



Woodmont  
College

# Strategic Plan

## 2019-2023



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## SECTION I





**B**eis Midrash of Queens, (Federal Tax ID #11-2509831) was founded in 1982 by Rabbi Harold J. Reichman, PhD, with the mission of building charitable and educational endeavors throughout the world. In 2006, Beis Midrash of Queens created Naaleh Torah Online, Naaleh.com, a free website offering video lectures and classes on a wide range of Torah topics. Since then, it has become the premier Torah website for Jewish women, and it numbers over 29,000 members, both men and women, across the globe. Some of its presenters include Rebbetzin Tziporah Heller, Rebbetzin Shira Smiles, and Rabbi Hanoch Teller.

In 2011, BMQ created the first independent licensed Orthodox Jewish online college, Naaleh College, to enable students to study various professions via the computer and earn an Associate's or Bachelor's level degree. The college offers degree programs in Judaic Studies, Software and Web Development, and Computer Programming and Technology. On November 8, 2011, Naaleh College was granted a provisional license from the Commission for Independent Education, Florida Department of Education. This was the initial step in recognizing the institutional mission. During the first three years in operation, Naaleh College developed quality degree programs, built a team of dedicated professionals, enrolled students, and earned the status of Annual License holder with the Commission for Independent Education, Florida Department of Education.

- Building on its accomplishments, the institution decided to seek accreditation in order to gain recognition from other institutions, potential students, and employers. In 2017, Naaleh College began the DEAC Accreditation Process, and was awarded initial accreditation in June of 2018. Since achieving accreditation, the institution developed and expanded in a range of areas. In 2020, Naaleh College went through the accreditation process with DEAC again and received accreditation for five years. In 2021, the Board of Directors and college leadership decided to change the institution's name to Woodmont College. The Director conducted a deep study of the name and determined that there are no competing academic institutions with this name. She presented her findings to the college leadership and the Board of Directors, who voted to approve the name change.

Some of the institution's accomplishments include:

- Successfully transitioning to new learning management system (LMS), Moodle
- Designing a new website
- Successfully transitioning from Moodle to Moodle 4.0, integrating SIS, Moodle, and proctoring service.
- Transitioning to new proctoring service, Proctortrack, which is integrated with LMS, Moodle.
- Implementing marketing plan, generating over 500% increase in website traffic
- In 2019, 2020, and 2021, over 98% of students were within SAP
- Implementing improved protocol for student support
- In 2018, 2019, and 2020, at least 90% of applicants enrolled
- Between academic year 2020 and 2021, enrollment increased from 32 new students to 191 new students
- Rolling out Assessment for Learning (AfL) method of courses in 2021



This document presents a framework and roadmap for the strategic planning process at Woodmont College. It serves to provide guidance in the preparation of a strategic plan that will guide the institution in several important initiatives to assure educational effectiveness and sustainability.

This document draws on relevant information from the outcomes assessment process, stakeholders, a SWOT analysis, and the institutional mission. In particular, the following eight strategic goals are developed into formal strategic planning initiatives:

- ▶ Technology
- ▶ Marketing
- ▶ Admissions
- ▶ Academics
- ▶ Personnel
- ▶ Student Services
- ▶ Financial Sustainability
- ▶ Facilities and Equipment

In 2019, leaders at Woodmont College created a 5-year Strategic Plan, which outlined goals for the institution. These goals include specific measurable metrics of success, so that stakeholders can see whether the goals have been achieved. Additionally, personnel were assigned responsibility for implementing strategies and monitoring the progress towards the goals. Administrators hold periodic meetings to evaluate the areas that the Strategic Plan addresses. This document includes the current Strategic Plan and a mid-plan evaluation of the goals. The evaluation is based on data from the outcomes assessment process and will be shared with relevant stakeholders such as the Board of Directors.

As the goals outlined in the Woodmont College 2019-2023 Strategic Plan are met, the institution plans to expand, enabling more people to achieve a profession which will allow them to support themselves and their families with dignity. In addition, the school's goal is to promote Jewish continuity through high level education to Jews worldwide concerning their heritage.

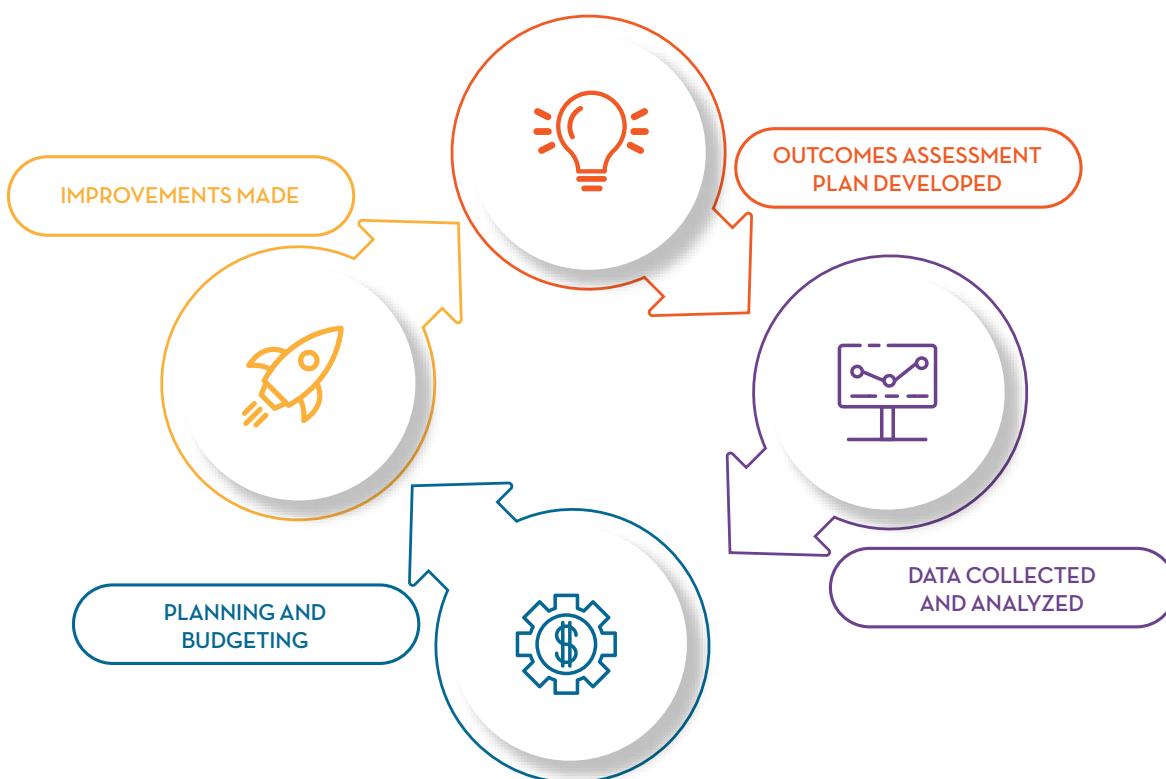
Woodmont College will provide similar services to all people around the world, providing the opportunity for low cost, high quality professional education, as well as learning Biblical ethics and morality.



Based on outcomes assessment data, the desire for institutional accreditation and a desire for continuous improvement, this plan aims to produce a potential road map to success. Critical to continual improvement is acknowledgement that the mission statement, the institutional goals and religious identity are relevant and continue to drive operations, planning and allocation of resources.

The process is cyclic, never static, and is continuously informed by the guiding principles and mission of the institution.

This plan is based on a SWOT analysis, a critical review of the mission, institutional goals and available outcomes assessment data.





### Woodmont College Mission

Woodmont College is dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development. We are able to make education accessible by offering our courses online, via distance education. We believe that education is the key to personal growth and success, and that students should be imbued with professional skills together with moral development and education for values. The values we hope to impart to our students are G-d's instructions for humanity as expressed in His revelation of the Torah.

### Institutional Outcomes

#### Academic Goals

- ▶ Students demonstrate depth of knowledge required for a degree, as identified by its program outcomes.
- ▶ Students develop creative and critical thinking skills, allowing students to analyze issues, evaluate ideas, and apply solutions.
- ▶ Students gain skills to continue learning, including self-management and the ability to research new topics.

#### Ethical Goal

- ▶ Students utilize ethical reasoning to evaluate dilemmas and behaviors in order to act with integrity.

#### Economic Goal

- ▶ Graduates of Woodmont College will enter professional life without prohibitive debt.

#### Professional Goal

- ▶ Graduates develop the skills to be successful in the workforce.



## Religious Identity Statement

Woodmont College is an Orthodox Jewish institution, guided by the fundamental beliefs of Orthodox Judaism as taught in the Torah, which includes the written Jewish Bible and the Oral Torah, also known as halacha. Among the core values are the belief in the Divinity of the Torah. Beliefs which guide Woodmont College are:

- The belief in One Omnipotent G-d
- The belief in G-d's Providence and involvement in our world
- G-d has demands upon us to live moral and ethical lives, as expressed in the Torah.
- The Torah contains His directives for the human race.

These beliefs are further expounded in the Thirteen Principles of Faith presented by Maimonides.

## Our Values

Woodmont College emphasizes moral and ethical behavior, as delineated by the Torah, with integrity, accountability, and social responsibility as the fundamental components of the human experience.

Woodmont College promotes continuous study and learning as means for personal and professional growth.

