



Eastern International College

Jersey City, NJ

Opening Gates and Unlocking Potentials:

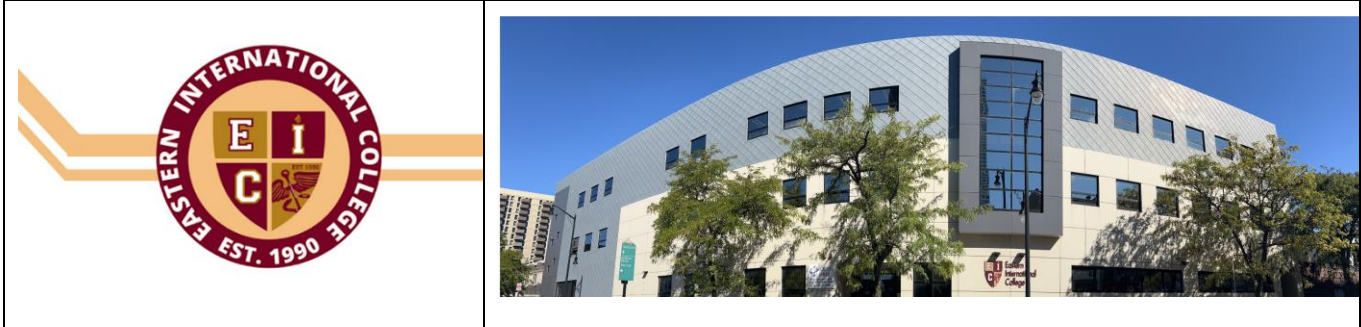
Creating a Path to Growth

STRATEGIC PLAN 2022-2027

TABLE OF CONTENTS

Executive Summary	2
Statement of Support	3
Introduction: Eastern International College: A History of Growth and Innovation	4
Milestones for Success	13
Achieving Candidacy and Full Accreditation	13
Financial Stability	13
Building our Campuses	13
Philosophy, Mission, Vision, and Diversity	14
Strategic Priorities	15
Goal One: Exceeding Mission and Academic Excellence	16
Goal Two- Learning Resources and Student Services	20
Goal Three- Accreditation, Assessment, and Compliance	22
Goal Four- Faculty, Management, and Staff	25
Goal Five- Admissions, Marketing, and Retention	27
Goal Six - Fiscal Resources and Facilities	29
The Strategic Planning Process	35
Integration of Budget into Planning Process	39
Implementation and Evaluation of the Strategic Plan	39
Revising and Evaluating the Strategic Plan	39

Executive Summary



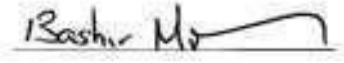
The Board, CEO, President, Vice President, Academic Dean, Program Administrators, and Steering Committee Members provide an annual review and evaluation of the strategic plan and amend and/or continue its objectives accordingly. This comprehensive review will focus on maintaining the mission/vision of Eastern International College (EIC), as stated in this report. Present and future needs shall be addressed in the areas of instructional, physical, fiscal, and human resources.

The goals and objectives of EIC are ongoing and guide the focus and implementation of the Strategic Plan. The annual update to the strategic plan shall respond to opportunities and challenges that emerge on a day-to-day basis. The additional focus shall be on the progress of meeting deadlines and achieving EIC goals. Guiding the process of analysis, development, and evaluation of the strategic plan are specific planning principles:

- The planning process must ensure that new initiatives and current activities have sufficient financial and curricula support to match the needs of the community and employers as well as stated educational goals.
- To strive towards academic success by every student to meet instructional goals required by healthcare and other potential fields through high-quality instruction, up-to-date facilities and equipment, and full support for instructional staff and students
- All planning shall comply with the College's operations, policies, and accreditation standards.
- EIC demonstrates a connection between fiscal management, planning, assessment, and evaluation in the institution's overall success.

Statement of Support

The goals and objectives stated in the Strategic Plan for Eastern International College are supported by its senior management as well as its Board of Trustees. The financial feasibility of meeting these goals has been evaluated. The College stands prepared to proceed as stated and will continue to monitor and maintain the elements of this plan accordingly.



Bashir Mohsen, CEO

Eastern International College

July 2022

Introduction – Strategic Planning and Steering Committee



Eastern International College (EIC) has established a strategic plan that focuses on institutional improvement.

The Strategic Plan goals are:

Goal One: Exceed Mission and Academic Excellence

Goal Two: Improve Learning Resources and Student Services

Goal Three: Maintain accreditation, Assessment, and Compliance

Goal Four: Develop Faculty, Management, and Staff

Goal Five: Sustain Admissions, Marketing, and Retention

Goal Six: Fiscal Resources and Facilities

One of the challenges in today's global economy is to train skilled, knowledgeable, and culturally competent professionals who demonstrate the highest level of expertise and integrity.

The EIC faculty encourages the free exchange of ideas in a learning environment, which promotes honesty, fairness, accountability, and personal responsibility.

EIC promotes high-quality, innovative, and flexible teaching and learning opportunities and supports lifelong learning. This Strategic Plan systematically articulates the implementation process for success and spans a five-year period from 2022 –2027.

This renewed emphasis on comprehensive strategic planning has afforded members of the collegiate community several important opportunities. First, constituents have reflected on the appropriateness of the mission and, more importantly, on their effectiveness in fulfilling the mission. Second, the community has clarified what the college aspires to be and what it intends to accomplish; and third, it has codified these

aspirations and intentions in a plan that articulates goals, objectives, and specific actions to ensure success in fulfilling the mission and achieving the vision.

Success requires providing the necessary human, financial, technical, and physical resources to fulfill the institutional mission and provide high-quality programs. It needs to gain programmatic and regional accreditations. It also requires the development of a culture that values assessment across the institution and regularly evaluates its institutional effectiveness.

Eastern International College is committed to engaging all members of its community: students, faculty, board members, and administrators, in a planning process that will make it a school of distinction in a transformative learning community.

