Southern New Hampshire University

Unlocking Talent and OPPORTUNITY

2018-2023 SNHU STRATEGIC PLAN

Our Commitment to
UNLOCKING TALENT AND OPPORTUNITY

At Southern New Hampshire University (SNHU), everything starts and ends with our mission:

SNHU transforms the lives of learners. Our success is defined by our learners' success. By relentlessly challenging the status quo and providing the best support in higher education, SNHU expands access to education by creating high-quality, affordable, and innovative pathways to meet the unique needs of each and every learner.

To fulfill that mission, we filter every decision though a single lens: "Is this good for learners?" We often find answers in other industries. We are trying to build a new university that can serve learners at massive scale, improve the quality of outcomes, move with agility in response to opportunity and threat, and help reshape higher education for a world of unprecedented and exponential change. We do it to realize our vision statement: Make the world a better and more just place through higher education, one learner at a time.

We believe that education remains the greatest driver of social change. We do not innovate for the sake of innovation; we innovate in the service of social justice. That is why SNHU exists, and why our vision to educate hundreds of thousands is born not of hubris, but of hope. We have an opportunity and a responsibility to serve learners for whom higher education is not a guarantee — a generation of entrepreneurs, engineers, writers, community leaders, teachers, and technologists whose talents our country and world cannot afford to squander.

Serving nontraditional learners is in our DNA. We started in 1932 as the New Hampshire Accounting and Secretarial School, serving mostly adults. After the United States entered WWII in 1941, the school shifted to serving service members. Ten years ago, we were a largely unknown, medium-sized, regional university. We then set out to build a national university to meet the needs of today's learners.

As our enrollment grew substantially year by year, we began to realize that the term "student" no longer encompassed all of the individuals enrolling at SNHU. "Student" refers to an individual learning via a highly regulated pathway likely leading to an undergraduate or graduate degree. We now refer to all enrolled individuals as "learners," a word that encompasses our current students, dual-enrollment and coursework-only enrollees, and future participants. Today we are seeking to support our growing enrollment, foster alumni engagement, and create even more innovative, flexible, and affordable pathways to education for lifelong learners — a learning ecosystem into which learners will come and go throughout their lives.

This Strategic Plan is the culmination of more than two years of work. Beginning with an overview of our history, mission, vision, and leadership model, and a summary of challenges facing our learners, our plan hinges around five commitments. Over the next five years, we will bridge the gap between talent and opportunity, with access being a major theme. Note that we use "commitments" instead of "goals" — goals are often a wish. Commitments better reflect our determination and accountability.

We anticipate significant challenges, but will overcome them by remaining true to our mission. With this in mind, we are optimizing our organizational structure, investing soundly, and pursuing partnership opportunities that further our mission.
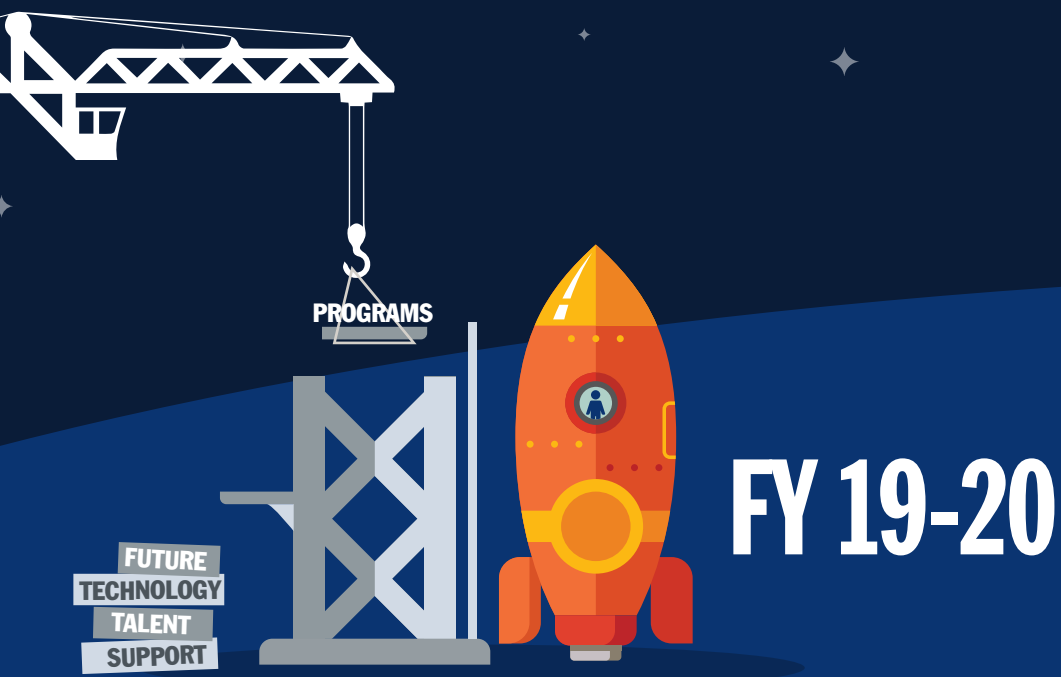
The world equally distributes talent, but it does not equally distribute opportunity.

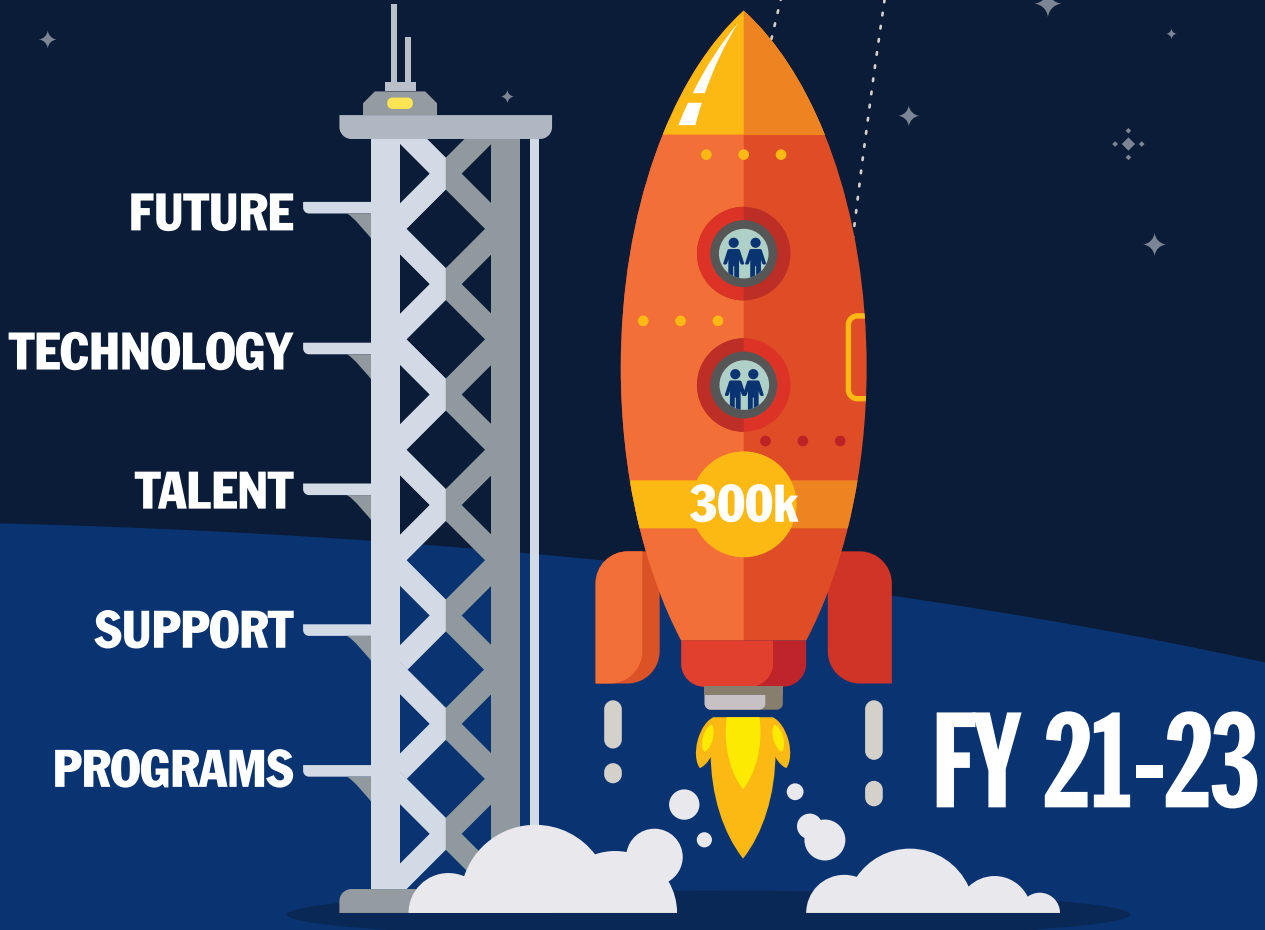**We seek to change that inequality.**

Paul LeBlanc

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TALENT
SUPPORT

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Our 2013 Strategic Plan was built to serve an enrollment of about 40,000 students. We shot for the moon in 2013 and exceeded our goals, reaching more than 100,000 learners by 2017.

Through the five commitments in our 2018-2023 Plan, we are building the capacity to serve hundreds of thousands of people worldwide, developing a learning ecosystem that spans pre-college to late-career education in a seamless way that better serves the needs of individual learners, the workforce, and communities.

FUTURE

TECHNOLOGY

TALENT

SUPPORT

PROGRAMS

300k

FY 21-23

Cultivating flexible and affordable pathways for learners to pursue higher education is in our DNA as an institution. This theme emerged at the forefront of our revised mission statement in 2016 as we publicly oriented ourselves around a common mission to transform the lives of learners to meet our vision of making the world a better and more just place through higher education.

OPPORTUNITY

Unlocking Talent and
OPPORTUNITY

TALENT

OUR HISTORY

SNHU began as a two-room business school above a nondescript storefront in downtown Manchester, N.H., in 1932. The tiny enterprise enrolled fewer than 45 students in bookkeeping, accounting, and secretarial courses. The school's founder, Harry Alfred Benjamin "H.A.B." Shapiro, started the program to teach bookkeepers the theory underlying the tasks they performed day in and day out. Shapiro believed passionately in the value of knowing the "why" and not just the "how" and reaching those not well-served by traditional colleges. His ethos and legacy inform our mission and vision today.

Three common themes permeate SNHU's history: flexible delivery, expanding access, and a commitment to quality.
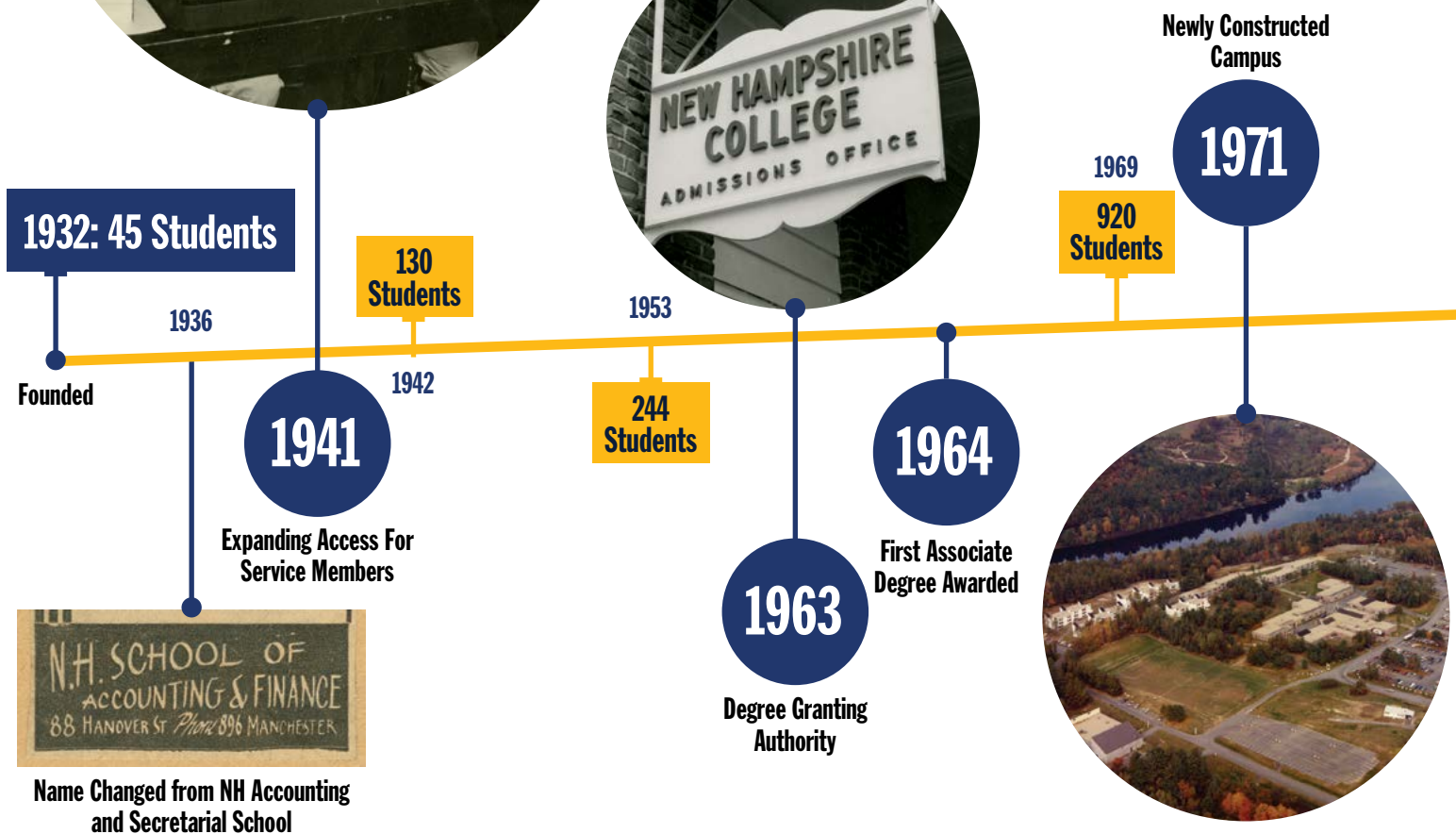
FLEXIBLE DELIVERY

Removing barriers to educational delivery is a consistent theme at SNHU. When the school first opened, it offered one-year courses that qualified graduates for entry-level positions as secretaries, bookkeepers, and junior accountants. Courses were offered both during the day and at night, making education possible for learners who otherwise might not have been able to participate due to their work and family schedules.