Woodmont College supports the Jewish Orthodox community, meeting the community's academic and financial needs by providing rigorous, affordable, and philosophically-aligned academic programs.

Woodmont College prepares graduates for the workforce through the development of critical thinking skills, creativity, civic engagement, and global citizenship.

## Our Objectives

- Recruit quality students, who can succeed in the academic programs
- Enable students to graduate without prohibitive debt
- Educate students and teach skills that can be used in the workforce
- Inculcate ethical principles in students
- Support students with robust student and placement services and academic advising departments
- Produce graduates who contribute effectively to the community
- Create partnerships with other institutions
- Maintain and expand a system of outcomes assessment to evaluate institutional effectiveness
- Ensure that faculty and administrators have access to high-quality professional development and research opportunities
- Implement technology to enhance student learning



### SWOT Analysis

As part of the outcomes assessment process, the management performed a SWOT analysis to reflect the institution's current strengths, weaknesses, opportunities, and threats. Since the previous SWOT analysis, Woodmont College was accredited, which is a major change in status, positively impacting its credibility in the market.

#### **Strengths**

► **Association with Naaleh.com.** Naaleh.com is a free website which has been offering video lectures and classes on a wide range of Torah topics, since 2006. It has become the premier Torah website for Jewish women, and it has an audience of over 29,000 members, both men and women, across the globe.

- Many of the Naaleh.com lecturers and administrators are also involved in some level with Woodmont College, adding legitimacy to a new college.
- The association allows Woodmont College to market the degrees to Naaleh.com members.

► **The Instructors.** The Woodmont College instructors transmit the material clearly, are enthusiastic, and are known in their fields.

- High teacher-student ratio. Woodmont College's teacher-student ratio is 1:25, enabling students to receive individual attention and interact with the instructors. Faculty members have experience teaching at various colleges and universities.
- All faculty have experience working in the field of study. Most faculty members teach part time while working in the field. This allows them to share real life examples with the students.
- Lecturers are experts in their fields. Many Judaic Studies lecturers are recognized globally for their expertise. Therefore, the faculty brings credibility to the programs and improves the student experiences.
- The expertise of the faculty can be highlighted in the marketing materials.

► **The Platform. It is easy to navigate.** Woodmont College uses the Moodle platform, which is industry standard. It is easy to navigate and compatible with most web browsers. Students can focus on course content and not worry about course navigation issues.

► **The Program Design.**

- Students watch videos which can be downloaded or watched via live stream. Thus, they can watch or listen to the lectures at different locations and times. They read the textbooks and supplementary texts. Instructors post questions on the discussion board to simulate a brick and mortar classroom and enable students to learn from each other. Student's also complete assignments. Learning is assessed in several ways -discussion board posts, papers, exams, and projects.
- Live classes. Select programming courses have a live class component, in which students can attend live video classes via Zoom and interact with the professor in real time.

► **Academic Calendar.** The academic calendar is built around Jewish holidays, so students know that their religious obligations won't conflict with their academic studies.



► **Intertwining Computer Degrees with Judaic Studies.** Students have the opportunity to develop professionally while enhancing their Jewish knowledge.

► **Degree Programs.** The Computer Science degree programs are practical; information technology professionals worldwide are in high demand in the employment market. The Judaic Studies program allows people who do not have the opportunity to study Judaic Studies at a high level, to study it while fulfilling other responsibilities.

► **Price.** Cost of the programs is reasonable - \$300/credit (\$900/course). Additionally, there is a high scholarship rate.

► **Flexible Transfer Credit Options:**

- Woodmont College accepts AP Credit, courses and exams that are recognized by NCCRS/ National College Credit Recommendation Service, CLEP exams, and a wide range of competency exams.
- Through the administration's familiarity with Judaic Studies programs throughout the world, the school is able to evaluate and accept Judaic Studies credits earned at a religious institution and help students in such institutions move over into professional training while capitalizing on their religious higher education studies.

► **Assessment for Learning (AfL):** Woodmont College has developed a robust AfL program, which enables students to complete the program at their own pace, while maintaining high academic standards.

### Weaknesses

► **Conversion Challenges:** It is difficult to get applicants to follow through and complete their application. It is also challenging to convert non-matriculated students to matriculated students.

► **Branding:** Limited name recognition so we receive a limited number of leads.

► **Placement:** Small track record of placement of graduates since we have a small student body and a small number of graduates.

► **Length of Degree:** Some potential students perceive online colleges as degree mills, where they can earn a degree in months with minimal work. This is incorrect. It takes 4 years to complete a bachelor's degree at Woodmont College when the student is taking a full course load and longer if the student is studying part time. The school is contending with a paradox - students who cannot dedicate all their time to studying and students who want to finish quickly.

► **Budget:** We have a small student body and a limited budget. Consequently, we have limited funds to spend on advertising and marketing initiatives.

► **National Accreditation:** Potential students are reluctant to enroll in a nationally accredited college since they think that only degrees from regionally accredited institutions are accepted by graduate schools and other institutions for transfer credit. This perception is changing, but persists.

► **Income:** The majority of the institution's income is from donations. This limits the institution's financial independence and affects its stability.



### Opportunities

- ▶ **Niche Market:** All degree programs address professional skills or Judaic studies. Woodmont College combines these disciplines, giving the school a niche market. Thus, the institution can market its degree programs to students who want to study Judaic Studies and information technology. Many of the school's current students and potential students are Orthodox Jews with a strong background in Judaic Studies. They want to study at an institution that aligns with their religious beliefs and gives them the opportunity to study Judaic Studies along with computers. The programs at Woodmont allow them to do this. Additionally, only a few institutions follow a Jewish holiday calendar, such as Woodmont College.
- ▶ **Working People:** The programs are fully online, and students need to submit work weekly. Thus, a student who is working can take online courses and study at the same time.
- ▶ **Generous Scholarship Program.** Woodmont College also offers generous academic and need-based scholarships. A student can earn up to 50% reduction of tuition through these programs. The Dean's Scholarship is a scholarship awarded to students who do not have an academic degree and can demonstrate that they have great need of a degree to advance professionally. Additionally, they must demonstrate that they are motivated to succeed. Dean's Scholars pay \$100 per credit. A full paying student pays \$300 a credit. The institution advertises this scholarship and will continue to do so.
- ▶ **Marketing Collaborations with established institutions.** There are many institutions in the market that offer certificate programs in Judaic Studies or Information Technology. Woodmont College can partner with some of these institutions and pay them to market our programs to their graduates once they complete their certificate programs. Then, the students can earn an associate's or bachelor's degree from Woodmont College.
- ▶ **Accreditation:** Accreditation is an objective assurance of quality offerings and services, demonstrating that the institution operates according to accepted standards among respected institutions of higher education. In 2018, Woodmont College earned accreditation from the DEAC. Consequently, the institution can market itself as a reliable institution.
- ▶ **Job Market:** Most professions associated with Woodmont College degrees have a positive growth outlook based on current trends in the workforce.

### Threats

- ▶ **Competition for Students:** There are many online programs. How does Woodmont College differentiate from other online colleges and attract students?
- ▶ **Economy:** Because of economic challenges, many people are working and do not have time to go to school. Others cannot afford to pay anything towards tuition, despite the institution's reasonable tuition and generous scholarship program.
- ▶ **Bias:** Bias of applicants towards online education. Many think an online degree is less legitimate in comparison to a degree earned at a brick and mortar college. The institution must overcome the prejudice and show that Woodmont College is a serious school.
- ▶ **Diploma mills and certificate programs:** Potential students may choose to study at a non-recognized institution for a certificate because it is faster than studying at a 2 or 4 year institution. Additionally, diploma mills attract them because they advertise that students can complete their degrees in an extremely short amount of time.

## SECTION II





As a result of a thoughtful analysis of both operational capacity, educational effectiveness, the SWOT, and the institution's mission, the following Short-Term Strategic Goals were developed:

## Technological Goals

- ▶ Develop new college website for Woodmontcollege.edu - **COMPLETED**
- ▶ Transition to Student Information System (SIS). - **COMPLETED**
- ▶ Develop Student Portal
- ▶ Adapt Moodle to allow for Assessment for Learning (AfL) - **COMPLETED**
- ▶ Maintain and evaluate technologies to ensure functionality and security - **ONGOING**
- ▶ Transition to Moodle 4.0, ensuring different technologies integrate (Moodle, SIS, college website) - **COMPLETED**
- ▶ Update Student Information System to generate accurate, useful reports

### **Connection to Mission**

- ▶ Part of the Woodmont College mission is for education to be accessible to students. Keeping up to date with technological advances allows a more efficient delivery of courses and will make the Woodmont College site easier to navigate, so students will be able to focus on their education without technical barriers. A robust platform with many features will improve students' user experience, enable them to learn in a pleasant, effective manner, and allow students to track their progress. The Student Information System will enable the administration of the institution to manage student information and payments in a more efficient manner, so students will be able to enroll in courses and immediately pay for them. Assessment for Learning will provide an additional format for the institution's diverse student body of non-traditional learners to study and earn credits.

### **Strategic Analysis**

- ▶ Maintaining and improving the institution's technology reinforces its current strength of an easy to use platform. Furthermore, adapting the current platform, Moodle, to allow for AfL, will address the threat posed by diploma mills and institutions that offer degrees by testing. Assessment for Learning allows students to earn credits at their own speed, as long as they complete all material and demonstrate competency in the subject matter. It also plays to the institution's technological strength as an online college. As an online college, Woodmont College has the ability to offer AfL in a rigorous, academic program.