The EIC Strategic Planning and Steering Committee was established with the following goals and objectives:

- To ensure college-wide participation in EIC's strategic direction, planning, and pursuit of regional accreditation.
- To provide a foundation for knowledge and data gathering and sharing throughout the organization regarding planning and accreditation.
- To complete the Strategic Plan and proceed through the accreditation processes using information and insights from the EIC community.
- To provide the template for compliance with the accreditation standards and continuous institutional improvement.

To improve the overall communication and participation among members of the EIC community.

Eastern International College – A History of Growth and Innovation



Eastern International College was established in 1990 as Micro Tech Training Center, to provide customized computer training to students referred by local corporations. Initially, the school, located in East Orange, New Jersey occupied two classrooms and trained 15 students in job-related software applications. Shortly thereafter, the school was approved by the New Jersey of Higher Education; EIC expanded its course offerings to include customized training for local companies, in coordination with the Job Training Partnership Act (JTPA).

As training offered by the school met with success in the placement of students and workplace satisfaction, student enrollment increased. Evening and Saturday classes were added to accommodate the demands of the working group. In 1995, after five years of demonstrated ability to train and place individuals in computer-related occupations, the Accrediting Commission of Career Schools, and Colleges (ACCSC) granted initial accreditation to Micro Tech Training Center. In 1996, the school began offering financial aid to qualified students.

In 1998, the school relocated to the business district of Newark, New Jersey, where PC Networking and PC applications Specialist Programs were included in computer course offerings. In 2000, the school's continuous evaluation, monitoring, and surveying resulted in a second move to a more modern facility, located at 3000 JFK Boulevard, Jersey City, New Jersey.

Decline in employment opportunities in 2001 caused a paradigm shift in program offerings, and in 2002 the school launched its first-ever healthcare training program. The school expanded to offer allied health programs in Diagnostic Medical Ultrasound Technology, Massage Therapy, and Medical Assistant, with Criminal Justice, offered between the years 2005 and 2008.

After years of preparation, the institution applied to the New Jersey Higher Education to offer the Associate in Applied Science degree, and in 2008, was granted licensure. Eastern International College was formed. Eastern International College began offering an Associate Degree in Diagnostic Medical Sonography in

2009, and an Associate Degree in Medical Assisting in 2010. In 2004, the Belleville Branch Campus opened to better serve students in the City of Newark and suburbs north and west of the city.

The College continued to expand program offerings through the years by adding Dental Hygiene (AAS), Cardiovascular Technology (AAS), and the first bachelor's degree in Diagnostic Medical Sonography in 2013. In January 2014, Eastern International College also began offering the Bachelor of Science Degree in Diagnostic Medical Sonography.

In 2013, EIC moved the Jersey City campus to 684 Newark Avenue, one block from the former facility. The new campus affords students with outstanding facilities, technology, and other amenities to improve the overall quality of their educational experience. In 2013, EIC formally began the process for regional accreditation through MSCHE. The application was submitted in 2014.

In August 2015, the Dental Hygiene Program was programmatically accredited by the Commission on Dental Accreditation (CODA). In September 2015, the Commission on Accreditation of Allied Health Education (CAAHEP) granted initial accreditation for the Cardiovascular Technology program. In October 2015, the Nursing Program was granted full accreditation by the New Jersey Board of Nursing.

In September 2022, our Cohort Student Default (CDR) rate was an incredibly low 1%, meaning only 1% of all EIC students with student loan debt were not able to meet their repayment obligations. In 2017 and 2018, we experienced a further CDR *decline* to 0%! This praiseworthy accomplishment indicates our graduates secure full-time employment in their field of study, thus enabling them to maintain their student loan repayment schedules and not go into default. The College continues to graduate students who move directly into permanent professional employment.

The Dental Hygiene Program has continued to grow and in April 2017, EIC received final approval from ACCSC for the Bachelor of Science Degree Program in Dental Hygiene. The Dental Hygiene Program is a rigorous bachelorette program in which 100% of its graduating students pass the licensure examinations and secure full-time permanent employment. The Program offers dental healthcare services to the community through its clinic which is open to the public. In this way, EIC contributes volunteer services to its neighbors while giving students the opportunity to learn dental hygiene processes under the direction of full-time faculty and dentists.

In Fall 2017, the College faculty and administration reviewed its core curriculum requirements to assure student learning outcomes, including mastering critical communication, writing and research skills. Our

internal assessment led to strengthening our General Education curriculum by embedding fifteen hours of information literacy instruction per semester in our English 101 course offerings.

In February 2018, after the abundant interest in the Dental Hygiene Program, the College was officially permitted to grow when the Commission on Dental Accreditation (CODA) adopted a resolution to permit EIC to double Dental Hygiene student enrollment; CODA also reinforced the good standing of our Dental Hygiene Program by sustaining the program's accreditation status of "approval without reporting requirements." The Commission on Dental Accreditation (CODA) granted full approval to offer a three-year Bachelor of Science in Dental Hygiene (BSDH) program.

In March 2018, EIC submitted the updated ARR to MSCHE, as requested. In June 2018, the College was notified that the Commission acted to accept the Candidate Progress Report and to invite the institution to initiate self-study. In early November 2018, members of EIC participated in the Self Study Institute held in Philadelphia, PA, and, at the month's end, attended MSCHE's Annual Conference in Washington, DC.

In August 2018, the ACCSC approved our application to offer General Education courses in an online (distance education) format. This authorization occurred alongside a second approval from the ACCSC in August 2018. In the latter case, EIC requested approval to offer the Bachelor of Science in Dental Hygiene Degree Completion Program (RDH to BSDH) through distance learning. The BSDH was initially approved in April 2017 as a residential degree completion program.

In Summer 2018, with continued and steady enrollment growth, the College upgraded its Student Information System to Diamond SIS and implemented CANVAS as the College's Learning Management System (LMS) with January 2019 go-live launch. The utilization of CANVAS is mandatory for every class offered at Eastern International College. CANVAS documents attendance, grades, course syllabi, course assignments, criteria for grades, faculty and student course-based innovations, and projects. The centralization of all curricular and instructional content has led to comprehensive accessibility and deliverability of information to students, faculty, and administrators. This has led the institution to provide nimble shifts to online course delivery modes and to appropriate programmatic leadership oversight to assure quality and productivity.