EXPANDING ACCESS

SNHU strives to expand access to education through innovative pathways. During World War II, SNHU shifted its focus to supporting the needs of service members. Aligned with our mission, in the 1960s the school expanded educational opportunity to military personnel by offering innovative eight-week courses on military bases in New England and Puerto Rico. Today, SNHU educates more than 14,000 military-affiliated learners through the GI Bill and related support programs.
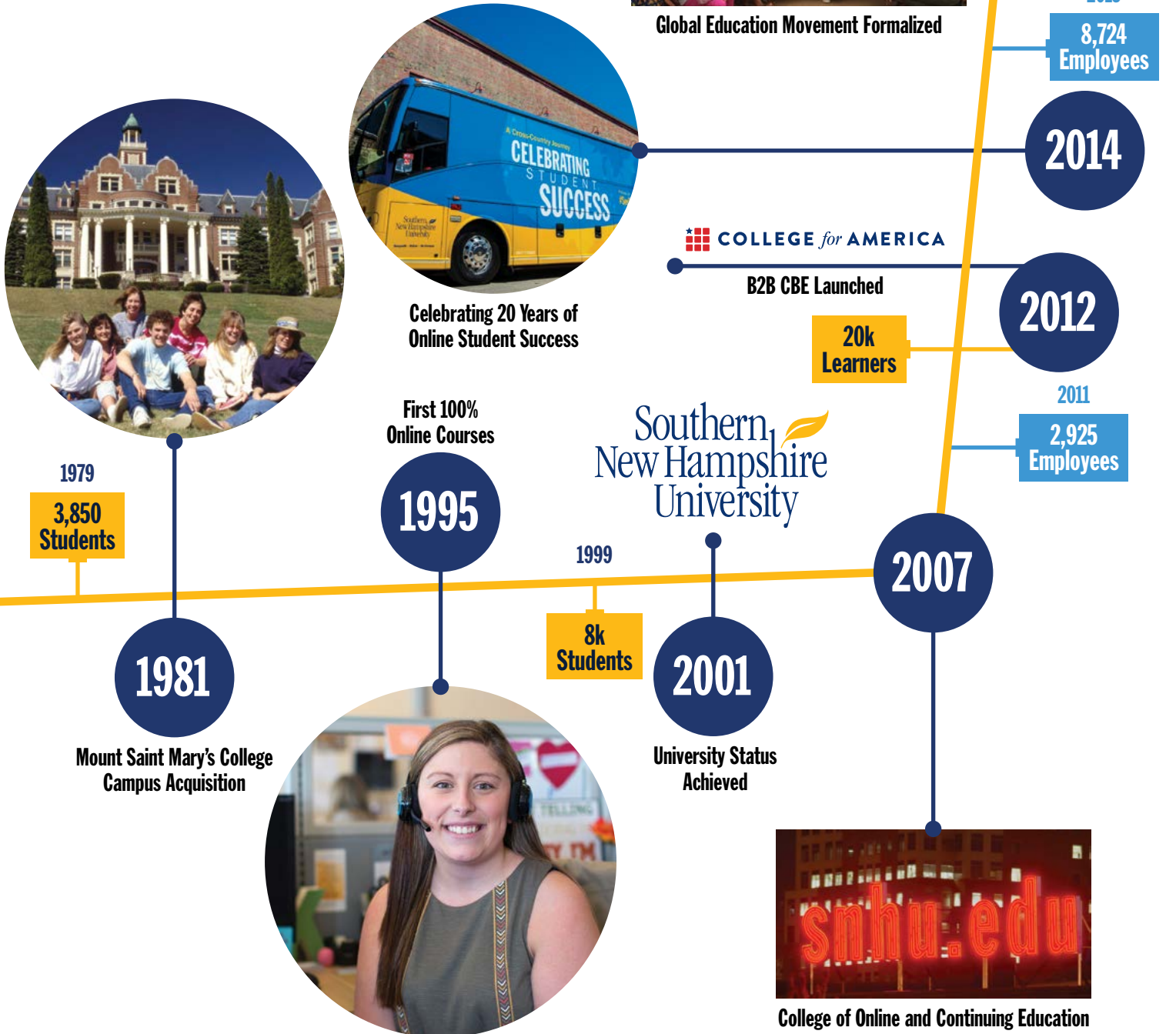
SNHU was an early pioneer in online education, launching its first programs in 1995. The idea of having around-the-clock access to course materials and online bulletin boards for discussion enabled more nontraditional learners to pursue education. The online programs were revamped starting in 2003, and in 2008 SNHU set out to reach a national audience. Following the launch of a national brand building effort in 2011, SNHU's enrollment grew from approximately 12,000 students, primarily from New England, to more than 130,000 learners from all 50 states and many countries. Our learner population is more racially and socioeconomically diverse than ever before. SNHU continues to expand access to education by continually investigating new pathways to make education more affordable and accessible to those who have faced persistent barriers to higher education. These efforts include three-year bachelor's degree programs, SNHU Advantage, the Global Education Movement, and DACA scholarship initiatives.

Newly Constructed Campus

1971

1969
920 Students

1932: 45 Students

130 Students

1936

1953

Founded

1942

1941

244 Students

1963

1964

Expanding Access For Service Members

N.H. SCHOOL OF ACCOUNTING & FINANCE 88 HANOVER ST *Phone* 896 MANCHESTER

Name Changed from NH Accounting and Secretarial School

Degree Granting Authority

First Associate Degree Awarded

A COMMITMENT TO QUALITY

SNHU first became regionally accredited in 1961 by the New England Association of Schools and Colleges Commission on Institutions of Higher Education. SNHU's enrollment increased from just 96 all the way to 920 in 1969. Since then, the university has added specialized accreditations in many program areas, including CCNE in nursing, ACBSP for business, ACPHA for hospitality, and CAEP for elementary education.

SNHU is a leader in quality assurance, program and course development models, use of analytics, hiring and supporting of faculty and staff, quantitative and qualitative monitoring, and more. Our pioneering work in competency-based education (CBE) is seen by many as a paradigmatic change in higher education, shifting the focus of quality from inputs to outputs — what learners can actually do with what they know.

CETA Established

2018: 130k Learners

2018
10,054 Employees

2017

Global Education Movement Formalized

2016

2015
8,724 Employees

2014

Celebrating 20 Years of Online Student Success

COLLEGE *for* **AMERICA**

B2B CBE Launched

2012

20k Learners

2011
2,925 Employees

1979
3,850 Students

First 100% Online Courses

1995

Southern New Hampshire University

1999

8k Students

2007

1981

Mount Saint Mary's College Campus Acquisition

2001

University Status Achieved

College of Online and Continuing Education

SNHU CAMPUS

1998

OUR MISSION, VISION, AND VALUES

In 2015 we launched our "One University" initiative, a planning exercise to ensure that the university's guiding strategic statements were relevant to serve current and future learners while being agile enough to guide the university's growth plans and innovation agenda.

One University Initiative

The One University initiative started with an examination of our organizational model. The initiative identified where we could recalibrate to become more efficient, but over time it underscored areas in the learner experience where decentralization made us less effective. On another level, it was a reminder that we are a single university with a common mission — transforming the lives of our learners with a focus on learner success — and that we are stronger together. **That is why it was important to start this strategic document with an affirmation of our updated mission, vision, and values — to ensure they reflect not only our past success, but also address learners' future needs and outline a path forward.**

The One University initiative acknowledges the importance of each part of that landscape.

- Global Campus (GC) is the basis of our national footprint and the economic engine of the university. It provides the resources to invest in our Strategic Plan and serve a growing and diverse community of learners, allowing us to lean into the future of higher education and the global workforce.

- University College (UC) provides the credibility of an established, residential campus and offers our "coming-of-age" experience to younger learners.

- Workforce Partnerships (WP) and our competency-based education program help us reach new and historically underserved learner populations, build innovative partnerships, align with workforce needs, and place SNHU at the forefront of the national dialogue on the policy, innovation, and future of higher education.

- Global Education Movement (GEM) is the world's most ambitious effort to bring full university degrees to refugees, the most marginalized learners imaginable. After three years of honing the delivery model in Rwanda, GEM has expanded to serve refugee populations in Malawi, Kenya, South Africa, and Lebanon.

- The College of Engineering, Technology, and Aeronautics (CETA) is a recent addition to the university, part of the acquisition of Daniel Webster College in 2017. Recently given full ABET accreditation for aeronautical and mechanical engineering, CETA moves the university more fully into high demand STEM fields.

Every office, faculty, and staff member at the university plays an important role in the support and success of our learners and our mission.

The vision of One University was shared at the September 2015 All-Managers Meeting. From 2015 through today, deliverables of this effort were planned, coordinated among, and socialized with faculty, staff, and the Board of Trustees. There were numerous planning events such as UC fall and spring opening days, COCE town hall meetings, executive team retreats, planning sessions, SNHU All-Managers Meetings, and Board of Trustees meetings.

ONE UNIVERSITY CORE COMPETENCIES

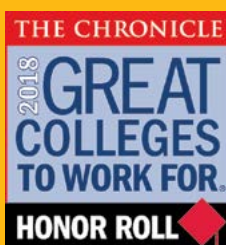|		PURPOSE	DIVERSITY	INTERDEPENDENCE	LEADERSHIP	THINKING	COMMUNICATION	MINDSET	TEAM	RESULTS
GROWING SNHU		Cultivate Culture	Inspire Inclusivity	Interdependent Leadership	Lead Vision & Purpose	Design Thinking	Transparent Leadership	Mentoring Mindset	Build Coalitions	Strategic Agility
GROWING TEAM		Drive Engagement	Support Differences	Collaborative Partner	Lead by Example	Systems Thinking	Agile Communicator	Coaching Mindset	Build High Performing Teams	Manage & Measure Work
GROWING YOU		Learner/ Client Focus	Value Differences	Instill Trust	Lead Self	Critical Thinking	Effective Communications	Growth Mindset	Team Player	Drive for Results

Our Culture

Our progress toward mission and vision fulfillment is driven by our core capabilities to pursue the expansion of access to education by creating high-quality, affordable, and innovative pathways to meet the unique needs of every learner.

LEARNER-FIRST CULTURE

SNHU will maintain a learner-first focus where each person feels the faculty and staff's dedication to his/her success, regardless of how large the university grows. Our first question in starting a new project will always be: "How will this help learners?"

SNHU has received the Chronicle's "Great Colleges to Work For" award for the past 11 years — every year since the inception of the list.

THE CHRONICLE
2018 GREAT COLLEGES TO WORK FOR.
HONOR ROLL

TALENT AND CULTURE

We will hire and cultivate people who are committed to our mission and vision, and who understand and reflect our learners. We will provide training and professional development opportunities and promote leadership literacies. We prioritize culture-building among our employees.

DATA-INFORMED CULTURE

We use data to derive a better understanding of our learners and our institution. Understanding which metrics matter along the learner life cycle is critical. We measure persistence, retention, learner success, learning outcomes, and numerous other metrics that provide daily insight to learner-facing teams on how to prioritize goals. Through data analytics, we derive a deeper understanding of the learner experience.

WHY

WHAT

HOW

SNHU Mission

In 2015, the SNHU mission was revisited to emphasize our commitment to learner success. SNHU's mission statement reads:

Southern New Hampshire University transforms the lives of learners. Our success is defined by our learners' success. By relentlessly challenging the status quo and providing the best support in higher education, Southern New Hampshire University expands access to education by creating high-quality, affordable, and innovative pathways to meet the unique needs of each and every learner.

SNHU Vision

Make the world a better and more just place through our work, one learner at a time.

WHY DOES SNHU EXIST?

SNHU transforms the lives of our learners. Our success is defined by our learners' success.

WHAT DOES SNHU DO?

SNHU expands access to education by providing high-quality, affordable, and innovative pathways that meet the needs of each learner.

HOW DOES SNHU TRANSFORM THE LIVES OF LEARNERS?

We provide the best support in higher education. We focus on each learner. We relentlessly challenge the status quo.

SNHU Core Values

SNHU's core values guide the university's actions and serve as cultural cornerstones. They can never be compromised and are the source of our differentiation as a university. Our core values are:

EXUDE PASSION

We are passionate about our mission, learner success, and our employees, and it shows in all we do.

CHALLENGE THE STATUS QUO

We push the limits of the status quo every day through innovation, forward-thinking, creativity, risk-taking, and grappling with the systemic barriers that many of our learners face.

DO THE RIGHT THING EVERY TIME

We demonstrate a strong commitment to integrity and ethics. We do the right thing for our learners, employees, and community.

EXHIBIT GRIT

We are tenacious, persevering, never cut corners, and always maintain a laser focus on the details.

EMBRACE DIVERSITY

We encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.

LEARNER SUPPORT CULTURE

Providing outstanding support is key to transforming the lives of our learners. We treat our learners as equals who deserve the best support available. Our success is defined by their success.

CHALLENGING THE STATUS QUO

We push the limits of the status quo every day through innovation, forward-thinking, creativity, and risk-taking. This effort is fueled by our commitment to providing affordable, high-quality academic pathways that help our learners achieve their goals. We seek to narrow the persistent and historic inequities of opportunity, particularly those defined by race, class, and gender.

AFFORDABILITY

We are committed to providing affordable pathways to education. We avoid increasing tuition and actively explore new methods for bringing costs down without sacrificing quality. SNHU is sensitive to learner debt and provides robust career services support that leads to meaningful work, valuable interactions with faculty, and purposeful lives.

ACCESSIBILITY AND EQUITY

Higher education must change in order to meet the needs of a growing and more diverse population. We create greater opportunity for those not well-served by higher education. This work will include expanding in new geographies, ensuring that we are skilled at supporting our learners, modernizing systems, broadening curriculum and pedagogy, and continuing to push ourselves to see our learners through to successful completion.

COMMITMENT TO COMPLETION

We provide the best support in higher education in order to help each learner achieve their goals. We utilize data analytics to guide our efforts in providing targeted and well-timed outreach. Completion is the ultimate goal in the SNHU learner life cycle and is a focus of continuous improvement. Our success is driven by our learners' success. We aim to provide complete support to our learners where they are, recognizing that each learner faces different opportunities and challenges. To do so, we aim to partner with organizations that increase our impact and ensure learner success.

QUALITY ACADEMICS

SNHU is committed to expanding access to education through affordable, high-quality academic pathways. Our teams are focused on the quality of our programs and the success of our learners. We push the limits of the status quo every day to explore new ways to deliver more high-quality, flexible options for our learners, particularly those for whom college is not a guarantee.

Leadership Philosophy

SNHU's leadership strategy is based on the ideas of interoperability and interdependence as the foundation for driving scalable, innovative growth in alignment with the mission and vision. Within this model, initiatives and tasks are "pulled up" based on urgency, and the key to success is the ability to be agile and responsive and to apply resources where needed. Doing so means operating and functioning cross-collaboratively and in ways that promote learner success.

