



SOUTHWESTERN CHRISTIAN
U N I V E R S I T Y

Scholarship • Spirit • Service

Strategic Plan

Vision 2025

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Message from the President

This strategic planning document reflects the continuing efforts of a host of groups and individuals. Input has been gathered from students, staff, faculty, administrators, alumni and community constituents to secure the most comprehensive view of the institution possible. The Southwestern Christian University Strategic Plan Vision 2025 lays the foundation for institutional progress which will be made during the current decade and into the future. As with many higher education institutions, the history of Southwestern Christian University has been infused with trials and triumphs, failures and successes, and moments of darkness balanced with times of great enlightenment. Since its founding in 1946, the concepts of scholarship, spirit and service have been promulgated. Having been founded in the traditions of Pentecostalism, the conservative principles of a Christian heritage have provided a measure of uniformity and consistency which has been both comforting and enigmatic. The desire to grow the University is always counterbalanced by the greater desire to be true to the institution's mission and Christian roots.

The strategic planning process is a continuous one. It should be an ever-changing process which allows the institution to be relevant to the needs of its constituents. We desire for our strategic plan to be a living document which enables us to grow, to transform as needed, to become more than we are, to be a liberal arts institution which will thrive because of our ability to adapt...yet maintaining the firm foundation of our Pentecostal, Christian heritage. The original version of the Strategic Plan was developed in conjunction with our current North Central Association/Higher Learning Commission self-study process. Each department has now defined specific actions which will be taken to meet the goals and objectives set forth in the plan. As defined in the mission statement, our focus has always been... and will continue to be...educating students who will serve their God, serve their communities, and serve their fellow man. We desire to be an institution which will continually accomplish this goal, while providing an outstanding liberal arts education in a caring and nurturing environment.

I would like to express my appreciation to Dr. Connie Sjoberg, Provost and Vice President for Academic Affairs; Dr. Linda Garrett, Chair – Business Department, who chaired the 2010-15 Strategic Planning Committee and conducted many of the individual interviews and focus groups; to Dr. Dana Owens-DeLong, who has continued the process as the Director Institutional Effectiveness; and to the countless students, staff and faculty members who continue to participate cooperatively in the process, allowing for the gathering of the necessary data. This design of a data-informed approach allows us to identify our strengths and weaknesses, and enables the institution to forge ahead with definitive plans.

It is our desire that this plan will continue to serve as a pathway...a template which will provide guidance for the next five years, but, more importantly, lay the groundwork for a bold and vibrant future for Southwestern Christian University in the 21st Century. Blessings,

Dr. Reggie Wenyika, President

Introduction

This strategic plan serves as a guide for the future of Southwestern Christian University (SCU) through the year 2025. It represents the input of students, faculty, staff, administrators, board members, alumni, and community members during a time of growth and change for the University. As identified by Glassman and Rossy (n.d.), engaging in a strategic planning process benefits universities in a variety of ways.

Strategic planning:

- *Creates a framework for determining the direction a university should take to achieve its desired future;*
- *Provides a framework for achieving competitive advantage;*
- *Allows all university constituencies to participate and work together towards accomplishing goals;*
- *Raises the vision of all key participants, encouraging them to reflect creatively on the strategic direction” of the university (Hax & Majluf, 1996, p. 32);*
- *Allows the dialogue between the participants improving understanding of the organization’s vision, and fostering a sense of ownership of the strategic plan, and belonging to the organization;*
- *Aims to align the university with its environment; and*
- *Allows the university to set priorities.*

The Strategic Plan Vision 2025 replaces the former strategic plan developed prior to the HLC visit in spring 2013. Beginning in the fall 2013 and continuing through spring 2015, this plan builds on the previous plan and expands the planning to all campus areas guided by the University’s Strategic Planning Committee. Information was gathered by reviewing strategic plans from other peer institutions and further educating everyone on the elements of a highly effective strategic plan. Input was gathered through meetings, individual and group interviews, and external and internal surveys. The process also made use of digital spreadsheets distributed to all campus departments to construct departmental strategic plans that were aligned with the university goals and objectives. Strategic plans were also aligned to budget planning and HLC areas of need to ensure a holistic approach to the planning process. Having a new president and provost help solidify the philosophy that SCU must be strategic in all areas in order to develop a solid infrastructure and plan for future growth. The Strategic Plan is a living document that has impacted a range of processes during the last two years, including the Academic Program Review, Planning and Budget Committee, Technology Committee, Facilities Master Plan, and Academic Council. The Strategic Plan is the core planning and decision-making foundation being used across campus to provide a unified, cohesive approach to Southwestern Christian University.

The overriding goal of this planning process was to identify strategic goals and objectives to guide Southwestern Christian University’s decision-making processes, to

provide a common understanding of the goals and objectives that inform those choices, and to discuss the goals and objectives widely among all stakeholders.

Planning Parameters

Planning parameters help guide strategic planning by making explicit statements about the internal and external realities that face an organization. A university must constantly anticipate those factors that are likely to affect its ability to succeed and to continuously assess their implications. As the results of the university's strategic plan unfolds over the next years in the form of operational planning as well as further strategic planning, it will be critical that planning parameters be adjusted in light of changing circumstances. Planning parameters, like action strategies and success factors, need to be reviewed and monitored annually.

- SCU will continue to be a four year liberal arts University that provides opportunities for general education, religious literacy, and professional education.
- SCU's planning process and the outcomes of that process will place the needs of students and potential students first.
- SCU will also provide opportunities for lifelong learning and personal enrichment.
- Future growth will be assessed through capacity studies and needs assessments as a component of the strategic planning process.
- SCU will continually reassess its recruitment and retention practices as well as its overall student success strategy to maintain current enrollments.
- SCU is primarily tuition funded and will ensure strategic planning recognizes the impact on current and future students.
- Donations and fundraising are essential elements to the future of SCU and a culture of giving will be pursued.
- The use of technology to enhance learning will be an increasing expectation of new and current students.
- Instructional technology support is essential to the effective integration of technology and learning.
- SCU's planning and budgeting processes will be transparent. Planning budgets will be made available and transparent.
- The strategic planning process will be the foundation for operational planning. Both will be tied tightly to SCU's budgeting processes.
- Strategic action priorities to support SCU's goals will be reviewed on an annual basis to ensure the dynamic nature of the strategic plan.

- Operational planning will be driven annually by action priorities and success factors, ensuring that strategic goals are implemented and include an accountability process.
- The final plan will include accountability measures to help SCU measure and chart its progress.

Strategic Planning History

In June 2010-2011, efforts to engage SCU's stakeholders in the strategic planning process were made. Students, alumni, faculty, staff, administrators, Board of Regent members, and other community representatives were involved. Individual interviews included the President's Cabinet (five), ten Board of Regent members, seven full-time faculty, two adjunct faculty, ten community leaders (located in Bethany and Broken Arrow), Bethany and Broken Arrow Chamber of Commerce Presidents, three International Pentecostal leaders, and three staff leaders at Southwestern Christian University (SCU). Further, four focus groups were led that included Student Government, faculty (full-time, part-time, and adjunct), staff, and community. In total over 70 individuals participated in the process. Once data from these open-ended interviews were completed, an on-line survey was created and was sent to all those associated with SCU which included alumni, faculty (full-time, part-time, and adjunct), staff, board members, International Pentecostal administration and pastors, community leaders (those who were involved with SCU and those that were not), students and students' parents. As an all-inclusive process, no area was excluded. Once interviews, focus groups, and surveys were completed, feedback was provided to administration, faculty, and staff. From this, one of the first all-inclusive strategic plans was created, distributed, and used to determine measures of success. Department heads, Department chairs and others involved in leadership roles on the campus were actively analyzing this plan. While this was the most inclusive strategic plan that had been conducted since the founding of the university, it was still missing important components. Further, although it was the most inclusive plan that had ever been formalized, only various administrators on campus were using the plan, often done in "pockets" (i.e., at the department level, etc.). Several key components were missing as well as the overall university budget, the Technology Plan, and the Master Facilities plan. Finally, this plan did not include the additional educational endeavors of the Education Programs and Online Degree Programs. Therefore, by 2012-13, it was determined that an updated and more inclusive strategic plan needed to be instituted. *Appendix D 2010 Interviewees and Appendix J 2014 Interviewees.*

In addition, SCU had a focus HLC visit in April of 2013 that resulted in being placed on notice in October 2013. One of the stated areas of concern was the Strategic Plan. Even though a comprehensive strategic planning process had occurred in previous years and the 2012 Strategic Plan was being utilized by individual departments, the strategic plan presented during the HLC visit was in a format unfamiliar to faculty and staff. The strategic plan in the new format had not been shared prior to the visit, but had been created for the HLC visit and did not look like the "working" document faculty and staff had been using on a regular basis. After the HLC visit, an item analysis by the Strategic Planning Committee showed 86% of the goals and objectives were the same as the "working" strategic plan. Even though the majority of the content was the same, it was problematic because the new format did not allow faculty and staff to easily identify it as the collaborative strategic plan they had previously developed and were currently utilizing. Therefore, the current revised strategic planning process has been acutely sensitive to the value in being completely transparent in the process and in the final product.

Strategic Planning Process – Moving Forward

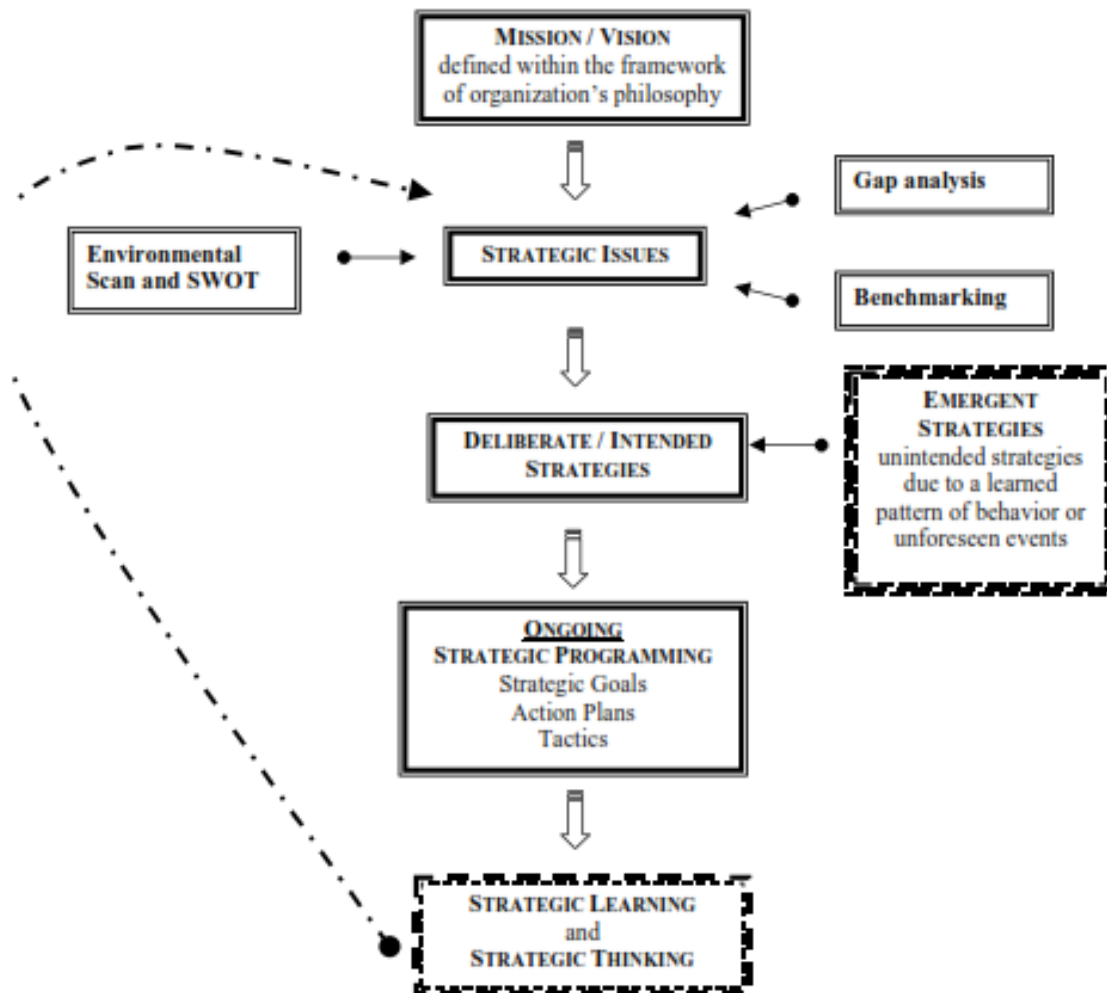
As a way to move forward, the first step in the process was to assure inclusion. The strategic process undertaken in 2012-14 was much the same route, except with more inclusion and integration of board members, administration, faculty, staff and students. In November, 2012, the Strategic Planning Committee (Committee) began meeting. Since that time the Committee has continued to meet once a month and in some cases bi-monthly. Beginning in January, 2014 the Committee initiated an on-line survey, focus groups, and interviews with stakeholders. In February and March 2014, four focus groups were again conducted, similar to the past process in 2010-2011. These included staff, faculty, Board of Regents members, and the President's Cabinet members (over 75 individuals participated in these focus group sessions). Finally, interviews were conducted with leaders from the International Pentecostal Holiness Church Headquarters and in the community.

Once the results were tabulated, a formal presentation was made to university leaders that included the President's Cabinet, Board Members, Faculty Leaders, and Staff Supervisors. Focus groups were held for faculty (full-time, part-time, and adjunct), administration (President's Cabinet), board members, staff, and student government. One-on-one interviews were conducted with stakeholders in Broken Arrow and Bethany, including community leaders and the Chambers of Commerce. All-in-all, over 100 stakeholders were invited and involved in the focus group process. Following the process of the last strategic planning process, in mid-March and April 2014 data was collected and a survey was developed based on the findings from these focus groups. The survey was sent to students, alumni, students' families (i.e., parents), faculty, staff, administration, board members, and community leaders in the form of an online survey. Ultimately 117 people completed the online survey. Once the data was aggregated, it was found that many of the issues identified in the interviews and focus groups were also echoed in the survey. This information was then presented to decisions-makers (board members, administration, department chairs, and staff leadership) as well as others on campus that had participated in the process for further discussion to engage the SCU community in the development of action items for continuous improvement.

Twenty leaders from across the campus were invited to attend the presentation of the results. These leaders included the President's Cabinet, three Board of Regents members, staff, administration, and chairs of departments and programs. Once the information was provided, two follow-up meetings were attended by administrative leaders to clarify and finalize four proposed goals based on the feedback. Subcommittees were encouraged to meet to provide input on the internal environments. Further responses to the preliminary goals were solicited from the university committees. Finally, findings were made available to those on campus who were involved in the process and by spring 2014, the drafted goals, objectives, activities, and tasks were posted on the university website. June 2014 began with a new president endorsing the strategic plan and connecting it to his vision for the university. It is now called the SCU Strategic Plan Vision 2025 and represents a unified approach. During the 2014–2015 school year, the SCU Strategic Plan Vision 2025 was utilized as the foundational document for the SCU Planning and Budget Committee. It was determined to further expand the scope of the strategic plan by not only aligning it to the budget process, but ensuring every department receiving budget

allocations also had a departmental strategic plan aligned with the university goals, objectives, and activities.

Finally, the strategic plan is now a document that is used on a regular basis in every area of planning and decision making, spanning both academic and administrative units. This active engagement with the strategic plan allows for deep understanding and application. It has truly become a “living” document.



Strategic Planning Process Summary

There have been extensive hours and strong university commitment to this work. The fact that SCU is a smaller campus has acted as a conduit to make this process even more inclusive.

Based on these findings, university leaders determined the establishment of four primary goals. These included: Leadership, Learning, Infrastructure, and Institutional Effectiveness. Subsequent discussions resulted in changing Institutional Effectiveness to Sustainability, identifying Institutional Effectiveness as the overall goal of the strategic plan. As a foundation for these goals, the core values of Scholarship, Spirit, and Service continued to be highly important in determining the foundation of the university and guiding the direction of the strategic plan. Further defining of the core values has helped develop a common definition, identified as a need from survey results.

The overall strategic plan is aligned with SCU's mission and core values (Scholarship, Spirit, and Services). The strategic plan consists of four goals drawn from the findings of the focus groups, surveys, and interviews, along with the basic organizational needs of the university. Within each of these areas, specific activities and tasks have been identified. Further, objectives, activities, and tasks are linked to methods of measurement, the individual responsible, and university core values. With these initial steps, the university leaders began the process of additionally aligning each area with HLC core criterion and the university's master plan and budget. Therefore, it should be noted, the strategic planning process is not considered a one-time event, but rather a continuing cycle for continuous improvement.

Strategic Plan Items and Definitions

Each department has completed a spreadsheet template with the following headings in order to ensure a consistent format and unified approach to the expansion of the Strategic Plan throughout every facet of the university.

Goal: The organizational "Goals" of a university typically focus on its long range intentions for effectively and efficiently operating an institution of higher learning and its overall philosophy that can provide useful guidance. The SCU "Goal" refers to the Strategic Plan Goals and should be a number from 1-4.

Objectives: The "Objectives" can be found nested under each Goal. These provide specific details about the expectations for meeting the identified "Goals". The format for this column is a digit from 1-7 which references the specific objective.

Activities: The "Activities" in the strategic plan are specific observable behaviors and/or events that are used to measure the specific "Objective" indicated. The format of the "Activities" column will be a digit in reference to the specific activity.