On August 28, 2018, EIC's application to participate in the State Authorization Reciprocity Agreement (SARA) was approved by the Office of the Secretary of Higher Education, which is recognized by the New England Board of Higher Education as New Jersey's Portal Entity.

Throughout the Fall of 2018 into the Spring of 2019, the College increased the size of the Dental Hygiene Program clinical. Today, the Program includes a multi-purpose laboratory with 20 typodont works stations, seven radiology rooms, dental material stations, and extensive clinical space. All technology is cutting edge to increase student learning of all dental hygiene equipment.

In focusing on online access to degrees, the College emphasized the expansion of two new online completion programs: In Fall 2018, we received approval from the State and ACCSC to implement the online Bachelor of Science in Dental Hygiene Degree (BSDH) Completion Program in 2019. Simultaneously, the College received NJ State Office of the Secretary of Higher Education (OSHE) approval to implement the Bachelor of Science in Health Leadership (BSHL) Degree Completion Program. The College also offers the RN to BSN online.

The AAS in Nursing received full accreditation from the Accreditation Commission for Education in Nursing (ACEN) for our Belleville Campus Associate Degree in Nursing (ADN) Program in 2018. The Nursing Program offers the best clinical technology for students who must register for laboratory sessions. The labs are outfitted with hi-tech simulation mannequins, simulation medical carts, IVs, and instruments for fundamental procedures, replicating a clinical/hospital setting. The College has Lucina, a high-fidelity mannequin that births a child. A dedicated Lab Director manages the Simulation Labs.

On February 17-20, 2020, EIC hosted the MSCHE site visit, and in July 2020, the College received accreditation by the Middle States Commission on Higher Education (MSCHE) and therefore withdrew its accreditation with ACCSC in December of 2020. Effective December 5, 2020, Eastern International College is accredited by the Middle States Commission on Higher Education and thereby adheres to the Commission's Standards of Excellence including meeting all criteria for accreditation: mission and goals, ethics and integrity, design and delivery of the student learning experience, support of the student experience, educational effectiveness assessment, planning, resources, and institutional improvement, governance, leadership, and administration. The College meets all the criteria as set forth by Middle States, and our self-study report is due in 2023-2024.

On March 12, 2020, the Accreditation Commission for Education in Nursing (ACEN) approved EIC's application for the addition of a new off-campus program instructional site, the Jersey City campus.

On October 29, 2020, the MSCHE approved EIC's substantive change request application to include an alternative delivery method- distance education- within EIC's scope of accreditation.

On December 15, 2021, The New Jersey Board of Nursing approved (with a provisional accreditation status) EIC's application to establish a Bachelor of Science in Nursing Generic Program. The first BSN cohort started in the Spring 2022 semester. On June 22, 2022, The MSCHE approved EIC's substantive change request applications to close the Belleville campus and the teach-out of the Cardiovascular Technology Program.

Eastern International College's Journey to Middle States Commission on Higher Education (MSCHE) Accreditation



In 2013, EIC began to explore regional accreditation with the Middle States Commission of Higher Education (MSCHE). The college, therefore, established an exploratory committee to assess the potential of achieving such accreditation. During this same year, the College formed its strategic planning, led by its members, Board, and administration. All participants approved the plan pursuit.

In July 2013, the College had its first formal meeting with Middle States representatives and later in the year attended the MSCHE annual conference in Philadelphia. The Middle States Institutional Profile, Accreditation Readiness Report, and other associated documents were originally submitted on April 21, 2014. The following month, additional documents for the Accreditation Readiness Report were requested by MSCHE and were promptly sent.

In July 2014, EIC received the Analysis of Accreditation Readiness Report prepared by Dr. Sean McKittrick. The report was shared with the Steering Committee, and a strategy to address the items in the report was discussed and finalized. A conference call with Dr. McKittrick for clarification and guidance took place in September 2014.

In November 2014, Dr. Melda Yildiz was hired for the Director of Assessment, Accreditation, and Compliance position.

From December 2014 through November 2015, EIC worked on the deficiencies indicated in the Analysis of Accreditation Readiness Report. A conference call with Dr. McKittrick took place in November 2015 to discuss Dr. McKittrick's scheduled December visit.

In December 2015, Dr. McKittrick visited EIC to review and discuss the information in EIC's Accreditation Readiness Report (ARR), confirm our eagerness to continue the accreditation process as determined by MSCHE, and to discuss the next steps to achieve "accreditation readiness" and be granted the opportunity to self-study. Based on outcomes from the December 2015 site visit, EIC plans to provide an ARR update to the Commission.

On May 26, 2016, EIC submitted its first ARR update to MSCHE. MSCHE sent a site team to our campus on September 19-20, 2016, to evaluate our updated ARR. On November 17, 2016, MSCHE followed up with a site team report, based on their visit. The report requested a second ARR update on or before September 1, 2017, that addresses all concerns raised in their follow-up report.

On September 1, 2017, Eastern International College submitted its second ARR update, as requested. From September 24-26, 2017, a MSCHE site team visited the campus and provided an exit report. The College received notice from the Commission on November 17, 2017, in response to the site team visit and exit report, that it has been granted the status of “Candidate for Accreditation.” This indicates that Eastern International College has achieved membership with MSCHE and is progressing toward regional accreditation. Also included in the MSCHE letter was the need to provide the Commission an updated Accreditation Readiness Report and enhanced Strategic Plan by March 1, 2018, which included updated information including, but not limited to, further progress toward compliance with Standard 2, 7, and 14.

In March 2018, EIC submitted the updated ARR to MSCHE, as requested. In June 2018, the College was notified that the Commission acted to accept the Candidate Progress Report and to invite the institution to initiate self-study. In early November 2018, members of EIC participated in the Self-Study Institute held in Philadelphia, PA, at the month’s end, attended MSCHE’s Annual Conference in Washington, DC.

On February 17-20, 2020, EIC hosted the MSCHE site visit. On July 1, 2020, the College received accreditation from the Middle States Commission on Higher Education (MSCHE) and withdrew its accreditation with ACCSC in December of 2020.