The chart below more aptly reflects both our structure and our aspiration for how we increasingly function as a team and as an organization.

We structure our model around four key areas of contribution:

- Academic Delivery refers to both established and incubated methods of expanding access to education on our platforms.
- Strategic Drivers are the building blocks of our work, shaping every major project or initiative.
- Strategic Services and Enablers complement the Strategic Drivers to provide critical support.
- Mission and Strategy represents our commitment to focus our efforts on transforming learner lives, creates the environment necessary to explore new innovations, and draws the road map for SNHU's future.

These four organizational areas are interdependent, allowing the university to respond quickly to opportunities or threats with the right team and resources, working cross-functionally and providing a distinct competitive advantage in an industry that is usually siloed, territorial, and slow to react.
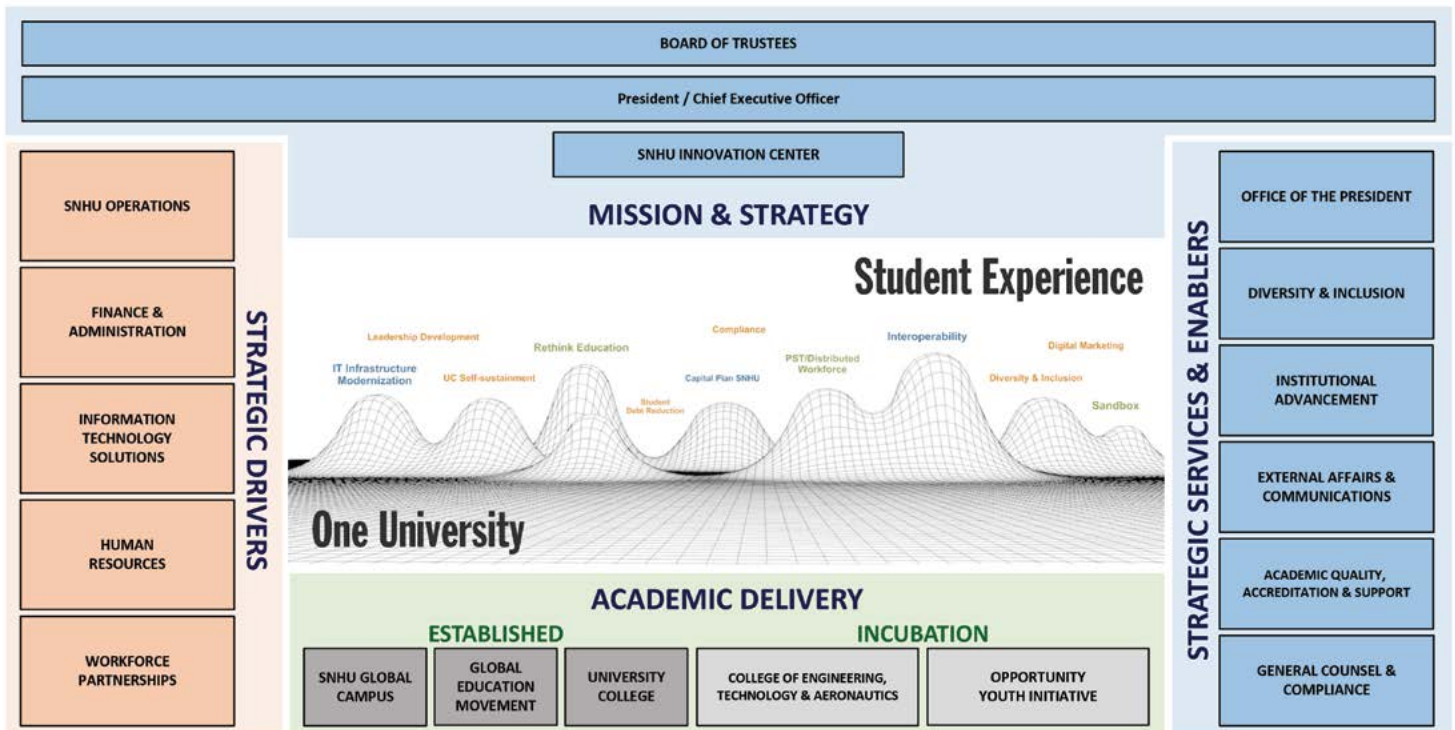
INTERDEPENDENCE

During SNHU's time of exponential growth, the university was best served by developing an independent model where departments and entire business units were free to work among themselves to build their models. Now, in a time of sustaining growth and planning for the future, SNHU is building an interdependent model where shared exploration and the emergence of new perspectives are critical to surveying the existing landscape and making projections for the future. SNHU aims to incorporate agility and optimization across the university as part of its interdependent model. Some departments will continue to utilize a dependent or independent model in order to achieve their goals, particularly those where it is critical to have top-down compliance.
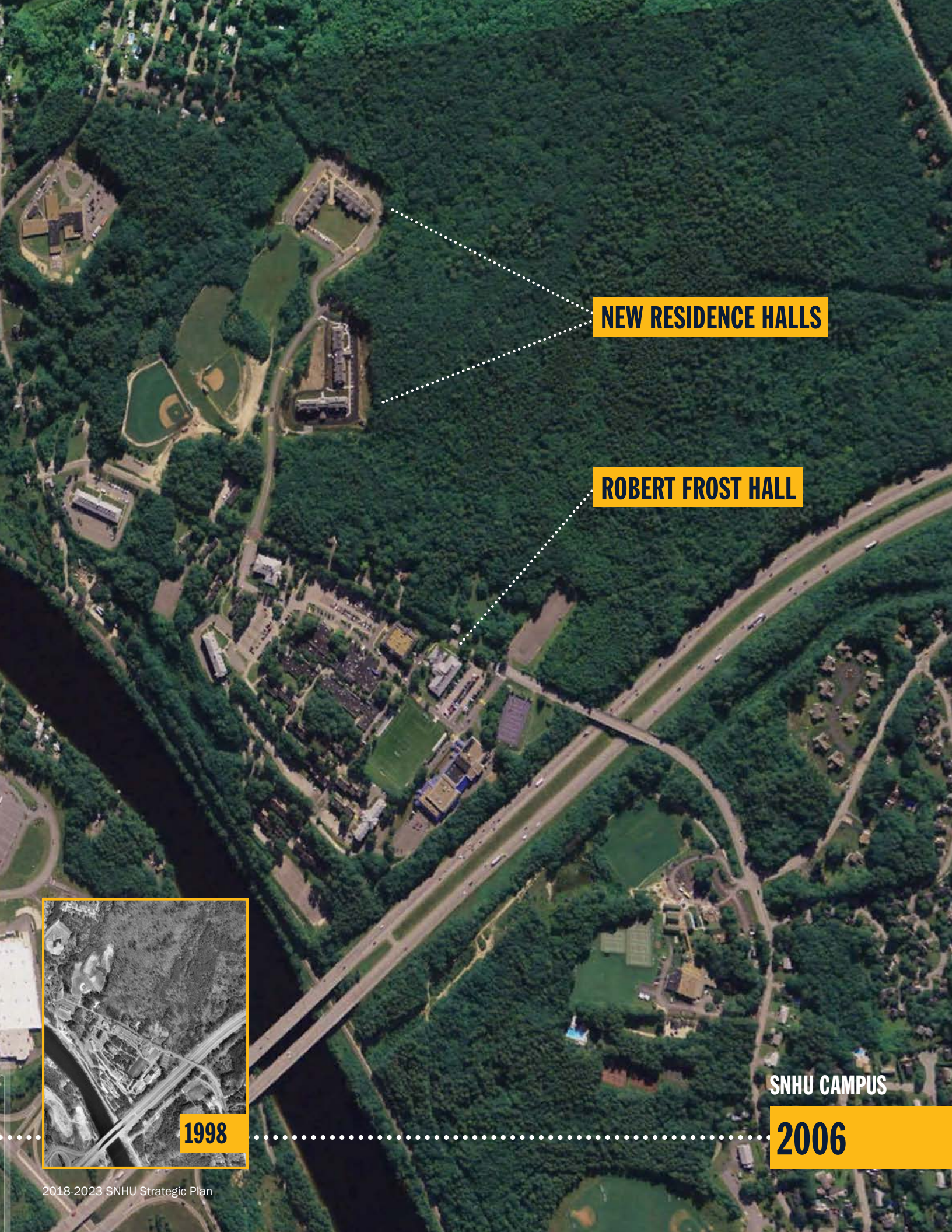
Having a leadership team with diverse perspectives, identities, and backgrounds is critical to the success of any organization. The research is unequivocal: Diversity improves decision-making, improves creativity, and results in better organizational performance. SNHU will foster, encourage, and enable diversity of perspectives to grow and build together.

INTEROPERABILITY

SNHU seeks to provide a personalized learning experience for all. This requires the university to be interoperable and allow learners to move freely among modalities (in-person, online, and competency-based instruction). This model will enable greater fluidity and allow SNHU to explore more innovative pathways, including stackable microcredentials. Providing critical flexibility to enable learners to be the center of their own learning ecosystem is a priority for the university.

SNHU INTERDEPENDENCY ECOSYSTEM

NEW RESIDENCE HALLS

ROBERT FROST HALL

1998

SNHU CAMPUS
2006

CHALLENGES OUR LEARNERS FACE

People pursue education with the hope of improving their lives, but are faced with obstacles, both direct and indirect, that often appear insurmountable. Since our success is defined by our learners' success, the challenges they face are also our challenges. The following identified challenges were derived from national and global trend analyses through third-party research by PwC, Gartner, and the Institute for the Future, as well as through feedback from our learners and learner-facing staff. We have grouped them into the following categories:

- Economic barriers
- Declining public trust in education
- Impact of automation

- Dilemma of work/life balance
- Impact of uncontrolled variables
- Future forces and challenges
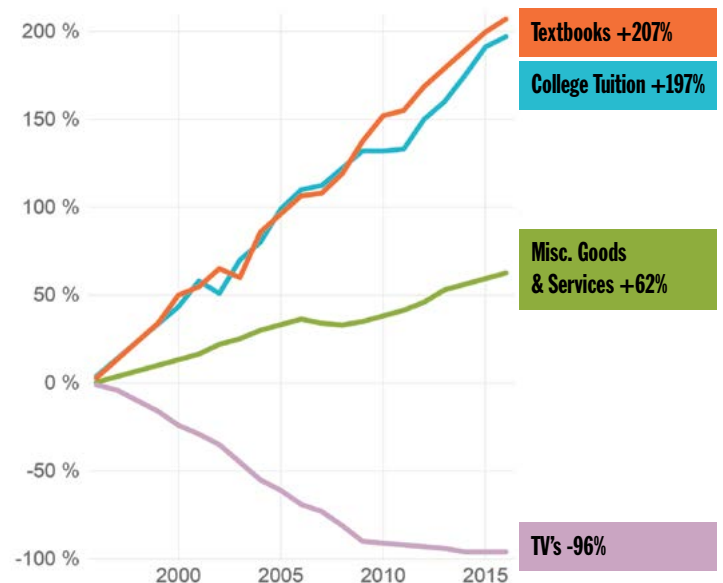
ECONOMIC BARRIERS

Cost deters people from pursuing education, especially in underserved populations. The U.S. Bureau of Labor and Statistics (BLS) reports that the increasing cost of education has outpaced other goods and services over the last 20 years, with tuition rising 197 percent and the cost of textbooks up 207 percent. By comparison, the average cost increase of most goods and services has been 62 percent, while some items, such as televisions, have decreased in cost by almost 100 percent. The cost of higher education has actually outpaced the much-complained-about cost of healthcare since 1982.

The disproportional rise in the cost of education forces learners to make hard decisions about how to allocate their monetary resources for both higher education and other goods and services. For learners who stopped taking classes without receiving a degree, the decision to return is more perilous.

This population is already four times more likely to default on their loans. Graduates are using a larger percentage of their total income to pay off student loans than any previous generation, limiting their ability to stimulate local economies. The 35 percent decline in home ownership among young adults observed by the U.S. Census Bureau is a direct consequence of this trend. Many young adults with degrees are still struggling to pay back their existing debt, which has led to approximately 3,000 Americans defaulting on their student loans daily. Half of those defaults are for amounts less than $8,000 — in other words, half of the default crisis is driven by people unable to pay off modest loans.

A global labor shortage adds an additional layer of complexity for SNHU. This hinders our institution's ability to hire critical staff and faculty to fill positions that support our learners. Near-full employment results in a "war for talent" that significantly impacts learner experience. The cost of the labor shortage indirectly increases the cost of higher education. As the hiring process becomes costlier, institutions will face difficult decisions that could diminish learner experience.

COST OF EDUCATION VS. GOODS AND SERVICES

Source: U.S. Bureau of Labor and Statistics

DECLINING PUBLIC TRUST IN EDUCATION

Growing public concern about the cost of education and debt has surfaced a growing disconnect between higher education and the public's perception of its value. According to the consulting firm Edelman, more than 70 percent of education institutions believe it is more important to provide a well-rounded education than it is to develop designated career skills, whereas half of the public prioritizes learning specific tools and resources to succeed in a career over having a well-rounded education. Public trust in higher education has eroded, particularly among Republicans and self-identified conservatives.

The disconnect provides naysayers with a compelling argument against higher education being "worth it" and ultimately has resulted in a growing percentage of the American public believing that higher education has a negative impact on the country, according to the Pew Research Center. Consequently, institutions need to rethink their mission and strategy in order to maintain their reputation, meet public demand, and ultimately change lives.

IMPACT OF AUTOMATION

Automation has created more jobs than it has eliminated. It's estimated that around 50 percent of work activities in the United States today are potentially automatable by adapting existing technology. Learners are both in competition with robots and faced with the unprecedented challenge of working alongside advanced automated and intelligent beings.