### **Budgets**

- ▶ See Appendix I: 5 Year Budget. The costs of these goals is listed under Webhosting and Design.



## Goal #1: Develop New College Website - COMPLETED

### Lead

Rivka Levine, IT Manager

### Resources

- IT Development Team
- Equipment

### Budget

- Personnel: \$52,000
- Web-Hosting: \$3000

### OPERATING PLAN

Woodmont College's IT department will spearhead the development of a new college website. The development will include determining a platform for the website and server hosting. Content and design will be coordinated between the marketing team and the academic leadership



### ACTION PLAN

- Research and select website platform and server
- Interview users to determine needs
- Create copy for text
- Select images and design layout
- Incorporate functionality based on users' feedback



### TIMELINE

- *Spring 2019* - Initial Research
- *Summer 2019* - Begin development
- *Spring 2020* - Beta Version
- *Summer 2020* - Final Launch



### REPORTING/ KPI

- Stakeholder Input
- QA Testing 100%





## Goal #2: Transition to Student Information System (SIS) - COMPLETED

### Lead

Rivka Levine, IT Manager

### Resources

- IT Development Team
- Equipment

### Budget

SIS: \$5,000

### OPERATING PLAN

Woodmont College's IT department will spearhead the transition to an SIS platform. The transition includes determining the specific SIS based on functionality and affordability. The scope of the SIS and its uses will be decided by all users. Once functionality is finalized the IT team will code and implement the SIS. When ready, the Registrar will populate the SIS.



### ACTION PLAN

- Research and select SIS
- Interview users to determine functionality needs
- Implement SIS ensuring proper sync with Moodle
- Develop functions with specific coding using the API
- Transfer all current data



### TIMELINE

- Spring 2019 - Initial Research
- Summer 2019 - Begin implementation and customization
- Spring 2020 - Pilot one area of the SIS
- Summer 2020 - Pilot entire SIS
- Fall 2020 - Complete SIS Launch



### REPORTING/ KPI

- Stakeholder Input
- Moodle Sync: 100%
- Current student information housed in SIS: 100%





## Goal #3: Develop Student Portal

### Lead

Rivka Levine, IT Manager

### Resources

- IT Development Team
- Equipment

### Budget

Personnel - Included above

### OPERATING PLAN

Woodmont College's IT department will spearhead the development of a Student Portal. The student portal will contain links and features for current students that will enhance the student experience. The student portal will be housed on the Moodle system. Input for features will be determined by academic leadership.



### ACTION PLAN

- Research and select Student Portal functions
- Determine overall Moodle placement and navigation of student portal
- Develop functions and features
- Inform student body with tutorial



### TIMELINE

- Fall 2021 - Initial Research
- Summer 2022 - Structuring of Portal
- Fall 2022- Spring 2023 - Design and Build
- Summer 2023 - Testing
- Fall 2023 - Launch Portal



### REPORTING/ KPI

- Stakeholder Input
- QA testing: 100%
- Features: 100% completed





## Goal #4: Adapt Moodle to allow for Assessment for Learning - COMPLETED

### Lead

Rivka Levine, IT Manager

### Resources

- IT Development Team
- Equipment

### Budget

Personnel - Included above

### OPERATING PLAN

As Woodmont College's learning management system, Moodle has the functionality to deliver courses via AfL format. Woodmont College's IT team will work with the academic department to adapt and implement the Moodle functions for Woodmont College's AfL criteria.



### ACTION PLAN

- Research methods and options in Moodle for AfL delivery
- Determine the specific needs and Woodmont College AfL student experience
- Implement methods, plugins and customization
- Create tutorial for instructors and students



### TIMELINE

- Fall 2020 - Initial Research of Moodle AfL functions and features
- Spring 2021 - Adaptation and set-up of Moodle for AfL
- Summer 2021 - Pilot AfL
- Fall 2021 - Launch AfL



### REPORTING/ KPI

- Stakeholder Input
- QA testing: 100%
- AfL Experience Requirements: 100% completed
- Successful AfL Course Delivery





## Goal #5: Maintain and evaluate technologies to ensure functionality and security

### Lead

Rivka Levine, IT Manager

### Resources

- IT Development Team
- Equipment

### Budget

Personnel - Included above

### OPERATING PLAN

Based on the Technology Reliability Plan, the Woodmont College IT team will conduct an annual technology review to ensure that all components of technology at Woodmont College are up to date and secure.



### ACTION PLAN

- Collect information and feedback from users
- Run reports on both Moodle and the Server
- Review logs on the Server and Moodle to determine areas of technical difficulties
- Meet to analyze information
- Update and fix



### TIMELINE

- Annually - between Fall and Spring semesters



### REPORTING/ KPI

- Stakeholder Input
- Security Reports from Server





## Goal #6: Transition to Moodle 4.0, ensuring different technologies integrate (Moodle, SIS, college website, server) - COMPLETED

### Lead

Rivka Levine, IT Manager

### Resources

- IT Development Team
- Equipment

### Budget

Personnel and Tech Budget  
(included above)

### OPERATING PLAN

Tech lead will review new features in Moodle 4.0 and flag features that the faculty and admin may find helpful. Tech, admin, and selected faculty will meet to review features and choose the ones to implement. Tech lead will implement changes and create training for new features. Transition to moodle 4.0 and ensure that it integrates with additional technologies (SIS, site, and server.) Check that plug in are working.



### ACTION PLAN

- Review features in Moodle 4.0
- Choose relevant features
- Roll out Moodle 4.0
- Create training for users
- Integrate Moodle 4.0 with SIS, website, and server
- Check that features and reports are working and that integration is successful
- Identify and fix problems as necessary



### TIMELINE

- *Review* - Spring 2022
- *Implement* - Fall 2022
- *Test and Improve* - Fall 2022 -Summer 2023



### REPORTING/ KPI

- Beta version of Orientation created by Fall 2022
- Full transition to Moodle 4.0 by Fall 2022 - DONE
- Stakeholder Input
- Updated orientation completed by Spring 2023





## Goal #7: Update Student Information System to generate accurate, useful reports - ONGOING

### Lead

Rivka Levine, IT Manager

### Resources

- IT Development Team
- Equipment

### Budget

Personnel and Tech Budget  
(included above)

### OPERATING PLAN

Conduct periodic reviews of SIS, developing reports for finances, admissions, and academic teams.



### ACTION PLAN

- Periodic meetings between tech lead and financial team, tech lead and academic team, and tech lead and admissions team to identify aspects of SIS that can be improved.
- Develop list of desired improvements
- Communicate with SIS development team to create these features and reports
- Check new features and reports for usability and accuracy



### TIMELINE

- Biannual meetings



### REPORTING/ KPI

- Stakeholder Input
- Reports from SIS for financial team, admissions team, and academic team





## Input from Stakeholders

- ▶ **External Stakeholders:** At least three representatives of the Advisory Councils will be asked to test the Moodle integration once the beta version is launched, and to share their assessment of its quality and effectiveness. The school will also ask alumni to survey the update.
- ▶ **Internal Stakeholders:** There is a section in the course surveys at the end of the semester which ask students to evaluate the technological components of the Woodmont platform. There is a survey for the administration and faculty asking them to evaluate the technical components of the Woodmont platform.
- ▶ Tech lead, academic team, and admissions team will test the features of Moodle and SIS, ensuring functionality, as applicable to their needs.

**Reporting:** Reporting and measures of success includes Quality Assurance testing and completion of development. QA testing will be done throughout the various stages of development to ensure that the technology remains bug free and all features function according to specifications. When the chosen elements of the technology have been developed and the QA testing results in 100% satisfaction, the goal has been achieved.

## Accomplishments:

- Fully transitioned to delivering courses through the Moodle learning platform, instead of using Woodmont College's proprietary platform. All course materials are posted on the Moodle platform, students submit assignments through the platform, and tests are hosted on the platform in password protected areas.
- Integrated Moodle platform with online learning resources such as MindTap and MyLab. Both of these plugins were used in courses. The old Woodmont College proprietary platform is not used by the institution anymore. Various stakeholders were surveyed and evaluated their experience using the Moodle platform. Their suggestions were implemented.
- Developed new website using Wordpress, with text that was written by a copywriter and new graphics developed by a design team. Launched the beta version of the new website.
- After completing testing, launched website.
- Transitioned to using Student Information System (SIS) for student records, including admissions and transcripts. Developed reports using SIS to show progress in admissions, enrollments, withdrawals, and graduation.
- Developed and rolled out Assessment for Learning (AfL) method for studying Judaic Studies. Students can enroll in SMART Learning Path, a method of taking courses via AFL. This method allows students to complete assignments at their own speed and demonstrate learning skills that they developed.



## Marketing Goals

1. Increase effectiveness of marketing campaigns and generate interest in Woodmont College.
2. Branding
3. Market AfL program to public
4. Market Computer Science program to public.

### Connection to Mission

Woodmont College is dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development. The more interest in Woodmont College is generated, the more people can be serviced. The Woodmont College marketing effort follows a cycle of marketing campaigns, tracking leads, and analyzing effectiveness of various campaigns.