Department: The "Department" column refers to the specific area or office with primary responsibility.

Task: The "Task" column refers to the measurable action associated with the "Activity". The format is a word description with sufficient details to provide benchmarks.

Performance Measure: The "Performance Measure" column refers to the quantifiable indicator used to assess to what extent the "Task" has been accomplished.

Responsible Party: The "Responsible Party" column will be a name (i.e. First name, Last name) of the person(s) primarily responsible for ensuring the task is completed.

Cabinet Report: The "Cabinet Report" refers to the Cabinet area position to whom the responsible Party" reports. The format is the position title of the person (i.e. Provost, VP for Development and Advancement).

Timeline: The "Timeline" refers to the semester or academic year(s) that this goal will be accomplished. Examples: Every Fall semester, Every Spring semester, Fall 2015, Spring 2015.

Budget: The "Budget" column is the dollar amount that has been designated in the annual budget for this activity. This will also be used when departments participate in the annual budget process which is aligned to strategic plans.

HLC: The "HLC" column refers to the accreditation Criteria and Core Components. The format should follow the HLC organization identification system (i.e. 1.A.1, 1.B.2, etc.).

Current Status: The "Current Status" column should be words that are descriptive of the current status of the project. The words to be used include: Completed, In Process, or Future.

Core Values: The "Core Values" column is used to identify how the item supports the university core values. The words to be used include: Scholarship, Service, and Spirit.

Technology: The "Technology" column is used to identify any equipment, software, or infrastructure required in order to complete the item. List the approximate dollar amount required. This information will be shared with the Technology Committee.

SCU Strategic Plan Integration Chart

The purpose of this chart is to show an overview of how the Strategic Planning Goals are aligned with other planning documents. Each one represents an area which has an expanded strategic plan specific to their area that supports the SCU Strategic Plan Goals.

Goals	Responsible Party	<i>Learning</i>	<i>Infrastructure/ Resources</i>	<i>Leadership / Governance</i>	<i>Sustainability</i>
Academic Plan (by dept.)	VP Academic Affairs	X			
Capacity Plan	President		X		X
Facilities Master Plan	President		X		X
University General Education SLOs	VP Academic Affairs	X			
Technology Plan	IT Director	X	X		X
Deferred Maintenance Plan	VP Fiscal Affairs		X		X
Assessment Plan	Assessment Coordinator	X	X	X	X
Co-Curricular Activities	VP of Student Life	X		X	
Athletic Activities	Athletic Director		X		X
Development Plan	Development Director		X		X
Support Services Plan	Employee Relations		X		
Library Plan (see academic dept. plans)	Director of Library Services		X		
Governance Plan (Bylaws)	Provost & Board of Regents			X	X

Status of the Strategic Plan

During the 2014–2015 term, the strategic plan was further expanded to include all university planning processes. The Office of Institutional Effectiveness (OIE) was established fall 2014 and brought into the strategic planning process. The OIE provides data sets, summary reports, and supports the university in the process of strategic planning. The Dean of Institutional Effectiveness is also the chair of the Planning and Budget committee. The planning and budget process was based on an alignment to the strategic plan. This provided an integrated approach to planning, budgeting, and alignment to the university mission.

To ensure an open, transparent, and collaborative process, each department was given their current strategic plan to review with added categories, including alignment to HLC core criterion, budget considerations, core values, and master plan.

Additionally, a survey was created and analyzed to provide input into the strategic planning process while harvesting the perspectives of internal and external stakeholders. The survey was a Strengths, Weaknesses, Opportunities, and Threats (SWOT) survey, while additional questions were designed to gather perceptions about SCU's revised Mission, Vision, and Core Value statements.

Strengths, Weaknesses, Opportunities, and Threats (SWOT)

The SWOT survey was conducted in spring 2014 to gather perceptions of internal and external stakeholders to identify issues during the early stages of this planning process. Strengths are the strong parts of the organization that can be directly controlled. Weaknesses, on the other hand, are those elements of the organization that are not positive but can also be controlled. Weaknesses represent areas that Southwestern Christian University can improve. Opportunities and threats operate outside the University and while they are usually beyond control, Southwestern may be able to influence their impact. The most productive use of energy, however, is on those elements that an organization can control, i.e., strengths and weaknesses. The graphical results from SCU's SWOT process are provided in *Appendix F 2010 Summary Report and Appendix L 2014 Summary Report*.

2010 Summary Responses	2014 Summary Responses
Strengths	Strengths
• Community environment	• People/community
• Faculty & Staff	• Size (university as a whole, campus, and classroom)
• Location	• Spirituality (Biblical foundation, spiritual heritage, Ecumenism)
• Programs	• Diversity (students and

	faculty)
<i>Risks (Weaknesses)</i>	<i>Weaknesses</i>
• Technology	• Technology
• Communication	• Finances – tuition driven, lack of donors, financial aid, employees buying their own supplies
• Facilities	• Areas of concern that were equally noted are:
• Loss of original intent & community	○ Poor communication – top down
• Location	○ Lack of branding – different logos, lack of marketing
• Growing too fast	○ Training – new employees and current employees, no new employee orientation
• Shift in the demographics of students	•
• Financial support	• Employee overload and fear – Faculty and staff concerned about tenure, the sense of concern and extra time spent in an attempt to complete overload work,
• Internal hiring	
<i>Needed to Grow (Opportunities)</i>	<i>Opportunities</i>
• Technology	• Collaboration/service – partnerships with churches/ministry, business, networking related to service and community
• Good communication	• Education – employee and faculty training, delivering new methods of Christian education, new degrees (undergraduate and master), online degree/programs, and

	research/national presentations
• Good leadership	• Growth – niche areas, new facilities, and the Tulsa campus
• Education for all (board, administration, faculty, & staff)	
• Integrity	
• Finances	
• Professionalism	
• Maintain core values	
• Assure quality	
• Be realistic	
• Count the cost	
• Don't water down the theology	
• New degrees	
<i>(Threats were not addressed in 2010)</i>	Threats
	• Infrastructure – facilities, communication, security, maintenance, and technology
	• Lack of effective marketing
	• Finance – tuition drive
	• Staff/faculty overload and fear – too few employees to support infrastructure and growth, poor retention of employees, and job security. One employee indicated “we live in an environment of fear (unsure if we will have a job when we come to work).”

Four strategic goals emerged from both data and input from the University community and external partners. These goals form the foundation of a comprehensive operational planning process that continues and expands SCU's existing processes. The Office of Institutional Effectiveness (OIE) facilitated the development of this strategic plan and helped create the planning process.

Strategic Planning Questions

Overarching and difficult questions drove the strategic planning process, creating an obligation to gather, analyze, and use data in new ways during the process. While there is no single answer to each question, the strategic planning process constituents were informed in important ways by new data and information that, in turn, led to new questions and data requests. Strategic planning is an ongoing process that does not conclude after the current process; it will require continuous data analysis to more fully address these questions and other strategic questions as they emerge in succeeding years. The ongoing process will ensure continuous improvement and preparedness for the future of the institution. *See Appendix A 2010 Interview Questions, Appendix B 2010 Survey Questions, and Appendix E Online Survey Questions 2010 in addition to Appendix G Interview and Focus Questions 2014 and Appendix H Online Survey Questions.*

Executive Summary

By 2011, Southwestern Christian University had built considerable momentum ignited by increasing enrollment. This momentum was captured by the development and early-stage implementation of a strategic plan. This new process is the continuation and expansion of the strategic plan that will guide our forward motion, capturing the essence of SCU's mission, core values, goals and objectives. The strategic planning process offers to the Board of Regents, faculty, staff, students, and community an opportunity to review SCU's mission and commitments and revise them, as needed, to reflect changes in the institution and the larger world. *See Appendix F 2010 Summary and Appendix L Summary.*

In 2012, efforts to engage the entire university community in the strategic planning process were made. Students, alumni, faculty, staff, administrators, Board of Regent members, and other community representatives were involved. Community representatives included the Chamber of Commerce, as well as business leaders. Input into the strategic plan was sought in a number of ways, including open-ended one-on-one interviews, electronic surveys, and forum-type groups.

Subcommittees were encouraged to meet to provide input on the internal environments. These meetings culminated in the production of preliminary goals. Further responses to the preliminary goals were solicited from the university committee. The following four areas represent the benchmarks that emerged from the triangulated data. *Appendix C 2010 Timeline and Appendix I 2014 Timeline.*

Strategic Plan Summary - Goals, Objectives, and Activities

Goal 1: Learning

Establish an environment that supports integrated learning and creative critical thinking

- **Objective 1: Provide effective and high quality curriculum aligned to national standards**
 - Activity 1 – Align all programs to national accreditation standards
 - Activity 2 – Take all academic programs through a Program Review process every 3-4 years
- **Objective 2: Provide experiential opportunities for students.**
 - Activity 1 – Create internships, study abroad, and travel for students that will assure experiential learning
 - Activity 2 - Include clinical practice opportunities throughout the professional education sequence
 - Activity 3 – Support on-campus academic and program clubs and organizations
- **Objective 3: Provide appropriate opportunities for faculty, staff, & student workers for development**
 - Activity 1 – Provide faculty and staff with in-service and conference training and learning experiences
 - Activity 2 – Provide student worker and student senate positions involvement in-service and conference training and learning experiences
- **Objective 4: Evaluate current degree programs and assess the need for new degree programs.**
 - Activity 1 – Initiate formal Academic Program Review process
 - Activity 2 - Conduct market analysis to determine new course and program development
- **Objective 5: Provide research opportunities for student & faculty.**
 - Activity 1 – Identify and develop research projects/proposals for student projects
 - Activity 2 – Include and work with students in the selection and conducting of faculty/student research projects
- **Objective 6: Maintain and enhance the on-going assessment process.**
 - Activity 1 – Review, update, and adjust current assessment processes to improvement the quality and accuracy of data
 - Activity 2 – Identify key assessments in each academic degree program aligned to identified student learning outcomes
 - Activity 3 – Develop a university-wide culture of assessment with continuous environmental scans, longitudinal measurements, and embedded classroom assessments of student learning
- **Objective 7: Ensure integration of Christian worldview perspective into all curricular and co-curricular activities**
 - Activity 1 – Integrate Christian worldview and the mission and vision of SCU into all course objectives

- Activity 2 – Develop objectives for student Chapel program to assessment the measure the Student Learning Objective: Spirit-Embracing a Christ-like Identity

Goal 2 – Infrastructure & Resources

Provide the necessary resources and systems required to maintain and grow the university

- **Objective 1: Support effective instruction by providing the essential tools necessary**
 - Activity 1 – Identify current trends in teaching & the essential tools needed
 - Activity 2 – Submit budget requests for essential learning tools as part of budget planning process
 - Activity 3 – Provide current software for work/teaching environment
- **Objective 2: Provide the facilities necessary to accommodate & sustain anticipated growth**
 - Activity 1 – Determine what facilities need to be added to the campus via a Master Plan
 - Activity 2 – Assure support services for facilities are support by budget allocations
 - Activity 3 – Assure that facilities meet federal, state, and local standards
- **Objective 3: Provide appropriate resources for support of learning environment**
 - Activity 1 – Support services for students as they pursue learning, careers and graduate school
 - Activity 2 – Support funding for university infrastructure and resources
 - Activity 3 – Identify appropriate resources to maintain educational programs on campus
 - Activity 4 – Increase funding support for university scholarships
 - Activity 5 – Manage process for distribution and qualifications associated with scholarships
- **Objective 4: Provide appropriate technology to assure institutional excellence and effectiveness**
 - Activity 1 – Assure appropriate technology for all programs and facilities
 - Activity 2 – Assure appropriate technology for tracking and monitoring student activities
 - Activity 3 – Identify the essential teaching tools found in public school classrooms and provide equipment, training, and support
 - Activity 4 – Identify the essential teaching tools found in the market place (business, social services, ministry, etc.)
 - Activity 5 – Support continued technology infrastructure improvements
- **Objective 5: Provide necessary support services to assure effective daily operations**
 - Activity 1 – Secure effective support services for university operations and infrastructure
 - Activity 2 – Review all support service areas annually to determine areas of additional resources

- **Objective 6: Demonstrate effective internal and external communication practices.**
 - Activity 1 – Communicate on a regular basis with all stakeholders
 - Activity 2 – Post policies, procedures, committee minutes, and university forms on the SCU web site
- **Objective 7: Provide a safe and secure campus**
 - Activity 1 – Assure that an adequate security system is in place in all SCU buildings
 - Activity 2 – Assure that an adequate security system is in place at the Tulsa campus
 - Activity 3 – Provide campus security on Bethany Campus during all classes
 - Activity 4 – Improve the entry security in the SCU resident halls
 - Activity 5 – Improve existing emergency communication procedures
 - Activity 6 – Revise campus emergency plan

Goal 3: Leadership & Governance

Demonstrate effective leadership to motivate & inspire others through modeling Christian character, professionalism, & governance

- **Objective 1: - Establish a clear and concise strategic plan**
 - Activity 1 – Clearly defined leadership strategies
 - Activity 2 – Provide regular leadership and management professional development for all academic leaders
- **Objective 2: Hire knowledgeable faculty, staff, and administrators to support current and new degree programs**
 - Activity 1 – Employ and assure that appropriate faculty for current and newly planned degree programs are budgeted
 - Activity 2 – Employ qualified support staff
 - Activity 3 – Employ qualified administrative academic leadership
- **Objective 3: Provide an environment of open communication, transparency, and accessibility**
 - Activity 1 – Communicate with each program, department / area, and school
 - Activity 2 – Provide all stakeholders a regular and consistent method of communication
 - Activity 3 – Communicate and support an openness to be available to all constituents for needed Q&A
 - Activity 4 – Provide consistency within all SCU handbooks for students and employees
- **Objective 4: Support and adhere to all state and federal requirements/laws**
 - Activity 1 – Maintain required processes and communications regarding all federal and state compliance areas
- **Objective 5: Support and facilitate all needed accreditation requirements and processes**

- Activity 1 – Maintain Higher Learning Commission accreditation with continuous improvement university plans and strategies
- Activity 2 – Seek and support other accreditations that are a mission fit for institutional growth and accountability

Goal 4: Sustainability

Create an environment of quality, excellence, data-informed decision-making, and systemic communications

- **Objective 1: Utilize assessment-informed processes for institutional decision-making**
 - Activity 1 – Identify key program and institutional assessments aligned to state and national standards
 - Activity 2 – Assess academic programs through the Program Review processes for continuous improvement
- **Objective 2: Monitor and assess infrastructure and resource needs on a regular cycle**
 - Activity 1 – Establish a resource request process
 - Activity 2 – Assessment of facilities and needed changes to assure effective support of university mission
 - Activity 3 – Develop and assure funding support for sustainability of the university infrastructure
 - Activity 4 – Establish succession planning for key leadership roles
 - Activity 5 – Provide recovery programs in case of disasters and/or emergencies
- **Objective 3: Establish a consistent, recognizable, and marketable brand**
 - Activity 1 – Establish a unique and recognizable brand
 - Activity 2 – Assure the university will establish a conceptual framework and student learning model
 - Activity 3 – Create and implement marketing plans and university projects
- **Objective 4: Uphold the Christian Pentecostal and charismatic foundations**
 - Activity 1 – Maintain and promote Christian character and values by identifying and implementing faith integration and learning
 - Activity 2 – Exhibit belief and commitment to the Pentecostal and charismatic Christian foundations through hiring practices
- **Objective 5: Develop and maintain strategic community partnerships and collaborations**
 - Activity 1 – Develop external partnerships
 - Activity 2 – Create partnerships with local and national educational institutions
 - Activity 3 – Demonstrate effective communication with stakeholders and constituents

Who We Are

Southwestern Christian University is a private, four-year Christian university located on a beautifully wooded campus in the Bethany area of metropolitan Oklahoma City. SCU was founded in 1946 by the International Pentecostal Holiness Church and embraces the Holiness, Pentecostal, and Charismatic traditions. A growing Christian liberal arts university, Southwestern currently offers one (1) Associate of Arts degree, twenty-five (25) Bachelor's degree options, and two (2) Master of Ministry degrees.

A Growing University

As we move forward with anticipation for growth and expansion, our focus is centered on fostering a quality, holistic, educational experience, personal, professional, and spiritual growth, vital community and church engagement, and a broadened perspective and global outlook. The focus is to provide effective leveraging of various modalities of learning according to market trends, student needs, and data analysis. SCU graduates will continue, as they have done for 69 years, to be life-long learners who impact their spheres of life with the truth of Jesus Christ.

Mission Statement

Southwestern Christian University is a Christ-centered liberal arts institution equipping students for a life of learning, leadership, and services; integrating faith, learning, and living; and empowering graduates to excel and to positively impact their world for Jesus Christ.

Our Vision

Vision Statement

Providing values-driven holistic Christian liberal arts educational experience designed to train, equip, and deploy servant-leaders throughout the world.

Our Focus

- To provide a higher educational experience at a price-point that brings it within the reach of a majority of students from various socio-economic groups;
- To serve students with a demonstrated desire to succeed in life by *Soaring High and Beyond* and be willing to submit to a rigorous academic program and a campus life strategically designed to enable them to maximize their potential; and
- To prepare students to become servant-leaders, and to become ambassadors of Southwestern Christian University wherever they go.