While each robot created is estimated to eliminate six jobs, this concurrently creates an unknown number of new jobs in robot creation as well as new roles for humans to meet emerging needs. Our learners need to know how to interact with these new technologies, but also how to take advantage of the uniquely human skill sets that will make them indispensable in the workplace. Institutions will need to prepare learners for careers that require a creative mindset and the mental flexibility to reinvent or discover new ideas. Our learners will work alongside intelligent machines, often in jobs that do not exist today or jobs that will be thoroughly reinvented.
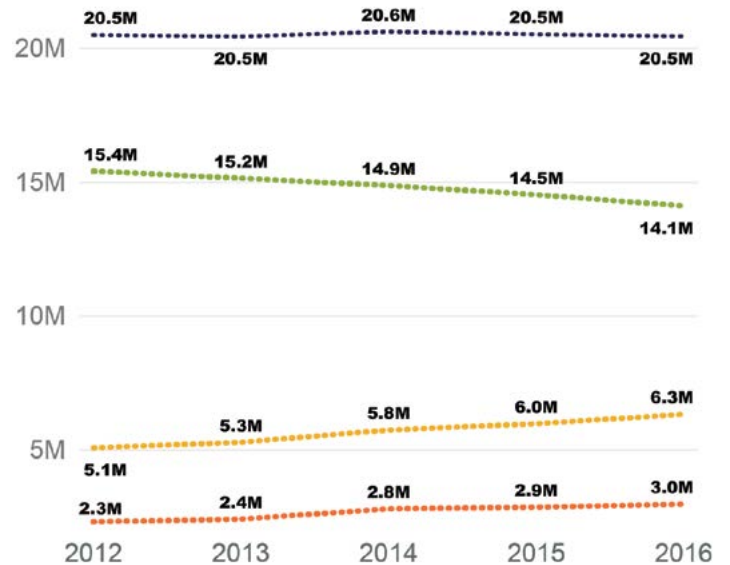
DILEMMA OF WORK/LIFE BALANCE

Numerous priorities compete for our learners' time: school, work, family, hobbies, etc. Education adds to an already demanding schedule. For some, this provides seemingly immovable barriers to enrollment.

However, higher education can rethink what is possible by offering flexible options for pursuing academic pathways. Learners have responded to this opportunity with increasing enrollment in distance education — over a million people in just four years according to IPEDS. It is no longer feasible to assume that all bachelor's degree-seeking learners can commit to an immersive, in-person, four-year experience. Institutions need to meet learners on their own terms at their preferred location, whether that be on campus, at a satellite location, online,

or through a hybrid option. The continued exploration and permeation of flexible learning pathways will grow increasingly essential for higher education's existence. SNHU is exploring methods to leverage emerging technologies into improving learner success and opening access to education for those populations that historically have had limited or no access.

LEARNER DISTANCE LEARNING TRENDS

	2012	2013	2014	2015	2016
All Learners	20.5M	20.5M	20.6M	20.5M	20.5M
Learners Not Enrolled in Any Distance Courses	15.4M	15.2M	14.9M	14.5M	14.1M
Learners Enrolled in at Least One Distance Course	5.1M	5.3M	5.8M	6.0M	6.3M
Learners Enrolled Exclusively in Distance Courses	2.3M	2.4M	2.8M	2.9M	3.0M

- All Learners
- Learners Enrolled in at Least One Distance Course
- Learners Enrolled Exclusively in Distance Courses
- Learners Not Enrolled in Any Distance Courses

Source: IPEDS

IMPACT OF UNCONTROLLED VARIABLES

Government policies, regulations, and legislative changes create additional challenges for learners and educational institutions. The historical, legal segregation that grew out of government regulations in the 20th century continues to be an impediment to social mobility for some learners. The United States ranks low for social mobility compared with other Organization for Economic Co-operation and Development members, which indicates that our education system is failing to serve as the great equalizer.

An update of the Higher Education Act (HEA), the first overhaul in a decade, is pending in Congress. Reforms under discussion include expansion of flexibility, competition, and options for learners that decrease both the cost and time required to earn a degree; changes to the credit-hour definition; reforms in federal financial aid programs; and changes to incentivize a greater focus on completion.

The U.S. Department of Education also continues to advance policies that will impact online learning, competency-based education, and the role of nontraditional providers. The department's Educational Quality through Innovative Partnerships program (EQUIP), for example, allows nontraditional providers to access federal student aid for programs such as coding boot camps that traditionally are not included under Title IV of the HEA. Growth of this program could lead to nontraditional competitors to the traditional online degree. Other closely watched policies are pending changes to the federal rules that govern state authorization, including the State Authorization Reciprocity Agreement (SARA), which is critical to the continued success of online education in this country.
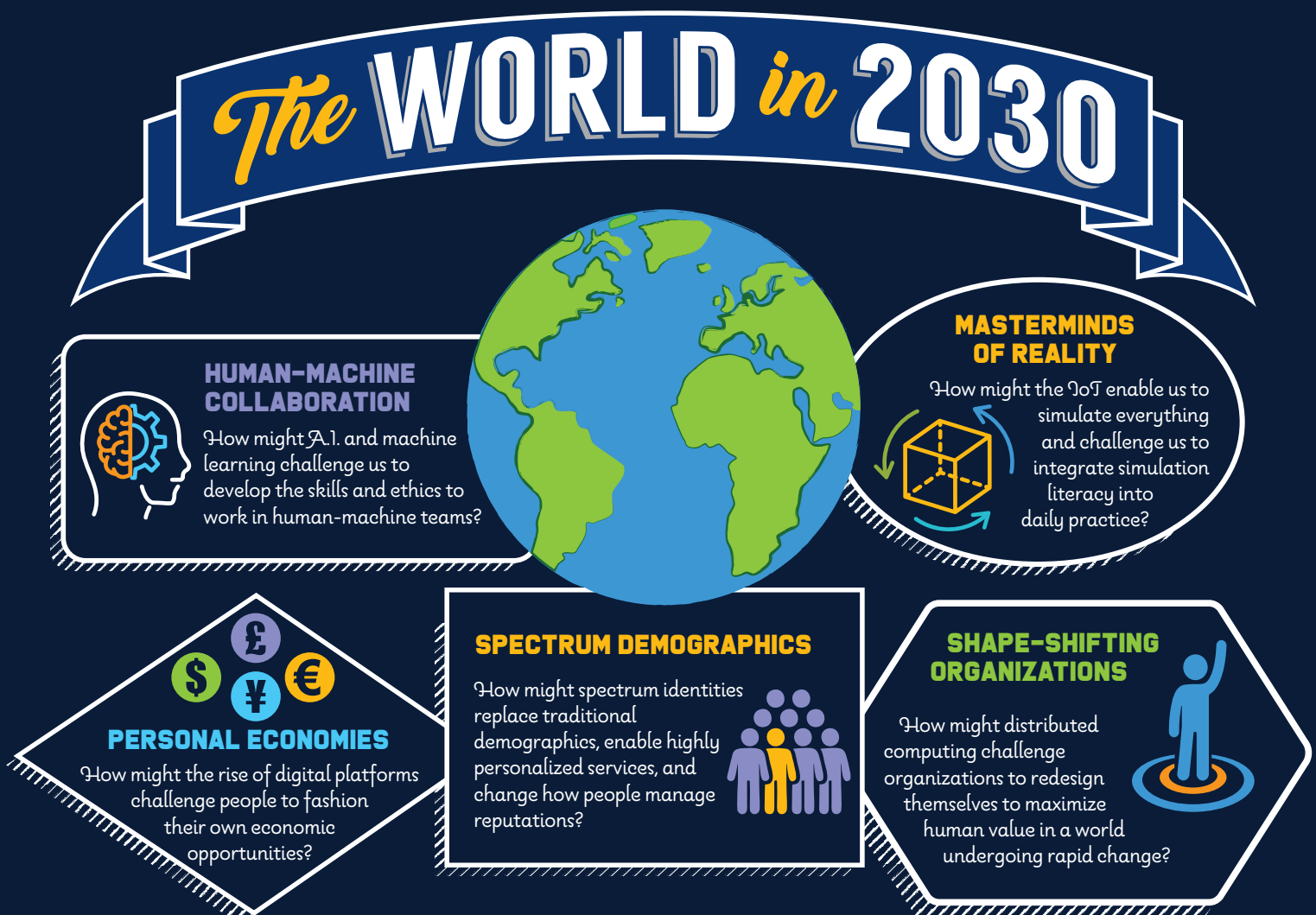
Uncertainty around the future of policies such as financial aid and loan forgiveness creates consumer anxiety and a hesitation to enroll. Changes in requirements for immigration status could happen without warning, changes to the federal financial aid application process could occur annually, and regulations around loan forgiveness opportunities could shift holistically with a new administration. These and other factors present an ongoing need to be diligent, vigilant, and ready to strategize around how to stay ahead of potential policy shifts.

Future Forces and Challenges Shaping the Higher Education Environment

To remain relevant in an uncertain future, SNHU must be agile enough to respond, adapt, and transform with the ebbs and flows of forces and challenges beyond our control. A future force is a pattern of change resulting from innovations in technologies, policies, markets, and cultures that is likely to disrupt today's way of doing things. Pressure is exerted on entities such as SNHU to make dynamic adjustments as the forces unfold in the near and far term. SNHU cannot focus exclusively on those forces shaping the current higher education environment, as it would place the university at a disadvantage with regard to the forces and challenges that will affect future learners. However, preparing for future forces could prove more beneficial in the long run despite potential short-term pains. Looking forward, instead of to the present, can position SNHU to continue its growth trajectory. This could even mean accepting disruption to the existing industry and an immediate loss of enrollment in exchange for the possibility of a larger enrollment in the long run. We have the opportunity to look at scenarios and be prepared for multiple realities that bridge the gap between concern and hope.

We seek to better understand what external forces are most likely to disrupt the lives of learners in the future. We are identifying and monitoring signals, forces, and challenges that are indicative of impending changes that may impact current and future learners.

The WORLD in 2030

HUMAN-MACHINE COLLABORATION
How might A.I. and machine learning challenge us to develop the skills and ethics to work in human-machine teams?

MASTERMINDS OF REALITY
How might the IoT enable us to simulate everything and challenge us to integrate simulation literacy into daily practice?

PERSONAL ECONOMIES
How might the rise of digital platforms challenge people to fashion their own economic opportunities?

SPECTRUM DEMOGRAPHICS
How might spectrum identities replace traditional demographics, enable highly personalized services, and change how people manage reputations?

SHAPE-SHIFTING ORGANIZATIONS
How might distributed computing challenge organizations to redesign themselves to maximize human value in a world undergoing rapid change?

	2023 PROJECTION	HISTORICAL EQUIVALENT	
REVOLUTIONIZE	Cloud Computing / Smartphone	World War II / Industrial Revolution	MASSIVE
REINVENT	Artificial Intelligence	Space Program / IBM Mainframe	HIGH
TRANSFORM	Platform Economies / Human-Machine Collaboration	U.S. Civil Rights Movement / Personal Computer	MODERATE
EXTEND	Spectrum Demographics / Blockchain / Shapeshifting Organizations / Masterminds of Reality	Radio Broadcasting	LOW TO MODERATE
ENHANCE		Direct Access Storage	LOW

MAGNITUDE OF DISRUPTION

Source: Gartner

SNHU IN A VUCA WORLD

U.S. national security experts introduced the term "VUCA" to describe the volatile, uncertain, complex, and ambiguous world resulting from the end of the Cold War. The acronym was popularized following the terrorist attacks of Sept. 11, 2001. VUCA is now used outside of the military to describe the new normal, where factors beyond one's control lead to highly variable and irregularly timed changes that could be good or bad.

We use the VUCA lens to imagine the challenges and opportunities facing future learners. We are preparing for the Class of 2030, the oldest of whom are part of Generation Z and the youngest of whom do not even have a name for their generation yet. By orienting ourselves around the needs of the Class of 2030, we can strategize and prepare for teaching them in a world dissimilar from the existing higher education landscape
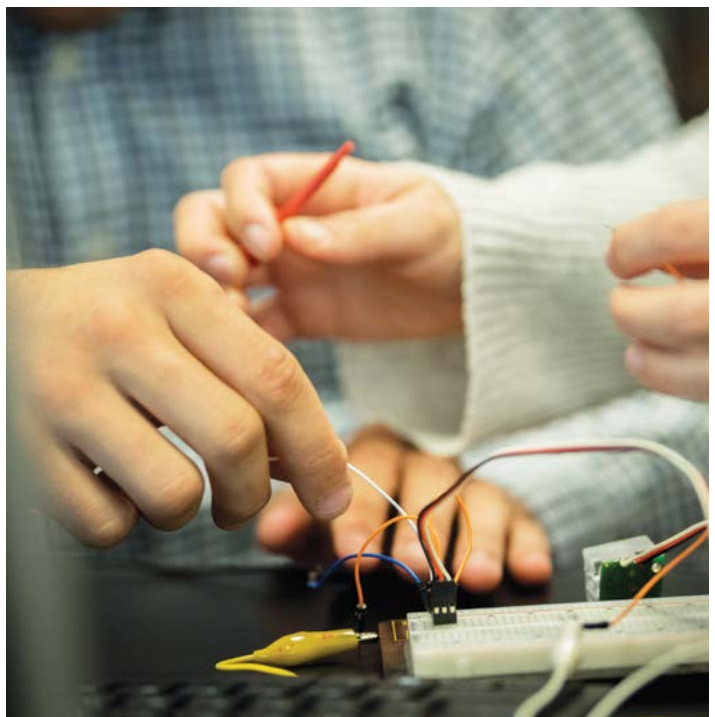
FUTURE FORCES

SNHU will need to become familiar with the future forces and corresponding challenges and opportunities our learners will face that will transform higher education: future literacies (masterminds of reality), intelligent systems (human-machine collaboration), platform economies (personal economies), international markets (spectrum demographics), and disrupted computing (shape-shifting organizations).

These forces and corresponding challenges will shape the forthcoming landscape for learners and workers in the higher education environment.

INTELLIGENT SYSTEMS

Intelligent systems refers to the widespread deployment of tools such as artificial intelligence (AI) to increase efficiency within companies and enhance consumer goods and services. This will require our learners to prepare for human-machine collaboration, which describes working alongside intelligent machines in the workplace. Human-machine collaboration will require individuals to hone their uniquely human skills such as creativity as well as increase productivity in the workplace, allowing workers to focus on less repetitive tasks.

DISTRIBUTED COMPUTING

Distributed computing refers to the use of information management systems such as blockchain to manage disparate content worldwide. This will require our learners to prepare for employment in shape-shifting organizations where classic hierarchical organizational charts are replaced by projects that rise and fall in importance across the organization, changing priorities on a regular basis. Shape-shifting organizations will secure more data on a distributed network and enable workers and organizations to refocus efforts toward more meaningful work.