### Strategic Analysis

The institution is threatened by competitors, many of whom offer credits exclusively by exam. Consequently, it must market itself aggressively. At the same time, it has the strength of being nationally accredited, while these institutions are not accredited. Additionally, it has access to a niche market, Orthodox Jews, who prefer to study at religious Orthodox institutions such as Woodmont College that follow a Jewish calendar. The development of the marketing goals above is guided by the strengths of a niche market and the credibility of accreditation, and to counter the competition provided by degree mills and certificate programs.

### Budgets

See Appendix I: 5 Year Budget. The costs of these goals is listed under Marketing.



## Goal #1: Increase effectiveness of marketing campaigns and generate interest in Woodmont College - ONGOING

### Lead

Yaakov Vorobiev,  
Marketing Director

### Resources

Personnel

### Budget

- 2019: \$30,000
- 2020: \$54,000
- Yearly: \$54,000

### OPERATING PLAN

Woodmont College's marketing team will initiate marketing for all Woodmont College's programs. The marketing campaigns will consist of print advertisements, social media marketing, online marketing, updating Woodmont College's website and retargeting Woodmont College's contacts. The content for the advertising campaigns will be researched to best attract potential students and designed accordingly. Different campaigns will be launched for different demographics and different geographic locations.



### ACTION PLAN

- Research Woodmont College's potential partners and target audiences
- Research and analyze marketing routes including social media and various online and print media
- Create a positive ROI assessment (budget)
- Create and design print and online material
- Website updates including updating design UI and UX and SEO



### TIMELINE

- ▶ 3 Months before each semester -
  - Research target audiences.
  - Create a marketing budget.
  - Based on the research and budget create marketing material including material for print advertisements, email campaigns, online and social media advertisements.
- ▶ 2 months before each semester -
  - Initiate and constantly update campaigns until the semester enrollment deadline.
  - Update all partners regarding enrollment period, degree options and costs.



### REPORTING/ KPI

- Number of marketing impressions - 10% growth per semester
- Number of website users - 5% growth per semester
- Number of phone calls - 5% growth per semester
- Number of email contacts - 5% growth per semester
- Number of Whatsapp contacts - 5% growth per semester
- Number of inquiries - 5% growth per semester
- Number of leads - 5% growth per semester
- Number of complete applicants - 5% growth per semester
- Number of New Students - 5% growth per semester





## Goal #2: Branding - ONGOING

### Lead

Yaakov Vorobiev,  
Marketing Director

### Resources

- Marketing Team
- Graphic Designer

### Budget

- Personnel
- Advertisements (see Goal #1)

### OPERATING PLAN

Woodmont Colleges branding campaigns will consist of building relationships with marketing partners including Yeshivos and Seminaries. Woodmont College also intends to have constant branding campaigns both online and in print, targeting Woodmont College population and broadening it.



### ACTION PLAN

- Research Woodmont College's potential partners and audience
- Research and analyze branding routes including using social media and various online and print media
- Create a positive ROI assessment (budget)
- Create and design print and online material
- Website updates including updating design UI and UX and SEO.



### TIMELINE

- *Jan - Feb Annually* - Research and create a budget
- *March-May Annually* - Create and design material for online and print branding including brochures, advertising and designs, for website updates.
- *May - Feb Annually* - Launch branding campaign and reach out to potential partners to create awareness in more communities where Woodmont College has potential students.
- *2020* Research and contact potential partners in North America and Israel.
- Create branding campaigns in print and online targeting Woodmont College's potential demographic audiences within these geographic locations.
- *2021* Based on 2020's outcomes, further research into maintaining and creating a more positive ROI maintaining and creating further awareness in the researched geographic locations.
- *2022* Based on the previous year's outcomes further research into maintaining and creating a more positive ROI maintaining and creating further awareness in the researched geographic locations. Start researching branding in Europe and other countries.



### REPORTING/ KPI

- 10% increase in branding impressions annually
- 5% increase in website users annually
- 5% increase in number of phone calls annually
- 5% number of email contacts annually
- 5% number of Whatsapp contacts annually





## Goal #3: Market AfL method and SMART Learning Path to public - ONGOING

### Lead

Yaakov Vorobiev,  
Marketing Director

### Resources

- Marketing Team
- Graphic Designer

### Budget

- Personnel
- Advertisements (see Goal #1)

### OPERATING PLAN

Woodmont College's marketing team will research the target audiences and create a budget for the launch of the SMART Learning Path. The launch will consist of print advertisement, social media marketing, online marketing, updating Woodmont College's website, building marketing partnership relationships and retargeting Woodmont College's contacts. The content for the advertising campaigns will be researched to best attract potential students and designed accordingly. Different campaigns will be launched for different demographics and different geographic locations.



### ACTION PLAN

- Research Woodmont College's potential partners and target audiences
- Research and analyze marketing routes including social media and various online and print media
- Create a positive ROI assessment (budget)
- Create and design print and online material
- Website updates including updating design UI and UX and SEO



### TIMELINE

- ▶ Fall 2021-
  - Research target audiences.
  - Create a marketing budget.
  - Based on the research and budget create marketing material including material for print advertisements, email campaigns, online and social media advertisements.
  - Build and contact marketing partners
- ▶ Ongoing: Initiate and constantly update campaigns until the semester enrollment deadline.



### REPORTING/ KPI

- Number of SMART Path Page users - 500
- Number of inquiries regarding the SMART Path - 250
- Number of SMART Path leads - 25
- Number of complete SMART Path applicants - 10
- Number of New SMART Path Students - 5





## Goal #4: Market Computer Science Program to public - ONGOING

### Lead

Yaakov Vorobiev,  
Marketing Director

### Resources

- Marketing Team
- Graphic Designer

### Budget

- Personnel
- Advertisements (see Goal #1)

### OPERATING PLAN

Woodmont College's marketing team will research the target audiences and create a budget for the launch of the SMART Learning Path. The launch will consist of print advertisement, social media marketing, online marketing, updating Woodmont College's website, building marketing partnership relationships and retargeting Woodmont College's contacts. The content for the advertising campaigns will be researched to best attract potential students and designed accordingly. Different campaigns will be launched for different demographics and different geographic locations.



### ACTION PLAN

- Research Woodmont College's potential partners and target audiences
- Research and analyze marketing routes including social media and various online and print media
- Create a positive ROI assessment (budget)
- Create and design print and online material
- Website updates including updating design UI and UX and SEO



### TIMELINE

- ▶ Fall 2021-
  - Research target audiences.
  - Create a marketing budget.
  - Based on the research and budget create marketing material including material for print advertisements, email campaigns, online and social media advertisements.
  - Build and contact marketing partners
- ▶ Ongoing: Initiate and constantly update campaigns until the semester enrollment deadline.



### REPORTING/ KPI

- Number of CS page users - 10,000K
- Number of inquiries regarding CS program - 200
- Number of CS leads - 45
- Number of complete CS applicants - 15
- Number of new CS students - 10





## Input from Stakeholders

- ▶ **Internal stakeholders: Administrators:** Director, Dean, Educational Director, Registrar, Admissions personnel, Marketing personnel
- ▶ **Internal stakeholders: Students.** When students fill out an application, they write how they heard of Woodmont College. This data is collected by Marketing personnel. Marketing personnel analyze and present the data at the regular Marketing and Admissions Analysis Meetings which occurs every semester upon completion of the enrollment period. Meetings take place after the enrollment period in the Spring and Fall semesters.
- ▶ **External Stakeholders: Board of Directors:** At the bi-annual board meeting, the Board of Directors review past campaigns, marketing results and discuss possible improvements.

## Reporting:

Reporting for the marketing goals list key performance indicators such as impressions (ad views), number of visitors to the site, and an increase of leads and applicants, which together measure the success of Woodmont College's marketing campaigns and efforts. As Woodmont College looks to grow year after year the marketing measures of success consist of percentages of growth in each key indicator. These indicators are crunched and tracked via google analytics as well as through other platforms, throughout the year. Based on the results, the marketing team modifies and adjusts the strategy in order to ensure the goals are reached.

## Accomplishments

- ▶ Marketing Plan Initially Implemented: Fall 2019
- ▶ Rolled out beta version of new website in 2019
- ▶ Published redesigned catalog in 2019
- ▶ Hired new Director of Marketing
- ▶ Met marketing goals for 2018-2019. Successfully set up a tracking system for users and leads using Google Analytics and Mailchimp. Used the system in 2019-2020. Ran 8 campaigns for Fall 2019. Generated the projected number of leads each semester. The institution met the lead generation goals for that period.
- ▶ In the Fall 2019 campaign, website traffic increased by 500%.
- ▶ From Spring-Summer 2019 to Fall 2019, 170% increase in new students.
- ▶ 95% of applicants converted to students in Fall 2019.



## Admissions Goals

- ▶ **Increase enrollment**
- ▶ **Convert Associate degree (AS) students to Bachelor degree (BS) students**
- ▶ **Streamline Application Process - COMPLETED**

### **Connection to Mission**

Woodmont College is dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development. The more students recruited, who then study at Woodmont College and graduate from it, the more people will have the skills to find employment. Additionally, a student with a bachelor's degree is more marketable than a student with an associate's degree. Consequently, one goal is to convert current AS students to BS students.