Summary of Core Values

Scholarship

Scholarship at Southwestern Christian University is pursued from the perspective of a Biblical Christian worldview. The integration of faith, learning and living is central to every academic discipline and is led by dedicated faculty members who are committed

to academic excellence, the elevation of critical thinking skills, and personal, spiritual and intellectual growth. SCU is committed to:

- Holistic Christ centered academic excellence
- Embracing change, diversity & emerging technologies to ensure relevance & the establishment of strategic & collaborative partnerships
- Research & inquiry in an assessment & data-driven academic culture
- Being an organization centered on lifelong learning, social skills & servant-leadership development

Spirit

Southwestern Christian University is dedicated to cultivating a Spirit-led environment where students grow in their spiritual relationship with God & their interpersonal relationship with others. SCU is committed to:

- Building a Christ centered community
- Honoring our Pentecostal Holiness heritage
- Respecting diversity & various Christian backgrounds
- A campus culture where His Spirit & school spirit are prevalent & powerful

Service

Southwestern Christian University is focused on serving both Christ and others. Through the development of servant-leadership, SCU empowers graduates for a life of learning, leadership and global impact. SCU is committed to:

- Developing & modeling servant-leadership
- Fostering an environment of relevant social- & self-awareness; Ethics, respect, & integrity
- Instilling the value of stewardship in all aspects of life

Accreditation Status

Southwestern Christian University is accredited by the Higher Learning Commission (HLC) of the North Central Association of University's and Schools, one of six regional accreditation agencies recognized by the U.S. Department of Education to accredit degree-granting universities. SCU is also accredited by the following agencies and entities:

- SCU academic programs are approved by the Oklahoma State Regents for Higher Education.
- SCU enjoys the full endorsement of the General Department of Church Education Ministries of the International Pentecostal Holiness Church as an approved educational entity for training ministers, missionaries and Christian workers to serve the church around the world.

- SCU is approved by the U.S. Department of Justice for the admission of international students and is approved by the State Accrediting Agency of Oklahoma for the admission of eligible veterans.
- The SCU Department of Education Teacher Education programs are accredited by the Oklahoma Commission for Teacher Preparation and meet national standards associated with National Council Accreditation for Teacher Education.

2010 Strategic Plan Status Review

The Strategic Plan 2010 – 2014 was comprised of four goals Learning, Infrastructures & Resources, Servant – Leadership, and Identity. Specific objectives and activities were identified for each goal by all departments across campus. The tables below provide the task, performance measure, timeline, budget line item, and status. Each performance measure is identified according to the following scale:

C = Completed

IP = In Progress

Performance measures which are left blank are currently being evaluated to determine if there is still a need and should be included in the current strategic plan.

Goal 1: Learning

Providing an environment that fosters life-long education and creative critical thinking.

Objective 1: Southwestern Christian University will enable effective instruction by providing the essential tools necessary

Activity 1 - hire highly qualified faculty and staff

Responsibility - department chairs/heads for academic and non-academic areas

Task	Performance Measure	Timeline	Budget	Status
Hire Additional Faculty	English (Language Arts Department)	F' 2011	YES	C
	Behavioral Science		YES	C
	Theology/Missions		YES	C
	General Education (Coordinator)		YES	C
	Education Department (Chair)		YES	C
	Music & Creative Arts		YES	C
	General Education Faculty (English Comp)	F' 2012	YES	C
	Health & Physical Education		YES	C
	Librarian (Part Time)	S' 2013	YES	C
	General Education Faculty (Science)	F' 2013	YES	IP
	Business (or largest non-traditional major)		YES	C
	General Education (Govt. & Social Sciences)	F' 2014	YES	C
	Theology & Missions		YES	IP

	HPE/Sport Management		YES	C
	Psychology/Behavioral Sciences		YES	IP

Note: Includes salary and benefit amounts for budgeting purposes

Activity 2 - acquire and upgrade technology

Responsibility: department chairs/heads for academic and non-academic areas, provost

Task	Performance Measure	Timeline	Budget	Status
Acquire and Upgrade Technology	Purchase equipment & software necessary for adjunct faculty	F' 2011	YES	C
	Acquire iPads for all full-time teaching faculty		YES	C
	Full-time faculty receive laptops	S' 2012	YES	C
	Purchase databases		YES	C
	Begin Student Success Center & add touch screen computers		YES	C
	Update computers in the library	F' 2012	YES	C
	Creative Arts Dept.—Purchase Apple computer lab with appropriate software for music composition & video production; identify & equip practice rooms; install music production/ recording studio		YES	Donated Dec. 2014
	Creative Arts Dept.—Establish video production/ recording studio	S' 2013	YES	Equipment Donated
	Create technology committee		YES	C
	Creative Arts Dept.—Establish video production/ recording studio	F' 2013	YES	C
	Upgrade to the library	S' 2014	YES	C
	Replace laptops & computers (Upgrade by department instead of all at once)	F' 2014	YES	IP
	Library—Expand & upgrade on-line catalog with online capability		YES	C
	Replace laptops for faculty in 2 departments (Occurring every fall for different departments)		YES	IP

Activity 3 – facilitate appropriate and diverse teaching techniques and strategies

Responsibility: department chairs for academic areas

Task	Performance Measure	Timeline	Budget	Status
Teaching Techniques and Strategies	Library—obtain recent resources for professional development in Higher Education instruction	F' 2011	YES	C
	Business Dept.—Implement web enhanced classes	S' 2012		IP
	Utilize the portals	F' 2012		C
	English Dept.—Identify, create, & implement needed on-line classes			IP
	Research & report new teaching models/techniques	S' 2014		C
	Creative Arts Dept.—Identify, purchase, & install necessary equipment in all teaching rooms	F' 2015	YES	C

Activity 4 – implement and enhance student research projects

Responsibility: all department chairs

Task	Performance Measure	Timeline	Budget	Status
Student Research	All Depts.—identify number & quality of research projects in all programs	F' 2013		
	All depts.—design & implement research projects	S' 2014		

	where appropriate; make necessary improvements to existing projects			
	All depts.—assess research projects in all programs.	F' 2014		

Activity 5 – implement and enhance service learning projects

Responsibility: all department chairs and vice president of student affairs

Task	Performance Measure	Timeline	Budget	Status
Service Learning Projects	All Depts.—identify number & quality of service learning projects in all programs	F' 2013		
	Dean of Student Affairs will develop student learning plan			
	All depts.—design & implement service learning projects where appropriate; make necessary improvements to existing projects	S' 2014		
	All depts.—assess service learning projects in all programs.	F' 2014		

Activity 6 – increase number and rigor of writing assignments

Responsibility: all department chairs and vice president of academic affairs

Task	Performance Measure	Timeline	Budget	Status
Writing Assignments	All Depts.—identify number & quality of writing assignments in all programs	F' 2013		
	Reinstate standard writing rubric across the curriculum for undergraduate & graduate programs			
	All depts. – design & implement writing assignments in all programs where appropriate; make necessary improvement to existing assignments	S' 2014		
	All depts. – assess writing assignments in all programs & adjust curriculum	F' 2014		

Activity 7 – increase number and rigor of reading assignments in all programs

Responsibility: all department chairs and vice president of academic affairs

Task	Performance Measure	Timeline	Budget	Status
Reading Assignments	Academic Council will determine page range for required reading assignment	S' 2013		
	All Depts. – identify number & quality of reading assignments in all programs	F' 2013		
	All Depts. – make necessary improvements to existing assignments	S' 2014		
	Data & Department assessment	S'2014		
	All Depts. – assess reading assignments in all programs	F' 2014		

Objective 2: Southwestern Christian University will provide experiential opportunities for students.

Activity 1 – develop & expand internships responsibility: Vice Pres. of Student Affairs and for Spiritual Life,

Department chairs for academic areas.

Task	Performance Measure	Timeline	Budget	Status
Develop & Expand internships Responsibility	Creative Arts Dept. – expand opportunities for students to teach	F'2011		C
	Theology & Missions Dept. – explore, develop, & restructure internship programs	F' 2011	YES	C
	Student Affairs – (1) identify, explore, & develop new training areas for resident chaplains	F' 2011	YES	C
	Theology & Missions Dept. – implement new internship programs & create opportunities for domestic internships across the US	S' 2012	YES	C
	Student Affairs – (1) assist the Theology & Missions Dept. to establish internships & (2) hire a full-time campus pastor.	F' 2012	YES	C
	Business Dept. – Develop a domestic internship program	F' 2012		C
	English Dept. – explore, identify, develop & implement international exchange study programs.	F' 2013		
	English Dept. – determine methods of funding fellowships, international learning, & experiential training	S' 2014		IP
	English Dept. – implement funded programs	S' 2015		C

Activity 2 – Develop appropriate partnerships responsibility: department chairs & heads for academic areas

Task	Performance Measure	Timeline	Budget	Status
Develop Appropriate Partnerships	Creative Arts Dept. – (1) continue to develop relationships with area churches for students to be involved in programs, & (2) encourage student participation in professional groups (e.g., ACDA, MENC, OBA, etc.) (ongoing process every semester)	F'2011		IP
	English Dept. – identify potential partnerships for experiential learning	F' 2012		IP
	Library – develop & promote a formal Friends of the Library for financial & volunteer support of the library	F' 2012		
	Theology & Missions Dept. – partner with IPHC Mission Dept. to integrate senior	F' 2012		

	students into the ongoing missionary career			
	Business Dept. – partner with business incubator (Chick-fil-A).	F' 2012		C
	Develop appropriate partnerships.	F' 2012		IP
	Theology & Missions Dept. – partner with IPHC Evangelism USA to integrate & prepare pastors for integration into the IPHC infrastructure.	F' 2013		
	Develop appropriate partnerships	F' 2013		IP

Activity 3 – promote globalization or global opportunities responsibility: department chairs & heads for academic Areas

Task	Performance Measure	Timeline	Budget	Status
Promote Globalization or Global opportunities	Creative Arts Dept. – develop & expand music mission outreach	F' 2012		C
	Theology & Missions Dept. – develop partnerships that will establish opportunities for field experience for missions & ministry majors (the IPHC-Awakening)	F' 2012		C
	Study Abroad	F' 2012		
	Theology & English departments led tour to Greece & Rome & Claudia went to Australia.	F' 2012		C
	Theology & Missions Dept. – partner with national & international organization to create opportunities for field internships	F' 2013		IP
	Business Dept. – develop an international business internship.	F' 2013		
	Educational tour to London & Scotland	F' 2013	YES	C

Objective 3: Southwestern Christian University will provide appropriate opportunities for faculty and staff development.

Activity1 – Provide in-service training responsibility: vice president for student affairs, department chairs & heads for academic areas.

Task	Performance Measure	Timeline	Budget	Status
Provide In-Service Training	Creative Arts Dept. – offer financial support & incentive to faculty to be involved in related professional organizations	F' 2011	YES	C
	Student Affairs – (1) continue providing	F' 2011	YES	C

	internal & external training opportunities for staff & department, (2) increase funding for training opportunities, & (3) build collaborative partnerships with other higher education institutions to assist in training efforts.			
	Library – continue providing in-service regarding learning resources & skills.	F' 2011	YES	C
	Student Affairs – (1) continue providing internal & external training opportunities for staff & department, (2) increase funding for training opportunities, & (3) build collaborative partnerships with other higher education institutions to assist in training efforts.	S' 2012	YES	C
	Library – continue providing in-service regarding learning resources & skills.	S' 2012	YES	C
	Student Affairs – (1) continue providing internal & external training opportunities for staff & department, (2) increase funding for training opportunities, & (3) build collaborative partnerships with other higher education institutions to assist in training efforts.	F' 2012	YES	C
	Library – continue providing in-service regarding learning resources & skills.	F' 2012	YES	C
	Student Affairs – (1) continue providing internal & external training opportunities for staff & department, (2) increase funding for training opportunities, & (3) build collaborative partnerships with other higher education institutions to assist in training efforts.	S' 2013	YES	C
	Library – continue providing in-service regarding learning resources & skills.	S' 2013	YES	C
	Identify training needs for staff.	S' 2013	YES	C
	Student Affairs – (1) continue providing internal & external training opportunities for staff & department, (2) increase funding for training opportunities, & (3) build collaborative partnerships with other higher education institutions to assist in training efforts.	F' 2013	YES	C
	Library – continue providing in-service	F' 2013	YES	C

	regarding learning resources & skills.			
	Establish and implement training schedule for staff training	F' 2013	YES	C
	Student Affairs – (1) continue providing internal & external training opportunities for staff 7 department, (2) increase funding for training opportunities, & (3) build collaborative partnerships with other higher education institutions to assist in training efforts.	S' 2014	YES	C
	Library – continue providing in-service regarding learning resources & skills.	S' 2014	YES	C
	Student Affairs—(1) continue providing internal & external training opportunities for staff & department, (2) increase funding for training opportunities, & (3) build collaborative partnerships with other higher education institutions to assist in training efforts	F' 2015	YES	C
	Library—continue providing in-service regarding learning resources & skills.	F' 2015	YES	C
	Provide faculty training for CAMS advising	F' 2015	YES	C
	Student Affairs—(1) continue providing internal & external training opportunities for staff & department, (2) increase funding for training opportunities, & (3) build collaborative partnerships with other higher education institutions to assist in training efforts	S' 2015	YES	C
	Library—continue providing in-service regarding learning resources & skills.	S' 2015	YES	C

Objective 4: Southwestern Christian University will develop and expand new and diverse degree plans.

Activity 1: Conduct needs Analysis of Programs Responsibility: Department Chairs & Heads for Academic Areas.

Task	Performance Measure	Timeline	Budget	Status
Analysis of Programs Responsibility	Business Dept. – Conduct analysis to define the degree programs needed.	F' 2013		
	Creative Arts Dept. – continue to revise degree programs for church music & music performance	F' 2013	YES	C
	Library – (1) procure resources & information supporting analysis & degree development & (2) expand the resources	F' 2013	YES	C

	of the collection to support liberal arts & graduate education using best practices.			
	Theology & Missions Dept. – conduct analysis to define the degree programs that are needed.	F' 2013	YES	C
	Business Dept. – conduct the analysis to define what degree programs are needed	F' 2013		
	Develop & implement a Teacher Education program	F' 2013	YES	C
	Develop & expand behavioral & social science programs	F' 2013	YES	C
	Business Dept. – Conduct analysis to define the degree programs needed	F' 2014	YES	C
	English Dept. – based on English education program findings, create an English Education degree.	F' 2014	YES	C
	Creative Arts Dept. – continue to revise degree programs for church music & music performance.	F' 2014	YES	C
	Library – (1) procure resources & information supporting analysis & degree development & (2) expand the resources of the collection to support liberal arts & graduate education using best practices.	F' 2014	YES	C
	Theology & Missions Dept. – conduct analysis to define the degree programs that are needed	F' 2014		C

Activity 2 – Expand Graduate Programs Responsibility: Chairs for Academic Areas

Task	Performance Measure	Timeline	Budget	Status
Expand Graduate Programs	Theology & Missions Dept. – Identify potential opportunities for an MA in Theology	F' 2012	YES	C
	Business Dept. – Explore, develop, & implement an MBA degree	F' 2014		IP
	Receive approval for 5% of degree programs offered to traditional students.	S' 2012		
	Theology & Missions Dept – develop & implement on-line courses for the Biblical literacy minor	F' 2012		
	Develop, approve, & implement the Bachelor of Professional Leadership	S' 2013	YES	C

	degree fully online			
	Theology & Missions Dept. – explore opportunities for an on-line Biblical Studies degree program	S' 2015	YES	C
	Seek approval to offer online programs amounting to 20% of degree programs offered to traditional students.	S' 2015	N/A	N/A

Objective 5: Southwestern Christian University will provide opportunities for student and faculty research.

Activity 1 – Obtain funding for academic research responsibility: chairs for academic areas.

Task	Performance Measure	Timeline	Budget	Status
Obtain Funding for academic research.	Business Dept. – (1) Explore potential scholarly opportunities for academic research, (2) provide release hours for faculty research, & (3) develop & expand opportunities for students & faculty research.	S' 2015	YES	IP

Activity 2 – Develop & Expand opportunities for Student & Faculty Research Responsibility: Chairs for Academic Areas.

Task	Performance Measure	Timeline	Budget	Status
Develop & Expand opportunities for Student & Faculty	Submit of articles to the Theta Alpha Kappa journal	F' 2011		
	Submit articles to Society for Pentecostal Studies	F' 2012	YES	C
	Make connections & publish in Pneuma	S' 2013	YES	C
	Theology & Missions Dept. – explore potential research opportunities for faculty	S' 2014	YES	C
	English Dept. – identify potential benefits of cultural immersion through travel	F' 2014		C
	Theology & Missions Dept. – integrate opportunities for senior students to submit articles for publication	F' 2014		C
	Business Dept. – Explore potential research opportunities for faculty & student research.	S' 2015		C
	English Dept. – (Fall 2015) implement cultural immersion program through international travel.	S' 2015		IP

Objective 6: Southwestern Christian University will maintain and enhance assessment programs.