PLATFORM ECONOMIES

Platform economies refers to the proliferation of digital market environments such as Etsy, Uber, Instagram, and Airbnb as a location for individuals to buy, sell, and trade goods and services. This gives our learners the ability to pursue freelance opportunities on such platforms, similar to the gig economy and "side-hustles," where entrepreneurial individuals will offer goods and services in the on-demand marketplace. Personal economies will increase the ability of workers to pursue flexible career pathways oriented around their own interests and skills.
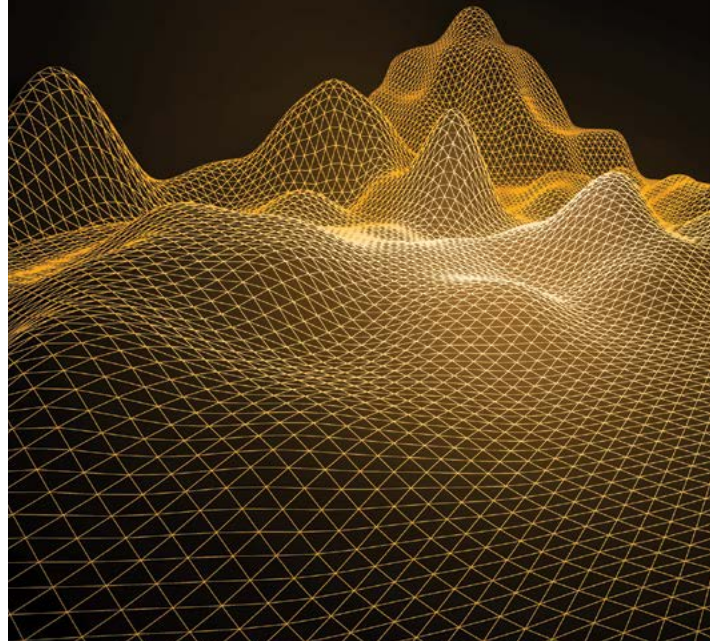
INTERNATIONAL MARKETS

International markets refers to the changing methodology of how we define demographics such as age, race, gender, and nationality. Traditional market lines are increasingly being eroded into spectrum demographics, which gives our learners the ability to identify, create, and understand new communities such as gamers, environmentalists, sneakerheads, and political groupings outside the traditional two-party system. Spectrum demographics will give individuals a greater sense of community while changing how industries such as marketing do business.

FUTURE LITERACIES

Future literacies refers to the competency of using digital simulations of our environment powered by software tools such as virtual reality (VR) and augmented reality (AR). Our learners will be challenged to become masterminds of reality by acquiring knowledge about these types of forecasting tools, which will allow them to better utilize technology in their career. Using simulations to reimagine reality and the future will enable individuals to prepare for an increasingly VUCA world.

Changes in how organizations function will require a disruption of classic hierarchical organizational charts and the emergence of shapeshifting organizations.

ACADEMIC CENTER

DINING CENTER

SNHU CAMPUS

2011

1998

2006

OUR COMMITMENTS 2018-2023

Commitment to Unlocking Talent and Opportunity

SNHU increases access to education around the world by maintaining and improving academic pathways and developing learning models to provide access to talented learners for whom higher education is not a guarantee. Learners face current and future challenges, which requires SNHU to mitigate negative impacts and take advantage of emerging trends that can further SNHU's mission.

Our strategic goals for 2018-2023 are elevated to commitments because of our unyielding and nonnegotiable dedication to these efforts. These five commitments represent SNHU's primary methods of serving our mission to expand access to education by creating high-quality, affordable, and innovative pathways that meet the unique needs of each learner. Each commitment will be met through the pursuit of targeted strategic initiatives. Strategic initiatives are intended to achieve three interrelated outcomes: a boundary-spanning vision, realization of important benefits to stakeholders, and transformation of the organization. Specific initiatives pertaining to each commitment are bracketed by the following strategic categories:

GAME CHANGING initiatives have the potential to transform SNHU as we know it.

FOUNDATION BUILDING initiatives drive our competitive advantage and provide the critical backbone of the university system through structure, infrastructure, capacity, and systems.

SCOUTING initiatives represent areas of interest and potential opportunity through a cross-industry landscape.

STRENGTHENING initiatives are nonnegotiable constraints critical to the continued success of SNHU.

COMMITMENT 1

Deliver a broad portfolio of high-demand credentials leading to meaningful work and purposeful lives

SNHU will increase the number of programs, the array of credentials, and the pathways to completion we offer to a wider range of learners, with targeted outreach to learners who have had few, if any, pathways for entry to higher education. Our programs will be workforce aligned and part of a learning ecosystem in which learners can participate throughout their lives and contribute to the global economy as engaged, skilled citizens, the benefits of which will have generational impact. Our programs will be affordable, flexible, personalized, and increasingly interoperable.

GAME CHANGING INITIATIVES

- Develop a platform curating delivery and pathways for CBE 2.0 and interoperability
- Develop and launch a robust suite of short-duration, credit-bearing learning programs that stack into certificate and degree programs

FOUNDATION BUILDING INITIATIVES

- Build a broader portfolio of programs
- Align programs with their global contexts and markets
- Strengthen and expand existing healthcare programs
- Align academic and career advising
- Establish interoperable content repository

SCOUTING INITIATIVES

- Expand clinical healthcare programs
- Explore micro-campus sites as platform for experience-based learning
- Explore new partnerships
- Expand existing pathways and deploy new pathways to close the gap between employment and higher education
- Build distributed education networks or platforms that are centered on the learner, not the university
- Diversify payment sources in order to expand access beyond federal aid and individual funds

STRENGTHENING INITIATIVES

- Integrate skills in programs to encourage lifelong learning
- Future-proof credentials
- Teach cross-cultural competencies and instill understanding of the intersection of people, profit, and planet
- Improve program development and review process
- Build alumni relationships
- Diversify and build new learning-acquisition channels and strategies
- Align career and alumni support to provide mutual value to learners, alumni, and external partners

COMMITMENT 2

Provide the best and most personalized learner support in higher education

We will offer the most inclusive personalized learning and support experience possible to each SNHU learner, no matter our scale. Learners will have a curated learning pathway and support. We will work hard to understand our learners and what they need. We will leverage transformational technology, a broad variety of learning modalities, a global network of partners, and passionately dedicated talent to provide the best for our learners. We are pursuing this commitment with a goal to drive down cost and reach new learner populations.

GAME CHANGING INITIATIVES

- Experiment and scale new learning and support models
- Expand partnership network
- Become more interoperable
- Update existing CBE programs

FOUNDATION BUILDING INITIATIVES

- Invest in new customer relationship management (CRM) and data analytics
- Expand geographically
- Provide our talent tools and technology to support learners
- Build a strategy for outreach to marginalized populations

SCOUTING INITIATIVES

- Explore AI, voice bots, and financial technology
- Expand domestic and international operations
- Develop ecosystem of microsites
- Conduct A/B testing on distributed versus site-bound support

STRENGTHENING INITIATIVES

- Build talent and culture
- Use existing data and analytics
- Build a framework to empower decision-making for learner-facing roles
- Establish vision and baseline measures for learner experience
- Align career and alumni support to provide mutual value to learners, alumni, and external partners
- Provide quality assurance

COMMITMENT 3

Attract, develop, empower, and retain world class talent to deliver on our mission

We will be an employer of choice for a diverse national and global workforce. Our employees will be passionate about our mission and reinforce our culture of welcome and belonging. They will thrive in an inclusive, learner-focused organization in which human difference is valued and continuous development and innovation are a near constant.

THE CHRONICLE
2018
GREAT COLLEGES TO WORK FOR.
HONOR ROLL

SNHU has received the Chronicle's "Great Colleges to Work For" award for the past 11 years-every year since the inception of the list.

GAME CHANGING INITIATIVES

- Commit to interdependence and boundary spanning
- Create more development opportunities for employees
- Build next-generation staffing models

FOUNDATION BUILDING INITIATIVES

- Utilize Total Rewards platform
- Align training
- Build a diverse and culturally competent workforce in a pervasive culture of belonging
- Foster intentional culture building
- Build strategy for international and national workforce
- Identify ways to inventory embedded skills and knowledge

SCOUTING INITIATIVES

- Become a global employer
- Explore AI in hiring
- Align training and cross-training

STRENGTHENING INITIATIVES

- Commit to talent development and culture
- Promote teaching excellence and innovation amongst the faculty
- Foster employee engagement
- Focus on talent development

COMMITMENT 4

Deploy transformational technology to support next-generation learning on a global scale

Technology infuses everything we do. SNHU is building an industry-leading technology platform, taking information technology from utility to strategic advantage. Our enterprise solutions will increase access and create end-to-end digital processes that provide powerful data analytics, consumer-grade experience for learners, and the ability to serve a global population of learners. Emerging technologies will transform the learning experience and learner success services we provide to learners, while closing equity gaps by lowering costs and expanding access.

GAME CHANGING INITIATIVES

- Provide tools and technology to transform learner experience
- Integrate data for fast, agile, and fluid decision-making
- Integrate architecture for cloud platforms and corresponding analytics

FOUNDATION BUILDING INITIATIVES

- Develop ITS talent
- Invest in IT infrastructure
- Improve cybersecurity

SCOUTING INITIATIVES

- Explore potential-use cases of AI and machine learning
- Move toward immersive assessments
- Cultivate technology partnerships that enable us to influence future products
- Invest in seed funding

STRENGTHENING INITIATIVES

- Use analytics to track and measure learner wellness
- Implement and adapt cloud platforms with mobile first capability
- Improve IT literacies for employees
- Move from descriptive to predictive and prescriptive analytics
- Increase level of investment in technology
- Strengthen capacity of data analytics teams

COMMITMENT 5

Create the capacity and foundation on which to build the 2030 learning ecosystem

We will continue to challenge the higher education status quo and its systemic inequities as we work to serve the SNHU learner of 2030. We will rethink our approach to learning and learner success, based on future-scenario planning, observed market signals, and macro-trends. We will have the research and development (R&D) capacity to:

- Explore emerging technologies and delivery models
- Assess and account for the impact of economic, social, and political policies on forecasting models
- Conduct our own research, pilots, and experiments
- Engage wide expertise
- Gather evidence
- Forge partnerships

These efforts together, will provide a new, revolutionary blueprint for SNHU and higher education in the Fourth Industrial Age.

GAME CHANGING INITIATIVES

- **Make informed and well-timed investments through R&D**

FOUNDATION BUILDING INITIATIVES

- **Build research and business intelligence capacity**
- **Establish Sandbox/Innovation Center**
- **Strengthen project management capabilities**

SCOUTING INITIATIVES

- **Explore satellite spaces**
- **Build profile of 2030 learner**

STRENGTHENING INITIATIVES

- **Integrate Sandbox analysis into the dialogue in the appropriate places**
- **Perform comprehensive due diligence**

"...around 85% of the jobs that today's learners will be doing in 2030... haven't been invented yet" - Institute for the Future

NEW RESIDENCE HALL

EDWARD S. WOLAK LIBRARY
LEARNING COMMONS

WILLIAM S. AND JOAN GREEN
CENTER FOR STUDENT SUCCESS

ROBERT A. FREESE
STUDENT CENTER

1998

2006

2011

SNHU CAMPUS
2017

A LOOK OVER THE HORIZON

Preparing for the Learner of 2030

Considering all the challenges facing higher education today, our commitment to challenging the status quo has set us apart. We are the higher education industry disruptor. We are setting the agenda in our industry as a leader in innovation. We are also engaged in studying future trends and forces to enable us to not just survive but to thrive in an increasingly uncertain environment.

At the same time, we are mindful of the difficulty of managing our own strategy in a VUCA world. The next decade will bring unprecedented change to our institution and our industry, upending every aspect of our academic and business models and calling into question our assumptions of our industry, our mission, our future, and ourselves.

Some changes we can anticipate. Some we will be able to control, but not all. Some will be welcomed, while others will face resistance.

By 2030 it will be impossible to navigate our environment without a new strategy. If the weight of our future vision has taught us anything, it is that strategy itself is changing because our learners are changing, our market is evolving, and expected norms and best practices in every industry are shifting away from predictable archetypes to more agile and adaptable methods. Digital technology is altering fundamental organizational norms and behaviors.

Looking ahead to 2030, SNHU will rethink our approach to strategy by orienting around three themes:

- Reliance on future planning methods
- Employment of digital talent
- Willful disruption

GLOBAL

NATIONAL

NORTHEAST

NH

By 2023, SNHU plans to emerge as a global competitor and bring its brand worldwide.

By establishing the University as a national brand, SNHU has over 130k students in all 50 U.S. states and 20+ additional countries as of 2018.

In 2008, SNHU's online enrollment of about 11k was highly concentrated in the Northeast with pockets of students across the Midwest and West Coast.

After establishing a campus in 1932 with just 45 learners, SNHU emerged as a forerunner in online education launching an online college in 1995.

Reliance on Future Planning Methods

"Strategic planning" at SNHU will be less oriented toward past and present realities, and more informed by trends, signals, and forces that inspire creativity.

Strategic planning will be done through the use of both quantitative and qualitative measures. These may include shorter and more predictive time horizons and design sprints, and use of algorithms, blockchain technology, and quantum computing to accelerate and improve accuracy.

Realities will consist of scenarios such as:

- Growth (or evolution) scenarios;
- Environments of constraint (or discipline);
- Utter collapse (or disintegration) of ourselves and our systems; and
- Transformation (or revolution).

In times of high uncertainty, SNHU will model our organizational processes and assets in each of these scenarios, which will inform our view of institutional performance and planning.

Digital twins and simulation tools will enable the creation of alternative versions of our organization for each scenario or reality as organizational operations that can be experienced for days, weeks, or months at a time. In effect, the simulations could create four distinct versions of SNHU, each attuned to different environmental conditions. Since each of the four scenarios could exist simultaneously somewhere in the world, each alternative organization could be optimized to thrive under the prevailing conditions.

Employment of Digital Talent

AI is affecting how organizations manage themselves. While used today as an enablement tool or method of improving speed and accuracy of predications, the role of AI is quickly becoming more personal as AI talent takes over roles previously considered uniquely human.

Many companies now employ AI talent for strategic planning and management of day-to-day decision-making. In Japan, a robot was hired as a creative director in an advertising firm. In Saudi Arabia, "Sophia" has become the first robot granted citizenship. AI-based financial platforms follow the advice of algorithms that learn from data scientists, in addition to market analysts or personal financial advisers.

Some organizations are even creating AI-based governance and leadership models, giving machines authority to recommend high-level strategic decisions while humans determine implementation. By 2030 we anticipate having AI talent that provides market intelligence to our leadership team. This will change the nature, but not necessarily the number, of jobs in our organization.

We expect to employ three kinds of AI talent:

- Digital agents such as virtual assistants, bots, and avatars that act on our behalf in the digital world, using massive data sets about us, our social networks, and available resources;

- Algorithmic analysts and managers that use platforms and processes to make judgments, recommendations, and decisions about how we spend our time, how we invest, and how we forecast for the future; and

- Robots, or AI in physical form, that will perform both conceptual and physical tasks, repetitive as well as novel.

All forms of strategy will be done with AI at our disposal. The whole of the university — from business units to teams and individuals — will be encouraged to use AI to think and act strategically and become more informed futurists. This skill set may even lead to unconventional methods of collaboration and new forms of talent.

Digital talent will change the nature of jobs in our organization.

Digital talent will also enable us to create a hyper-personalized culture that affirms the value and input of all participants, directing them toward those tasks for which they have strong skills. This will also create opportunities to learn and improve in ways that meet our present challenges and stave off disruption through the creation of a new, evolved, and future-ready SNHU.