At the same time, it is important that the school provide the necessary support so that students can succeed. Consequently, the college's admissions goals are to grow slowly at a moderate rate. In order to increase enrollment and reach the institution's admissions goals, processes have been implemented to analyze marketing and conversion data. The data is presented at a meeting that occurs every semester. This allows the administrators to make decisions about internal admissions procedures to convert leads to applicants and enrolled students. This will enable Woodmont College to continue its important work of educating people for professional employment and personal development. The Woodmont College recruitment effort follows a cycle of marketing campaigns, tracking leads, and analyzing effectiveness of various admissions procedures.

### **Strategic Analysis**

The institution's enrollment has grown by 170% from Spring-Summer 2019 to Fall 2019. However, the student body must continue to grow in order for the institution to fully establish itself as a sustainable entity. Consequently, personnel have worked to streamline the application process to ensure that the maximum number of leads convert to applicants and a high percentage of applicants convert to accepted students.

COVID lockdowns were implemented throughout the USA in Spring 2020. Since all courses at Woodmont College are fully online, the institution was placed to be unaffected by the lockdowns. Despite this initial evaluation, many students withdrew in Spring 2020 and Fall 2020. 2020 had the highest rate of student withdrawals in 3 years. In their exit interviews, many students connected their withdrawals to community lockdowns and school closures, which kept their children at home, so the parents, who were Woodmont students, could not continue their studies. This reflects the student body of Woodmont, which is non-traditional students, mainly older adults with families and full or part time jobs. The Admissions and Marketing teams had to create new plans for attracting and retaining students in this complex reality.

The AfL Judaic Studies Program caused a major change in enrollment. Previously, Judaic Studies enrollment was low. Some semester, only 1 student enrolled in the program. Once the AfL program was rolled out, enrollment jumped from 3 students in 2020, to approximately 160 in 2021. (Academic



years)

The Computer Science programs have remained static over the past 3 years. Enrollment in 2020 was 29 students and in 2021 it was 30 students. In order to improve enrollment, Woodmont hired 2 curriculum developers to develop an AfL program for Computer Science. This long term goal will hopefully solve the enrollment problems for the Computer Science program.

### Budgets

See Appendix I: 5 Year Budget. The costs of these goals is included in Payroll Expenses.



## Goal #1: Increase Enrollment

### Lead

Tzipora Klaver, Director and VP of Operations

### Resources

- Personnel - Admissions Counselors and Marketing Staff
- Trello software

### Budget

- Personnel: \$6,500
- Live Voice: \$1,200
- Technology: Included Above in Technology Goals

### OPERATING PLAN

Hire additional staff to follow up with leads and increase engagement with applicants and interested parties to convert applicants into students. Increase technology use to generate additional leads that admissions staff will contact to convert to applicants and students.



### ACTION PLAN

- Install online chat widget to engage visitors to site. Programmers will modify widget to engage visitors and elicit their phone numbers and emails for further contact.
- Live Voice captures lead contact information by phone.
- Implement drip campaign with Mailchimp
- Admissions personnel reach out to leads by phone and email
- Leads are tracked through the application process to identify trends in conversion process



### TIMELINE

- Fall 2019 - install and modify chat widget and continue using Live Voice - COMPLETED
- Spring 2020 - revise and update drip campaign with Mailchimp
- Every Semester - admissions personnel contact leads by email and phone and track contacts with leads on Trello's online platform



### REPORTING/ KPI

- Stakeholder Input
- Conversion rate of inquiry to lead: 15% (inquiry is contacting institution and lead fills out online form)
- Conversion rate of leads to applicants: 10%
- Conversion rate of accepted applicants to students: 75%





## Goal #2: Converting AS to BS students

### Lead

Elisheva Steinhart,  
Student Services

### Resources

- Personnel - Admissions Counselors and Marketing Staff
- Trello software

### Budget

Personnel: \$6,500

### OPERATING PLAN

Identify Associate degree students who are capable of earning a Bachelor degree in Computers and would benefit from the higher degree. Institution's personnel will contact each student to explain benefit of earning bachelor degree and convert a number of them to bachelor degree students.



### ACTION PLAN

- Identify students
- Contact AS students
  - ▶ send marketing material
  - ▶ discuss advantages of BS over AS
- Convert AS students to BS students



### TIMELINE

- *Spring 2020* - identify and contact AS students who will be graduating at the end of the spring and summer semesters
- Convert 15% of AS students to BS students



### REPORTING/ KPI

- Stakeholder Input
- Convert 15% of AS students to BS students





## Goal #3: Streamline Application Process - COMPLETED

### Lead

Tzipora Klaver, Director and  
VP of Operations

### Resources

- Marketing Staff
- Graphic Designers
- Programmers

### Budget

Personnel - Included above

### OPERATING PLAN

Improve the technology and literature in the application process in order to move students through the application process more efficiently.



### ACTION PLAN

- Design infographic of steps in application process to guide applicants
- Implement e-sign for Enrollment Agreement and payment plan
- Streamline application process using SIS's API to populate forms so students can pay at course selection.



### TIMELINE

- Fall 2019 - Design and publish infographic and implement e-sign for EA and payment plans
- Fall 2020 - Beta test of streamlined course selection and payment process
- Spring 2021 - Launch streamlined process



### REPORTING/ KPI

- Stakeholder Input
- Enrollment Agreements and payment plans are signed via e-signature: 100%
- QA testing: 100%
- All course payments are automated via SIS's API: 100% automated





## Input from Stakeholders

- ▶ **Internal stakeholders:** Administrators – Director, Educational Director, Dean, and Admissions personnel

## Reporting:

The success of Admission goals rest on the conversion rates. As marketing brings in the leads, admissions converts those leads to students. KPI's include the rates of lead to applicant and applicant to student, as well as converting AS graduates to BS students. These rates are determined after each semester and adjustments are made when necessary. The goal involving streamlining the application process sees the measure of success as completing a fully functioning infrastructure in which Woodmont College transitions completely into this new process.

## Accomplishments

- ▶ From Spring-Summer 2019 to Fall 2019, 170% increase in new students.
- ▶ In Fall 2020 and Spring 2021, 100% of applicants converted to students
- ▶ In Fall 2021, 89% of applicants converted into student
- ▶ 95% of applicants converted to students in fall 2019.
- ▶ Successful Implementation of new admissions procedures. The results of this program are monitored biannually and changed as necessary.
- ▶ Converted 10 students from non-matriculated to matriculated.



## Academic Goals

- ▶ **Support Student Achievement**
- ▶ **Develop and implement SMART Learning Path using Assessment for Learning method - COMPLETED**
- ▶ **Revamp general education requirements and enhance Information Literacy - COMPLETED**
- ▶ **Expand Library Offerings COMPLETED**

### **Connection to Mission**

Woodmont College is dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development. When students are effectively educated, they pass their courses and remain in the institution until they graduate. Woodmont College's goal is to effectively educate its students until they graduate with a degree. The AfL program will increase the flexibility of Woodmont's courses, making education accessible to additional students.

### **Strategic Analysis**

One of the strength's of Woodmont College is its useful degree programs and robust online platform which allows students to study in any location with a computer and Wi-Fi. Adding another program, an MBA in Marketing, increases the institution's offerings and gives Woodmont College students an additional program to study, further strengthening the academic component of the institution.

Adapting the current platform, Moodle, to allow for AfL, will address the threat posed by diploma mills and institutions that offer degrees via testing. Assessment for Learning allows students to earn credits at their own pace, as long as they complete all material and demonstrate competency in the subject matter. It also plays to the institution's technological strength as an online college. As an online college, Woodmont College has the ability to offer AfL in a rigorous, academic program.

### **Budgets**

See Appendix I: 5 Year Budget. The costs of these goals is included in Payroll Expenses.



## Goal #1: Support Student Achievement

### Lead

Chana Prero, Dean

### Resources

Personnel - instructors, student services

### Budget

- Payroll for administration, faculty, and student services: \$145,000
- Increase by \$50,000 yearly

### OPERATING PLAN

Develop materials to support student learning online. Ensure instructional materials are up to date and instructors support student learning. Instructors and student services contact struggling students to support them and help them improve performance.



### ACTION PLAN

- Conduct annual program review and review syllabi to ensure they are up to date and relevant
- Monitor interactions between instructors and students
- Student services personnel contact struggling students to help them succeed academically
- Develop Student Guide to Success
- Track KPI's of student success to identify trends and improve performance



### TIMELINE

- Annual program review every summer
- Dean collects record of interactions between instructors and students every semester
- Student Services identifies struggling students throughout each semester and offers them support
- Fall 2020 - Develop Student Guide to Success
- Track KPI's annually and use outcomes assessment data to revise Strategic Plan



### REPORTING/ KPI

- Stakeholder Input
- 60% of students within SAP
- 80% of students performed satisfactorily on key assignments that are mapped on Curriculum Map
- 80% course passing rate
- 80% course completion rate
- 70% retention/persistence through the program
- 67% graduation rate





## Goal #2: Develop and Implement SMART Learning PAth via Assessment for Learning (AfL) - COMPLETED

### Lead

Hillel Rudolph,  
Educational Director

### Resources

- IT Development Team
- Academic Leadership
- Equipment

### Budget

Personnel

### OPERATING PLAN

Woodmont College will develop the academic requirements and syllabi that correspond to the AfL method. Woodmont College will develop the technology infrastructure to offer and deliver courses via the AfL method.



