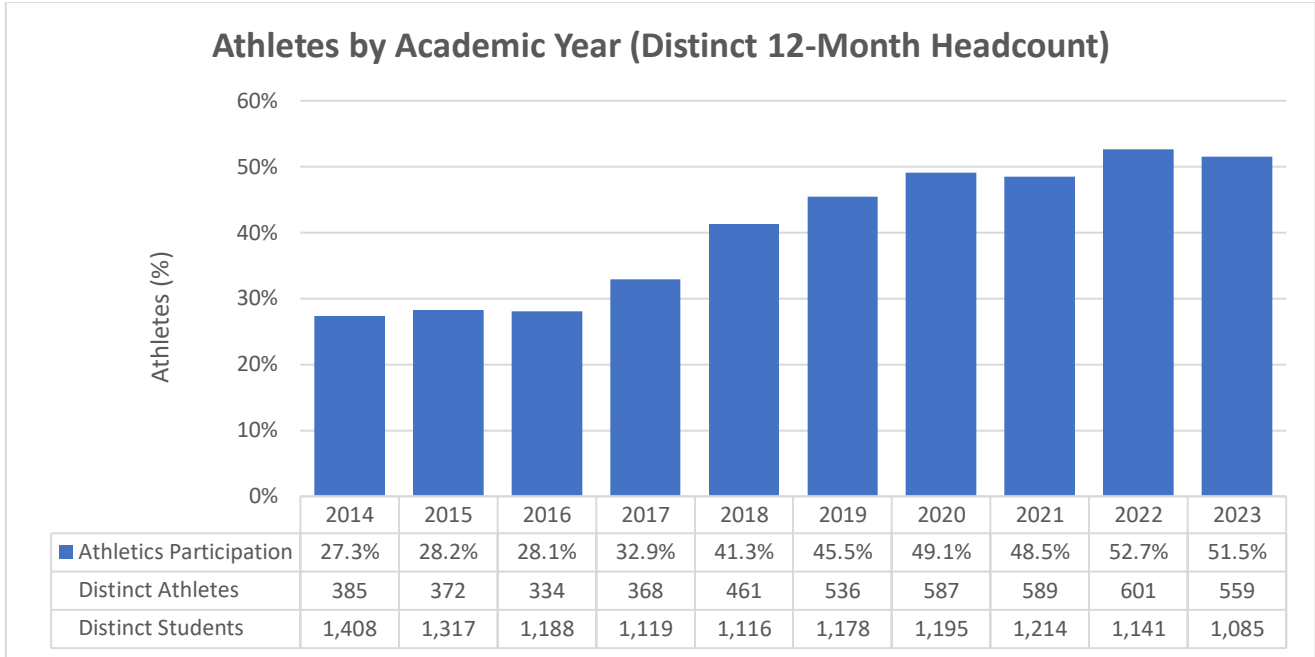


	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Albion College	61	56	61	46	53	61	58	53		
Augustana College	71	70	71	70	70	65	73	76		
Hartwick College	50	50	49	49	52	59	54	53		
Marietta College	52	56	51	52	42	52	50	43	44	48
McDaniel College	62	63	61	58	59	60	53	56		
Roanoke College	57	58	57	63	61	63	64	66		
Saint Anselm College	70	70	69	78	75	74	81	73		
Saint Vincent College	68	60	62	62	69	66	67	67		
Simpson College	64	62	53	63	64	70	65	65		
St. Mary's College of Maryland	72	67	65	70	72	68	63	64		
Washington & Jefferson College	72	73	71	67	70	67	63	71		
Wittenberg University	65	59	62	61	56	58	58	57		

Cohort (x-axis)