Activity 1 – Develop & Maintain a Comprehensive Assessment Plan Responsibility: DIRAE

Task	Performance Measure	Timeline	Budget	Status
Develop & Maintain a Comprehensive Assessment Plan	Developed tentative university assessment plan	F' 2011	YES	C
	Hire DIRAE	F' 2012	YES	C
	Development of co-curricular assessment plans	S' 2013		
	Institute campus-wide assessment day	S' 2013	YES	C
	Review data from assessment plans	S' 2014		C
	Review data from assessment plans	S' 2015		C

Activity 2 – Maintain an Assessment Cycle Responsibility: Provost, DIRAE

Task	Performance Measure	Timeline	Budget	Status
Develop & Maintain a Comprehensive Assessment Plan	Evaluate and report assessment plans	F' 2011		C
	Development and implement of assessment system	F' 2012		C
	Faculty in-service training on assessment	S' 2013		IP
	Maintain a culture of assessment	S' 2013		IP
	Evaluate, report, & recommend necessary changes of assessment plans: Dean's Council University Standing Committees President's Cabinet	F' 2013		C
	Library – maintain effective assessment processes for ensuring collection support of curriculum.	S' 2014	YES	C
	Evaluate, report, & recommend necessary changes to co-curricular plans to: Dean's Council University standing committees President's Cabinet	S' 2014		

Goal 2: Infrastructure and Resources

Objective 1: Southwestern Christian University will provide the facilities necessary to accommodate and sustain anticipated growth.

Activity 1 – Acquire Adjoining & Surrounding Properties Responsibility: President

Task	Performance Measure	Timeline	Budget	Status
Acquire Adjoin	Creates a 5-10 year building plan	S' 2012	YES	C
	Reach 20% Capital Campaign Goal	S' 2013	N/A	
	Review & Implement Capital Campaign	F' 2013		

	Consultant Recommendations			
	Reach 40% Capital Campaign Goal	S' 2014		
	Reach 60% Capital Campaign Goal	S' 2015		

Activity 2 – Improve and Expand Student Residential Facilities Responsibility: President, CFO

Task	Performance Measure	Timeline	Budget	Status
Improve and Expand Student Residential Facilities	Complete 56-bed facility	F' 2011	YES	C
	Expand and improve Food Services by hiring a food services management company	F' 2011	YES	C
	Establish student satisfaction level with food services	F'2012		IP
	Evaluate & Assess Student Housing living conditions, occupancy rates and capacity	F' 2013		C
	Implement results of housing evaluation an assessment.	S' 2014		C
	Begin construction of new 56-bed facility	S' 2015		IP

Activity 3 – Build Academic Facilities to Accommodate Degree Expansion Responsibility: President's Cabinet, VP for Development & Advancement, VP for Fiscal Affairs, Site Planning

Task	Performance Measure	Timeline	Budget	Status
Develop & Maintain a Comprehensive Assessment Plan	(1) Identify potential donors to support expansion of academic facilities and space (2) develop opportunities for increased giving toward degree expansion programs	F' 2011		
	Creative Arts Dept. – develop music practice rooms	S' 2012	YES	C
	Creative Arts Dept.	F' 2012		
	Complete new Music building	F' 2012	YES	C
	Explore Additional space and building an Academic Center with new and additional faculty offices and faculty board room/meeting place.	F'2013		IP
	Explore infrastructure compartmentalization and expand faculty offices (academic departments)	F'2013		IP
	Library-expand & develop physical library	S'2014	YES	
	(1) develop performance venue with appropriate backstage facilities, (2)	F' 2014		

	develop ensemble rehearsal halls, & (3) develop a sound stage			
	Evaluate Business Administration Dept. to expand degree programs	S' 2015		

Activity 4 – Expand Resources Required to Maintain and Grow – Academic Degree Expansion

Responsibility: VP for Development and Advancement, President's Cabinet, VPFA for Fiscal Affairs and Site Planning

Task	Performance Measure	Timeline	Budget	Status
Expand Resources Required to Maintain and Grow	Hire Education Chair	F' 2011	YES	C
	Seek permission from Oklahoma Commission for Teacher Preparation (OCTP) for Teacher Education program	F' 2011	YES	C
	Restructure & strengthen university general education program	F' 2011	YES	C
	Hire General Education Coordinator	F' 2011	YES	C
	Reorganize the academic departments under CIP codes	F' 2011	YES	C
	Hire a full-time director of online studies	F' 2011	YES	C
	Open up online classes to traditional students	S' 2012		
	Provide facilities for academic assistance	F' 2012	YES	C
	Determine need for hiring additional fulltime faculty	S' 2013	YES	C
	Resubmit OCTP application	F' 2013	YES	C
	Hire general education faculty	F' 2013		
	Hire HPE fulltime faculty	F' 2013		
	Hire second online coordinator & business faculty	F' 2013	YES	C
	Expand tutoring services to include online and non-traditional students	F' 2013		
	Provide Support Staff for Faculty	F' 2013	YES	C
	Hire general education faculty	F' 2014	YES	C

Activity 5 – Pursuit of Liberal Arts and Sciences College Carnegie Classification Responsibility: President's Cabinet, VP for Fiscal Affairs/ Site Planning, Provost, & Dean of Arts & Sciences, Director, Enrollment Management

Task	Performance Measure	Timeline	Budget	Status
Lib era –	Hire General Education Coordinator	F' 2011	YES	C
	Ensure General Education Curriculum	F' 2011	YES	C

	compliance with OK State regents of higher Education expectations			
	Secure additional science facilities through partnerships with Oklahoma State University or University of Central Oklahoma	S' 2012	YES	C
	Graduate 10% more liberal arts (Arts & Sciences) students than 2010	S' 2013		
	Expand Science offerings to meet prerequisite requirements of graduate programs in regional and National universities' graduate programs	S' 2013		
	Hire Science Faculty	F' 2013		
	Establish 5-Year Liberal Arts & Sciences Academic Plan	F' 2013		
	Academic Council to Explore addition of Science Degrees	S' 2014		
	Establish Onsite Science Laboratories and Classrooms	F' 2014		
	Graduate 10% more liberal arts (Arts & Sciences) students than 2013	S' 2015		

Activity 6 – Improve Student Services Facilities and Residential Life Experience Responsibility; VP Student Affairs.

Task	Performance Measure	Timeline	Budget	Status
Improve Student Services Facilities and Residential Life Experience	Explore and review, Career Guidance, & Job Placement Student Health Facilities and Disability Services, Security, On-Campus recreation and Intramurals, Postage and printing, Non-Cafeteria Food.	S' 2013		
	Begin to develop 5-year Student Services and Residential Improvement Plan	F' 2013		
	Establish a General Student Services Store/Center	S' 2014		
	Secure On-site bookstore facilities or vendor	S' 2015		

Objective 2: Southwestern Christian University will provide appropriate resource for constituents.

Activity 1 – Establish SCU As An Independent 501 (C) 3 Organization Responsibility: President

Task	Performance Measure	Timeline	Budget	Status
Establish SCU	Board of Regents approve application for 501 (C) 3 designation	F' 2012	YES	C
	Complete & submit legal documents for	S' 2013	YES	C

	501 (C) 3			
	Explore establishment of a Foundation	S' 2014	YES	IP

Activity 2 – Determine Financial Impact of New Master Plan Responsibility: Executive Leadership, VPFA for Fiscal Affairs & Site Planning, Board, Development & Advancement Office

Task	Performance Measure	Timeline	Budget	Status
Determine Financial Impact of New Master	Review recommendations from auditing firm	F' 2012	YES	C
	Receive report from consulting firm	S' 2013	YES	C
	Review and Revise Master Plan based on Consulting Firm info.	F' 2013	YES	C

Activity 3 – Increase Fundraising/ Stewardship Strategies Responsibility: VP Development & Advancement, President

Task	Performance Measure	Timeline	Budget	Status
Increase Fundraising/ Stewardship Strategies	Feast of Ingathering Goal	F' 2011		
	Momentum Consideration	F' 2011		
	Implement & Launch Momentum Plan	S' 2012		
	Feast of Ingathering Goal	F' 2012		
	Review Momentum Plan	F' 2012		
	Continue Plan	F' 2012		
	Feast of Ingathering Goal (increase by 20% of previous year)	F' 2013		
	Increase number Alumni giving & Dollars by 20% of previous year	F' 2013		
	Review Momentum Plan	F' 2013		
	Continue Plan	F' 2013		
	Feast of Ingathering Goal (increased by 20% of previous year)	F' 2014		
	Increase number Alumni giving & Dollars by 20% of previous year	F' 2014		
	Review Momentum	F' 2014		
	Continue plan	F' 2014		

Activity 4 – Explore & Expand Enrollment Growth Strategies Responsibility: President's Cabinet, Enrollment Management

Task	Performance Measure	Timeline	Budget	Status
Explore & Expand Enrollment Growth Strategies	Equities athletic & non-athletic scholarship (commensurate)	F' 2012	YES	C
	Create 5-year Comprehensive Enrollment Management Plan	S' 2013		
	Implement 5-year Enrollment Plan	F' 2013		
	Implement commensurate number of scholarships for athletic and non-athletic students	F' 2013	YES	C
	Implement enrollment strategies to explore and expand students as a resource constituent	F' 2013		
	Review Comprehensive Enrollment Plan	S' 2015		

Activity 5 – Develop a Capital/ Endowment Campaign President Responsibility: VP Development & Advancement

Task	Performance Measure	Timeline	Budget	Status
Develop a Capital/Endowment Campaign	BOR to explore hire of a consultant for capital campaign	S' 2013	YES	C
	Generate Capital Campaign Committee	F' 2013	N/A	N/A
	Launch Capital Campaign	S' 2014	N/A	N/A

Objective 3: Southwestern Christian University will provide appropriate technology to assure Institutional excellence and effectiveness.

Activity 1 – provide Appropriate Technology to Support Best Academic Practices. Responsibility: Provost

Task	Performance Measure	Timeline	Budget	Status
Provide appropriate	Provide training on CAMS Enterprise	F' 2011	YES	C
	Introduce student & faculty portals	S' 2012	YES	C
	Digitalize text & student	S' 2012	YES	C

	surveys/evaluations			
	CAMS Training	F' 2012	YES	C
	Secure services of a programmer to make needed changes to CAMS	F' 2013	YES	C
	Hire consultant to perform IT audit New Internet capabilities	F' 2013	YES	C
	Implement digital archive system	F' 2013		
	Hire consultant to perform IT audit New Internet capabilities	F' 2013	YES	C
	Implement digital archive system	F' 2013		
	Install new phone system	S' 2014		
	Install new security system	S' 2014		
	Implement new staff portals & revised faculty portals	F' 2014		

Activity 2 – provide appropriate technology to support student development. Responsibility: VPSA

Task	Performance Measure	Timeline	Budget	Status
Provide appropriate technology to support student development.	Install new screens & monitors in chapel	F' 2011	YES	C
	Implement use of computer chip-enabled ID cards	F' 2012	YES	C
	Install new televisions in fitness training room & gymnasium	S' 2013	YES	C
	Hire consultant to perform IT audit	F' 2013	YES	C
	Secure services of a programmer	F' 2013	YES	C
	Install new phone system	S' 2014		
	Install new security system	S' 2014		

Activity 3 – Initiate Support for Sustainability Technology (Utilities Management, Planned Maintenance, ETC.) Responsibility: VPFA

Task	Performance Measure	Timeline	Budget	Status
Initiate Support for Sustainability Technology	Hire consultant to perform IT audit	F' 2013	YES	C
	Secure services of a programmer New phone system	F' 2013		
	Investigate new security system	S' 2014		
	Explore green technology – computerized lights, sprinklers, heat and air conditioning, and security systems	S' 2014		Heat & Air C

Activity 4 – Incorporate technology to improve campus safety & security Responsibility: VPSA

Task	Performance Measure	Timeline	Budget	Status
– n c	Evaluate Security System Notification Plan	S' 2012		

	Implement Security System Notification Plan	F' 2012		
	Reevaluate and update safety procedures & emergency notification system	S' 2013	YES	C
	Implement Swipe card systems for campus infrastructures – i.e. gym, North Dorms, etc. (Smart Card)	F' 2013	YES	C

Activity 5: Utilize Appropriate Technologies to Enhance Athletic Functions Responsibility: AD

Task	Performance Measure	Timeline	Budget	Status
Utilize Appropriate Technologies to Enhance Athletic Functions	Launch of new & enhanced athletic web page to broadcast games live	F' 2011	YES	C
	Purchase new athletic equipment	F' 2011	YES	C
	Purchase new scoreboard for soccer facilities	F' 2012	YES	C
	Purchase equipment for athletic trainer's room	F' 2012	YES	C
	Expand technology for athletic training to broaden growth in the department	S' 2014	YES	C
	Purchase new scoreboard system	F' 2014	YES	C

Activity 6: Develop & Improve Informational and Technology Security & Capabilities Responsibility: VP for Fiscal Affairs and Site Planning

Task	Performance Measure	Timeline	Budget	Status
Technology	Hire IT consultant to undertake comprehensive IT audit for capacity, security and Federal Compliance	F' 2013		
	Implement Consultant's recommendations	S' 2014		

Objective 4: Southwestern Christian University will provide necessary support services to assure effective daily operations.

Activity1: Human Resource Support Services – Provide Sufficient Support Staff Responsibility: President's Cabinet

Task	Performance Measure	Timeline	Budget	Status
Human Resource Support Services	Hire additional full-time faculty and staff – accounting technician, Creative Arts, General Studies, Education chair, Spiritual Life Director, Softball Coach, Administrative Assistant (Adult Studies/Bethany)	F' 2011	YES	C
	Hire Administrative Assistant for Athletic	F' 2012	YES	Position

	Director			repurposed by AD - C
	Hire Administrative Assistant for CFO	F' 2012		
	Hire additional full-time faculty & staff – coordinator for Academic & Student Success, & additional full-time faculty & staff in Language Arts, Basketball Coach:	F' 2012	YES	C
	Hire Director of Institutional Research, Assessment & Effectiveness: maintenance staff, online financial aid & Student Support Services Coordinator, Online Program Director, Online Program Coordinator, administrative assistant in Athletics	F' 2012	YES	C
	Add part-time positions for assistant registrar, online program, an accounting technician, recruiter in Admissions, & Sports Information	F' 2012	YES	C
	Hire full-time custodial maintenance staff, faculty	S' 2013	YES	C
	Conduct HR needs analysis, including full-time campus pastor	S' 2013	YES	C
	Hire part-time administrative assistants for each academic department	F' 2013	YES	C
	Hire additional online support	F' 2013	YES	C
	Hire full-time office assistant for Tulsa Metro	F' 2013	YES	C
	Hire full-time Assistant Registrar	F' 2013	YES	C
	Conduct HR needs analysis	F' 2013	YES	C
	Hire Administrative Assistant for the VP Development and Advancement	S' 2014	YES	C
	Hire Administrative Assistant for Student Affairs	F' 2014	YES	C
	Hire grant writer to support student services/Assessment & academic areas	F' 2014		

Activity 2: Expand Faculty/Staff Career & Professional Development Responsibility: President's Cabinet, VPFA

Task	Performance Measure	Timeline	Budget	Status
Expand Faculty/s taff	Conduct faculty/staff development/training at least once per semester	F' 2011	YES	C
	Ensure training/career development &	F' 2012		

	budget benchmarks for all departments (Fiscal Affairs)			
	Promote ongoing faculty/staff in-service training	S' 2013	YES	C
	Increase budget for faculty/staff development by 20%	S' 2013		
	Increase University-wide in-service training to 2 activities per semester	S' 2014		
	Increase Budget for faculty/staff development by 20%	S' 2014		
	Promote ongoing faculty/staff in-service training	S' 2015		

Activity 3: Promote Faculty/Staff Health & Wellness Responsibility: President's Cabinet, VP Fiscal Affairs/Site Planning

Task	Performance Measure	Timeline	Budget	Status
Promote Faculty/Staff Health & Wellness	Maintain benefits to ensure employee access to adequate health, dental, & vision	F' 2011	YES	C
	Investigate impact of Wellness Program on Health Premium group rates	S' 2013		
	Review & recommend improvements for employee healthcare benefits/policies	F' 2013		
	Provide a health & wellness facility	F' 2013		C
	Establish Campus-wide Wellness Program	F' 2013		
	Continue to promote Campus-wide Wellness program	F' 2014		

Objective 5: Southwestern Christian University will demonstrate effective internal and external communication practices.

Activity 1: Improve website (Aesthetics, Visibility & Search optimization, Organization and Usability)
Responsibility: VP of Development and University Advancement, Chief Marketing Officer

Task	Performance Measure	Timeline	Budget	Status
Improve Website	Marketing Committee will review current website & discuss theme	F' 2011	YES	C
	Begin website redesign.	S' 2013	YES	C
	Website Redesign Complete	F' 2013	YES	C
	Hire part-time webmaster	F' 2014	YES	C

Activity 2: Implement Best Practices of Communication Responsibility: President's Cabinet, Standing Committee Chairs, VP Fiscal Affairs, Site Planning, Student Senate President

Task	Performance Measure	Timeline	Budget	Status
Imple me	Faculty and Student Senate President to meet with President's Cabinet 4	F' 2011	YES	C

	times/semester			
	Introduce campus-wide notification of Committee actions	S'2013	YES	C
	Implement uniform template for all minutes, university-wide	F'2013	YES	C
	Establish Staff Council	F'2013	YES	C
	Review and Update Campus Disaster Recovery Plan	F'2013		
	Introduce University hearings (Master-Plan, Student Services, and Technology)	F'2014	YES	C

Goal 3: Servant – Leadership

Objective 1: Southwestern Christian University will emphasize service as a hallmark.