### ACTION PLAN

- Research AfL methods, comparing and contrasting different options.
- Meet with Academic Leadership tp determine the academic process
- Identify various additional components involved in AfL, such as technology, finances and student services.
- Hire curriculum developer to create syllabi corresponding to the AfL method
- Collaborate with IT to ensure AfL course delivery effective based on academic requirements
- Finalize other aspects of AfL experience, such as tuition price, student services and teacher engagement



### TIMELINE

- Fall 2020 - Initial research
- Fall 2020 - Academic Leadership meet and select of academic structure of course
- Fall 2020 - Leadership meeting to delegate responsibilities for adapting
- Spring 2021 - Hire curriculum developer and develop curricula
- Summer 2021 - Pilot AfL
- Fall 2021 - Launch AfL



### REPORTING/ KPI

- Stakeholder Input
- Student AfL enrollment
- Progress Report
- Meeting minutes





## Goal #3: Revamp general education requirements and enhance Information Literacy

### Lead

Hillel Rudolph,  
Educational Director

### Resources

- Personnel

### Budget

Payroll for Faculty

### OPERATING PLAN

Review and update general education requirements to ensure they align with standards of other accrediting agencies.



### ACTION PLAN

#### Gen Ed:

- Review general education requirements to ensure they align with NECHE standards - Spring 2021 - Fall 2021
- Propose changes as needed
- Elicit stakeholder input
- Implement changes
- COMPLETE

#### Information Literacy:

- Create information literacy modules that students will complete during orientation. Spring 2022
- Track information literacy in existing courses for analysis Fall 2021-Spring 2022
- Add information literacy to orientation and require new students to complete modules with assessments Fall 2022
- Stakeholder input about success of these methods of teaching information literacy - ANNUALLY
- Changes as needed

### TIMELINE

- Fall 2020 - Initial research
- Fall 2020 - Academic Leadership meet and select of academic structure of course
- Fall 2020 - Leadership meeting to delegate responsibilities for adapting
- Spring 2021 - Hire curriculum developer and develop curricula
- Summer 2021 - Pilot AfL
- Fall 2021 - Launch AfL



### REPORTING/ KPI

- Gen ed requirements revised and implemented
- Information literacy modules completed and implemented
- Stakeholder input





## Goal #4: Expand library offerings

### Lead

Daniel Price,  
Librarian

### Resources

- LIRN, other online libraries

### Budget

Payroll

### OPERATING PLAN

Increase library offerings, including creating guides to show students how to find reliable sources online.  
Hire a new librarian to revamp library offerings.



### ACTION PLAN

- Review current library (LIRN)
- Create page on college site that includes tutorials and links to additional online library resources
- Ensure librarian can be contacted easily



### TIMELINE

- 2020 - 2021 : Review LIRN and develop expanded library page



### REPORTING/ KPI

- Library page developed
- Library page includes at least 3 libraries and at least 1 tutorial
- Librarian's contact information is clearly posted
- Stakeholder input





## Input from Stakeholders:

- ▶ **Internal Stakeholders:** Hillel Rudolph, the Educational Director, Tzipora Klaver, Director, Chana Prero, Dean. The internal stakeholders meet biannually to analyze student performance and determine what the institution can do to improve student achievement. Additionally, the stakeholders meet to analyze student services data, evaluate policies, and determine new policies to increase student persistence. Faculty, students, and student services staff impact student achievement.
- ▶ **External Stakeholders:** The Advisory Council reviews curricula of courses students are failing and propose changes to the course or program in order to improve SAP and student persistence.
- ▶ **Accomplishments:**
  - Increased number of students within SAP
  - Succeeded in converting 10 non-matriculated students to matriculated students.
  - Developed and successfully launched AfL program
  - First AfL graduate
  - Expanded library offerings
  - Developed Information Literacy modules
  - 118 students enrolled in SMART learning path, with AfL methods of learning, in 2021-2022
  - Developed MBA program. However, decided to suspend the program per low interest

## Reporting:

Academic goals measures rest on the key indicators and benchmarks of student achievement. Students in SAP, course completion rates, and outcome achievement are a few of the benchmarks being tracked. During the annual program review, these numbers are presented and analyzed. The development of new programs require approval from the state and accrediting body. The goal of creating a new academic delivery method has reporting in regards to meetings, stakeholder input, and tracking the progress of its development. Accomplishment of the goal means successful enrollment of students into that method.



## Personnel Goals

- 1. Retain and hire qualified faculty per enrollment needs.**
- 2. Hire Department Heads - COMPLETED**
- 3. Maintain and Develop Professional Development Offerings**
- 4. Develop teacher Resource Center - COMPLETED**

### **Connection to Mission**

Woodmont College is dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development. In order to give students practical skills that will enable them to find employment, the institution's courses must be up to date and its instructors must be effective online educators. Additionally, the school must have sufficient instructors to teach its students as the institution grows. The institution must also provide the necessary support to its students to ensure they do not fall behind or "get lost in a crowd." Consequently, the institution has created a plan to deal with student growth. This includes a set ratio of employees to students to ensure the staff can give students the attention they need. The institution will need 1 teacher for every 25 students in a course.

### **Strategic Analysis**

In order for the institution to maintain its strength of excellent instructors who are up to date with the latest pedagogical research and best practices, the institution regularly updates its list of potential instructors and looks for new, effective instructors. It also develops a teacher resources center as an effective resource for instructors.

### **Budgets**

See Appendix I: 5 Year Budget. The costs of these goals is included in Payroll Expenses.



## Goal #1: Hire qualified faculty and support personnel

### Lead

Hillel Rudolph,  
Educational Director

### Resources

Database of qualified potential  
instructors

### Budget

- Payroll expenses
- 2019: \$145,000
- 2020: \$200,000
- Payroll increases by \$50,000 yearly

### OPERATING PLAN

Based on the hiring plan, ensure there is sufficient faculty to service students while retaining teacher to student ratio of 1:25. Increase and personalize professional development offerings.



### ACTION PLAN

- Formulate job descriptions
- Post on job boards and send to recruiters
- Review and select candidates
- Interview candidates
- Hire



### TIMELINE

- Based on hiring plan, hire instructors to maintain teacher-student ratio of 1:25.
- See Hiring Time Frame table below for details of when additional staff members will be hired



### REPORTING/ KPI

- Maintain ratio of 1:25 instructor:student
- Hire additional personnel as per Hiring Time Frame





## Goal #2: Maintain and Develop Professional Development Offerings

### Lead

Hillel Rudolph,  
Educational Director

### Resources

Personnel

### Budget

- Payroll expenses
- 2019: \$145,000
- 2020: \$200,000
- Payroll increases by \$50,000 yearly

### OPERATING PLAN

Identify professional development resources for staff members and develop in-house professional development offerings.



### ACTION PLAN

- Identify institutions where staff members can take professional development courses
- Notify staff members of possible courses for professional development
- Develop in-house professional development offerings



### TIMELINE

- Annually update list of institutions where staff members can take professional development courses
- *Spring 2021:* Develop 1 in-house professional development course for instructors and 1 for student services personnel



### REPORTING/ KPI

- Maintain ratio of 1:25 instructor:student
- Hire additional personnel as per Hiring Time Frame





## Hiring Time Frame

POSITION	TIMEFRAME
Enrollment Manager	Per 200 leads
Director of Career Services	200 enrolled students
Director of Financial Assistance	500 student admitted per semester
Registrar and Bursar become Full-time positions	300 course enrollments per semester
Learning Support Specialist/ Student Services Personnel	Per 50 enrolled students
Admissions Personnel	Per 200 leads per semester
Full time Bookkeeper/Accountant	Once the college reaches \$1.5 million annual cash flow
Faculty	As enrollment grows to 40 full time students and 8 courses offered per semester, 2 additional faculty members will be hired per program.
Department Heads	When faculty in a given department grows to 10 members
Assistant Dean	When enrollment reaches 500 full time students



## Goal #3: Develop Teacher Resource Center - COMPLETED

### Lead

Hillel Rudolph,  
Educational Director

### Resources

Personnel

### Budget

- Payroll expenses
- 2019: \$145,000
- 2020: \$200,000
- Payroll increases by \$50,000 yearly

### OPERATING PLAN

Create page with resources for instructors.  
Resources include pedagogical, technical, and professional development.



### ACTION PLAN

- Choose platform to host Resource Center, Moodle
- Compile links to educational, technological, distance learning, and pedagogical resources.



### TIMELINE

- Fall 2019 - Complete resource center



### REPORTING/ KPI

- Stakeholders
- Resource Center has at least 50 resources





## Input from Stakeholders

- ▶ **Internal Stakeholders:** Hillel Rudolph, the Educational Director, Tzipora Klaver, Director, and Chana Prero, Dean. Rabbi Rudolph and Mrs. Klaver search for potential instructors and interview them. All three stakeholders notify curriculum developers and instructors of their continuing education responsibilities. Rabbi Rudolph and Mrs. Prero oversee the curriculum developers and assist them with obtaining educational resources. The Dean evaluates faculty annually.
- ▶ **External Stakeholders:** The Advisory Council reviews curricula and program offerings. They also review instructor resumes. Additionally, they advise Career Services about skills the graduates will need.

## Reporting:

Woodmont College seeks to maintain a 1:25 teacher student ratio. Each semester, the registrar ensures that maximum enrollment per class is 25 students. In addition, the Director and Vice President of Operations reviews the hiring chart and proceeds to hire new staff if the numbers have been reached.