Willful Disruption

We will have to build R&D capacity to model complex systems that have previously evaded our understanding. Speed, scalability, and implementation fidelity, as well as rapid-cycle experimentation through R&D, will remain institutional must-haves. Future learners, markets, and organizational models will be disrupted by:
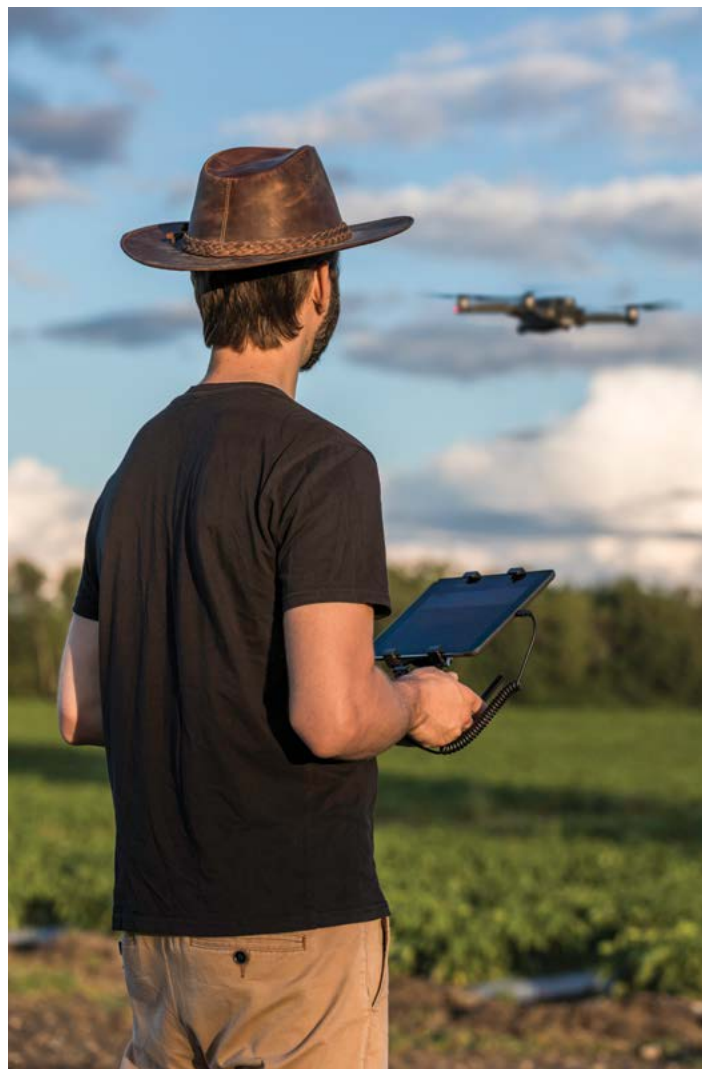
- Hyperconnected mobile devices, sensors, and social networks creating exponentially more data;

- Intelligence, as AI is used to leverage the hyperconnected data to form artificial neural networks that can act more efficiently and more predictively than any command and control structure; and

- Augmentation, as we translate the knowledge and workings of AI systems into actionable experiences for learners but also for ourselves as a strategic planning tool.

R&D will enable new capacities for large-scale transformation, carried out through prototyping and interaction that build on the simulation models we create, and develop solutions to address threats and disruptions head-on.

Alignment to our broader institutional strategy will also enable us to:

- Set a new standard for a compelling value proposition;

- Offer a differentiated experience enabling us to lock in new learners, new markets, and new models; and

- Learn from other industries how to cultivate an ecosystem of innovation and expand our disruptive power into new markets more quickly and effectively.

R&D will also be an offensive strategy, enabling us to carry out our mission in ways that are timely, relevant, and impactful for our learners. New programs, models, and solutions will employ new designs, strategies, and policies, shared in real-time through VR and AR, for large-scale collaboration that integrates different points of view on the same project or system across diverse teams, such as program designers, marketers, regulatory bodies, and even learners.

The Next Steps

Unlocking Talent and Opportunity sets out what it will take to move us into the next strategic implementation phase and how best to deliver on that commitment. At the inception of the New Hampshire Accounting and Secretarial School, the demand for talent locally in Manchester led to an educational opportunity. Increasingly, as partnerships and the educational landscape evolved, new opportunities coupled with advancements in technology saw local demand grow to encompass global demand for opportunities. Our task is not to reinvent or redefine SNHU, but to realize the mission and vision in ways that remain true to our unique history and culture, honor our excellence in education, and enact the principles of agility to meet the ever-changing landscape of learners. As President LeBlanc has noted, "SNHU can change the whole trajectory of your life," and that no longer means just learners in New Hampshire, or even the United States. The quality and success of future learners throughout our global reach is the ultimate barometer of success for SNHU as we expand access to those for whom higher education is not a guarantee.

The above logos are the registered trademarks of the respective companies.

CETA

PENMEN STADIUM

GUSTAFSON CENTER

NEW RESIDENCE HALLS

1998

2006

2011

SNHU CAMPUS
2018

2018 SNHU Strategic Plan

A LOOK BACK AT THE 2013 STRATEGIC PLAN

Progress Toward 2013-2018 Goals

SNHU's 2013 Strategic Plan was written during our meteoric growth in online education, which made SNHU a nationally recognized education provider. Our high enrollment online provides financial backing for University College's residential campus experience. Similarly, the early success of the College for America, SNHU's competency-based education program started in 2013, led to the development of a new business unit, Workforce Partnerships. Workforce Partnership's goal is to build out B2B relationships and offer a distinct set of SNHU academic offerings to a wider audience of industry partners. The 2013 Strategic Plan was developed in an environment where SNHU had achieved unprecedented milestones across each business unit, enabling it to set even more ambitious overarching and business unit-specific goals. Many of these measurable goals were met or exceeded prior to 2018. Each academic provider set a broad overarching goal in 2013 as well as milestones for progress. In addition, the university administration departments identified strategic goals to ensure direction and measure progress. The following section analyzes progress made on each goal.

Academic Pathway Goals

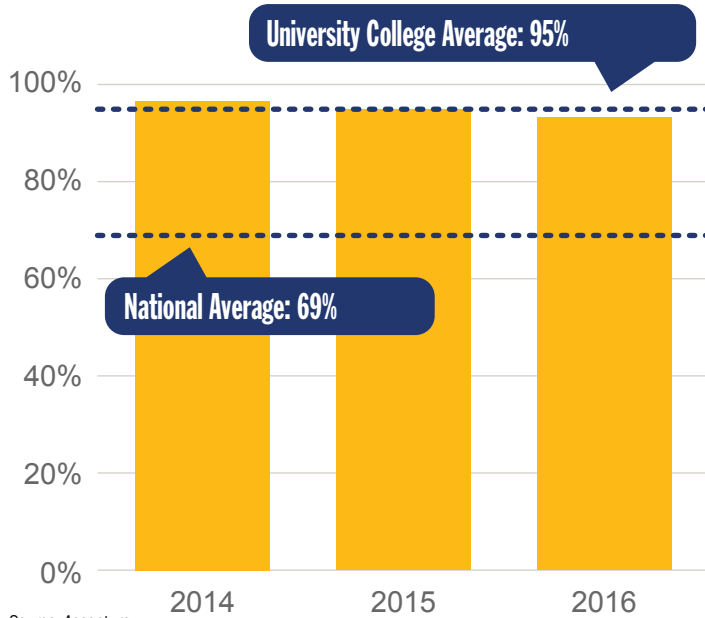Each business unit prepared several major goals to drive progress over the 2013-2018 period.

UNIVERSITY COLLEGE

Offer the best coming-of-age, residential undergraduate education possible for traditional-age students for whom college success is not a guarantee.

University College maintains an undergraduate learner development model that blends traditional experiences and innovative practices. The first-year retention rate for University College is 73 percent which exceeds the national average of 72 percent for on-campus learners reported by Accenture. The graduation rate at University College exceeds the regional comparable benchmarked goal of 54 percent.

University College ensures learners demonstrate the knowledge, skills, and self-reliance necessary to contribute and adapt to an ever-changing world through valuable real-world experiences in internships and pre-professional activities, a growing study-abroad program, and more. Ninety-five percent of SNHU learners complete an internship or other pre-professional experience during their undergraduate studies, compared with the national average of approximately 70 percent.

SNHU INTERNSHIP COMPLETION RATE

University College Average: 95%

National Average: 69%

	2014	2015	2016

Source: Accenture

Faculty and staff are experimenting with the incorporation of innovations within the traditional University College experience to lower the cost of education as well as to increase access through offerings such as Degree in Three Years, Degree in
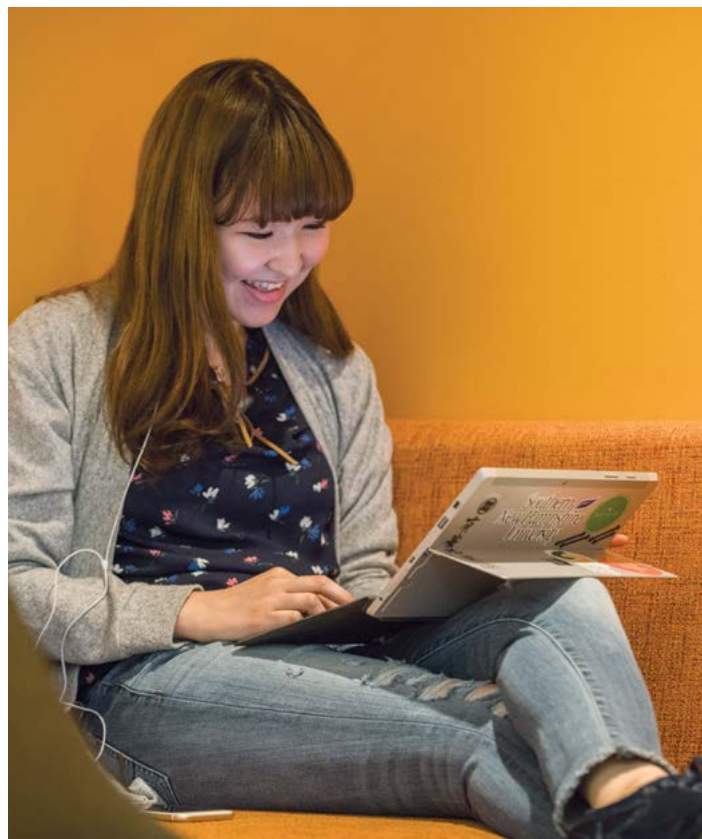
Five Years, and master's programs that can be completed in one year. In addition, a pilot program (Atlas) focused on lowering the overall cost of education is scheduled to launch in Fall 2018 and will leverage CBE on campus, enabling learners to reside on campus but take exclusively online CBE courses.

University College also sought to "increase or improve science, technology, engineering, and mathematics (STEM) programs across the university." The teach-out of Daniel Webster College by SNHU in September 2016 enabled University College to jump-start its STEM aspirations by doubling the number of STEM degrees offered on campus. New programs in Aeronautical Engineering, Air Traffic Management, Aviation Management, Construction Management, Electrical and Computer Engineering, and Mechanical Engineering led to the creation of the College of Engineering, Technology, and Aviation (CETA). The process also built credibility with the U.S. Department of Education and New England Association of Schools and Colleges (NEASC), which reflected after the acquisition that "only SNHU could have done what it did with Daniel Webster College." CETA has now launched as an additional academic delivery model for SNHU, with a specialized set of programs and an aggressive plan for expanding and developing new programs.
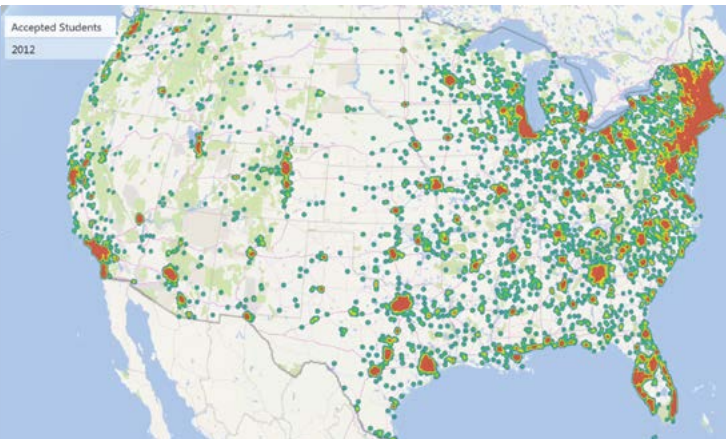
COLLEGE OF ONLINE AND CONTINUING EDUCATION

Be one of America's three dominant nonprofit providers of online degrees in terms of size and the best in terms of quality.

Since the Fall of 2012, SNHU has experienced rapid and substantive growth in the number of learners pursuing degrees through COCE. While the quantification of enrollment varies across institutions, SNHU is generally regarded to be the largest nonprofit provider of online degrees nationwide. COCE expanded our national market by leveraging our positive reputation and unique value proposition (learner success + affordability + nonprofit stature), effective marketing, and admissions processes. Based on external market research, in 2014 national awareness of our SNHU brand was 26 percent,

and by 2017 had increased to nearly 37 percent. That increase was likely driven by our paid, owned, and earned media such as TV advertising, social conversation, and media relations. The number of learners studying online from New Hampshire increased by more than 150 percent since 2013. With about 60 percent of learners coming from New Hampshire and Massachusetts, SNHU maintains a firm hold on the New England college market.

COCE designs and delivers world-class programs with clear, aligned outcomes and assessments that support learner success. Since 2013, SNHU has developed approximately 150 programs, concentrations, and certificates tied to its mission of high-quality, affordable, accessible learning experiences. While many of these have been in business, scientific, and technical fields such as Healthcare, Data Analytics, and Mental Health Counseling, there have also been a number of

SNHU went from a strong localized presence in New England in 2003 to a domestic powerhouse of name recognition that expands past country borders by 2018.

successful programs in liberal arts, such as Creative Writing and Digital Photography. Many of these have resulted in strong partnerships with other institutions of higher education such as Berklee College of Music (Music Entrepreneurship), Worcester Polytechnic Institute (Engineering Management), and the Community College System of New Hampshire (Nursing). Other indicators of learner success are SNHU's accreditation by NEASC and numerous additional accreditations such as the Professional Science Master's, the Accreditation Council for Business Schools and Programs (ACBSP), and the Commission on Collegiate Nursing Education (CCNE). These initiatives continue to demonstrate our commitment to exceptional learner support in transformative educational environments.

COCE provides world-class support and seeks to be the best in enabling learner success by delivering on the SNHU brand promise. COCE's academic advising success is demonstrated by a 9.2/10 overall learner satisfaction rate. Our approach is centered around a holistic, high-touch support model, which provides learners just-in-time information and resources to assist them in navigating their journey toward degree completion. We empower and enable the personalized support through technology, insights, and expertise.