Activity 1: Increase Opportunities for Service Responsibility: President's Cabinet, Spiritual Life Director, Academic Council

Task	Performance Measure	Timeline	Budget	Status
Increase opportunities for Service	Encourage Community service for faculty, staff and students.	F' 2011	YES	C
	Encourage participation in domestic and foreign missions	S' 2012	YES	C
	Increase Institutional funding for service by 20%	S' 2013		
	Establish Service Learning Committee	F' 2013		
	Explore Campus Compact Service Learning guidelines	F' 2013		
	Identify community/organizational partners for prospective service-learning opportunities	S' 2014		
	Increase institutional funding for service by 20%	S' 2014		
	Integrate Service Learning into Curriculum	F' 2014		
	Increase institutional funding for service by 20%	S' 2015		

Activity 2: Increase Number of Students Seeking Ordination as Minister of Religion Responsibility: President's Cabinet, Graduate Dean, Theology/Missions Department Chair, Enrollment Management

Task	Performance Measure	Timeline	Budget	Status
Improve Website	Increase enrollment through partnerships with denominations and churches that require internships for Theological Training	F' 2011		
	Increase funding for recruitment of	S'2012		

	ordination track students			
	Increase number of ministry graduates by 10%	S' 2013		
	Explore other denomination & church partners	F' 2013		
	Increase number of ministry graduates by 10%	S' 2014		
	Increase scholarship funding/tuition wavers by 20%	S' 2014		
	Increase enrollment by 30% and number of partners by 100%	F' 2014		
	Increase number of ministry graduates by 10%	S' 2015		
	Increase scholarship funding/tuition wavers by 20%	S' 2015		

Objective 2: Southwestern Christian University will hire and retain experienced and knowledge faculty, staff and administration.

Activity 1: Employ Qualified & Experienced Faculty & Administration with Terminal Degrees or Appropriate Certification & Experience Responsibility: President's Cabinet, VP Fiscal Affairs, Site Planning

Task	Performance Measure	Timeline	Budget	Status
Employ Qualified & Experienced Faculty & Administration	Raise hiring expectations for employees	F' 2011		
	30 percent Cabinet and administration will have a terminal degree or a doctorate and appropriate certification	F' 2013	YES	C
	60 percent of all faculty will have a terminal degree or doctorate and appropriate certification	F' 2013	YES	
	60 percent Cabinet and administration will have a terminal degree or a doctorate and appropriate certificate	S' 2015		
	80 percent of all faculty will have a terminal degree or doctorate and appropriate certification	S' 2015		

Activity 2: Employ Qualified & Experienced Staff with Appropriate Degrees or Certifications Responsibility: VP Fiscal Affairs, Site Planning

Task	Performance Measure	Timeline	Budget	Status
Employ Qualified &	Raise hiring expectations for employees	F' 2011		
	50 percent of all staff should have appropriate certification in related field or a college degree	F' 2013		

	65 percent of all staff should have appropriate degree or certification in relevant field.	S' 2015		
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Activity 3: Continue to Employ Christian Faculty, Staff & Administration Responsibility: VP Fiscal Affairs, Site Planning

Task	Performance Measure	Timeline	Budget	Status
Continue to Employ Christian Faculty, Staff & Administration	Continue to employ and maintain 100 percent of the faculty and staff that uphold Christian values	F' 2011	YES	C
	Continue to employ and maintain 100 percent of the faculty and staff that uphold Christian values	S' 2012	YES	C
	Continue to employ and maintain 100 percent of the faculty and staff that uphold Christian values	F' 2012	YES	C
	Continue to employ and maintain 100 percent of the faculty and staff that uphold Christian values	S' 2013	YES	C
	Continue to employ and maintain 100 percent of the faculty and staff that uphold Christian values	F' 2013	YES	C
	Continue to employ and maintain 100 percent of the faculty and staff that uphold Christian values	S' 2014	YES	C
	Continue to employ and maintain 100 percent of the faculty and staff that uphold Christian values	F' 2014	YES	C
	Continue to employ and maintain 100 percent of the faculty and staff that uphold Christian values	S' 2015	YES	C

Objective 3: Southwestern Christian University will support and encourage diversity among constituents.

Activity 1: Commit to advertising open position in widely-circulated media Responsibility: VPUAD for University Advancement & Development

Task	Performance Measure	Timeline	Budget	Status
Commit to advertising open position in widely – circulated media	Review and report employee constitution, student constitution, and constituent constitution	F' 2011		
	University Advancement & Development – review & assure public relationships & diversity are consistently represented in all literature	F' 2011		
	Review and report employee constitution, student constitution, and constituent constitution	S' 2012		
	University Advancement & Development – review & assure public relationships & diversity are consistently represented in all literature	S' 2012		
	Review and report employee constitution, student constitution, and constituent constitution	F' 2012		
	University Advancement & Development – review & assure public relationships & diversity are consistently represented in all literature	F' 2012		
	Review and report employee constitution, student constitution, and constituent constitution	S' 2013		
	University Advancement & Development – review & assure public relationships & diversity are consistently represented in all literature	S' 2013		
	Review and report employee constitution, student constitution, and constituent constitution	F' 2013		
	University Advancement & Development –	F' 2013		

	review & assure public relationships & diversity are consistently represented in all literature			
	Review and report employee constitution, student constitution, and constituent constitution	S' 2014		
	University Advancement & Development – review & assure public relationships & diversity are consistently represented in all literature	S' 2014		
	Review and report employee constitution, student constitution, and constituent constitution	F' 2014		
	University Advancement & Development – review & assure public relationships & diversity are consistently represented in all literature	F' 2014		
	Review and report employee constitution, student constitution, and constituent constitution	S' 2015		
	University Advancement & Development – review & assure public relationships & diversity are consistently represented in all literature	S' 2015		

Activity 2: Continue To Be An Equal Opportunity Employer Responsibility: VPFA

Task	Performance Measure	Timeline	Budget	Status
Continue to be an equal opportunity employer	Fiscal Affairs – monitor & assure governmental compliance	F' 2011	YES	C
	Fiscal Affairs – monitor & assure governmental compliance	S' 2012	YES	C
	Fiscal Affairs – monitor & assure governmental compliance	F' 2012	YES	C
	Fiscal Affairs – monitor & assure governmental compliance	S' 2013	YES	C
	Fiscal Affairs – monitor & assure governmental compliance	F' 2013	YES	C
	Fiscal Affairs – monitor & assure governmental compliance	S' 2014	YES	C
	Fiscal Affairs – monitor & assure	F' 2014	YES	C

	governmental compliance			
	Fiscal Affairs – monitor & assure governmental compliance	S' 2015	YES	C

Objective 4: Southwestern Christian University will provide an environment of transparency and accessibility

Activity 1: Increase Access to relevant documents decision making processes, and open reporting of performance indicators Responsibility: President and the Cabinet, Department Chairs and Heads for Academic & Non – Academic Areas

Task	Performance Measure	Timeline	Budget	Status
Continue to be an equal opportunity employer	Ensure proactive participation in university committees & administrative functions & encourage regular meetings, campus – wide collaborations, inter - & intra – communication through various forms of media at all levels.	F' 2011		
	Promote active participation to disseminate and increase access to relevant information to all university constituents through digital archiving, and user-friendly accessible Webpages.	S' 2012		
	The President will deliver first State of the University address	F' 2012		
	The President will deliver first State of the University address	F' 2013		
	Publish the President's Annual Report	F' 2013		
	Publication of Institutional Performance Data by the Office of Research, Assessment and Institutional Effectiveness	F' 2013		
	The President will deliver first State of the University address	F' 2014		
	Publish the President's Annual Report	F' 2014		
	Publication of Institutional Performance Data by the Office of Research, Assessment and Institutional Effectiveness	F' 2014		

Activity 2: Commit to Shared Governance & Participatory Leadership. Responsibility: President's Cabinet

Task	Performance Measure	Timeline	Budget	Status
Commit to Shared Governance & Participatory Leadership	Ensure proactive participation in university committees & functions as well as empowerment of department heads and chairs	F' 2011	YES	C
	Ensure proactive participation in university committees & functions as well as empowerment of department heads and chairs	S' 2012	YES	C
	Ensure proactive participation in university committees & functions as well as empowerment of department heads and chairs	F' 2012	YES	C
	President to prepare position papers on shared governance	S' 2013	YES	C
	Establish & Post to university website the definition of shared governance	F' 2013	YES	C
	Ensure proactive participation in university committees & functions as well as empowerment of department heads and chairs	S' 2014	YES	C
	Continue to encourage proactive participation in university committees & functions as well as empowerment of department heads and chairs	F' 2014	YES	C

Objective 1: Southwestern Christian University will establish a consistent, recognizable, and marketable brand.

Activity 1: Evaluate & assess Current Branding (In Strategic Enrollment, Visibility, Brand Recognition)

Responsibility: President, marketing Committee & Chief Marketing Officer

Task	Performance Measure	Timeline	Budget	Status
Evaluate & Assess Current Branding	Theology & Missions Dept. – (1) continue to participate in on-going university oversight & (2) work with leaders to assure spiritual services reflect university's academic standard & IPHC values	F' 2011		
	Theology & Missions Dept. – (1) continue to participate in on-going university oversight & (2) work with leaders to assure spiritual services reflect university's academic standard & IPHC values	S' 2012		
	Theology & Missions Dept. – (1) continue to participate in on-going university oversight & (2) work with leaders to assure spiritual services reflect university's academic standard & IPHC values	S' 2013		C
	Ensure branding materials are in legal compliance with the Higher Ed Authorization Act & government standards as well as work on marketing & brand integration matrixes	F' 2013		C
	Marketing Committee will review & implement metrics	F' 2013		
	Marketing Committee will review & implement metrics	S' 2014		
	Marketing committee will review & implement metrics	F' 2014		
	Theology & Missions Dept. – (1) continue to participate in on-going university oversight & (2) work with leaders to assure spiritual services reflect university's academic standard & IPHC values	S' 2015		
	Marketing Committee will review & implement metrics	S' 2015		

Activity 2: Southwestern will seek to improve its ranking among colleges and universities. Responsibility: President, Enrollment Management, DCRAE

Task	Performance Measure	Timeline	Budget	Status
Southwestern will seek to improve its ranking among	Achieve a different Carnegie Classification	F' 2011	YES	C
	Begin addressing ranking metrics (e.g. completion rate, etc.)	S' 2012	YES	C
	Continue to address ranking metrics.	F' 2013	YES	C
	Achieve ranking with at least on publication	F' 2014	YES	C

Objective 2: Southwestern Christian university will market itself to the appropriate constituents.

Activity 1: Increase Market Budget. Responsibility: Chief Marketing Officer

Task	Performance Measure	Timeline	Budget	Status
Increase Market Budget	Conduct a market analysis to determine level of funding	S' 2013		
	Implement marketing strategies and raise marketing budget to comparable levels with competing schools.	F' 2013		

Activity 2: Research & Determine Market Targets. Responsibility: Chief Marketing Officer

Task	Performance Measure	Timeline	Budget	Status
Research & Determine Market Targets	Conduct a market analysis to determine level of funding	S' 2013		
	Implement marketing strategies and raise marketing budget to comparable levels with competing schools.	F' 2013		

Activity 3: Increase Marketability and standing through an intercollegiate athletic program that foster holistic student – athlete development. Responsibility: AD, Marketing and Enrollment Management

Task	Performance Measure	Timeline	Budget	Status
Increase Marketability and standing through an intercollegiate athletic program	Move athletic leagues from ACCA to NAIA	F' 2011	YES	C
	Institute study hall for all student athletes	F' 2011	YES	C
	Explore expansion of athletic sports	S' 2012	YES	C
	Begin explorations of best NAIA Conference fit	S' 2012	YES	C
	Address degree completion rates for student athletes	F' 2012		
	Begin the development of a 5-Year Athletic Development Plan	S' 2013		
	Move Athletic Conference into the Sooner Athletic Conference	F' 2013		C
	Implement 5-Year Athletic Development Plan	F' 2013		
	Hire qualified, experienced degreed coaches	F' 2013	YES	C
	60% of all coaches to have Masters degrees	F' 2013		
	Improve completion rates for student athletes by 5 percentage points	S' 2014		
	80% of all coaches to have Masters degrees	F' 2014		
	Improve completion rates for student athletes by 5 percentage points	S' 2015		

Objective 3: Southwestern Christian University will maintain and promote its Christian character

Activity 1: Faith, Learning, & Living. Responsibility: Spiritual Life committee, President, President's Cabinet, VP Fiscal Affairs & Site planning, VPSA for Student Affairs, AD

Task	Performance Measure	Timeline	Budget	Status
Faith, Learning, & Living	The President emphasizes the university's Mission, Vision, and Core Values through publication and address of University Community	F' 2011	YES	C
	Student Affairs promotes the core curriculum through the integration of Faith, Learning, and Living	F' 2011		
	Athletics – Intercollegiate athletics needs	F' 2011		

	to emphasize the Christian character, ethical behavior, and ensure active participation in local churches.			
	HR and Organization practices – promoting a Christian – based organizational culture through inservice training and hiring policies	S' 2012	YES	C
	Academic Affairs promotes and assess the integration of faith and learning	S' 2012		IP
	Student Affairs promotes the core curriculum through the integration of Faith, Learning, and Living	S' 2012		IP
	Athletics – Intercollegiate athletics needs to emphasize the Christian character, ethical behavior, and ensure active participation in local churches.	S' 2012	YES	C
	The President emphasizes the university's Mission, Vision, and Core Values through publication and address of University Community	F' 2012	YES	C
	Student Affairs promotes the core curriculum through the integration of Faith, Learning, and Living	F' 2012		IP
	Athletics – Intercollegiate athletics needs to emphasize the Christian character, ethical behavior, and ensure active participation in local churches.	F' 2012	YES	C
	HR and Organization practices – promoting a Christian – based organizational culture through in-service training and hiring policies	S' 2013	YES	C
	Academic Affairs promotes and assess the integration of faith and learning	S' 2013		IP
	Student Affairs promotes the core curriculum through the integration of Faith, Learning, and Living	S' 2013		IP
	Athletics – Intercollegiate athletics needs to emphasize the Christian character, ethical behavior, and ensure active participation in local churches.	S' 2013	YES	C
	The President emphasizes the university's Mission, Vision, and Core Values through publication and address of University	F' 2013	YES	C

	Community			
	Student Affairs promotes the core curriculum through the integration of Faith, Learning, and Living	F' 2013		IP
	Athletics – Intercollegiate athletics needs to emphasize the Christian character, ethical behavior, and ensure active participation in local churches	F' 2013	YES	C
	Survey student body to assess student participation to the local church. The goal is 100 percent	F' 2013		
	HR and Organization practices – promoting a Christian – based organizational culture through in-service training and hiring policies	S' 2014	YES	C
	Academic Affairs promotes and assess the integration of faith and learning	S' 2014		IP
	Student Affairs promotes the core curriculum through the integration of Faith, Learning, and Living	S' 2014		IP
	Athletics – Intercollegiate athletics needs to emphasize the Christian character, ethical behavior, and ensure active participation in local churches	S' 2014	YES	C
	The President emphasizes the university's Mission, Vision, and Core Values through publication and address of University Community	F' 2014	YES	C
	Student Affairs promotes the core curriculum through the integration of Faith, Learning, and Living	F' 2014		IP
	Athletics – Intercollegiate athletics needs to emphasize the Christian character, ethical behavior, and ensure active participation in local churches	F' 2014	YES	C
	HR and Organization practices – promoting a Christian – based organizational culture through in-service training and hiring policies	S' 2015	YES	C
	Academic Affairs promotes the core curriculum through the integration of Faith, Learning, and Living	S' 2015		IP
	Athletics – Intercollegiate athletics needs	S' 2015	YES	C

	to emphasize the Christian character, ethical behavior, and ensure active participation in local churches.			
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Objective 4: Southwestern Christian University will uphold the Pentecostal and Charismatic traditions.

Activity 1: Adhere to the traditions and articles of faith of the IPHC. Responsibility: President, Chair of Theology & Missions, Director for the Library, VPSA

Task	Performance Measure	Timeline	Budget	Status
Adhere to the traditions and articles of Faith of the IPHC	Theology & Missions Dept – identify & implement best practices that integrate Pentecostal theology and practices into the university setting.	F' 2011	YES	C
	Library – continue to develop & expand the Pentecostal Research Collection (PRC) by 10%	F' 1012	YES	C
	Student Affairs – continue to develop & expand chapel services that enhance the IPHC tradition & knowledge base to students.	F' 2012	YES	C
	Ensuring that IPHC Articles of Faith continue to be published in all University Handbooks	S' 2013	YES	C
	Explanation and Discussion of the Articles of Faith to student body during orientation and in chapel.	F' 2013	YES	C
	Encourage participation in scholarly activities initiated by the IPHC	F' 2013	YES	C
	Survey students' degree of familiarity with the Articles of Faith on Assessment Day	S' 2014	YES	C
	Explanation and discussion of the Articles of Faith to student body during orientation and in chapel.	F' 2014	YES	C
	Library – continue to develop & expand the Pentecostal Research Collection (PRC) by 10%.	F' 2014	YES	C

Objective 5: Southwestern Christian University will develop and maintain strategic community partnerships and collaborations.

Activity 1: Increase Capacity Through partnerships and Collaborations. Responsibility; Academic Deans, President and Cabinet, VP Fiscal Affairs & Site Planning.