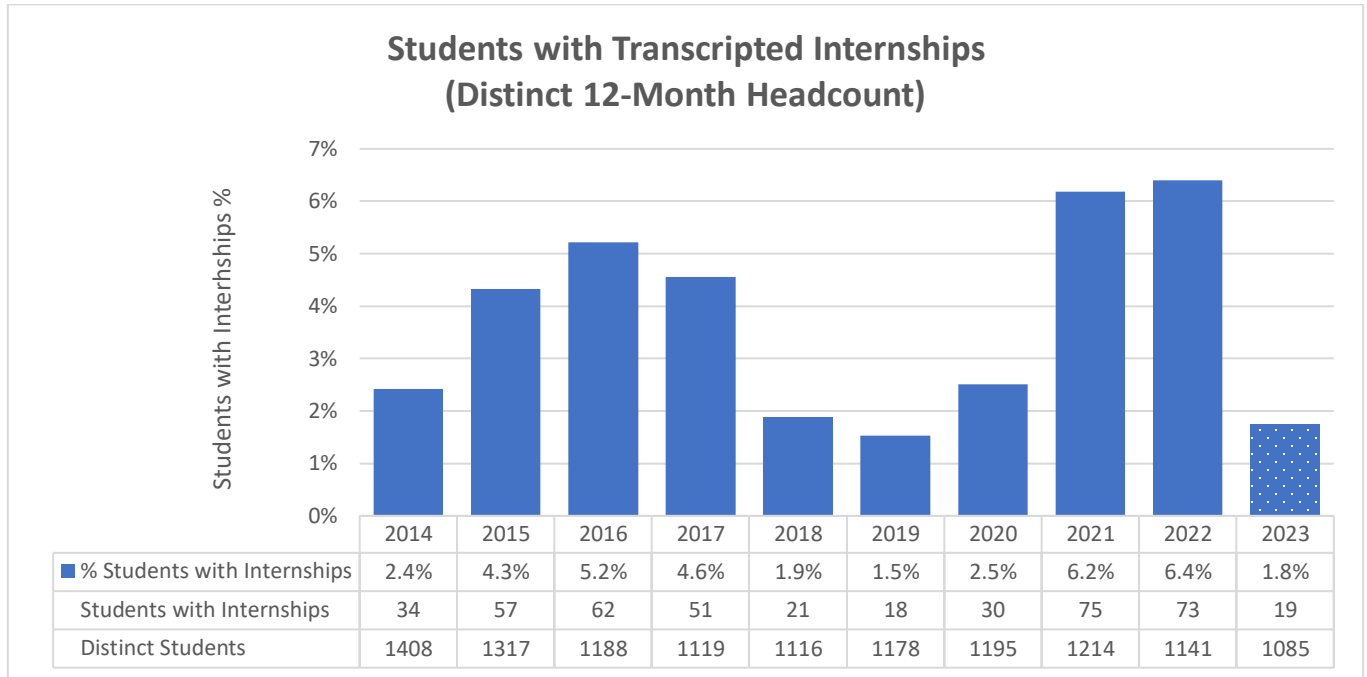
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Table 4: Athletes by Academic Year (Distinct 12 Month Headcount), 2014 – 2023



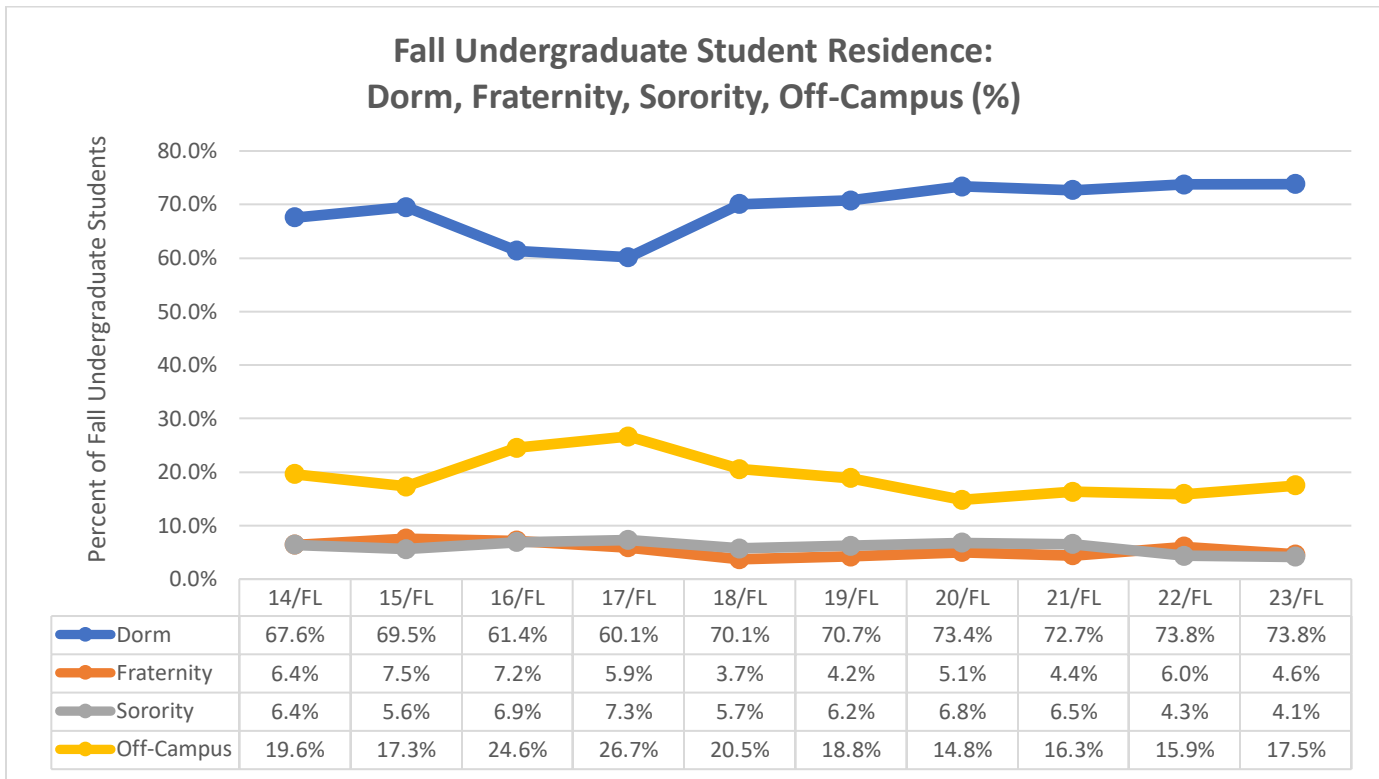
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Table 4a: Students with Transcribed Internships (Distinct 12 Month Headcount), 2014 – 2023