## Accomplishments:

- All classes have ratio of 1 teacher to up to 25 students
- The institution's Moodle specialist created teacher training for Moodle
- Created a robust Teacher Resource Center
- Hired a programmer as a Moodle specialist to provide additional technology support



## Student Services Goals

1. Expand Student Services
2. Convert Non-matriculated Students to Matriculated Students
3. Expand Academic Advisement Center - COMPLETED
4. Develop process and reporting methods to track AfL student progress
5. Develop and roll out computer science internship program - COMPLETED

### **Connection to Mission**

Woodmont College is dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development. A robust Student Services Department, which supports students and graduates, will help students navigate college and plan their educational path so that they can succeed in their courses and attain marketable skills. This will help students to find and retain employment after graduation.

### **Strategic Analysis**

An expanded Student Services department will increase retention and conversion rates of non-matriculated students to matriculated students. Additionally, it makes the institution more competitive since it supports students throughout their studies, encouraging student success and achievement in a way that degree mills and certificate programs do not.

### **Budgets**

See Appendix I: 5 Year Budget. The costs of these goals is included in Payroll Expenses.



## Goal #1: Expand Student Services

### Lead

Elisheva Steinhart,  
Student Services

### Resources

Student services personnel

### Budget

Included in payroll

### OPERATING PLAN

Hire additional student services personnel who will create literature and orientation videos to help students navigate Moodle, the website, and succeed in their courses. Student services personnel will develop and implement support plans for struggling students. The institution will develop its job placement services and alumni services.



### ACTION PLAN

- Develop and implement Student Orientation for new students, including new orientation videos
- Contract an outside consulting firm to provide career services
- Hire an additional student services staff member
- Develop and send out Student Guide to Success
- Student services personnel identify struggling students and implement a support plan for each one
- Review, revise, and update Orientation videos to reflect technology updates
- Develop and implement alumni portal on website
- Develop and implement Student Community Board
- Develop and implement online writing and programming labs



### TIMELINE

- Fall 2019 - Develop and implement Student Orientation for new students, including new orientation videos
- Fall 2019 - Contract an outside consulting firm to provide career services
- Spring 2020 - hire an additional student services staff member
- Fall 2020 - develop and send out Student Guide to Success
- Each semester - Student services personnel will identify struggling students and implement a support plan for each one
- Fall 2020 - review, revise, and update Orientation videos to reflect technology updates
- Fall 2021 - Implement alumni portal on website
- Fall 2022 - Implement Student Community Board
- Fall 2023 - Implement online writing and programming labs



### REPORTING/ KPI

- 80% resolution of all student services inquiries
- Job placement specialist assists 100% of students who request help with job search
- Implement student community board, alumni portal, and writing and programming labs.
- Stakeholders input in each of these portals and labs





## Goal #2: Convert non-matriculated students to matriculated students

### Lead

Elisheva Steinhart,  
Student Services

### Resources

Personnel - instructors, student services

### Budget

Included in payroll

### OPERATING PLAN

Student services personnel will support students and attempt to increase student engagement in courses. They will encourage students to matriculate and complete their degrees.



### ACTION PLAN

- Student services personnel will contact every non-matriculated student each semester to support their course engagement and performance
- Student services personnel will survey students to assess satisfaction.



### TIMELINE

- Each semester, student services will contact every non-matriculated student and encourage and support them in their studies



### REPORTING/ KPI

- 50% conversion rate of non-matriculated students to matriculated students annually
- 70% student satisfaction for each program





## Goal #3: Expand Academic Advising Center

### Lead

Hillel Rudolph,  
Chief Academic Officer

### Resources

Personnel

### Budget

Included

### OPERATING PLAN

Develop a robust Academic Advisement Center, where students can access important resources and gain the support they need to succeed.



### ACTION PLAN

- Review Academic Advisement Page - 2020
- Develop and update information on page about program requirements, transfer credits, career advisement, and other important links - 2021



### TIMELINE

- Initial development of Academic Advisement Center - 2020
- Review and update information on Academic Advisement Page - annually



### REPORTING/ KPI

- Track number of hits on Academic Advisement Page
- Track number of students Academic Advising, Student Services, and Career Services communicate with each semester
- Annual review of Academic Advisement Page with stakeholder input.
- Implement stakeholder suggestions





## Goal #4: Develop and Roll Out Computer Science Internship Program

### Lead

Tzvi Broker, Career Services  
Leora Waldman, Technical Coordinator

### Resources

Student Services

### Budget

\$10,000

### OPERATING PLAN

Student Services develops computer science internship program, prepares interns for their internship, and successfully places them in internships. This will prepare students for the job market.



### ACTION PLAN

- Develop internship program parameters
- Research possible placement opportunities
- Connect with workplaces about placing student interns at them
- Evaluating student candidates and determining their qualifications
- Prepare student for interviews
- Place students at workplaces for internships
- Follow up with students and employers about internship
- Elicit stakeholder feedback and adapt as needed
- Modify program so students can earn credits for internships under professor guidance

### TIMELINE

- Research and development - 2021 - COMPLETE
- Evaluation and preparation of student candidates - ONGOING
- Placement - ONGOING
- Stakeholder feedback and modifications - ONGOING
- Implement credit for internships - 2023



### REPORTING/ KPI

- Stakeholder feedback
- Place 2 students a semester





## Input from Stakeholders

- ▶ **Internal stakeholders:** Faculty, Student Services personnel, administration
- ▶ **External stakeholders:** Programming professional and writing professional to help set up writing and programming labs , companies that agree to participate in internship program
- ▶ Advisors will help design alumni networking and career programming.

## Reporting:

Students services is responsible for encouraging and motivating students to succeed. As a crucial source of interaction between student and college, the KPI's refer to non-matriculation conversion to student rates, response resolutions and student satisfaction. As Woodmont College seeks to expand its student services, rollouts of new services in conjunction with stakeholder feedback and input confirms the realization of the goal.

## Accomplishments

- ▶ Revised Student Orientation process and recorded new orientation videos for Summer 2019. All new students must watch the orientation videos in order to access their courses on Moodle.
- ▶ Implemented new protocol for student support. Student Services personnel stays in contact with professors to identify struggling students. She then contacts struggling students weekly and offers them support.
- ▶ Hired an outside contractor to provide career services. He has begun working with graduates to help them find jobs.
- ▶ Developed and rolled out computer science internship program. Successfully places 2 students in internships. Elicited feedback from stakeholders about internships and will be analyzing and modifying the program in response.



## Finances and Sustainability Goals

***Increase profits in order to be more financially independent and depend less on donors for sustainability.***

### **Connection to Mission**

Woodmont College is dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development. Once the institution can operate independently without donations, it will be able to offer more services and programs to educate more people.

### **Strategic Analysis**

One of the institution's weaknesses is its reliance on donations to cover much of its budget. The institution's revenue is comprised of tuition and donations. In 2019, 43% of revenue was from tuition and 57% was from donations. Thus, the institution is heavily dependent on outside donations. While this is acceptable for a non-profit institution, it is not ideal since the institution is not self-supporting. Consequently, the institution has developed a plan for financial independence. This plan is detailed in the 5 year budget and break-even analysis. By increasing enrollment by 20% annually and eliminating the most generous scholarships, the institution will raise average tuition rates. This, in turn, will increase tuition revenue, and decrease dependence on donations. From 2019 to 2020, the reliance on monthly donation will drop by 52%. It will decrease by another 26% from 2020 to 2021. By 2022, the institution will no longer be dependent on donations to cover expenses and will bring in a profit from tuition alone. Projected profits for 2022 are \$16,356. Profits are projected to jump by 300% in 2023.

### **Budgets**

See Appendix I: 5 Year Budget. The costs of these goals is included in Payroll Expenses.



## Goal #1: Increase profits

### Lead

Tzipora Klaver, Director and  
VP of Operations

### Resources

Personnel -  
• Financial Director    • Director  
• Marketing Director    • Board members

### Budget

Included in payroll

### OPERATING PLAN

Increase enrollment and reduce scholarships so  
that profits increase.



### ACTION PLAN

- Expand marketing
- Expand Admissions department
- Increase enrollment
- Reduce the number of scholarships awarded



### TIMELINE

- Implement marketing plan annually
- Track marketing and admissions to optimize these  
two departments and increase enrollment



### REPORTING/ KPI

- Stakeholders
- By 2021, only 33% of students are on  
scholarships
- Maintain scholarship rate of 33%
- Increase profits by 5% in 2020 and 10%  
in 2021
- 20% increase in credits taken each year
- Eliminate most generous scholarship in  
2020 and ensure the lowest scholarship  
amount in 2021 is \$100 per credit
- Increase tuition revenue by  
20% annually
- Maintain low expenses by  
continuing to link faculty  
salaries to enrollment  
and maintaining online  
structure of institution
- By 2022, annual tuition  
revenue exceeds annual  
expenses
- We will maintain scholarship rate of 33%





## Input from Stakeholders

- ▶ **Internal Stakeholders:** Rabbi Reichman, President Woodmont College, Tzipora Klaver, Director, Talia Belsky, Financial Administrator. Mrs. Belsky reviews the budget monthly and sends it to the President and Director. Rabbi Reichman and Mrs. Klaver review the statements and evaluate how they can improve the budget. Financial results are also reviewed by the Board of Directors of BMQ.
- ▶ **External Stakeholders:** Adding board members with financial background to Board of Directors. Two of the board members are CPAs. They form the audit committee. An independent auditor, Aron Epstein, conducts a GAAP audit annually.