Task	Performance Measure	Timeline	Budget	Status
Increase Capacity Through partnerships and Collaborations.	Increase participation in Learned Societies and sororities by 5%	S' 2012	YES	C
	Increase participation in Learned Societies and sororities by 10%	S' 2013	YES	C
	Expand connections with strategic partners.	S' 2013	YES	C
	Review relationship with learning Management System provider	S' 2013	YES	C
	Establish relationships with area schools for clinical practice for student teachers	F' 2013	YES	C
	Articulation agreements/memorandum of understanding, strategic partnerships, continuation of frequent communication with all university constituents, promote	S' 2014	YES	C
	20% student involvement in campus societies and student organizations	S' 2014	YES	C
	30% student involvement in campus societies and student organizations	S' 2015	YES	C
	Participation in college or university associations.	S' 2015	YES	C

2010 Strategic Plan Continuous Improvement Recommendations

Goal 1: Learning

Activities: 78% complete (14/18 substantially completed)

Recommendation: Reevaluate the following:

- Student research projects in all departments (Obj. 1, Act 4)
- Service learning projects in all departments (Obj. 1, Act 5)
- Increase number of writing assignments (Obj. 1, Act 6)
- Increase number of reading assignments (Obj. 1, Act 7)

Goal 2: Infrastructure and Resources

Activities: 64% complete (14/22 substantially completed)

Recommendation: Reevaluate the following:

- Acquire adjoining properties (Obj. 1, Act 1)
- Expand science offerings (Obj. 1, Act 5)
- Improve student services and residential life (Obj. 1, Act 6)
- Create comprehensive enrollment management plan (Obj. 2, Act. 4)
- Increase fundraising/stewardship (Obj. 2, Act 3)
- Improve technology (Obj. 3, Act. 1, 2, 3, 6 parts)
- Provide increased professional development (Obj. 4, Act.2)
- Promote wellness program (Obj. 4, Act. 3)

Goal 3: Servant – Leadership

Activities: 38% complete (3/8 substantially completed)

Recommendation: Reevaluate the following:

- Increase service learning support (Obj. 1, Act. 1)
- Increase ministerial students (Obj. 1, Act. 2)
- Increase terminal degrees faculty & cabinet (Obj. 2, Act.1)
- Employ qualified staff (Obj. 2, Act. 2)
- Commit to advertising open position in widely-circulated media (Obj. 3, Act. 1)
- Increase access to relevant documents (Obj. 4, Act. 1)

Goal 4: Identity

Activities: 50% complete (4/8 substantially completed)

Recommendation: Reevaluate the following:

- Evaluate and assess current branding (Obj. 1, Act. 1)
- Increase marketing budget (Obj. 2, Act. 1)
- Research and determine market targets (Obj. 2, Act. 2)
- Implement athletic development plan (Obj. 2, Act. 3)

Continuous Growth and Improvement

Based on the summary review of the 2010-2014 Strategic Plan, the Strategic Plan Vision 2025 will continue to focus on the recommendations and areas that still need to be addressed. These areas were goals in the previous strategic plan and are still a component of the current plan. Specific tasks are reviewed annually and may either show Complete or In Progress. New tasks can also be added as the university grows and identifies new areas of need. Every five years the university will engage in a complete review of the strategic plan to ensure the continued improvement.

2025 Strategic Plan Tasks and Performance Measures

Goal	Objective	Activity	Dept.	Task	Performance Measure	Responsible Party	Timeline	Core Values	Budget Line Item
1	1	1	Creative Arts	Alignment of course material & degrees with state and national standards (NASM) for Music Degrees	(1) Course material is reviewed; (2) National standards identified; (3) Course material is aligned with NASM standards; (3) Assessments implemented.	Chair	F' 2014	Scholarship	NO
1	1	1	General Education	Identify & implement national standards for General Education programs to assure compliance	(1) National Standards are identified; (2) Course objectives, work, syllabi, assessments, etc. are compared to assure compliance; & (3) Assessments are used as a way to make necessary changes	Department Chair and Faculty	FY17	Scholarship	NO
1	1	1	History	Alignment of course material and degrees with state & national standards (NCSS) for History Education	(1) Course material & degrees are aligned with NCSS for History Education Certification; (2) History Education Certification Approved	Department Chair, Department Chair of Education	Ongoing	Scholarship	NO
1	1	1	Teacher Education	Alignment of course material and degrees with state & national standards (NCTE) for English Education	(1) Course material & degrees are aligned with NCTE for English Education; (2) Certification to offer Physical Education Granted	Department Chair, Department Chair of Education	Ongoing	Scholarship	NO
1	1	1	Teacher Education	Meet with individual program coordinators to align specific course content to standards	(1) Program coordinators meet and review course content; (2) Determine course content alignment to national standards; (3) Specific course content is aligned to national standards; & (4) Assessment are made to assure data-driven decision making for best clinical practices	Program Coordinator	FY15	Service & Scholarship	NO

1	2	1	Creative Arts	Identify potential internships	(1) Internships opportunities listed and made available to Junior & Senior; (2) Students enroll in internship; & (3) Internship is assessed through Internship notebooks	Chair	Ongoing	Scholarship & Service	NO
1	2	1	Business	Identify potential internships	(1) Internships opportunities listed and made available to Junior & Senior; (2) Students enroll in internship; & (3) Internship is assessed through Internship notebooks	Chair & Faculty	Ongoing	Scholarship & Service	NO
1	2	1	Language Arts	Identify, develop, & implement international exchange study programs	(1) Opportunities are identified; (2) Exchange programs are developed; (3) Program assessments are developed & used to assess international exchange experiential learning experiences	Department Chair	FY 16 & FY 17	Scholarship	YES
1	2	1	Language Arts	Continue & develop domestic educational travel opportunities	(1) Opportunities are identified; (2) Documentation of experiential learning during travel; & (3) Student assessment of travel experience is obtained	Department Chair	Ongoing	Scholarship	YES
1	2	1	Language Arts	Implement cultural immersion program through international/domestic travel in coordination with classroom experiences	(1) Programs for cultural immersion are identified (international and domestic); (2) Travel and course/degree objectives are identified; (3) Learning is assessed	Department Chair	Ongoing	Scholarship	YES
1	2	1	Language Arts	Identify potential partnerships for experiential learning	(1) Areas of learning needs that are enhanced by experiential partnerships are identified; (2) Partnerships are created; & (3) Students are assessed based on meeting learning criteria	Department Chair	Ongoing	Scholarship & Service	NO
1	2	1	Business	Develop & implement domestic educational travel opportunities	(1) Opportunities are identified; (2) Documentation of experiential learning during travel is maintained; & (3) Student assessment of learning	Department Chair & Faculty	Ongoing	Scholarship	YES

					experience is obtained through written reports & final papers				
1	2	1	History	Identify, develop, collaborate, and implement service opportunities within the community that will support student learning of scholar-practitioner activities	(1) Opportunities are identified, developed, and implemented; (2) collaboration is documented; (3) types of learning and activities are documented	Department Chair & Faculty	Ongoing	Service & Scholarship	YES
1	2	1	Social & Behavioral Sciences	Develop & implement domestic educational travel opportunities.	(1) Opportunities are identified; (2) Documentation of experiential learning during travel; and (3) Student assessment of learning experience is obtained through written reports, presentations, and final papers.	Department Chair & Faculty	Ongoing	Scholarship	YES
1	2	1	Social & Behavioral Sciences	Identify potential internships and field experiences	(1) Internships and field experience opportunities listed and made available to Juniors & Seniors; (2) Students enroll in internship; and field experience opportunities (3) Internships and field experiences are assessed through notebook portfolios.	Department Chair & Faculty	Ongoing	Scholarship & Service	NO
1	2	2	Social & Behavioral Sciences	Senior participate in 20 hours of capstone and introduction to counseling	Seniors document 20 hours involved in capstone & counseling.... Practicum Notebook	Department Chair & Faculty	Ongoing	Scholarship	NO
1	2	2	Social & Behavioral Sciences	Seniors involved in 150 hours of field experience	Field experience & hours are documented..... PSYCH MFE assessment	Department Chair & Faculty	Ongoing	Scholarship	NO
1	2	2	English Education	Require 40 hours of clinical practice with each core professional teacher	(1) Clinical practice log sheets will be maintained and reviewed	Program Coordinator	Ongoing	Scholarship	NO

				education course					
1	2	3	Social & Behavioral Sciences	Implement community development through on campus organizations and associations	(1) determine what potential clubs/associations/organizations on campus will help support student's learning of community service and higher learning; (2) clubs/associations/organizations are defined and formed; (3) meeting minutes, events, and participation are documented	Department Chair & Faculty	Ongoing	Service	NO
1	3	1	Creative Arts	Full-time faculty will be able to attend a national conference	(1) Conference attendance will be provided & report documented	Chair & Full-time Faculty	Ongoing	Scholarship	YES
1	3	1	Creative Arts	Provide professional development opportunities for faculty	(1) Opportunities provided & learning assessed & documented	Chair & Full-time Faculty	Ongoing	Scholarship	YES
1	3	1	Social & Behavioral Sciences	Faculty will have the opportunities to attend national, state, and/or local conferences	# & types of conferences & in-service training attended	Department Chair	Ongoing	Scholarship	YES
1	3	1	Social & Behavioral Sciences	Faculty will have opportunities to join professional organizations	# and types of organizations joined	Department Chair & Faculty	Ongoing	Scholarship	YES

1	3	1	Social & Behavioral Sciences	Identify the best practice teaching and learning methods for in-class education	(1) review current methods of classroom instruction; (2) identify best practices from research outside the university; (3) work with faculty and university leadership to determine best instructional methods; (4) implement appropriate classroom instruction; (5) measure efficacy of any implemented changes	Department Chair & Faculty	S' 2016 - 2020	Scholarship	NO
1	3	1	History	Faculty engage in scholarship pursuits	Faculty participate in state conferences. National conference attended annually by at least one faculty.	Department Chair and Faculty	Annual	Scholarship	YES
1	3	1	Business	All full-time faculty will be able to attend a national, state, &/or local conference related to their area of expertise at least once a year.	(1) # and types of conferences and in-service training attended	Department Chair and Faculty	Ongoing	Scholarship	YES
1	3	1	Library	Determine joint awards, recognition, and development programs for staff that will encourage advanced student and job related learning	(1) Needed awards are identified; (2) Recognition programs are established; & (3) Survey of Faculty, staff, students, & administration	Director of Library	F' 2016	Service	YES
1	3	1	Adult and Online Studies	Identify and implement in-service training and conferences for personnel with Adult and Online Studies	(1) In-service training identified and conducted; & (2) National Conferences are identified and key personnel attend	Director of the School of Adult Studies	Ongoing	Scholarship	YES
1	3	1	Adult and Online Studies	Provide fall and spring faculty workshops for all instructors	(1) Workshops are provided in fall & spring semesters; & (2) Video conference access to geographically separated instructors in utilized	Online Department & Adult Studies Department	Ongoing	Service & Scholarship	YES

1	3	1	Teacher Education	Communicate to teacher education faculty state and national conferences and provide support to attend	(1) # and types of conferences attended by teacher education faculty	Program coordinator, faculty	Fiscal Year 2014-2015	Scholarship	NO
1	3	1	History	Faculty are members of state and national associations.	All faculty are members of state association. National memberships are maintained by at least one faculty member.	Department Chair	Annual	Scholarship	YES
1	3	1	History	Participate in history professional development	Participate in national conference specifically focused on history and history education trends.	Department Chair	Even years	Scholarship	YES
1	3	1	Registrar	Provide meaningful professional development opportunities for office employees, and encourage professional activity outside of SCU.	*Attend the SACRAO conference in Feb. 7-10, 2016 (Local)	Registrar	Spring 2016, annual	Scholarship	YES
1	3	1	Registrar	Provide meaningful professional development opportunities for office employees, and encourage professional activity outside of SCU.	Attend CAMS conference (annual)	Assistant Registrar	Summer 2015, annual	Scholarship	YES
1	3	1	Registrar	Provide meaningful professional development opportunities for office employees, and encourage professional activity outside of SCU.	*Attend the AACRAO conference March 20-23, 2016 (Phoenix, AZ)	Registrar	Spring 2016, annual	Scholarship	YES

1	3	2	Student Life	Provide training for resident life assistants, Student Senate & Chaplains regarding student handbook & residential rules	1) Training provided (sign-in sheet); & (2) Participants assessed regarding knowledge of handbook and residential rules	Office of Spiritual Life	Fall of each new academic year	Service & Scholarship	NO
1	3	2	Student Life	Resident Life Assistants & Chaplains trained regarding emergency procedures & emergency drills conducted	(1) Training provided and documented with sign-in sheet; & (2) Assessment regarding knowledge of emergency procedures	Office of Spiritual Life	Fall of each new academic year	Service & Scholarship	NO
1	3	2	Student Life	Training for Student Senate regarding student handbook administrative operations of business office & calendar usage	(1) Training provided & documented with sign-in sheet; & (2) Assessment regarding knowledge of administrative operations of business office	Office of Spiritual Life	Fall of each new academic year	Service & Scholarship	NO
1	4	1	Creative Arts	Current degree programs will be evaluated & expanded to include BA & BS plans	(1) Degree programs evaluated; (2) Areas of expansion are identified; (3) Requirements for each degree are identified; (4) Degree changes are made & approved by Academic Council & HLC (as needed); (5) Degree options are implemented	Chair	F' 2015	Scholarship	NO
1	4	1	Business	Assess efficacy of current degree programs	(1) Degree programs' courses, the course objectives, curriculum, & syllabi are reviewed to assure compliance with university and Department of Business mission and objectives are being met; (2) Necessary changes are implemented and documented; & (3) Course criteria are finalized and used for each course taught	Chair & Faculty	F' 2015 & Ongoing	Scholarship	NO

1	4	1	Graduate Studies	Assess and refine current Master degree programs in ministry	Master degree programs identified to be assessed and refined	Dean	F' 2014	Scholarship	NO
1	4	1	Graduate Studies	Continue to review program on a Annual basis	Annual National Standardized assessments implemented. Results are used for data-driven decision-making, SLOs and National Standards	Dean	S' 2016	Scholarship	YES
1	4	1	Graduate Studies	Review course curriculum, courses offered, and objective to meet the needs of ministers	Course objectives, curriculum, textbooks are reviewed and assessed to assure it meets based on student SLOs and national standards	Dean & Faculty	S' 2015-F' 2015	Scholarship	NO
1	4	1	General Education	Identify & evaluate current degree programs and the resources to support them	(1) Degree programs' courses, the course objectives, curriculum, & syllabi are reviewed to assure compliance with university and Department of General Education mission and objectives are being met; (2) necessary changes are implemented and documented; (3) course criteria are finalized and used for each course taught; & (4) assessments are incorporated to assure efficacy of programs	Department Chair	F' 2015	Scholarship	NO
1	4	1	Sport Management	Evaluate other sport management degree programs providing sport management to determine the best practices, methods, objectives, etc. to be implemented into SCU's Sport Management degree program.	(1) Data from other sport degree programs are reviewed and compared; (2) Decisions are made regarding needed changes; (3) Changes are implemented; & (4) Comparisons are made with other sport management degree programs	Department Chair	S' 2017 & ongoing	Scholarship	NO

1	4	1	History	Alignment of course rotation in History BA and History Education BA	(1) Course rotation is aligned; (2) Documentation of course schedules and objectives	Department Chair and Faculty	Ongoing	Scholarship	NO
1	4	2	Creative Arts	Music Education program will be researched	(1) Research, identify, & create (write) Music Education program; (2) Begin collecting assessment data related to Music Degree program; (3) Methods of delivery (hybrid, online, or in-class) are determined; (5) Music Degree program is submitted for approval from HLC and Academic Council; (6) Approval is received from HLC and Academic Council; (7) Appropriate faculty are available to teach course; & (8) degree program is evaluated through papers, exams, performance, & assessment	Chair	F' 2015	Scholarship	NO
1	4	2	Graduate Studies	Determine if other degree programs should be added.	(1) Assessment of current degree programs; (2) Documentation regarding identification of needed degree programs within the practitioner; & (3) Documentation of decisions regarding what degree programs to pursue	Dean & Graduate Council	F' 2017	Scholarship	NO
1	4	2	Online Studies	Add Biblical Leadership, Business Leadership, Business Management, & Human and Family Services programs	(1) Program needs are identified and created; (2) Program curriculum is developed and written with the approval of Chairs from each area; (3) Degree programs are implemented; (4) # enrolled in each program; & (5) Program assessed and changes are data-driven	Dean & Provost	F' 2015 & Ongoing	Scholarship	YES

1	4	2	Graduate Studies	Create & implement new Master Degrees as needed	(1) Survey of student's needs; (2) Identification of career needs based on data review and interviews of those already in the field; (3) Program requirement are identified; (4) Courses are determined; (5) Curriculum is selected; (6) Assessment measurement are determined based on National Standardized assessment; (7) Approval of Academic Council; (8) Application and approval of Master degree program; (9) Master degree is launched; & (10) Assessment measurement are determined based on National Standardized assessment	Dean, Chairs, & Faculty	F' 2014 & ongoing	Scholarship (all)	YES
1	4	2	Language Arts	Develop and implement an English education program for secondary teachers	(1) Education program written, waiting on approval; (2) Identify appropriate curriculum and course objectives; (3) Assure terminally degreed faculty are in place to provide instruction; (4) Assess program	Department Chair	Fiscal Years 2015-2016 & 2016 - 2017	Scholarship	YES
1	4	2	Language Arts	Explore the possibility of a TESOL degree program	(1) Research on the degree requirements; (2) Begin collecting assessment data necessary to move forward with Master of Business Administration (MBA) (3) MBA program is written; (4) Methods of delivery (hybrid, online, or in-class) are determined; (5) Proposed MBA is submitted for approval from HLC & Academic Council; (6) Approval is received from HLC and Academic Council; (7) Appropriate faculty are employed to teach MBA courses; & (8) MBA is evaluated through papers, exams, and assessments	Department Chair	S' 2015 & Ongoing	Scholarship	YES