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**Table 4b: Fall Undergraduate Student Residence: Dorm, Fraternity, Sorority, Off-Campus
2014 – 2023 (% by residence type)**



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TABLE 5: Number of Declared Majors at Fall Census											
Program, Department & Major	14/FL	15/FL	16/FL	17/FL	18/FL	19/FL	20/FL	21/FL	22/FL	23/FL	Grand Total
UG	1,955	1,800	1,672	1,563	1,524	1,557	1,542	1,562	1,546	1,477	16,198
Petroleum Engineering - (PETR)	452	450	419	374	289	214	152	129	96	81	2,656
Exploratory - (UNDE)	200	163	111	129	140	164	194	154	142	100	1,497
Psychology - (PSYC)	73	61	52	37	47	63	66	88	99	103	689
Non-Degree Seeking - (NONE)	13	36	89	95	82	105	69	50	59	51	649
Marketing - (MKTG)	48	40	33	37	53	64	74	85	78	82	594
Health Science - (HSCI)	35	36	36	35	55	57	47	69	76	74	520
Finance - (FINN)	56	49	61	53	55	48	45	45	46	43	501
Biology - (BIOL)	45	33	29	38	42	59	63	62	51	41	463
Political Science - (POLS)	42	44	40	35	39	46	53	55	58	43	455
Management - (MNGT)	42	37	33	35	41	53	45	56	56	55	453
Biochemistry - (BIOC)	50	54	42	40	37	36	39	32	22	25	377
Special Educ/ Elementary Dual - (SEED)				17	36	49	57	70	76	64	369
Land & Energy Mngt - (LEMG)	49	70	49	48	38	24	14	12	18	17	339
Geology - (GEOL)	66	52	49	45	38	25	17	14	13	16	335
Sport Management - (SMGT)					4	52	61	68	62	71	318
Sports Management - (SPMG)	74	59	48	44	54	12	3	1	1		296
Athletic Training - (ATHTR)	59	48	53	52	35	19	11	5			282
Economics - (ECON)	32	39	34	28	22	25	23	25	20	17	265
History - (HIST)	23	19	20	20	25	23	22	34	38	36	260
Accounting - (ACCT)	22	25	29	29	30	26	26	23	22	18	250
Early Childhood Education - (EDEC)	48	46	55	43	30	13	5				240
Graphic Design - (GRAPH)	20	20	17	10	16	15	22	30	36	35	221
Mathematics - (MATH)	29	24	25	25	21	22	21	20	18	12	217
English - (ENGL)	18	15	15	18	19	21	28	30	24	29	217
Sports Medicine - (SPTM)					12	26	33	33	51	50	205