Eastern International College is accredited by the Middle States Commission on Higher Education and thereby adheres to the Commission’s Standards of Excellence including meeting all criteria for accreditation: mission and goals, ethics and integrity, design and delivery of the student learning experience, support of the student experience, educational effectiveness assessment, planning, resources, and institutional improvement, governance, leadership, and administration. The College meets all the criteria as set forth by the Middle States, and our self-study report is due in 2024.

On October 29, 2020, the MSCHE approved EIC’s substantive change request application to include an alternative delivery method- distance education- within EIC’s scope of accreditation.

On June 22, 2022, The MSCHE approved EIC’s substantive change request applications to close the Belleville campus and the teach-out of the Cardiovascular Technology Program.

Milestones for Success

For Eastern International College to succeed as a high-quality four-year college, it must meet five significant measures: Sustaining Middle States Commission on Higher Education accreditation; exceeding programmatic mission from associates, bachelor, to graduate studies; continued financial sustainability; continued improvement of its physical facilities, educational resources, and services.

Achieving Candidacy and Full Accreditation

Institutional and programmatic accreditation by the Middle States Commission on Higher Education (MSCHE) is an accepted mark of quality. After achieving accreditation by the MSCHE in July 2020, the goal is to sustain the accreditation in the years to come. Programmatic accreditation is an additional mark of quality education. The goal is to sustain these accreditations and achieve renewals.

Financial Stability

Through conscientious financial planning and management including careful cost control, the college has balanced its budget each year and has received financial audits by an independent CPA every year. All expenses are carefully monitored and reviewed by the board of trustees on a regular basis. This careful financial planning and careful operation of the college is essential for fiscal management.

Building our Campuses

EIC strives to improve physical facilities such as laboratories, classrooms, library facilities and IT facilities. In June 2022, the MSCHE approved the closure of the Belleville campus. In the next five years, the plan is to build and operate a new facility in the Morris County area. This facility will house laboratories; classrooms; a library; faculty; and student lounge; and a parking area for students, faculty, and staff.

Philosophy Mission, and Vision

The foundation of the Strategic Plan is based on the values, mission, and vision of Eastern International College.

Mission

Eastern International College is a student-centered and career-oriented institution of higher education dedicated to the professional development of its diverse student body. Through innovative curricula, leading-edge technology, experiential (“hands-on”) learning and caring and responsive student services, EIC will provide:

- Challenging health sciences curricula and environments that maximize student success by equipping and engaging students to critically appraise and apply knowledge and skills necessary to succeed in their chosen profession, in the service of others, and in their communities.
- Scholarly faculty and dedicated staff who encourage and support diversity and promote excellence in teaching, learning, and service as the college’s primary focus.
- Academic programs that foster ethical and critical thinking informed and enriched by nationally recognized general education standards and professionally accredited career competencies to ensure a quality collegiate experience.
- Leadership with innovative and responsive health science programs designed to anticipate and respond to healthcare market needs and provide the foundation for lifelong learning - skilled in and adaptable to new information and technologies.

Vision

The vision of Eastern International College is to be a leader in health care education; to offer innovative, high-quality, baccalaureate degree programs (and higher) in high-demand occupations; to broaden our program offerings; and to sustain the Middle States Commission on Higher Education and programmatic accreditations.

Diversity Statement

Eastern International College embraces diversity and inclusion in all aspects of college life. We recognize the core responsibilities to foster an open, welcoming environment where all our community members: Students, faculty, and staff from all walks of life learn collaboratively. We support respectful and meaningful

inquiry across all perceived differences. We value the academic and social benefits that arise from a diverse community. We cogently encourage thoughtful dialogues responding to our world's rapid and interconnected realities. We will progressively strive to address the challenges in and out of our community. To this point, we extensively attempt to remove the common barriers to success and promote a culture of inclusivity, compassion, and mutual respect among all college members to thrive personally and professionally. EIC members are invited to play an active role in the College's commitments to diversity and inclusion.

Strategic Priorities

This Strategic Plan is based on recognizing the gap between the vision we aspire to and where we are now. It serves as a guide that explains what EIC hopes to achieve in the next five years. Each section includes a statement of what will be accomplished in the next five years, the rationale/objectives, an action plan, and an evaluation. An annual action plan will set priorities, establish what actions will be undertaken, indicate who is responsible, and report progress at the year's end.

GOAL ONE: EXCEEDING MISSION AND ACADEMIC EXCELLENCE

Table 3: Goal One- Exceeding Mission And Academic Excellence

GOAL ONE: EXCEEDING MISSION AND ACADEMIC EXCELLENCE

To exceed the programmatic mission and expand academic programs to offer more baccalaureate degrees and maintain academic excellence.

Rationale: EIC would like to exceed its current mission to expand its existing baccalaureate programs to provide an effective balance of professional career education and transferable skills that will successfully enable students to gain employment upon graduation.

Objectives	Timeline	MSCHE	Key Indicators*	Mission Alignment
1.1. Complete the Self-Study Report for the Dental Hygiene re-accreditation by CODA	October 2022	VII	-Self Study Report (CODA)	Leadership with innovative and responsive health science programs
1.2. Complete the Self-Study Report for the Nursing (ADN) re-accreditation by ACEN	January 2024	III, IV, VII	ACEN Self Study report	Leadership with innovative and responsive health science programs
1.3. Submit a Program Announcement for the Bachelor of Science in Health Informatics and apply for exceeding programmatic mission to the Office of the Secretary of Higher Education (OSHE)	December 2022	III, V	Program Announcement BS in Health Informatics Application for a New Academic Program	Leadership with innovative and responsive health science programs