1	4	2	OIE	Develop & implement degree programs in STEM (Science, Technology, Engineering, and Math) & Math and Science education programs	(1) Conduct research to identify best program designs & measures; (2) Create program; (3) Receive academic council approval; (4) Implement program; (5) Employee faculty; (6) Create lab space for program; (7) Determine budget for program; (8) Assess program efficacy	Department Chair	S' 2015-F' 2017	Scholarship	YES
1	4	2	Social & Behavioral Sciences	Identify, research, create, and implement new concentration.	(1) Complete market research on the potential for an additional concentrations; and (2) Submit to Academic Council that will include current courses offered and the addition of a new courses to meet market trends	Department Chair & Accounting Faculty	S' 2015 & Ongoing (all)	Scholarship	NO
1	4	2	Social & Behavioral Sciences	Identify, research, develop, and implement a school counselor degree program	(1) Research, course development, identification of other areas needed to implement the degree program is completed; (2) Applications are submitted to appropriate certifying organizations; (3) Accreditation is received; (4) Degree program is implemented; (5) Assessments are implemented and utilized to measure SLOs	Department Chair & Faculty	F' 2018	Scholarship	NO
1	4	2	Social & Behavioral Sciences	Identify, research, develop, and implement a Master of Counseling and/or Social Work program	(1) Research on the requirements and courses are needed; (2) Master of Counseling or Social Work program is written; (3) Method of delivery (hybrid, online, or in-class) is determined; (4) Proposed Masters is submitted for approval from HLC and Academic Council; (5) Approval is received from HLC and Academic Council; (6) Appropriate faculty are employed to teach course; and (7) Masters is evaluated through papers,	Department Chair & Faculty	S' 2015 - S' 2017	Scholarship	NO

					tests and other assessments.				
1	4	2	Social & Behavioral Sciences	Identify, research, develop, and implement new degree programs for the Department of Social & Behavioral Sciences	(1) Research on the degrees that are needed; (2) Degree programs are written; (3) Method of delivery (hybrid, online, or in-class) are determined; (4) Degree programs are submitted for approval from HLC and Academic Council; (5) Approval is received from HLC and Academic Council; (6) Appropriate faculty are available to teach course; and (7) degree program is evaluated through papers, exams, and assessments	Department Chair and Faculty	Ongoing	Scholarship	NO
1	4	2	Business	Identify, research, develop, and implement a Master of Business Administration program	(1) Research on the degree requirements; (2) Begin collecting assessment data necessary to move forward with Master of Business Administration (MBA) (3) MBA program is written; (4) Methods of delivery (hybrid, online, or in-class) are determined; (5) Proposed MBA is submitted for approval from HLC & Academic Council; (6) Approval is received from HLC and Academic Council; (7) Appropriate faculty are employed to teach MBA courses; & (8) MBA is evaluated through papers, exams, and assessments	Department Chair, Faculty, Dean, Provost, Academic Council, and HLC, & CFO	F' 2015 & Ongoing	Scholarship (all)	NO

1	4	2	Business	Identify, research, develop, and implement a Business Educating degree program	(1) Research on the degree requirements; (2) Begin collecting assessment data necessary to move forward with Business Education Degree program (3) Business Education Degree program is written; (4) Methods of delivery (hybrid, online, or in-class) are determined; (5) Proposed Business Education Degree program is submitted for approval from HLC & Academic Council; (6) Approval is received from HLC and Academic Council; (7) Appropriate faculty are employed to teach Business Education Degree program courses; & (8) Business Education Degree Program is evaluated through papers, exams, and assessments	Department Chair, Faculty, Dean, Provost, Academic Council, and HLC, & CFO	Fiscal Year 2016-17 (all)	Scholarship (all)	NO
1	4	2	Business	Identify, research, develop, and implement new degree programs for the Department of Business	(1) Research on the degrees that are needed; (2) Begin collecting assessment data related to potential degree programs; (3) Degree programs are written; (4) methods of delivery (hybrid, online, or in-class) are determined; (5) Degree programs are submitted for approval from HLC and Academic Council; (6) Approval is received from HLC and Academic Council; (7) Appropriate faculty are available to teach course; & (8) degree program is evaluated through papers, exams, and assessments.	Department Chair, Faculty, Dean, Provost, Academic Council, and HLC, & CFO	S' 2015 & Ongoing (all)	Scholarship (all)	NO
1	4	3	Language Arts	Identify, create, & implement needed online classes	(1) Online classes needed are identified; (2) Curriculum is determined & developed; (3) Online instructors are approved; (4) Online classes are implemented; (5) Efficacy is assessed	Chair & Director of Online	Fiscal Year 2015 & Ongoing	Scholarship	NO

					based on in-class assessments		ng		
1	4	3	Social & Behavioral Sciences	Identify, research, develop, and implement a basic technology course that includes Excel, Access, etc.	(1) needs are documented (2) research is completed; (3) course objectives are determined; (4) technology needs are identified; (5) Academic Council Approval is received; (6) faculty is employed to teach the course; and (7) course is integrated into the degree program.	Department Chair & Faculty	S' 2015 - S' 2016	Scholarship	NO
1	4	3	Business	Identify, research, develop, & implement an introductory course for Business Students to be included in the current degree program	1) Needs of new students are identified; (2) Course is developed; (3) Course objectives are created; (4) Course textbooks, syllabi, etc. are created; (5) Academic Council approval is obtained; (6) Faculty are in place to teach course; & (7) Course is implemented	Department Chair & Faculty (all)	F' 2015 - F' 2016	Scholarship (all)	NO
1	4	3	Library	Provide a one-hour credit information literature course for freshman	The course is developed according to American Library Association guidelines # of students attending course	Director of Library & staff	F' 2015 - F' 2016	Scholarship	NO
1	5	1	Language Arts	Identify potential benefits of cultural immersion through travel through Department Chair dissertation	(1) Research objectives are developed; (2) Research protocol is written; (3) IRB approval is obtained; (4) Research is undertaken; (5) Data collected; (6) Analysis & Final report written; (7) Report written	Department Chair (all)	Ongoing	Scholarship (all)	YES
1	6	1	Business	Identify, evaluate, & update SLOs appropriate for current degree programs for in-class, online, and Adult	(1) Areas to be assessed are reviewed & SLOs are updated (as needed); (2) Appropriate assessment are identified & approved for each area; & (3) SLOs assessments are implemented that consistently teach course objectives	Chair & Faculty	S' 2015 & Ongoing	Scholarship	NO

				Studies.					
1	6	1	OIE	Establish procedures for collection & dissemination of data	(1) Identification of needed information; (2) Procedures for collection of data are defined; (3) Data collected & ; (3) Procedures are refined based on data needs and procedures	Director of IRAE	F' 2014 & ongoing	Service	YES
1	6	1	OIE	Determine data needs of all departments on campus & provide needs based on survey outcomes	(1) Needs are identified; (2) Surveys are developed; & (3) Survey data is collected & analyzed	Director of IRAE & Department Leaders	F' 2014 & ongoing	Service	YES
1	6	2	Social & Behavioral Sciences	Identify appropriate assessments to determine the best method to measure indirect and direct SLO's	(1) Areas to be assessed are reviewed; (2) Appropriate assessments are identified and approved; and (3) SLOs assessments are implemented	Dean & Department Chair	F' 2015 & Ongoing	Scholarship	NO
1	6	2	Social & Behavioral Sciences	Identify appropriate assessments to determine if objectives are met	(1) Based on course objectives and national standards, standardized assessments are identified and based on SLOs	Dean & Faculty	F' 2015	Scholarship	YES
1	6	2	Sport Management	Identify SLOs and areas that need assessment	(1) SLOs are identified; (2) Assessments are determined & implemented; (3) Other areas of assessment are identified & assessment re implemented; & (4) Changes in assessments and course curriculum are made based on data-findings	Department Chair & Faculty	Ongoing	Scholarship	NO

1	6	2	Sport Management	Review SCU's current Sport Management degree program to assure alignment with SLOs	(1) Sport Management degree program is reviewed; (2) Degree program is assessed to assure it meets SLOs; (3) Changes are made within the program to assure standardization & quality of academic placement within the university setting; (4) Changes within the degree program (courses, curriculum, etc.) are implemented; & (5) Changes are tracked, assessed, and adjusted according to assessment feedback	Department Chair & Faculty	Ongoing	Scholarship	NO
1	6	2	Teacher Education	Create or modify existing course assessments to align to standards and be used for program assessment.	(1) Rubrics developed for course assessments aligned to standards and implanted into course curriculum	Faculty and Program Coordinator	Ongoing	Scholarship	NO
1	7	1	History	Review & integrate faith & learning with faith based components into the course curriculum	(1) Course curriculum are reviewed; (2) Syllabi reflect faith based integration into the course work; (3) Documentation of changes in syllabi and curriculum changes	Department Chair	Ongoing	Scholarship	NO
2	1	1	Business	Research, identify, & implement the best practice teaching & learning methods for hybrid, in-class, online, adult education	(1) Research is conducted and documented; (2) Best practice teaching is implemented into an integrated learning style	Chair & Faculty	F' 2015 & Ongoing	Scholarship	NO
2	1	1	Graduate Studies	Identify the needs of ministers working in the ministerial environment to incorporate appropriate curriculum	Needs are identified based on surveys and interviews of students and practitioners within the field	Dean & Staff	F' 2014-S' 2015	Scholarship	NO

2	1	1	Library	Assure the Library is a center for learning, intellectual pursuits and community engagement	(1) Campus survey of satisfaction: & (2) Identification & implementation of necessary library tools	Director of Library & staff	F' 2014	Service	NO
2	1	1	Library	Identify, develop, and integrate library resources based on allocation formula related to number of majors	(1) Develop allocation formula based on number of majors; (2) Collections tailored to meet academic support; (3) Access to on-campus & Off-campus Library support services; (4) Gallup strengths team matrix; (5) Library staff is educated in Library Science; (6) Allocation formula is developed; (7) Funding is received & purchases are made; (8) Faculty, staff, & students are educated regarding library materials and access; (9) Resource recommendations are considered and collaboration to identify best purchases; (10) Digital repository created and maintained through DASH system of eBrary eBook database; (11) Purchases are made; & (12) Follow-up surveys are conducted to assess efficacy	Director of Spring Learning Center & Library & Department Chairs	F' 2014 & Ongoing	Scholarship	YES
2	1	1	Teacher Education	Survey partner schools administrators and teachers to identify essential tools necessary to prepare future teachers	Survey results will be aggregated and used for purchasing rationale	Program Coordinator	S' 2016	Service	NO
2	2	1	Business	Identify brick & mortar needs that will assist in the expansion of the Department of Business	(1) Future needs are identified through research, forecasting, & university offerings; (2) Information is submitted to university administration	Chair	S' 2017	Service	YES

2	2	1	General Education	Create a science lab	(1) Lab needs are Identified and facilities are determined; (2) Monies needed are identified; (3) Funding sources are identified; (4) Ask for funds are made; & (5) Lab is created	Department Chair, Administration, VP of Development	F' 2015-F' 2017	Scholarship	YES
2	2	1	Adult Studies	Add Biblical Leadership, Business Leadership, Business Management, & Human and Family Services programs	(1) Cost analysis study; & (2) Student satisfaction survey	Director of School of Adult Studies	F' 2014	Service & Scholarship	YES
2	2	1	OIE	Hire consultant to conduct capacity analysis of the university	(1) Conduct search for qualified consultant and employee; (2) Conduct capacity analysis; & (3) Report to President's Cabinet regarding capacity report	President Cabinet & Director of IRAE	F' 2014	Service	YES
2	2	1	Student Life	(1) Open new facilities that increase residential facilities	(1) Determine what is needed regarding new residential facilities; (2) Identify a consultant & architecture that will work with the university overall Master Facility Plan; (3) Facility drawings are completed; (4) Identify costs (bids, etc.); (5) Developed building campaign; (6) Monies are raised; (7) Building is built	President's Cabinet, Board of Regents (4x) Office of Student Life, President's Cabinet	S' 2014 & Ongoing	Service (5x)	YES
2	2	1	President's Cabinet	Determine brick and mortar facilities that are needed over the next 10 years	(1) Identify current needs and future needs through research and documentation; (2) Explore employment of an architecture firm; (3) Create drawing; (4) Develop a building campaign; (5) Raise funding; (6) Building is built	President's Cabinet, University Board, Development Officer	S' 2015 & Ongoing	Service	YES
2	2	3	President's Cabinet	Assure that all facilities are up to ADA compliance standards	(1) Review of current facilities with documented needed changes; (2) Construction company bids are received and budgeted; & (3) Building is undertaken to bring the facility up	Provost	Ongoing	Service	YES

					to code				
2	3	1	Student Life	Provide an annual career fair to connect students to job & internship opportunities	(1) Organizations presenting at the job fair (booth, etc.); (2) # of students attending; (3) Participants (business & student) surveys; & (4) # of jobs and internships available to attendees	Dean of Student Life	Annual	Service	YES
2	3	1	Student Life	Create & implement an online resume program that helps to match & provide avenues for students to seek potential careers	Published document in print and on web site	Dean of Student Life	Fiscal Year 2014-2015 & Ongoing	Service	YES
2	3	1	Student Life	Seminars on professionalism in the workplace (how to dress, build a resume, interview, dining etiquette, behavior in professional meetings)	(1) # of students attending; (2) #s & types of instructors providing training; (3) Curriculum; & (4) Instructor and student surveys	Dean of Student Life, Retract, Career Services, Pioneer	Annual	Scholarship & Service	YES
2	3	1	History	Prepare History BA students for graduate school	# of graduates accepted to graduate school upon completion of undergraduate studies at SCU.	Department Chair and Faculty	Ongoing	Scholarship	NO
2	3	1	Library	Create a personalized librarian program that interacts with students and faculty	(1) Needs and types of technology identified to implement program; (2) Software & technology purchased; & (3) Program implemented	Director of Library & Staff	F' 2015	Service	YES
2	3	1	Library	Develop an information learning commons to encourage student collaboration & academic success	Learning commons area is created.	Director of Library & staff	F' 2015-F' 2016	Service	YES

2	3	1	Library	Develop an evening reference for student engagement	(1) Reference desk purchased; & (2) Reference assistance is provided	Director of Library & staff	F' 2017	Service	YES
2	3	1	Library	Create and implement an information literacy course for online students	(1) Course needs are identified; & (2) Courses are created & implemented	Director of Library & staff, Director of Online	F' 2015	Service	NO
2	3	1	Student Life	Advise students on their degree programs	(1) Students are helped to identify their advisors & necessary steps for their degree programs	Office of Spiritual Life	Ongoing	Service & Scholarship	NO
2	3	1	Teacher Education	Determine students' interest and teaching needs	(1) Annual student surveys are conducted and analysis is used for decision-making; & (2) Surveys provide information for state data in areas of teaching needs	Program coordinator	Annual	Service	YES
2	3	1	Registrar	Continuous improvement to policies and procedures related to the registrar's office.	Implement Junior degree auditing process.	Registrar, Deans, Provost	Fall 2015	Service	NO
2	3	1	Registrar	Continuous improvement to policies and procedures related to the registrar's office.	Write Leave of Absence Policy for all students	Academic Council	Fall 2015	Service	NO
2	3	1	Registrar	Continuous improvement to policies and procedures related to the registrar's office.	Write Dean's/President's List Statute of Limitations for Incomplete Grade policy	Academic Council	Fall 2015	Service	NO
2	3	1	Registrar	Continuous improvement to policies and procedures related to the registrar's office.	Explore alternative regalia ordering process for easier access to students.	Registrar	Fall 2015	Service	NO
2	3	1	Registrar	Develop strategies to assist student success toward degree completion.	Mine transcripts for students who began at SCU within the last six years who have at least 128 credit hours but do not have a degree conferred. Do degree audits to determine if they may qualify for a Liberal Studies degree. Contact those students and offer the degree at no cost.	Registrar	Summer 2015	Service	NO

2	3	2	Development	Marketing – Partnership Cards, SCU Fund Brochures, Campaign Brochure,	Response requested materials to increase giving with, face to face, mail, social media, etc.	Development Staff	Ongoing	Service	YES
2	3	2	Development	Social Media, Website, etc.	Partnership Card/SCU Fund Brochure	Development Staff	S' 2015	Service	YES
2	3	2	Development	Fundraising Contests	Contests for Administration, Faculty, Staff, and Students to support giving to the University. Receive prizes and recognition for doing so.	Development Staff	S' 2015	Service	YES
2	3	2	Language Arts	Determine methods of funding for fellowships, international learning, & experiential training.	(1) Sources of funding are identified; & (2) Funding request are made	Department Chair	S' 2015	Service	YES
2	3	2	Social & Behavioral Sciences	Identify potential donors with Office of Development to support degree expansion programs	(1) Degree programs that need support are identified; and (2) Donors are identified and asked are made	Department Chair	F' 2016-2020	Service	NO
2	3	2	President's Cabinet	Assure maintenance is in place to provide appropriate support for the university	(1) Maintenance support is identified and qualified individuals are hired to secure the support of the university	President's Cabinet, HR, Finance	Ongoing	Service	YES
2	3	2	Development	Identify & develop infrastructure needs to use as a method of determining needed funds	(1) Infrastructure needs are identified; (2) Financial needs are defined; (3) Fundraising is implemented; (4) Facility needs are met based on fundraising	VP of University Development director of Public Relations, President's Cabinet, Staff	Summer 2014 - Online	Service	YES