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Environ. Science - (ENVR)	19	13	15	14	21	19	21	20	21	18	181
Communication Studies - (COMM)	8	12	12	9	10	15	17	30	30	27	170
Public Accounting - (PACC)	24	25	22	24	14	18	17	12	7	6	169
Music Education - (MUED)	13	14	15	18	12	14	17	19	15	20	157
Information Systems - (INFY)	28	26	22	22	17	8	7	9	10	8	157
Advert & Public Relations - (ADPR)	47	38	28	13	6						132
Chemistry - (CHEM)	18	14	13	10	14	13	14	12	12	11	131
Physics - (PHYS)	12	13	17	15	14	10	13	13	11	8	126
Computer Science - (CSCI)					5	13	18	20	26	34	116
International Business - (IBUS)	16	17	15	8	13	10	10	11	9	3	112
Intervention Specialist K-12 - (EDIS)	25	22	18	20	13	9	5				112
Middle Childhood Ed - (EDMC)	22	16	15	20	16	8	4	4	3	1	109
Studio Art - (ARTS)	24	14	13	10	6	11	15	9	3	1	106
Applied Physics - (APPH)	10	12	11	11	6	9	8	4	14	14	99
Theatre - (THEA)	22	16	13	7	7	6	8	7	5	7	98
International Leadership - (INTLD)	20	16	13	9	10	13	7	6	3		97
Strategic Comm: Org. Comm/Pr - (SCOC)			1	2	4	12	18	18	18	21	94
Journalism/Broadcasting - (JRNBR)			4	3	3	5	9	17	25	23	89
Environmental Engineering - (ENVEG)					3	11	12	17	17	21	81
Strategic Comm: Ad/Pr - (SCAD)				3	9	13	15	13	9	15	77
Environ. Studies - (ENVS)	9	5	4	4	6	5	9	7	8	9	66
Educational Studies - (EDST)						6	9	14	13	23	65
Broadcasting - (BROAD)	28	13	11	7	4						63
Music - (MUSC)	9	9	6	4	3	4	8	8	6	6	63
Music Therapy - (MUTH)					9	11	14	12	8	9	63
Entrepreneurship - (ENTR)						4	7	10	16	20	57
Middle Chld Special Ed LA/SS - (MCSEH)						3	12	13	13	12	53