COLLEGE FOR AMERICA & COMPETENCY-BASED EDUCATION

Be the leading and best provider of competency-based degree programs with a measurable impact on the workforce development needs of the country.

Launched in 2013, SNHU's College for America programs built and delivered certificate, associate, and bachelor's degree programs for over 10,000 learners; roughly 2,000 degrees were conferred in the first five years. These programs have delivered a very low-cost, self-paced pathway to a degree. Academic outcomes and learner pace and persistence have exceeded national benchmarks, especially considering the learner makeup: 67 percent first-generation college; 95 percent working in full-time roles; nearly 50 percent minority; median age near 40; and over 70 percent women. In 2017 administration and delivery of these programs became the responsibility of COCE, and in 2018 the university launched a full update of our CBE offerings.

WORKFORCE PARTNERSHIPS

After the early success of College for America's partnerships with external partners, from Fortune 500 employers like Anthem and Comcast to community partnerships like Duet (formerly Match Beyond) and Da Vinci Schools, SNHU formed a new Workforce Partnerships unit in 2017 dedicated to serving these partnerships and expanding SNHU's offerings to include the entire SNHU portfolio and other research and talent pipeline services. Channels include business-to-business employer partnerships; nonprofit and community partnerships that often share program delivery or learner-support responsibilities;

and academic, military, and athletic partnerships. Workforce Partnerships has begun to offer SNHU's partners both a full suite of existing SNHU courses and programs as well as custom or tailored research, insight, corporate training, and even new degree programs. These partnerships provide new channels for connecting with learners and new innovation and revenue opportunities for the university.

2013 University Administration Goals

Information Technology Services, Finance and Administration, Legal and Compliance, Human Resources, and Institutional Advancement each set major goals for moving forward from 2013 to 2018.

INFORMATION TECHNOLOGY SERVICES

Migrate to scalable and best-in-class enterprise resource planning (ERP) systems, student information system (SIS), and a technology infrastructure that can support growth, automation, and high service levels to internal customers and students.

SNHU's investment in its learners is clear through the ongoing infrastructure enhancements. Information Technology Services has shifted a significant portion of storage and computing over to the cloud to decommission expired hardware, improve functionality for learners, and make future upgrades easier. Information Technology Services has also supported Finance and Administration's implementation of best-in-class ERP at the end of fiscal year 2017 and have begun SIS upgrades in order to support growth, automation, and high service levels to internal customers and learners.

FINANCE AND ADMINISTRATION

Develop a comprehensive Capital and Debt Management Plan that allows for the appropriate level of investment to take place in plant, equipment, and programming while maintaining adequate reserves and leveraging the university's financial assets.

SNHU developed a comprehensive Capital and Debt Management Plan and has leveraged its subsequent financial stability to invest heavily in both the physical and virtual future of the organization. Through diversification of investments, bonds, and cash, SNHU is able to be agile with opportunities as they arise.

Replace or renovate aging campus infrastructure while adding facilities necessary to support growth, programming, and compliance needs.

SNHU has continued its significant investment in its physical campus and the community. We continue to replace, renovate, or add new structures to support future growth, programming, and other needs. New construction has been targeted toward expansion as well as replacement of older buildings, directly improving the learner experience. Highlights include the state-of-the-art Wolak Library Learning Commons, Gustafson Center (housing Admissions and the Career Center), and Penmen Stadium, as well as the ongoing construction of the College of Engineering, Technology, and Aeronautics building and two replacement residence halls. All of these projects leverage and support the local economy.

Aggressively move to make our OneStop operation a leader in terms of automation, customer service, and speed at scale.

Advances in compliance and learner services enable SNHU to better meet the needs of learners nationwide. The evolution of OneStop to Student Financial Services was designed to improve customer experience. Student Financial Services demonstrates leadership in terms of customer service, financial literacy campaigns, automation, and speed at scale through measurement of learner satisfaction, response time, and award cycle time.
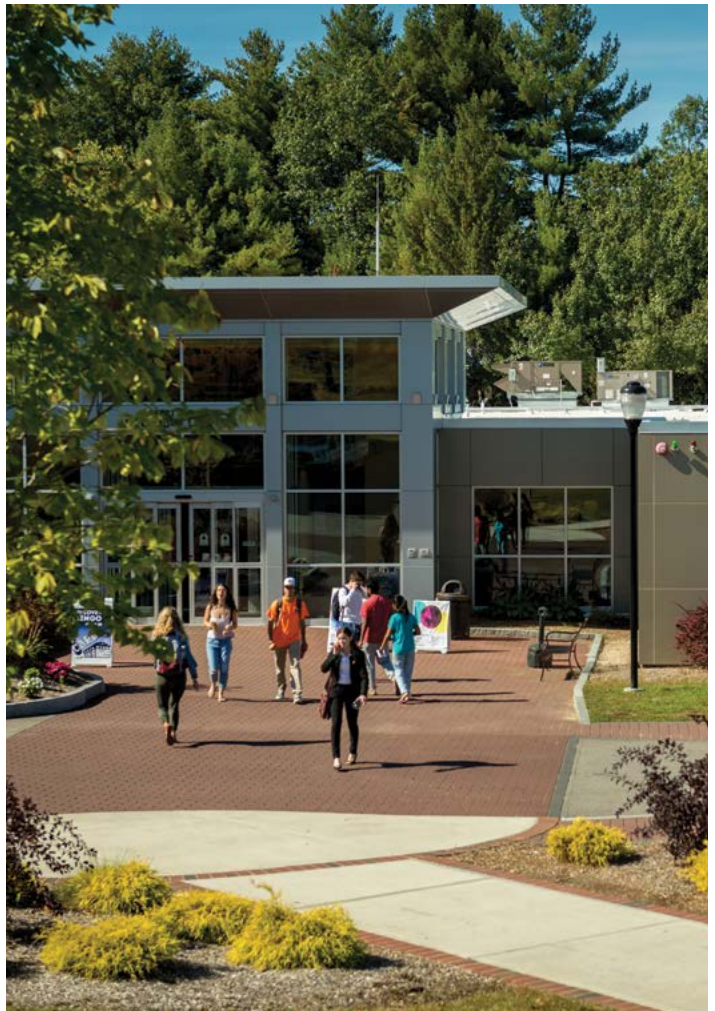
LEGAL AND COMPLIANCE

Complete a 50-state strategy of state authorization in the next 24 months.

State authorization reciprocity for distance education is governed by the National Council for State Authorization Reciprocity Agreements (NC-SARA). SARA is a voluntary agreement that lays out a framework for state-level reciprocity and implementation by the four major regional higher education accrediting bodies. This enables principal oversight responsibilities to transition from the "home state" of the learner to the home state of the distance education provider. SNHU was successful in its goal to reach state authorization in all 50 states, as well as Washington, D.C., with a combined strategy of individual state authorizations and multistate authorization through SARA.

HUMAN RESOURCES

Develop and implement a comprehensive Human Resources function that proactively finds, on-boards, and develops talent in partnership with the academic/business units that maintain our award-winning work environment.

SNHU has been named one of The Chronicle of Higher Education's "Great Colleges to Work For" every year since the list's inception 11 years ago.

INSTITUTIONAL ADVANCEMENT

Leverage SNHU's national prominence and reputation for innovation to obtain more and larger grants, while setting the stage for an eventual capital campaign and forging close ties with employers to provide students with internships, mentoring, networking, and job placement opportunities.

In Academic Year 2018, Institutional Advancement worked with the Office of the President to accumulate over $20 million in gift pledges and grants, while continuing to expand the engagement of SNHU alumni in support of learner success in areas such as career networking, internship development, and job placement. The success of this effort is evidenced by a placement rate consistently over 90 percent and the opportunity learners have to participate in at least two internships before graduation.

In 2017, SNHU was awarded the largest grant in its history from a group of anonymous donors. The grant will be used to educate thousands of refugees through the university's innovative, online competency-based platform. This grant-funded effort also kick-started SNHU's focus on identifying philanthropic support for its future-proofing efforts as we continue to innovate and disrupt higher education. Going forward, the team will help fund experiments and endeavors that will further our core values, specifically in the areas of affordability, completion, and quality.

State of the University

The meeting and surpassing of these goals, regarded as ambitious in 2013, reflects the embodiment of SNHU's mission to relentlessly challenge the status quo while seeking to transform the lives of learners through cultivating high-quality, affordable, and innovative pathways to meet the needs of each learner.

The focus provided by our previous strategic plans has helped us to achieve the success we now enjoy, which is why our new Strategic Plan 2018-2023 is, at the very core, the collective narrative of our future aspirations. Our 2018-2023 plan sets out how we see the university continuing to push boundaries and embrace opportunities. Delivering this Strategic Plan will require us to be ever more responsive to shifts in our operating environment and increasingly agile in our approach. Positioning ourselves at the forefront of future technology trends is critical if we are to meet the needs of our increasingly diverse population of staff and learners and compete successfully with the very best in the world.

As of 2018, SNHU is in a strong position and is making a significant positive contribution to the economic, social, and cultural well-being of the New England region in addition to making strides on a broader basis due to our rapidly growing national footprint. Our learners, community, and partners continue to benefit from the hard work of our talented employees and faculty and the significant investments in our physical and virtual infrastructure. In our vision of the future, SNHU graduates are highly sought after by employers: we are recognized nationally for our leadership and advocacy in higher education; we are sector-leading for innovation; and we stand poised to enter international markets.

In the five years since the development of the 2013-2018 Strategic Plan, SNHU has experienced tremendous growth, reflected in our financial strength of today.

SNHU also developed several new major departments since 2013 that were outside of the original Strategic Plan. The recent assimilation of Daniel Webster College's STEM programs is enabling us to add to our high national reputation and to diversify and strengthen our portfolio of offerings to learners, thus empowering their contributions to society. The office of Academic Quality, Accreditation, and Support was established to oversee the accreditation process, the registrar, and the library to bridge these key components of quality and support. The Innovation Center, which grew out of the original Sandbox CoLABorative, was established to centralize efforts toward preparing for a world of learning for which the technologies and processes have yet to be created. The office of External Affairs and Communications was established to be the primary liaison with community organizations, media, government officials, and other external constituencies, as well as cross-university internal communications. These achievements, coupled with a strong financial performance, enable us to continue to invest and support our strategic goals and objectives.

Current State of Established Academic Pathways

Our continued success with both online and on-campus gives us leverage within the marketplace based on our established academic pathways.

UNIVERSITY COLLEGE

University College seeks to maintain the feel, scope, and support of a small liberal arts college while offering many of the engagement options found at a larger university. Despite the transformation of delivery methods taking place in higher education, SNHU remains certain that the need and demand for the traditional residential experience will continue. As of January 2018, applications received and applicants admitted were the highest in any admission cycle. For the last three admission cycles, a historic number of Presidential Scholars have been admitted. In addition, the average high school GPA of admitted freshmen is the highest it has ever been at this point in any admission cycle. The majority of applicants are from New Hampshire and Massachusetts, and the most popular majors are Business Administration, Sports Management, and Justice Studies.

GLOBAL CAMPUS

As of 2018, our Global Campus, formerly College of Online and Continuing Education, is serving over 130,000 learners. The successful transition from Blackboard to Brightspace began in 2018 and is expected to further support learners and enable them to have the architecture needed to be successful through 2030. We are now pivoting to focus more on learner retention and persistence in order to offset the emergence of market competitors and the countercyclical market. We are redesigning our CBE programs within the new Learning Management System. This will yield opportunity to enhance multiple programs as well as develop new ones, such as the undergraduate cybersecurity degree, to leverage this standard. This will increase flexibility in awarding credit for prior learning and out-of-class experience and enable learners throughout SNHU to transition across modalities in a seamless manner.

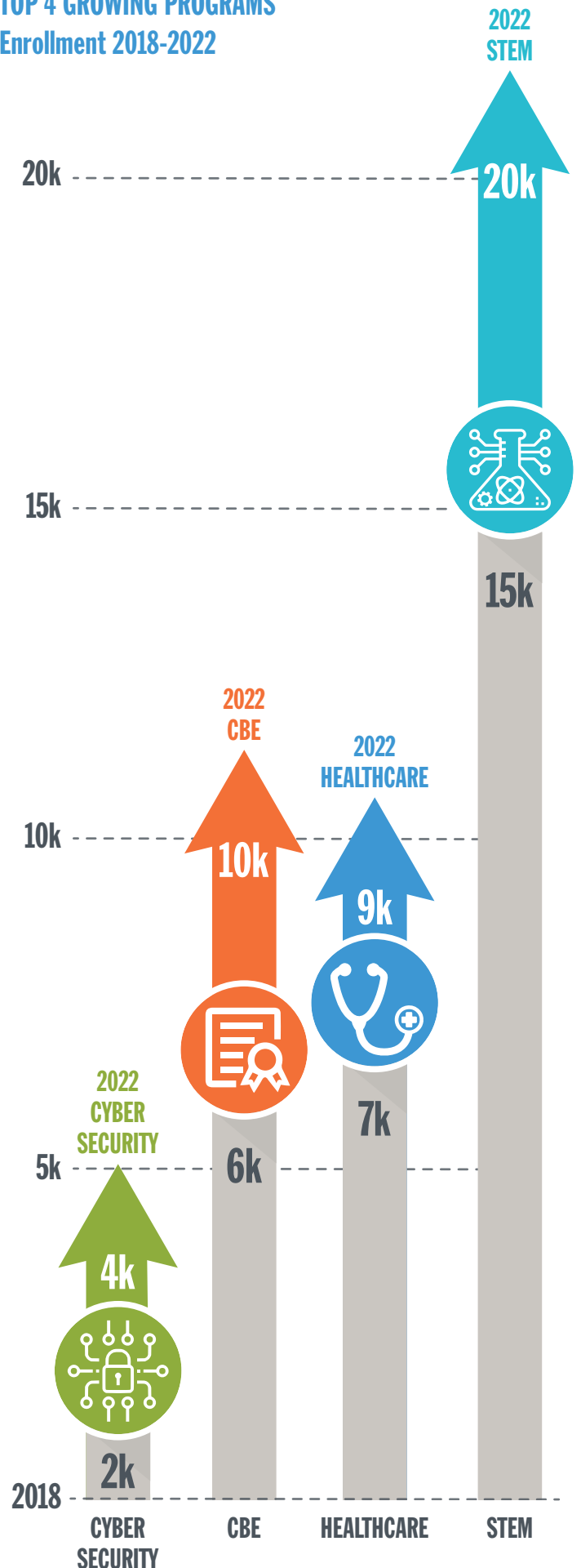# Current State of Academic Pathways in Incubation

Numerous pilot programs have been ideated, designed, and incorporated throughout the business units at SNHU. Major pathways in incubation at this time include College of Engineering, Technology, and Aeronautics (CETA); Atlas; and the Global Education Movement (GEM) — all designed to decrease the cost burden and increase educational access. The College of Engineering, Technology, and Aeronautics seeks to compete alongside more competitive and/or expensive STEM institutions in order to provide the average high school graduate a pathway toward a financially viable STEM degree and career. Atlas seeks to rethink the standard costs of delivering an undergraduate education on campus in order to pass along savings to learners, reducing their debt burden while still fostering the traditional coming-of-age experience. GEM aims to expand access to tens of thousands of displaced persons who otherwise wouldn't have access higher education.