## Reporting:

In order to increase financial stability, Woodmont College is projecting an increase in tuition revenue by 20% annually. Additionally, the institution plans on eliminating the most generous scholarship in 2021. At the same time, expenses will be controlled since the institution will retain its low-overhead, online structure. Thus, tuition revenue will grow while expenses remain low, and the institution will be less dependent on donations. The institution is projected to decrease its dependence on donations by 19% in 2020. The dependence on donations will continue to decrease. The institution projects that by 2022, the annual tuition revenue will exceed annual expenses.

The institution will monitor its financial stability through yearly reports such as audited financial statements, break-even analyses, and budgets. Woodmont College tracks revenue and expenses on a monthly basis to maintain financial stability.

## Accomplishments:

- Raised tuition
- Reduced scholarships awarded. In 2019, more than 50% of tuition went to scholarships. In 2020, scholarships were reduced to 38% of tuition.
- The independent accountant, Mr. Epstein, guided financial staff to standardize internal procedures, improve accuracy, and improve internal controls.



## Long Term Goal

The BMQ governing board meets twice a year. As Woodmont College's operations increase, additional meetings will be added to provide more timely oversight. Once student enrollment reaches 500 students, the board will meet three times a year. This is a long term goal as the institution does not anticipate reaching 500 student in the next five years.

### ***Accounting and Bookkeeping***

As transaction volumes increase, Woodmont College will hire a full-time bookkeeper/accountant to maintain the financial records and prepare financial reports for management. Currently, cash flow is approximately \$200,000 and the bookkeeper works 25 hours a month. The bookkeeper has the ability to add additional working hours. As cash flow increases, her hours will increase. Once Woodmont College reaches \$1.5 million cash flow, the institution will hire a full time bookkeeper or accountant. This is not projected for the upcoming five years. It is a long term goal.

### ***Accomplishments***

In order to improve financial oversight of Woodmont College, Beis Midrash of Queens has added two board members with a strong financial backgrounds and audit experience, Murry England, CPA, Meechal Litzenblatt, CPA. In addition, Beis Midrash of Queens upgraded the review of its financial statements from a review to a GAAP audit.

### ***Upgrading Facilities and Equipment***



## Goal #1: Upgrade Facilities and Equipment

### Lead

Tzipora Klaver, Director and  
VP of Operations

### Resources

Personnel

### Budget

As needed

### OPERATING PLAN

Will rent larger office space with 2 workstations  
and space to store additional student records



### ACTION PLAN

- When enrollment reaches 150 full time students, will research potential larger sites for office. Offices must comply with CIE and DEAC regulations for education institutions.
- When enrollment reaches 250 full time students, will rent a larger office



### TIMELINE

The institution anticipates meeting this goal  
after 2023.



### REPORTING/ KPI

At 150 full time enrollments, institution will identify  
5 potential larger office spaces for when the  
institution reaches 250 full time students.





## Reporting:

The need to expand facilities results from an increase in student body. When the number of students enrolled in the College reaches the number that would require new facilities, Woodmont College will implement the goal of upgrade and expanding the facilities.



## Goal: Attain Regional Accreditation

### Lead

Tzipora Klaver, Director and  
VP of Operations

### Resources

Personnel

### Budget

As needed

### OPERATING PLAN

Apply for NECHE accreditation by virtue of  
Woodmont meeting NECHE standards, as a  
DEAC accredited institution.



### ACTION PLAN

- Study NECHE Standards
- Write Institution Self Study
- Participate in Site Visits
- Defend Application To Commission



### TIMELINE

- Appoint Staff to Accreditation Team- Sep 2021
- Initial Site Visit - Jan 2022
- Submit Self Study - March 2022
- Site Visit - May 2022
- Defend Application



### REPORTING/ KPI

- Self study submitted on time
- Achieve NECHE Accreditation





## President's Summary

Woodmont College is strong and vibrant. Guided by its mission, the institution has the ability to grow and develop into a powerful force in higher education. Woodmont College's niche market is in need for its services. The college's financial position is stable, with regular donations and rising tuition income. Woodmont College operations are streamlined and its educational standards are high. Having achieved initial accreditation, there are many opportunities for growth awaiting Woodmont College. Continued strategic planning and accomplishment in the areas of technology, education, marketing, admissions, personnel, student services, finances, and sustainability will help the institution contribute significantly to its core market.



## 5 Year Budget and Break-Even Analysis

SPRING 2019 Comparative Analysis	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024
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BREAK EVEN ANALYSIS							
Monthly Enrollment Break - even	749	260	550	792	951	1141	1370
Monthly Sales Break - even	\$44,910	\$34,209	\$35,852	\$43,034	\$50,468	\$58,154	\$66,216
Actual Tuition Revenue		\$9,295	\$22,825	\$39,600	\$51,830	\$63,310	\$78,090
ASSUMPTIONS							
Average Per-Credit Revenue	\$240	\$143	\$166	\$200	\$218	\$223	\$228
Average Per Unit Variable Cost	\$18,080	\$11,177	\$20,780	\$26,455	\$32,231	\$38,124	\$44,150
Average Monthly Fixed Cost	\$26,830	\$23,032	\$15,072	\$16,579	\$18,237	\$20,060	\$22,066
Monthly Donations Required		\$24,914	\$13,027	\$3,434	\$1,363 PROFIT	\$5,427 PROFIT	\$11,875 PROFIT

### Budget Projections Assumptions

- 1) 20% increase in credits taken each year
- 2) In 2021 the school will be phasing out the greatest scholarship, ensuring that the lowest per-credit tuition is \$100/credit. This will raise average tuition per credit to \$200/credit.
- 3) from 2022 - 2024 we expect an additional \$5 average per credit increase per year
- 4) Variable costs include payroll which needs to increase as students enroll and marketing which we need to increase based on how many students are trying to attract to reach our enrollment goals
- 5) The institution is budgeting an extra \$60,000/year for salaries and 15% yearly increase in marketing to meet these goals
- 6) The college is projecting an additional 10% increase on our monthly fixed expenses to account for needed funds to cover our current standard costs



## Detailed Five Year Budget

	2020 Budget	2021 Budget	2022 Budget	2023 Budget	2024 Budget
<b>INCOME</b>					
Donations	\$156,324	\$41,208			
Tuition Income	\$495,000	\$712,800	\$855,900	\$1,026,900	\$1,233,000
Scholarship Expense	-\$221,100	-\$237,600	-\$233,946	-\$263,571	-\$295,920
<b>TOTAL INCOME</b>	<b>\$430,224</b>	<b>\$516,408</b>	<b>\$621,954</b>	<b>\$763,329</b>	<b>\$937,080</b>
<b>GROSS PROFIT</b>	<b>\$430,224</b>	<b>\$516,408</b>	<b>\$621,954</b>	<b>\$763,329</b>	<b>\$937,080</b>
<b>EXPENSE</b>					
Administrative Costs	\$13,500	\$14,850	\$16,335	\$17,969	\$19,765
Business Gifts	\$700	\$770	\$847	\$932	\$1,025
CC processing	\$14,000	\$15,400	\$16,940	\$18,634	\$20,497
Computer and Internet Expenses	\$1,680	\$1,848	\$2,033	\$2,236	\$2,460
Consulting	\$400	\$440	\$484	\$532	\$586
Continuing Education	\$2,000	\$2,200	\$2,420	\$2,662	\$2,928
Educational Expenses	\$4,600	\$5,060	\$5,566	\$6,123	\$6,735
Graphics Expense	\$2,600	\$2,860	\$3,146	\$3,461	\$3,807
Insurance	\$1,440	\$1,584	\$1,742	\$1,917	\$2,108
License Expense	\$24,050	\$26,455	\$29,101	\$32,011	\$35,212
Marketing	\$54,000	\$62,100	\$71,415	\$82,127	\$94,446
Membership Fees	\$350	\$385	\$424	\$446	\$512
Office Supplies	\$1,440	\$1,584	\$1,742	\$1,917	\$2,108
Postage and Delivery	\$1,000	\$1,100	\$1,210	\$1,331	\$1,464
Printing	\$75	\$83	\$91	\$100	\$110
Rent	\$5,400	\$5,940	\$6,534	\$7,187	\$7,906
Telemarketing	\$13,800	\$15,180	\$16,698	\$18,368	\$20,205
Telephone Expense	\$4,200	\$4,620	\$5,082	\$5,590	\$6,149
Travel Expenses	\$5,500	\$6,050	\$6,655	\$7,321	\$8,053
Tuition Grant	\$500	\$550	\$605	\$666	\$732
Tutoring Expense	\$9,000	\$9,900	\$10,890	\$11,979	\$13,177
Webhosting and Design	\$74,620	\$82,082	\$90,290	\$99,319	\$109,251
Payroll Expenses	\$195,350	\$255,350	\$315,350	\$375,350	\$435,350
<b>TOTAL EXPENSES</b>	<b>\$430,205</b>	<b>\$516,391</b>	<b>\$605,600</b>	<b>\$698,195</b>	<b>\$794,586</b>
<b>NET INCOME</b>	<b>\$19</b>	<b>\$18</b>	<b>\$16,354</b>	<b>\$65,134</b>	<b>\$142,494</b>