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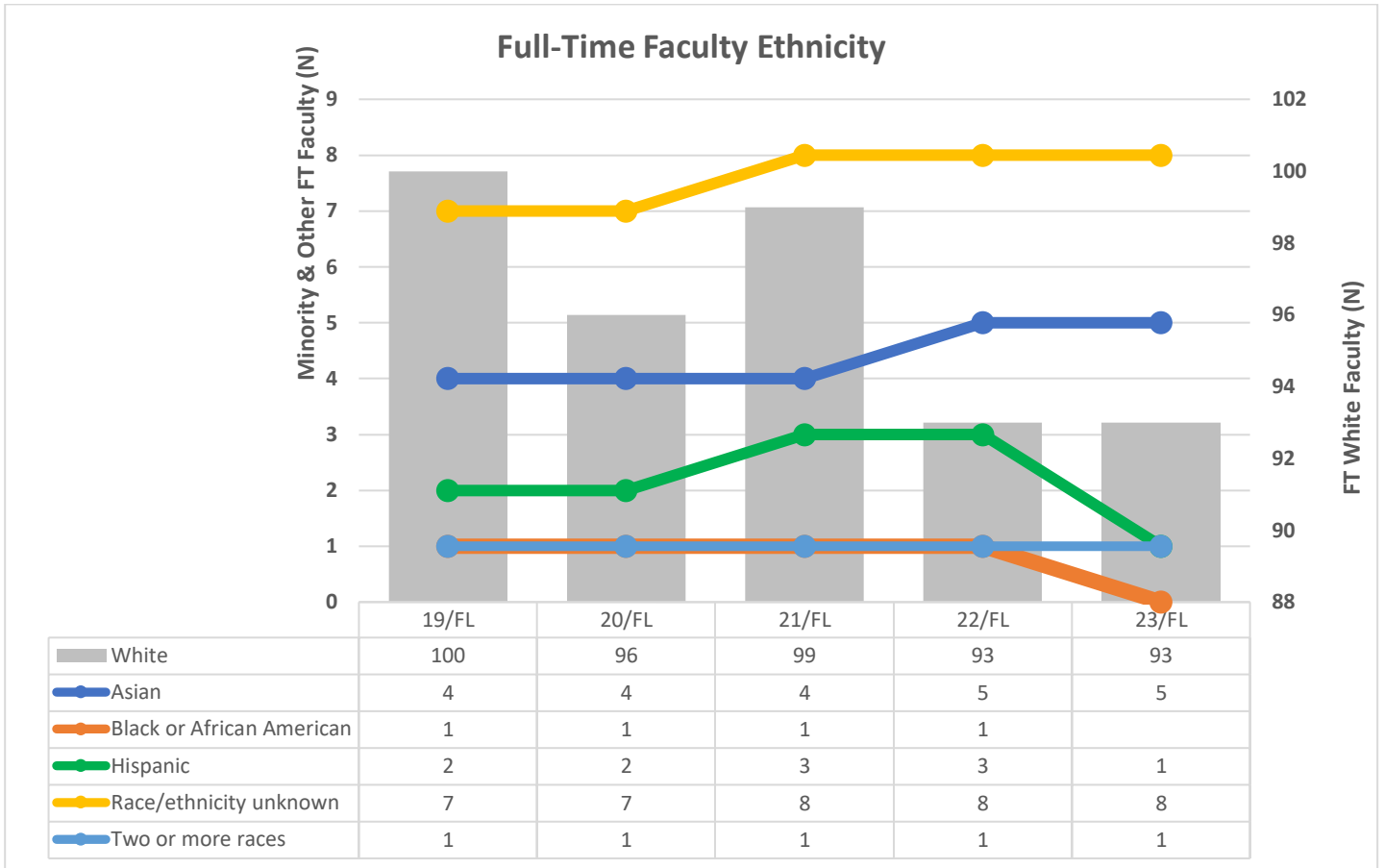
Vocal Performance - (VPERF)	4	5	4	3	6	3	6	6	7	8	52
Middle Chld Special Ed STEM - (MCSES)						3	11	9	12	6	41
Journalism - (JOUR)	16	14	5	2	1	1					39
General Studies - (GENS)	6	2	5	6	5	3	2	3	3	3	38
Actuarial Science - (ASCI)					2	9	6	6	8	6	37
Spanish - (SPAN)	11	7	6	2	2	2	2	1	3	1	37
Musical Theatre - (MTHEA)					3	5	5	6	9	9	37
Asian Studies - (ASIA)	9	8	4	3	1	1	2	3	3	2	36
Organizational Communication - (ORGC)	4	8	11	10	2						35
English W/ Creative Writing - (ENGCW)	6	6	5	7	3	2	1				30
Neuroscience - (NEURO)						1	7	9	4	6	27
Organization Comm/Public Rel. - (ORGPR)	13	9	4								26
AA in Liberal Arts - (AALA)	6	2	3	2	3	2	2	3	1		24
Petroleum Eng. - Interest - (PEINT)	10	5	3					3	1	1	23
Art - (ART)								3	7	10	20
Theatre: Design & Tech Track - (THDES)						5	4	1	4	4	18
Theatre: Directing Track - (THDIR)						1	2	4	5	4	16
Non-Degree Teacher Cert Prog. - (NDTCP)			1				1		1	12	15
Additional Major - (ADD)	5	6		1	1	1					14
Completed Minor - (MINOR)	2	1	2	1	2	1	1	1	1	1	13
Communication - (COMN)			2	2	4	3	2				13
ND Graduate Prep Courses - (GRPR)		2	3	1	3	1		1			11
Supply Chain Management - (SCMG)							2	2	3	2	9
Theatre: Performance Track - (THPER)						1	1	1	2	3	8
Planetary Science - (PLSCI)								1	1	5	7

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Global Leadership Studies - (GLS)								2	2	3	7
Student-Designed - (SD)	1	1		1					2	2	7
Ed. 2nd Major - Concentrations - (EDCO)	3	3	1								7
Wellness/Special Educ Dual Pre - (WESED)										7	7
(Binary Program) - (BINY)	1	2	3								6
AA Business Admin. - (AABM)	1	1	1	1	1						5
Human Resource Mngt - (HRMG)	2	1	1								4
Geology: Petro Geology Conc. - (GEPET)						1	1	1	1		4
Hist. & Cult. of Visual Arts - (HCVA)	2	1									3
Stu-Designed: Neuroscience - (SDMDN)	1	1	1								3
Pre-Modern Civilizations - (SDPMC)									1	1	2
Administrative Healthcare - (SDAHC)									1	1	2
Stu-Designed: Energy Bus Mngt - (SDEBM)				1							1
Stu-Des: Photojournalism - (SDPJ)	1										1
Computer Info Sys. - (CISY)	1										1
Geology: Envr & Engr. Conc. - (GEENV)								1			1
GR	83	133	83	85	118	81	124	96	106	93	1,002
MS-Physician Asst Studies - (MSPA)	72	72	71	72	107	70	106	71	77	72	790
MA in Psychology - (MAP)	11	17	11	13	10	6	5	6	12	16	107
Non-Degree Seeking - (NONE)		44	1		1	5	1				52
Clinical Mental Health Counsel - (CMHC)							12	16	11	2	41
Masters in Athletic Training - (MAT)								3	6	3	12
Grand Total	2,038	1,933	1,755	1,648	1,642	1,638	1,666	1,658	1,652	1,570	17,200