By providing a safe space for new ideas to live before being required to generate significant revenue, the academic pathways in incubation will be better positioned for future success. Simultaneously, SNHU will be able to make better-informed decisions about future needs for the initiatives.

COLLEGE OF ENGINEERING, TECHNOLOGY, AND AERONAUTICS

CETA was established following the SNHU teach-out of Daniel Webster College, a holding of ITT Educational Services, Inc., whose September 2016 collapse jeopardized the degree pathways of hundreds of New England learners. We are working to support existing programs, preparing for the next phase of CETA, and building a virtual STEM environment to give learners access to software outside of CETA. The incubation of CETA will target more dynamic and granular success drivers in addition to graduation rate and retention rate.

TOP 4 GROWING PROGRAMS
Enrollment 2018-2022

2022 STEM — 20k
2022 CBE — 10k
2022 HEALTHCARE — 9k
2022 CYBER SECURITY — 4k

STEM: 15k
HEALTHCARE: 7k
CBE: 6k
CYBER SECURITY: 2k

2018

20k
15k
10k
5k

CYBER SECURITY — CBE — HEALTHCARE — STEM

ATLAS

Atlas will be piloted on-campus through the substitution of online CBE programming for traditional courses without changing the other components of the existing residential college framework. The first cohort will be on track for a bachelor's in Business Management and will consist of around 20 learners who will take an innovative CBE curriculum. Through the integration of competency-based education and the on-campus coming-of-age experience, this initiative seeks to explore questions around efficacy and suitability of offering a low-cost option. Lowering the cost of delivering education enables SNHU to pass along those savings in the form of lower tuition, opening access to higher education to a broader audience. It also allows a test of how CBE can be better designed to take advantage of a residential environment. This initiative will be measured based not on total cost, which can only be tabulated at the end of each semester, but on a number of metrics that will outline the three main goals: ensuring affordability, maintaining the high quality of an SNHU education, and guaranteeing a pathway to completion that leverages all of the learner services available to any on-campus SNHU learner.
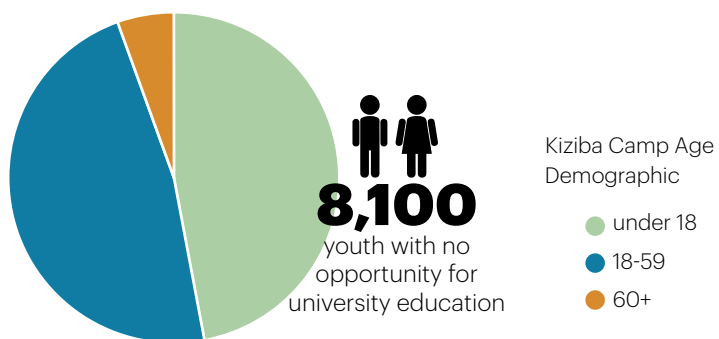
GLOBAL EDUCATION MOVEMENT

In the works since 2016, GEM had its timeline shifted forward with the receipt of the largest grant in our history as an institution, from a group of anonymous donors in 2017. GEM is using that money to serve learners in Rwanda, South Africa, Malawi, Kenya, and Lebanon.

GEM is also piloting new methodologies to lower degree costs and develop more relevant degrees for learners. We are exploring an assessment center in Rwanda, in partnership with Authess, to employ local and refugee populations to assess competency submissions and degree requirements, in part through the use of machine learning technology. This standardization of assessment will provide employment for vulnerable populations, increase efficiency, and ensure the long-term sustainability of the model. An additional partnership with General Educational Development (GED) will enable the team to administer learner examinations for refugees who do not have their papers to demonstrate completion of secondary school. This will help eliminate a major barrier to higher education for refugees. In addition, the team is collecting data on the types of degrees most needed by our refugee learners in order to develop new degree programs.

With all of the different aspects of this initiative, the measures of status, progress, and success will be intricate, multifaceted, and broadly impactful, and cannot be simplified down to an overall traditional metric like enrollment, revenue, or completions. Due to the scope, scale, and interoperability of SNHU resources, the incubation will assess the wide breadth of the critical pathways to success and quantify the numerous possible measures and metrics therein.

8,100 youth with no opportunity for university education

Kiziba Camp Age Demographic
- under 18
- 18-59
- 60+

Source: Kepler

EXPANSION OF ACADEMIC PROGRAMS

As stated in our previous strategic plan, one of SNHU's goals was to expand its offerings. Since 2013 the university has increased the number and range of programs across multiple degree levels to meet learner and economic demand. We consistently keep our focus on industry trends to ensure that our learners are set for success. The following is a list of majors as well as concentrations that SNHU currently offers or has offered since the last strategic plan.

ACADEMIC PROGRAMS ADDED 2013-2017 (UNDUPLICATED)

- AA Digital Photography
- AA General Studies
- AA General Studies with specialization in Business
- AA General Studies with specialization in Transforming Customer Experience
- AA Healthcare Management
- AS Criminal Justice
- AS Culinary and Baking Arts
- AS Information Technologies
- BA Anthropology
- BA Anthropology with concentration in Environmental Sustainability
- BA Anthropology with concentration in Geospatial Technologies
- BA Applied Political Science with concentration in Campaign Leadership
- BA Applied Political Science
- BA Applied Political Science - Accelerated
- BA Communication and Interactive Digital Media with concentration in Digital Media
- BA Communication and Interactive Digital Media with concentration in Visual Communication
- BA Communications with concentration in New Media
- BA Communications with concentration in Business
- BA Communications with concentration in Healthcare
- BA Cultural Studies with concentration in Art History
- BA Cultural Studies with concentration in Fine Arts
- BA Digital Photography
- BA Game Art and Development
- BA Graphic Design and Media Arts with concentration in 3D Modeling
- BA Graphic Design and Media Arts with concentration in Web Design
- BA Healthcare Management with concentration in Communications
- BA Healthcare Management with concentration in Global Perspective
- BA Human Services
- BA Human Services with concentration in Child and Family Services
- BA Human Services with concentration in Gerontology
- BA Human Services with concentration Substance Abuse

- BA Information Technologies
- BA Law and Politics II
- BA Law and Politics Pre J.D.
- BA Liberal Arts
- BA Management with concentration in Insurance Services
- BA Management with concentration in Logistics and Operations
- BA Management with concentration in Public Administration
- BA Mathematics with concentration in Applied Mathematics
- BA Political Science
- BA Political Science - Accelerated
- BA Political Science with concentration in Campaign Leadership
- BA Psychology with concentration in Addictions
- BA Psychology with concentration in Applied Psychology
- BA Psychology with concentration in Social Psychology
- BA Secondary Mathematics Education
- BA Social Studies Education
- BA Sociology with concentration in Community Health
- BBA Business Administration
- BBA Business Administration with concentration in Culinary Arts
- BS Accounting - Degree in Three Years
- BS Accounting and Finance - Degree in Three Years
- BS Aeronautical Engineering
- BS Air Traffic Management
- BS Aviation Management
- BS Biology
- BS Business Administration with concentration in Healthcare Administration

- BS Business Administration with concentration in Nonprofit Management
- BS Business Administration - Degree in Three Years
- BS Business Administration with concentration in Human Resources - Degree in Three Years
- BS Business Administration with concentration in Operations/Project Management - Degree in Three Years
- BS Business Administration with concentration in Organizational Leadership - Degree in Three Years
- BS Business Administration with concentration in Small Business - Degree in Three Years
- BS Business Analytics
- BS Business Analytics - Degree in Three Years
- BS Community Health Education
- BS Computer Information Technology - Degree in Three Years
- BS Computer Science
- BS Computer Science with concentration in Information Security
- BS Computer Science with concentration in Software Engineering
- BS Construction Management
- BS Criminal Justice
- BS Criminal Justice with concentration in Homeland Security/Counterterrorism
- BS Criminal Justice with concentration in Corrections
- BS Criminal Justice with concentration in Criminology
- BS Criminal Justice with concentration in Human Services
- BS Criminal Justice with concentration in Legal Studies and Advocacy
- BS Criminal Justice with concentration in Police Administration and Operations

- BS Data Analytics
- BS Economics and Finance - Degree in Three Years
- BS Economics and Math
- BS Electrical and Computer Engineering
- BS Environment Science with concentration in Compliance and Sustainability
- BS Environment Science with concentration in Energy and Natural Resources
- BS Environment Science with concentration in Wildlife and Conservation Biology
- BS Environmental Science and Sustainability
- BS Environmental Science with concentration in Geospatial Technology
- BS Fashion Merchandising and Management - Degree in Three Years
- BS Finance
- BS Finance with concentration in Financial Planning
- BS Game Programming and Development
- BS Geosciences
- BS Geosciences with concentration in Geospatial Technology
- BS Geosciences with concentration in Natural Resources and Conservation
- BS Health Information Management
- BS Health Promotion
- BS Health Sciences
- BS Healthcare Administration with concentration in Patient Safety and Quality
- BS Healthcare Administration
- BS Healthcare Administration with concentration in Health Info Management
- BS Hospitality Business - Degree in Three Years
- BS Information Technologies with concentration in Robotics and Artificial Intelligence
- BS Information Technologies with concentration in Web Design and Development
- BS Information Technologies
- BS Information Technologies with concentration in Cybersecurity
- BS Information Technologies with concentration in Data Analytics
- BS Information Technologies with concentration in Database Administration
- BS Information Technologies with concentration in Database Management
- BS Information Technologies with concentration in Game Design and Development

- BS Information Technologies with concentration in Geographic Information Systems
- BS Information Technologies with concentration in IT Management
- BS Information Technologies with concentration in Network and Telecommunications
- BS Information Technologies with concentration in Software Development
- BS International Business - Degree in Three Years
- BS International Business with concentration in Entrepreneurship
- BS International Business with concentration in Management
- BS International Business with concentration in Marketing
- BS Management
- BS Management Information Systems
- BS Management Information Systems with concentration in IT Management
- BS Management Information Systems with concentration in Project Management
- BS Marketing - Degree in Three Years
- BS Marketing with concentration in Digital Marketing
- BS Mechanical Engineering
- BS Nursing
- BS Nursing (General Education)
- BS Operations and Project Management - Accelerated
- BS Operations and Project Management - Degree in Three Years
- BS Operations Management
- BS Operations Management with concentration in Logistics and Transport
- BS Operations Management with concentration in Project Management
- BS Public Health
- BS Sport Management - Degree in Three Years
- Certificate of Advanced Graduate Studies in Curriculum and Instruction
- Certificate of Advanced Graduate Studies in Educational Leadership
- Certificate in Healthcare Management Fundamentals
- Certificate in Sustainability
- Graduate Certificate of Advanced Counterterrorism and Homeland Security
- Graduate Certificate in Dyslexia and Learning-Based Learning Disability
- Graduate Certificate in Nursing Education
- Graduate Certificate in Online Teaching of Writing

- Graduate Certificate in Patient Safety and Quality
- Graduate Certificate in Professional Writing
- Graduate Certificate in Six Sigma Black Belt
- IMBA with concentration in Criminal Justice
- IMBA with concentration in Economics
- IMBA with concentration in Leadership
- MEd Curriculum and Instruction with concentration in Dyslexia Studies and Learning-Based Learning Disability
- MEd Leadership
- MEd Leadership in Curriculum Administration
- MEd Leadership in School Administration
- MA Clinical Mental Health Counseling
- MA Communication
- MA Communication with concentration in Health Communication
- MA Communication with concentration in New Media and Marketing
- MA Communication with concentration in Public Relations
- MA History
- MA History with concentration in American History
- MA History with concentration in Military History
- MA History with concentration in Public History
- MFA Creative Writing
- MBA with concentration in Criminal Justice
- MBA with concentration in Business Intelligence
- MBA with concentration in Community Economic Development
- MBA with concentration in Economics
- MBA with concentration in Engineering Management
- MBA with concentration in International Business
- MBA with concentration in Leadership
- MBA with concentration in Music Business
- MBA with concentration in Public Administration
- MS Accounting with concentration in Management Accounting
- MS Applied Economics

- MS Applied Economics with concentration in Environmental and National Research
- MS Business Management (Plus One)
- MS Business Management with concentration in Marketing (Plus One)
- MS Business Management with concentration in Project Management (Plus One)
- MS Business Management with concentration in Sport Business (Plus One)
- MS Criminal Justice
- MS Criminal Justice with concentration in Advanced Counterterrorism/Homeland Security
- MS Criminal Justice with concentration in Public Safety Administration
- MS Cybersecurity
- MS Cybersecurity with concentration in Information Technology Management
- MS Data Analytics
- MS Health Information Management
- MS Healthcare Administration
- MS Higher Education Administration
- MS Human Resource Management
- MS Industrial - Organizational Psychology
- MS Information Technology with concentration in Data Analytics
- MS Information Technology with concentration in Information Technology Management
- MS Information Technology with concentration in Software Application Development
- MS Instructional Design and Technology
- MS Management

- MS Management with concentration in Construction Management
- MS Management with concentration in Emergency Management
- MS Management with concentration in Healthcare
- MS Marketing with concentration in Social Media Marketing
- MS Marketing with concentration in Digital Marketing
- MS Marketing with concentration in Marketing Research Analytics
- MS Marketing with concentration in New Media and Communications
- MS Marketing with concentration in Social Media Marketing
- MS Nursing
- MS Nursing: Clinical Nurse Leader
- MS Nursing: Patient Safety and Quality
- MS Operations and Project Management - Accelerated
- MS Operations and Project Management (Plus One)
- MS Political Science
- MS Political Science - Accelerated
- MS Professional Accountancy (Plus One)
- MS Psychology with concentration in Forensic Psychology
- MS Public Health
- MS Public Health with concentration in Global Health
- MS Sport Management with Certificate in Athletic Administration
- MS Sport Management with Certificate in International Sport Management
- Post Master's Graduate Certificate - Patient Safety/Quality
- School of Education - Conversion Program
- School of Education - Conversion Program - Elementary Education

> **"The world in which we live equally distributes talent, but it doesn't equally distribute OPPORTUNITY and paths are not always the same. "**
>
> - Paul LeBlanc

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