Table 3: Goal One- Exceeding Mission And Academic Excellence

1.4. Obtain approval of the Bachelor of Science in Health Informatics by OSHE	2023-2024	III, IV	The approval document	Leadership with innovative and responsive health science programs
1.5. Start the first cohort for the BS in Health Informatics in Fall semester 2023	2023-2024	IV	Program description and announcements	Leadership with innovative and responsive health science programs
1.6. Review and initiate improvements on institutional policies in compliance with State, accreditation, and federal standards and guidelines	In progress	VII	-College Catalog - College handbook -Financial Aid Handbook -Operational Manual -Faculty and Employee Handbook	Promote excellence in teaching, learning, and service
1.7. Submit a Program Announcement for BS in Applied Health Sciences and BS in Applied Health Sciences major in Imaging Technology (Completion Program)	In progress	III, V	-Program Announcement -Application for New Academic Degree Program	Leadership with innovative and responsive health science programs
1.8. Obtain re-accreditation for ACEN and CODA	2023	III, V	-Approval Documentations	Leadership with innovative and responsive health science programs
1.9. Submit a Program Announcement for the	2022-2024	III, V	-Program Announcement	Leadership with innovative and responsive

Table 3: Goal One- Exceeding Mission And Academic Excellence

<p>Bachelor of Science in Data Science</p> <p>1.10. Inform the Academic Issues Committee (AIC) of the New Jersey President’s Council (NJPC) of the ESL Certificate Program</p> <p>1.11. Submit a Substantive Change Application to MSCHE for the ESL Program</p>			<p>-Letter to AIC-NJPC</p> <p>-Substantive Change Application to MSCHE</p>	<p>health science programs</p>
<p>1.12. Submit the application to ACEN for the Bachelor of Science in Nursing Generic Program</p>	<p>Not started</p>	<p>V</p>	<p>ACEN self-study</p>	<p>leadership with innovative and responsive health science programs</p>
<p>1.13. Explore post-bachelor’s degree offerings and current trends; form committees, market needs analysis, budget plans, and hire consultants.</p>	<p>Not started</p>	<p>V, VI</p>	<p>-Market needs analysis data</p> <p>-Present findings of current market analysis of -post-bachelor’s degree offerings to all EIC stakeholders.</p>	<p>Leadership with innovative and responsive health science programs</p>
<p>1.14. Submit program announcements for a Master of Science in Nursing</p>	<p>Not started</p>	<p>VI</p>	<p>-Program description</p>	<p>Leadership with innovative and responsive health science programs</p>
<p>1.15. Complete and submit to OSHE an application to exceed programmatic mission</p>	<p>2022-2023</p>	<p>V, VI</p>	<p>-Program documents</p>	<p>Leadership with innovative and responsive health science programs</p>

Table 3: Goal One- Exceeding Mission And Academic Excellence

1.16. Complete and submit to OSHE an application to exceed programmatic mission	2025-2027	V, VI	Program Documents	Leadership with innovative and responsive health science programs
Accountability: Vice President; Dean of Academic Affairs; Program Administrators; Faculty; Coordinator Accreditation, Assessment, and Compliance; and Librarians.		Approved	Working Groups III, V, VI, VII	

Key Indicators* EIC Steering Committee and Working Teams will provide evidence under the key indicator folders in the shared drive to document process, data analysis, evidence, links, and updated information related to each goals and objectives.

GOAL TWO- LEARNING RESOURCES AND STUDENT SERVICES

Table 4: Goal Two- Improve learning Resources and Students Services

GOAL TWO: LEARNING RESOURCES AND STUDENT SERVICES

Rationale: Eastern International College is committed to continuously improve resources for teaching and learning.

Objectives	Timeline	MSCHE	Key Indicators	Mission Alignment
2.1. Establish an excellence in teaching and service for faculty and staff.	In progress	I, II, III	-Selection criteria documents -Approval from Executive Administration	Promote excellence in teaching, learning, and service Ensure a quality collegiate experience Foster ethical and critical thinking
2.2. Continue to update the student records management system and data security.	2022-2027	III	-Evaluation of Diamond-D functions -Synching of Diamond-D and Canvas -Data security processes	New information and technologies
2.3. Streamline the assessment methods and results dissemination to determine student services' efficacy.	2022-2027	VI, V	-Student services evaluation report -Exit Interviews	Career-oriented New information and technologies
2.4. Expand student governance and institutional participation.	2022-2027	VI	-Student Governance Process	Career-oriented Diverse student body

Table 4: Goal Two- Improve learning Resources and Students Services

			-Community Services -Community and stakeholders' participation project announcement and flier	
2.5. Form an active EIC alumni association to strengthen alumni relationships for lifelong connections and networking.	In progress	V, VI	-Alumni mission, goals and objectives	Student-centered Diverse student body Maximize student success
2.6. Enhance the number, location, and type of externship and clinical sites specific to the different programs.	2022-2027	V, VI	-Externship/ clinical agreements/ contracts	Experiential learning Maximize student success Promote excellence in teaching, learning, and service
Accountability: Director of Career Services, Librarians, Vice President, Dean of Academic Affairs, Faculty, Student Life Coordinator, Externship/ Clinical Coordinator, Social Media Coordinator, and Financial Aid Director.			Approved	Working Groups I, II, III, V, VI

GOAL THREE: ACCREDITATION, ASSESSMENT, AND COMPLIANCE

Table 5: Goal Three- maintain accreditation, Assessment, and Compliance

GOAL THREE: ACCREDITATION, ASSESSMENT, AND COMPLIANCE

EIC maintains the Middle States Commission of Higher Education (MSCHE) and programmatic accreditations and compliance with federal and state agencies.

Rationale: EIC strives for an innovative, sustainable, and cost-effective assessment process in compliance with standards, and excellence in higher education.