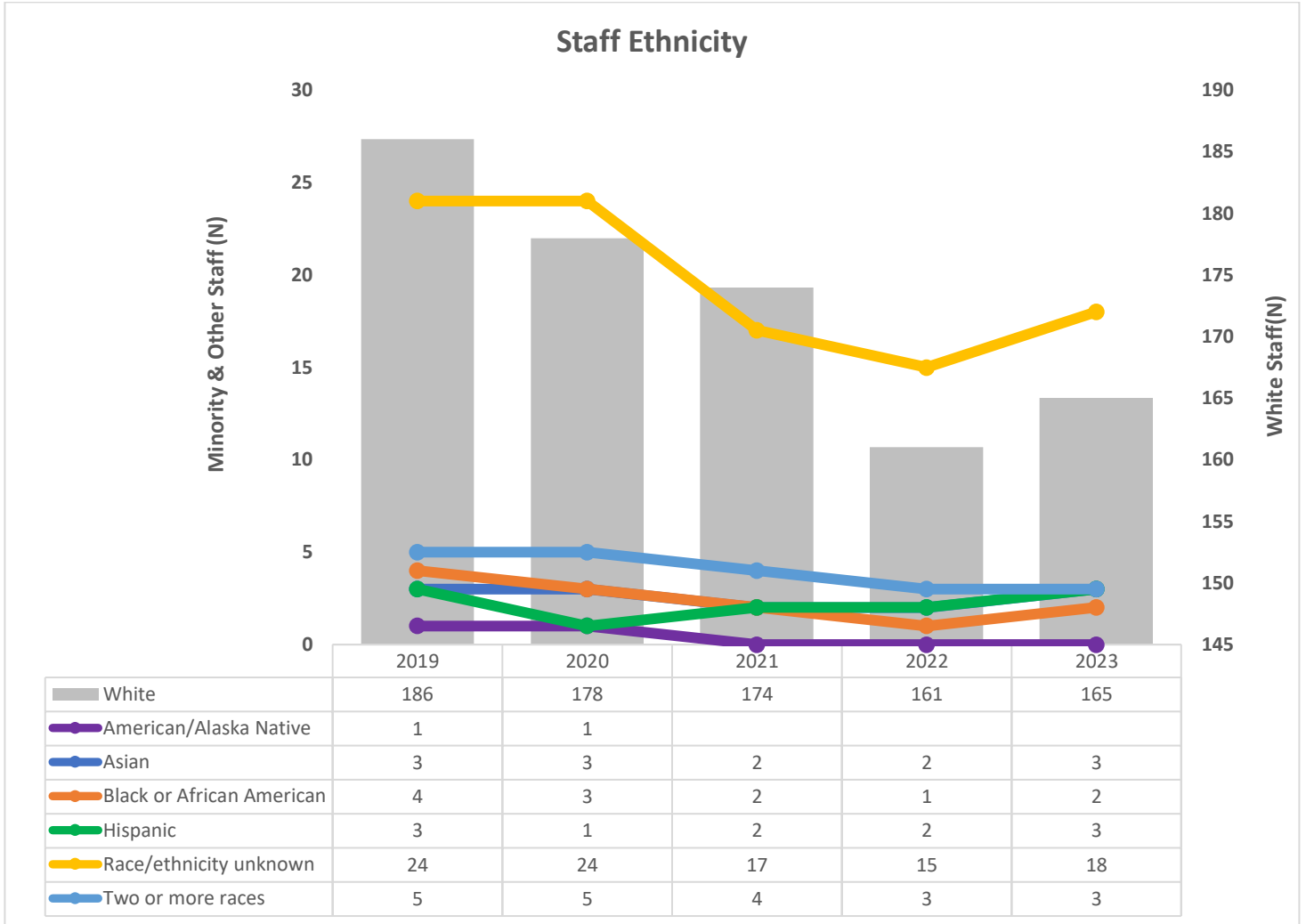
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Table 6: Full Time Faculty Ethnicity, 2019 – 2023



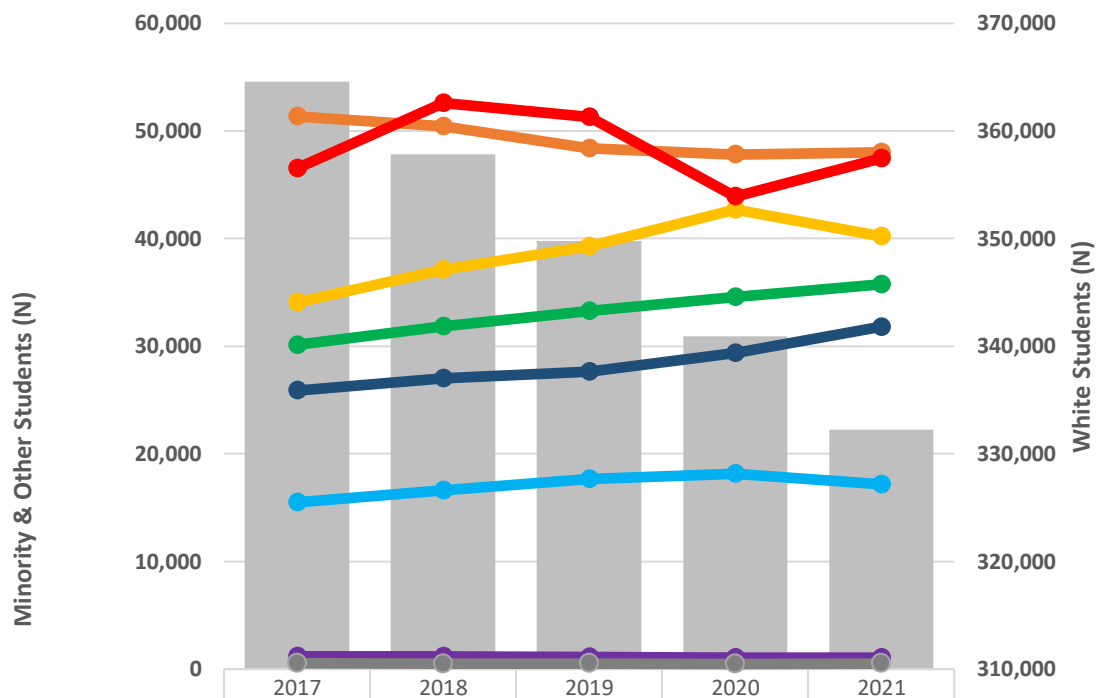
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Table 6a: Full Time Staff Ethnicity, 2019 – 2023



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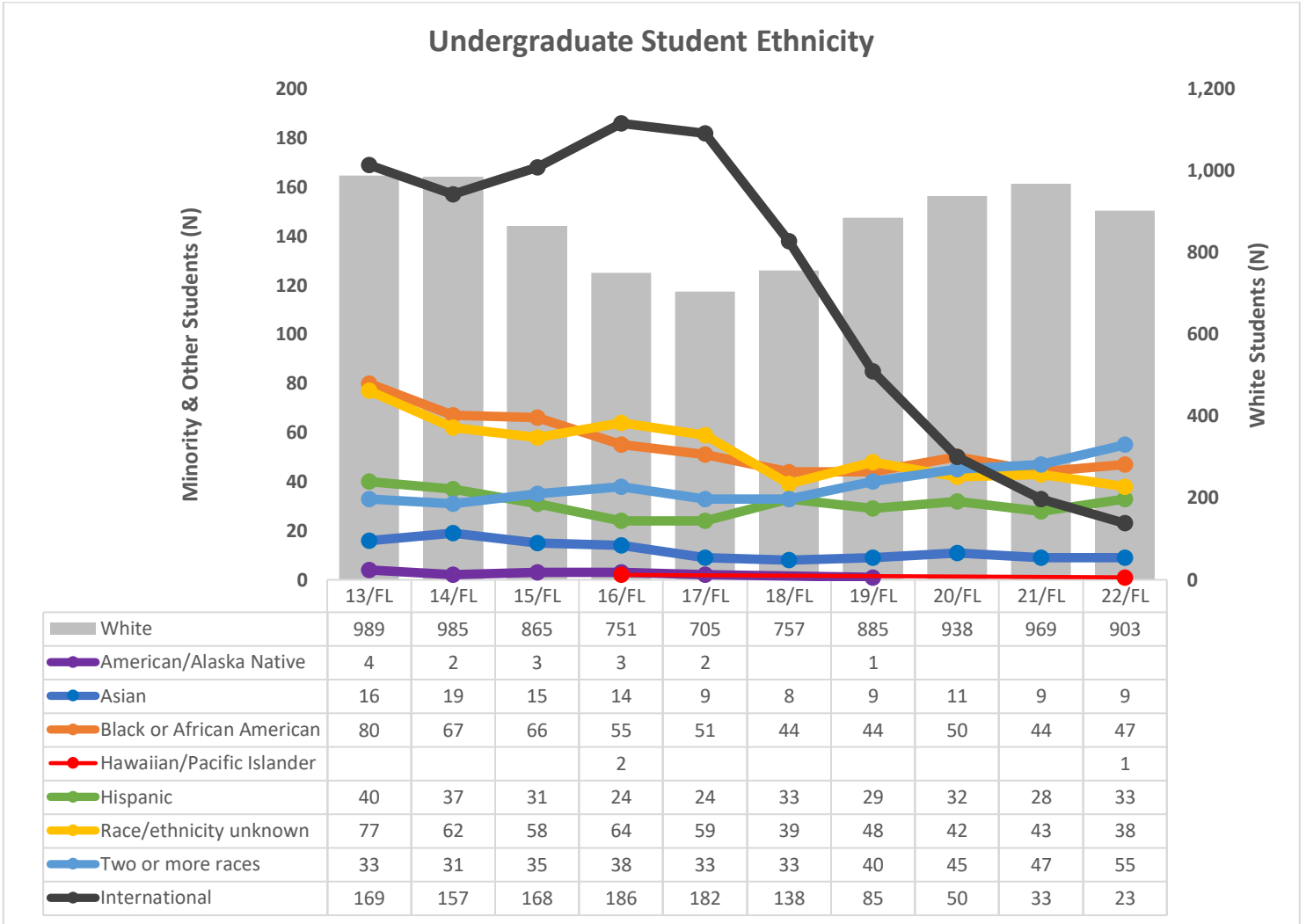
Table 6b: Number of Students Enrolled in Postsecondary Institutions in the Fall Term by Race/Ethnicity in OH, IN, KY, PA, WV; Four Year and Above, Private Not-For-Profit Degree-Granting Institutions