Objectives	Timeline	MSCHE	Key Indicators	Mission Alignment
3.1 Sustain accreditation by the Middle States Commission of Higher Education (MSCHE) and programmatic accreditations.	2022-2027	I, II, III	-Accreditation Approval documents	Leadership with innovative and responsive health science programs Ensure a quality collegiate experience Maximize student success
3.2. Sustain compliance with Federal and State regulations	2022-2027	III, V	-State and Federal Compliance documents	Leadership with innovative and responsive health

Table 5: Goal Three- maintain accreditation, Assessment, and Compliance

				science programs Maximize student success
3.3. Complete the review of institutional and programmatic learning outcomes.	In progress	I, II, III	-Learning Outcomes	maximize student success encourage and support diversity promote excellence in teaching, learning, and service
3.4. Review the institutional assessment plan and the cycle of assessment	In progress	IV, V	-Institutional Assessment and Plan Cycle of Assessment	maximize student success promote excellence in teaching, learning, and service
3.5. Review the General Education assessment data and initiate improvement action plans	In progress	IV, V	-Learning Outcomes assessment data for 2020-2022 -Students end of course surveys -Teacher's evaluation surveys	foster ethical and critical thinking maximize student success promote excellence in teaching, learning, and service

Table 5: Goal Three- maintain accreditation, Assessment, and Compliance

<p>3.6. Review the learning outcomes assessment data for the 2022 cycle</p>	<p>2023</p>	<p>V, VI</p>	<p>-Assessment Data Analysis -Closing the Loop (Integrate all assessment data for each annual cycle for continuous quality improvement)</p>	<p>diverse student body innovative curricula experiential learning maximize student success ensure a quality collegiate experience</p>
<p>3.7. Review the institutional and programmatic learning outcomes for EIC programs and establish another three-year cycle of assessment</p>	<p>2023</p>	<p>III, V</p>	<p>-Assessment Data Analysis</p>	<p>diverse student body innovative curricula maximize student success ensure a quality collegiate experience</p>
<p>Accountability: Steering Committee, Vice President, Director of Assessment, Accreditation, and Institutional Effectiveness, Faculty, Dean of Academic Affairs, Program Administrators, Director of Operations, and Student Life Coordinator.</p>			<p>Approved</p>	<p>Working Groups, I, II, III, IV, V</p>

GOAL FOUR- FACULTY, MANAGEMENT, AND STAFF

Table 6: *Goal Four-Recruit, develop and retain Faculty, Management, and Staff*

GOAL FOUR: FACULTY, MANAGEMENT, AND STAFF

Recruit, develop, and retain experienced faculty, staff, and management personnel who are committed to excellence and innovation in their respective fields.

Rationale: EIC strives to maintain faculty and staff excellence.

Objectives	Timeline	MSCHE	Key Indicators	Mission Alignment
4.1. Establish excellence in teaching and service for faculty and staff.	In progress	I, II, III	-LMS -Faculty in-service training	ensure a quality collegiate experience professional development promote excellence in teaching
4.2. Evaluate workflow processes and procedures to develop and implement efficient internal accounting controls.	2022-2027	III	-Financial department documents -Department description -Financial statements	new information and technologies
4.3. Evaluate and improve the hiring process, training, mentoring, and professional development for faculty and staff to improve retention.	2022-2027	V, VI	-Hiring Process -Faculty training services -Faculty development programs	ensure a quality collegiate experience professional development

			-Faculty and staff retention plan	
4.4. Implement a system for faculty rank based on educational attainment and relevant experience in teaching, service, and research.	2022-2027	II, III, V, VI	-Faculty ranking system	ensure a quality collegiate experience
4.5. Improve faculty governance and participation in institutional development.	2022-2027	VI, V	-Faculty councils documents -Department meeting minutes -Steering Committee and working groups minutes	ensure a quality collegiate experience promote excellence in teaching, learning and service
Accountability: Vice President, Dean for Academic Affairs, Director of Operations, Faculty, Staff.			Approved	Working Groups, I, II, III, V, VI

GOAL FIVE- ADMISSIONS AND MARKETING

Table 7: Goal Five- Improve Admission and Marketing

GOAL FIVE: ADMISSIONS AND MARKETING

Improve EIC’s college branding through digital marketing and social media.

Rationale: To achieve target enrollment and elevate school recognition through values-based college branding.

Objectives	Timeline	MSCHE	Key Indicators	Mission Alignment
5.1. Maximize exposure and generate leads increasing the marketing and recruitment efforts of the College by hiring a marketing and search optimization company.	2022-2023	I, II, III	-Lead operation documents -Expanding social media and marketing department -Social Media Exposures -Continually develop the college website and promotional materials to reflect the mission and values.	encourage and support diversity
5.2. Evaluate and improve the admissions processes.	2022-2023	V, VI	-Admission Processes	promote excellence in service encourage and support diversity
5.3. Increase articulation agreements and partnerships with other institutions.	2023-2027	V, VI	-Articulation Agreements	experiential learning encourage and support diversity promote excellence in teaching, learning, and service

Table 7: Goal Five- Improve Admission and Marketing

Accountability: Vice President, Dean of Academic Affairs, Faculty, Librarians, Admissions Director, Director of Operations, Social Media, and Digital Marketing.	Approved	Working Groups I, II, III, V, VI
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GOAL SIX: FISCAL MANAGEMENT AND RESOURCE ALIGNMENT

Table 8: *Goal Six- maintain fiscal Management and Resources Alignment*

GOAL SIX: FISCAL MANAGEMENT AND RESOURCE ALIGNMENT

To maintain fiscal stability and continuously upgrade campus facilities.

Rationale: Thoughtful allocation of budgets and other resources to achieve desired educational outcomes for students.

Objectives	Timeline	MSCHE	Key Indicators	Mission Alignment
6.1. Attain projected enrollment targets of the institution.	2022-2027	I, II, III	Enrollment Documents	experiential learning encourage and support diversity and diverse student body
6.2. Create budget alignment using financial tools/ software to manage institutional expenditures and campus expansion.	2022-2027	V, VI	Financial Tools/ Software Planning for departmental budgets and expenditures.	maximize student success
Accountability: Director of Operations, Accountant, Bursar, Department Heads, Director of Admissions, Director of Financial Aid, Social Media Coordinator, and Director of Assessment, Accreditation, and Institutional Effectiveness.			Approved	Working Groups I, II, III, V, VI

ASSETS

Eastern International College outlines five main assets: students, staff, faculty, board, and facilities.

Students

The students of Eastern International College are diverse and come primarily from the tri-state area. The College has a wide range of cultural and ethnic backgrounds represented in its student body. This variety enriches not only the diversity of the campus but also the depth of the EIC educational experience. The vast majority of EIC students fall into minority classifications, primarily African American, Hispanic/Latino, and Asian. Approximately 85% percent qualify for Pell grants or NJ TAG.