	2017	2018	2019	2020	2021
White	364,570	357,807	349,784	340,948	332,276
American Indian or Alaska Native	1,170	1,180	1,101	1,069	1,067
Asian	25,877	27,001	27,662	29,385	31,815
Native Hawaiian or Other Pacific Islander	544	503	516	478	527
Black or African American	51,349	50,436	48,390	47,800	47,991
Hispanic or Latino	30,130	31,872	33,245	34,553	35,755
Two or more races	15,492	16,640	17,660	18,149	17,159
Race/ethnicity unknown	34,064	37,099	39,284	42,699	40,235
Nonresident alien	46,521	52,600	51,272	43,901	47,473

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Table 6C: Marietta College Undergraduate Student Ethnicity, Fall, 2013-2022



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APPENDIX B

Summary of Costs, Revenues, Savings Projections, and Necessary (Net) Additional Investment

	FY24	FY25	FY 26	FY 27	FY 28	Total FY24-FY28
MUST						
Expenses	\$340,750	\$2,312,558	\$2,944,617	\$3,652,385	\$4,028,145	\$13,278,455
Rev + Savings	\$365,955	\$1,256,633	\$1,843,056	\$2,826,155	\$3,755,688	\$10,047,487
Net Investment	-\$25,205	\$1,055,925	\$1,101,561	\$826,230	\$272,457	\$3,230,968
MUST+SHOULD						
Expenses	\$397,250	\$2,722,358	\$3,336,591	\$4,490,381	\$5,004,277	\$15,950,857
Rev + Savings	\$365,955	\$1,256,633	\$1,843,056	\$3,149,330	\$4,669,145	\$11,284,119
Net Investment	\$31,295	\$1,465,725	\$1,493,535	\$1,341,051	\$335,132	\$4,666,738
MUST+SHOULD+COULD						
Expenses	\$397,250	\$3,231,308	\$3,768,284	\$4,904,900	\$5,421,107	\$17,722,849
Rev + Savings	\$365,955	\$1,261,633	\$1,848,206	\$3,154,635	\$4,674,609	\$11,305,038
Net Investment	\$31,295	\$1,969,675	\$1,920,078	\$1,750,265	\$746,498	\$6,417,811

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APPENDIX C: STUDENT READY COLLEGE FINAL REPORT WITH UPDATES 9-22-2023

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APPENDIX D: KEY PERFORMANCE INDICATORS BY STRATEGIC INITIATIVE JANUARY 2024 Table