Student Gender Distribution (Fall 2021, Spring 2022, Summer 2022)

Fall 2021			
Gender	Jersey City	Belleville	Combined
Female	321	198	519
Male	37	23	60
Total	358	221	579
Ethnicity	Jersey City	Belleville	Combined
African American	127	102	229
Asian	49	15	64
Caucasian	62	29	91
Hispanic	93	65	158
Other	27	10	37
Enrollment	Jersey City	Belleville	Combined
ADN	139	133	272
BSN	0	0	0
CVT	62	46	108
DH (AAS)	0	0	0
DH (BS)	128	0	128
DMS	29	42	71
MA	0	0	

Spring 2022			
Gender	Jersey City	Belleville	Combined
Female	297	164	461
Male	35	21	56
Total	332	185	517
Ethnicity	Jersey City	Belleville	Combined
African American	126	89	215
Asian	49	14	63
Caucasian	56	21	77
Hispanic	77	51	128
Other	54	10	64
Enrollment	Jersey City	Belleville	Combined
ADN	114	94	208
BSN	11	10	21
CVT	48	36	84
DH (AAS)	0	0	0
DH (BS)	122	0	122
DMS	37	45	82
MA	0	0	0
Summer 2022			
Gender	Jersey City	Belleville	Combined
Female	303	116	419
Male	28	13	41
Total	331	129	460
Ethnicity	Jersey City	Belleville	Combined
African American	100	62	162
Asian	45	9	54
Caucasian	59	16	75
Hispanic	104	36	140

Other	23	6	29
Enrollment	Jersey City	Belleville	Combined
ADN	68	60	128
BSN	35	7	42
CVT	33	28	61
DH (AAS)	0	0	0
DH (BS)	160	0	160
DMS	35	34	69
MA	0	0	0

Staff

The staff is comprised of dedicated individuals. All staff members have the education and experience necessary to meet student needs.

Faculty

All full-time or part-time faculty hired by the College meet state and accreditation requirements, and Middle States standards. Faculty members are encouraged to continue their professional development through graduate coursework, consulting, and membership in professional organizations. Faculty members participate in Orientation and all institutional activities.

Table two: EIC Employees by Gender

Male	Female	Unconfirmed Sex	Total
23	87	0	110

Full-Time Faculty Gender Distribution

Male	Female	Unconfirmed Sex	Total
5	14	0	19

Part-time Faculty Gender Distribution

Male	Female	Unconfirmed Sex	Total
8	45	0	53

EIC employees by Ethnicity

African American	Caucasian	Hispanic	Asian	Others	Total
20	12	14	8	56	110

Board of Directors

The Eastern International College Board of Directors is empowered to provide an educational vision for the institution and to safeguard its mission and academic integrity. In this capacity, the Board approves an annual operating budget, approves a long-range strategic plan for the institution on a five-year cycle, and undertakes any other activities that are consistent with its charge. The Board recognizes the need for these actions to be consistent with the standards set by the New Jersey Higher Education, and the interests of the organization.

Recommendations may be proposed by the Board, or by the College executives and acted upon by the Board for any area encompassed by its by-laws.

The Board maintains its autonomy; its charge is to pursue excellence in education that has been the hallmark of the Eastern International College educational experience.

Facilities

The Jersey City campus located at 684 Newark Avenue, is comprised of a new, three-floor building that opened in the last quarter of 2013 and is furnished with resources appropriate to EIC programs. The building is approximately 34,000 square feet and houses seven (7) classrooms, five (5) clinical labs/computers and eighteen (18) dental hygiene workstations.

EIC offers students and faculty sufficient access to desktop computers, overhead projectors, library resources, information technology, and library resources (e.g., DVDs, CDs, videos, charts, illustration materials) and plastic models to facilitate hands-on, effective teaching and learning. Laboratories are well equipped to meet training needs, for example:

- patient care laboratories are equipped with hospital beds and other related equipment,
- dental hygiene laboratory is equipped with X-ray machines and patient clinical areas,
- ultrasound laboratories are equipped with a total of six ultrasound machines and one portable machine, and
- EKG machines and supplies are available for laboratory activities and tutoring.

The third floor of the Jersey City campus is devoted to the Dental Hygiene Program. The 11, 300-square foot space houses the 30-chairs of the dental hygiene clinic, 7 radiology rooms, 1 panorex suite, 2 sterilization rooms, a student and faculty simulator laboratory, classrooms, faculty office spaces, storage, and the dental clinic reception area. The lab currently has twenty (20) student dental simulators and one (1) instructor

simulator. These simulators provide a realistic learning experience to develop the necessary motor skills and clinical knowledge. Students practice in pairs on the simulator while watching a large-screen overhead projection of the instructor performing a dental hygiene procedure.

The Clinical facility is equipped with computers at every station and patient monitors for oral health education instruction. Digital radiographs can be brought up on the computer screen for treatment planning and patient education while digital patient recordkeeping instills a paper-free environment.

The nursing lab is equipped with simulated hospital patient care settings, each complete with an electronic bed, over-bed table and bedside stand, headwall containing a blood pressure system, suction, air/oxygen outlets, and equipment board containing otoscopes and ophthalmoscopes. The laboratory is equipped with wireless access to the campus network and is a smart classroom with a large screen and ceiling-mounted data projector. The Nursing department also has two simulation manikins along with software components to make the manikins fully functional. The laboratory also serves as a classroom and can accommodate 24 students with tables and chairs.

The Clinical lab is up-to-date with computers at every station and patient monitors for oral health education instruction. Digital radiographs can be brought up on the computer screen for treatment planning and patient education while digital patient record keeping will afford a paper-free environment.

The building has a lounge available for student use. The lounge offers vending machine options, the campus is located in an urban location that affords students access to a vast array of dining and refreshment opportunities. The campus is available through public transportation, which is important because parking is extremely limited at the campus. The building is appropriately furnished for administrative operations. Faculty and advisors have access to private areas to secure their files and other regions to meet with students to discuss sensitive material, especially when discussing items related to student privacy. The building has a full-time and part-time physical security team.

The Strategic Planning Process

The development of the Eastern International College Strategic Plan was a comprehensive and inclusive process. All constituencies of the College were invited to participate in the development of the plan. The planning process involved:

Analyzing the current situation – review the vision, mission, philosophy, history, values, assets, and external environment, such as a change in the economy, or shifting job market.

Identifying and setting strategic goals.

Developing objectives to achieve institutional goals.

Engaging stakeholders in the process.

Planning for sustainability and funding.

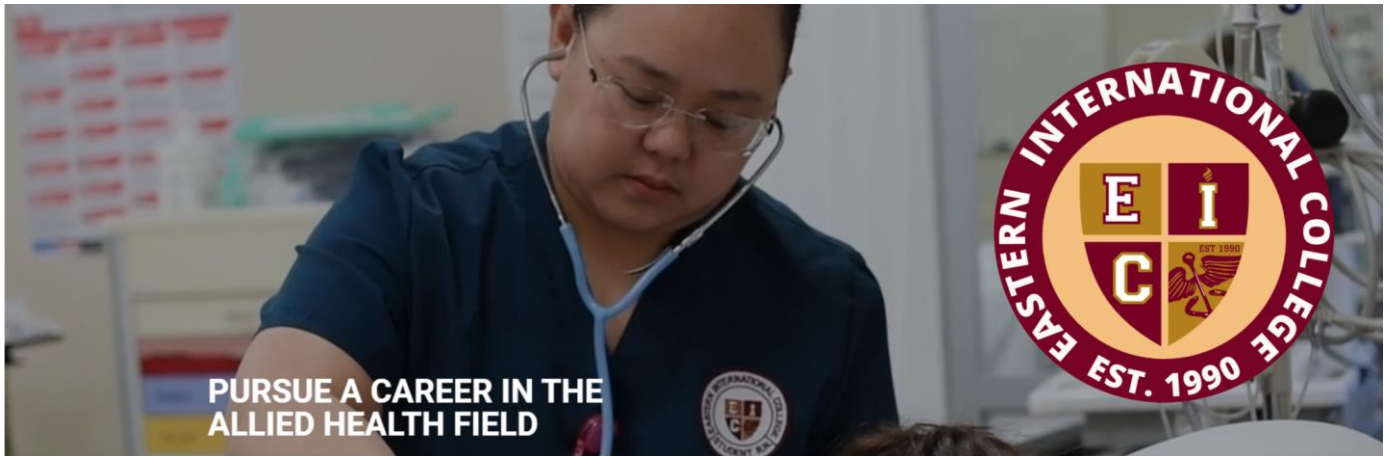
Implementing action plans, goals, and objectives.

Evaluating progress and revising quarterly and/or annually.

The EIC Steering Committee was established with the following goals and objectives:

- To ensure institutional-wide participation in EIC's strategic direction, planning, and pursuit of regional accreditation.
- To provide a management system for data gathering and sharing throughout the organization regarding planning and accreditation.
- To complete the Strategic Plan and proceed through the regional accreditation process using information and insights from the EIC department leaders.
- To provide the template for compliance with the MSCHE Standards of Excellence and continuous institutional improvement.
- To improve the overall communication and process management at EIC.
- The process was led by Steering Committee, which includes the faculty, staff, and administration

SWOT Analysis



The Steering Committee adopted the SWOT Analysis to identify EIC's strengths, weaknesses, opportunities, and threats. Initiated by the Steering Committee, the College conducted a focus group discussion and satisfaction survey. The Steering Committee identified strengths, weaknesses, opportunities, and threats through the focus group discussion and satisfaction survey.

Below is the summary chart of the top findings for each of the SWOT categories.

SWOT ANALYSIS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ● Leadership ● Staff ● Qualified and appropriately credentialed faculty ● Institutional and programmatic accreditations ● Length of programs ● Quality of programs ● Default rate ● Placement rate ● Proactive on-campus and online student services ● Strong Learning Management System ● Diverse student body and staff ● Campus characteristics: Location, small college, potential for growth and expansion ● No complicated bureaucratic processes 	<ul style="list-style-type: none"> ● Marketing ● Community outreach ● Number of nursing faculty ● Alumni involvement ● Outcomes assessment ● Lack of articulation agreements ● Online enrollment ● Staff turnover ● Lack of strong presence in the external community ● Operational structure ● Public perception

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> ● Exceed Programmatic Mission ● Campus expansion ● Offer Additional Baccalaureate Degrees ● Additional Programmatic Accreditations ● Additional Articulation Agreements with clinical agencies ● Develop Faculty, Staff & Student Portals to Offer Better Access to Institutional Information ● Increase the Number of Faculty Members with Terminal Degrees ● Software for Institutional Processes 	<ul style="list-style-type: none"> ● Competition with Lower Tuition ● Competition with More Diverse Programs ● Weak Economy due to the COVID Pandemic

Integration of Budget into Planning Process

It is important to note that the College's budgeting process is integral to the overall strategic planning process of the College and an essential aspect of the implementation of the functional objectives that lead to institutional effectiveness and fulfillment of the mission and vision. The development of the budget involves the entire management team based on the outcomes articulated in the strategic planning process. The following is a summary of the annual planning process and Five-Year Implementation and Planning Cycle.

Implementation and Evaluation of the Strategic Plan

Annual Action Plans

An annual action plan is based on the objectives and strategic planning goals. The EIC academic community participates in formulating and developing the annual action plan. As part of this annual action plan, each committee will be asked to prepare a departmental action plan consistent with the strategic planning goals.

Each department will be asked to submit an annual report to the Vice President on the accomplishments related to the Strategic Plan noting progress toward specific measures. These unit reports will also be expected to indicate goals or actions that need to be reviewed and revised. These plans and assessment reports will serve as the foundation for an ongoing planning and institutional development effort.

The planning cycle is based on resource planning and annual reports. The midterm reports are due in January and the annual reports are due in August.

To achieve the levels of excellence outlined in the Strategic Plan, it will be necessary to align activities at all levels with the strategic priorities and increase the level of accountability for all members of the EIC community. This is an integral part of the development of the College.

Revising and Evaluating the Strategic Plan

The five-year Strategic Plan will be revised and updated. Taking full advantage of the Strategic Plan, it will be evaluated annually for progress toward the accomplishment of EIC's goals.