2	3	2	Development	Research, assess, and identify alumni, foundations, sponsors, and annual donors to support the Development of SCU	(1) Data gathered from events, meetings, and interactions between the university and stakeholders (alumni, parents, etc.); (2) Potential donors are identified and contracted; & (3) Funds are raised	VP of University Development, director of Public Relations, & Staff	Ongoing	Service	YES
2	3	2	Development	Create a capital campaign	(1) Identify the needs of the university; (2) Determine financial needs associated with the facilities and other support areas; (3) Begin a capital campaign to secure funds; (4) Capital campaign is started; (5) Monies are raised; & (6) Needs of the university are met	VP of University Development, director of Public Relations, & Staff	Summer-F' 2014	Service	YES
2	3	2	Registrar	Continuously improve productivity and efficiency.	*Explore funding for TES (CollegeSource)	Registrar	Fall 2016	Service	YES
2	3	3	Adult and Online Studies	Develop detailed plans for becoming independent from Comcourse or renegotiate favorable contract with Comcourse or other vender`	(1) Research is conducted to determine needs; (2) Detailed plans for becoming independent from Concourse are written; (3) Potential new contracts and/or independence abilities are determined; & (4) Changes are implemented	Dean & Provost	S' 2015 & Ongoing	Service	YES
2	3	3	Library	Identify book collection and other curriculum materials needed	Book collection & curriculum materials identified and documented	Director of Library	F' 2014 & Ongoing	Service & Scholarship	YES
2	3	3	Library	Determine the best method of securing books, technology, DVD, and printed material.	Security gates purchased and RFID or magnetic strips placed in books, media, and periodicals.	Director of Library Services	F' 2015	Service	YES

2	3	3	Adult Studies	Prewritten curriculum for all Adult Studies courses are completed.	(1) Courses are reviewed; (2) Curriculum for each course offered are written and approved by leaders (Chairs) of each area); (3) Curriculum is implemented and assessed; & (4) Assessments are used to determine efficacy and changes are made as determined by the outcome of assessments	Online Department; Adult Studies Department; & Coordinator of Curriculum & Academic Resources	Ongoing	Scholarship	NO
2	3	3	Sport Management	Assess current resources (equipment, periodicals, journals, etc.) to determine areas of need.	(1) Current resources are assessed and documented; (2) Needed resources are listed; (3) Needed resources are requested and obtained	Poteet, Gregory, & Hadley	F' 2014 & Ongoing	Service	NO
2	3		Development	Meetings/Events	Business Leaders, Church, Alumni, Friends, Donor Recognition Events for fundraising purposes	Development Staff, Office of the President	Ongoing	Service	YES
2	3		Development	Creative Giving - SCU Credit/Debit Card - ATM on Campus	Drive sustained revenue through purchases, interest, and fees	Development Staff	F' 2015	Service	YES
2	3		Development	Increase Donor Relations in relation to monthly giving	Develop relationships with existing and potential donors and improve monthly giving	Development Staff, Office of the President	Ongoing	Service	YES
2	4	1	Social & Behavioral Sciences	Identify hardware and software needs of the Department of Social & Behavioral Sciences based on programs, curriculum, and students needs	(1) Hardware and software needs are identified; (2) proposal is made to administration for purchase; and (3) hardware and software are purchased and implemented	Chair & Faculty	Ongoing	Scholarship	YES
2	4	1	Language Arts	(1) Identify technology needs for adjunct faculty; & (2) Purchase equipment and software	(1) Software needs identified through data collection and documentation; & (2) Equipment is purchased (hardware and software) for adjunct faculty	Department Chair	Ongoing	Service	YES

				necessary for adjunct faculty					
2	4	1	History	Identify and provide technology that supports teaching and student learning	(1) Technology needed for instruction and student learning identified; (2) Appropriate technology and software purchased and implemented	Department Chair & Technology	F' 2017	Scholarship & Service	YES
2	4	1	Social & Behavioral Sciences	Identify technology needs that include e-books, computers, and new educational tools	(1) needs are identified; (2) costs are determined; and (3) proposals are submitted to administration	Department Chair	F' 2015-F' 2015	Service & Spirit	YES
2	4	1	Sport Management	Determine need of appropriate technology & software & implement into the Sport Management degree program.	(1) Technology needs identified; (2) technology (including hardware and software) are purchased and implemented; (3) Faculty & staff are trained on the use of technology and software; (4) technology is implemented into the curriculum; (5) Students are trained in the technology & software; (6) Efficacy is assessed and appropriate changes, etc. are implemented as needed.	Department Chair, faculty and staff	S' 2015	Service/Scholarship	NO
2	4	2	OIE	Purchase and implement analytics software to enhance CAMS efficiency	(1) Research and identify analytic needs; (2) Research and identify types of software to enhance CAMS efficiency; (3) Purchase and/or implement software for analysis; (4) implement use of software; & (5) Survey effectiveness of new software data provided; & (6) Adjust the needs of the software based on user feedback	Director of IRAE & Department Leaders	S' 2015 & Ongoing	Service	YES
2	4	2	OIE	Assure workers maintain consistent data entry of CAMS	(1) Seminars for CAMS users; & (2) Agenda & meeting minutes	IT Director and Director of IRAE	F' 2014	Service	NO

2	4	2	Student Life	Effective student ID tracking for chapel attendance	(1) Tracking system needs are identified; (2) Tracking system is purchased and implemented; & (3) Tracking data results	Student Life Director	Summer 2014 & Ongoing	Service	YES
2	4	3	General Education	Install one "Smart board" to use in professional teacher education classes	Integrate Smart board training of faculty and teacher candidates	Department Chair	S' 2015	Service	YES
2	4	4	Business	Identify hardware & software needs of the Department of Business based on programs, curriculum, and students' needs	(1) Hardware & software needs are identified; (2) Proposal is made to administration for purchases; & (3) hardware & software are purchased and implemented	Student Life Director	S' 2016	Service	YES
2	4	5	Registrar	Continuously improve productivity and efficiency.	Explore SQL access for more customized data reporting	Assistant Registrar	Spring 2016	Scholarship	NO
2	4	5	Registrar	Continuously improve productivity and efficiency.	Edit Transcripts through Crystal Reports to allow more ID features	Assistant Registrar	Spring 2016	Scholarship	NO
2	4	5	Registrar	Continuously improve productivity and efficiency.	Create/Edit other Crystal Reports to pull more and better data from our database	Assistant Registrar	Spring 2016	Scholarship	NO
2	5	1	Library	Create an atmosphere, environment, and ascetics (lighting, study areas, etc.) of institutional study.	(1) Information is collected and documented from stakeholders regarding the types of environmental changes that are needed; & (2) Changes (lighting, furniture, study areas, etc.) are implemented	Director of Library Services	S' 2015	Service & Scholarship	YES
2	5	1	Student Life	Assure quality residence life staff that are available, courteous, informative, & committed to diversity	(1) Job description & # of applicants appropriate for position of resident life staff; (2) Staff employed; & (3) Student feedback via Quality of Life survey	Office of Student Life	Ongoing	Service	NO

2	5	1	Student Life	Secure 24/7 campus security throughout the academic year	(1) Security needs are identified; (2) Security agency is employed; (3) Campus crime is tracked and decreased by 10%; & (4) Student survey regarding perception of campus security and safety	Office of Student Life	Ongoing	Service	YES
2	5	1	Student Life	Provide exceptional food service that meets nutritional, educational, environmental, and social needs	(1) Nutritional needs of the students are clearly identified; (2) Food service is determined based on the nutritional, educational, environmental, & social needs of the students; (3) Resident programs are created (19 meal plan, etc.); (4) Provide campus students with \$25 Eagle as part of the meal plan; (5) provide student commuters with \$10 Eagle to be used in food service areas; & (6) Student surveys regarding services (educational, environment, social needs, etc.) & food quality	Office of Student Life	F' 2015	Service	YES
2	5	1	Student Life	Assure campus housing is maintained	(1) Inspection records; (2) Student surveys; (3) Regular resident meetings to obtain verbal feedback; & (4) Resident Quality of Life Survey	Office of Student Life & Resident Director; & Office of Student Life & Resident Director	F' 2014 & Ongoing	Service & Spirit	YES
2	5	1	Registrar	Continuously improve productivity and efficiency.	*Purchase scanner to share with admissions office to begin using Document Tracker in CAMS.	Registrar	Summer 2016	Service	YES
2	6	1	Teacher Education	Identify appropriate methods to communicate to each stakeholder	(1) Regular scheduled meetings for teacher education faculty; (2) Semester meetings for teacher education council; & (3) Regular scheduled meetings for teacher education candidates	Department Chair	Ongoing	Service	YES

2	6	1	Sport Management	Department meetings are conducted quarterly & student led groups will meet quarterly	(1) Meetings are set for the Department and student led groups; & (2) Minutes of the meeting and related documents are maintained	Gregory, Matthews, & Hadley	F' 2014 & ongoing	Service	NO
2	6	1	President's Cabinet	Identify best methods of communicating with stakeholders	(1) Best methods are identified based on review of other programs and documentation; (2) Consultants are identified and asked to submit a budget to assist the university; & (3) Documents of communication (#, audience, information, and notification times.)	President's Cabinet	F' 2015-F' 2016 & ongoing	Service	NO
2	6	2	Business	Create a defined orientation for new faculty and staff in the Department of Business	(1) Information to be included in the orientation of a new faculty member is identified; (2) A written faculty orientation check list is created & implemented	Chair & Full-time Faculty	F' 2015	Service & Spirit	NO
2	6	2	Business	Develop a Policies and Procedures Manual	(1) Faculty and Chair work together to identify what needs to be included in the P&P; (2) P&P created and updated on an annual basis	Chair & Full-time Faculty	F' 2015-F' 2015	Service & Spirit	NO
2	6	2	Business	Review current vision, mission, and objectives of Department of Business	(1) Vision is reviewed and established; (2) Mission is reviewed and finalized; (3) Objectives are reviewed and finalized; (4) Vision, mission, and objectives are aligned with university vision, mission, and core values	Chair & Full-time Faculty	S' 2016	Service	NO
2	6	2	Sport Management	Review & update department vision, mission, goals, and objectives to align with university mission, vision, & core values	(1) Sport Management vision, mission, goals & objectives are reviewed; (2) Each are is updated & aligned with university standards; & (3) assessment are created & implemented to determine if the mission, goals, objectives, & vision are being met	Department Chair	S' 2015	Spirit & Service	NO

2	6	2	Social & Behavioral Sciences	Review current mission and determine if applicable to university mission	(1) Mission and objectives are reviewed, finalized, and published on the Department of Social & Behavioral Sciences website; (2) Student Learning Outcomes are based on mission & objectives; (3) SLOs determine if objectives and mission is met; & (4) Written mission & objectives	Department Chair & Faculty	F' 2014	Service	NO
2	6	2	Social & Behavioral Sciences	Create a written policy on how to review new faculty applicants	(1) Assessment requirements are determined; (2) A standardized form is developed for use in determining new applicants (3) Form is developed to assess faculty applicants	Department Chair	F' 2015	Scholarship	NO
2	6	2	Library	Determine a vision and mission for the library that is in sync with the university	Mission/vision determined	Director of Library & staff	F' 2014	Service	NO
2	6	2	Social & Behavioral Sciences	Develop policies and procedures manual (P&P) for the department of Social & Behavioral Sciences	(1) Faculty and Department Chair work on P & P; and (2) Data is collected, (3) P & P are finalized	Faculty & Department Chair	S' 2016	Scholarship	NO
2	6	2	Social & Behavioral Sciences	Create a written mapping that will assist newly employed faculty into the SCU campus and system	(1) Needs for new faculty are identified; and (2) A packet is developed to provide new faculty necessary information that will help with integration into the SCU system;	Faculty & Department Chair	F' 2015	Scholarship	NO
2	6	2	Student Life	Finalize and monitor campus handbooks to assure consistency and clarity	(1) Handbooks are reviewed; (2) Changes are documented; (3) Consistency & clarity is confirmed; (4) Program is established to assure changes are reviewed Annual; & (5) Consistency is	Office of student life	Annual	service	YES

					maintained throughout all handbooks on campus				
2	6	2	Student Life	Develop a policies & procedures manual	(1) Policies and procedures are reviewed; (2) Policies & procedures (P & P) are clarified; & (3) Write P & P Manual; & (4) Maintain & update P & P Manual as needed	Office of Student Life	F' 2015	Scholarship	NO
2	6	2	Student Life	Create a SCU Parent communication system providing information regarding student registration, housing, FERPA, etc.	(1) Create a handbook for parents; (2) Develop an e-newsletter & distribution; (3) Distribute and collect a parental survey for feedback; & (4) Make changes to SCU Parent communication system based on feedback	Office of Student Life	F' 2016	Service	YES
3	1	1	Governing Board	Create a short-term and long-term succession plan for key leadership (President)	(1) Board member identified to lead a committee assigned for this task; (2) Committee minutes; (3) Information collected & shared with other board members; (4) Meeting minutes of discussions and decisions; & (5) Short and long term succession plan created	Board President	F' 2015 & ongoing	Spirit	NO
3	1	1	Governing Board	Assure independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when influence would not be in the best interest of the institution.	(1) Documentation of meetings (i.e., discussions); (2) Clearly defined responsibilities of members that serve on the board; & (3) Board evaluations	Board President	Ongoing	Service & Spirit	NO

3	1	1	Governing Board	Determine relevant interest of institution's internal and external constituencies during its decision-making	(1) Online surveys conducted during strategic planning; (2) Focus groups during strategic planning; & (3) External information regarding needs of the market place and education	Board President & Board Members	Annual	Service & Spirit	NO
3	1	1	Governing Board	Reflect priorities to preserve & enhance the institution	(1) Board meeting minutes; & (2) Documented Board Member activates regarding committees that oversee the university (campus visits, interactions with faculty, staff, and administration	Board President & Board Members	Ongoing	Service & Spirit	NO
3	1	2	Registrar	Provide meaningful professional development opportunities for office employees, and encourage professional activity outside of SCU.	Read "The Transfer Handbook"	Registrar and Assist. Registrar	Spring 2016	Scholarship	NO
3	1	2	Registrar	Provide meaningful professional development opportunities for office employees, and encourage professional activity outside of SCU.	Read "Evolving Best Practices in Records and Registration"	Registrar and Assist. Registrar	Spring 2016	Scholarship	NO
3	2	1	Adult & Online Studies	Assure faculty are in the most appropriate roles for their education, skills, & talents	(1) Review faculty degree and background; (2) Make necessary changes as needed to assure faculty are put into the most appropriate role within the School of Adult & Online Education; & (3) Replacement for changes in faculty and/or leadership positions are employed	Dean & Provost	F' 2016	Scholarship	NO
3	2	1	Adult & Online Studies	Employ Lead Faculty for Business	(1) Job description is written; (2) Approval is received to employee lead faculty for Business; (3) Job is posted on SCU's website; & (4) A lead faculty	Dean & Provost	F' 2016	Scholarship	YES

					individual is hired for Business				
3	2	1	Business	Identify & employee terminally degreed faculty needed for the Department, Degree Concentrations, & Degree Programs	(1) Needs of the of each program are identified; (2) Terminally degreed faculty are employed	Department Chair	F' 2015 - 2018	Scholarship (all)	YES
3	2	1	Graduate Studies	Employee second full-time faculty hired	Assess current instructor's background scholastic and academic background qualifications. Assign faculty to appropriate classes and class loads	Department Chair	F' 2013	Scholarship	YES
3	2	1	Sport Management	Identify faculty staffing needs & employee necessary faculty	(1) Conduct research to identify needs; (2) Identify a timeline for faculty hiring; & (3) Employee appropriate faculty`	Department Chair	Ongoing	Scholarship	YES
3	2	1	History	Employee faculty having attained or pursuing a terminal degree.	Evaluation of faculty credentials as a part of the program review process.	Department Chair	S' 2015	Scholarship	YES
3	2	1	Teacher Education	Hire Early Childhood/Elementary Education faculty	Faculty member hired as part of program report submission for accreditation	Department Chair	S' 2015	Service	YES
3	2	1	Graduate Studies E25	(1) Assess current instructor's background scholastic and academic background qualifications. Assign faculty to appropriate classes and class loads; (2) Continue to monitor and employee; & (3) Full time faculty Employ new full time	(1) Instructor's academic transcripts and CV's are reviewed and matched with course work; (2) In class evaluations are conducted once a year; (3) Guidelines and job descriptions are established for current and future instructors; & (4) First Full-time faculty hired	Department Chair (all)	S' 2015 & Ongoing	Scholarship (all)	YES

				terminally degree faculty					
3	2	1	Social & Behavioral Sciences	Employee Ph.D. or equivalent faculty full-time to teach each area of behavioral sciences	(1) faculty needs are identified based on faculty to student ratio, university requirements, etc.; and (2) Ph.D. or equivalent faculty are employed to provide learning	Department Chair and Dean	Ongoing	Scholarship	YES
3	2	1	Library	Implement methods of tracking work time for staff and student assistants via a time clock and written procedures	(1) Time clock implemented; (2) Written procedures are completed; Each staff/student work sign an agreement they understand	Director of Springer Learning Center & Library	F' 2014	Scholarship	YES
3	2	2	Adult and Online Studies	Employ a director of Curriculum	(1) Job description is written; (2) Approval is received to employee the director of Curriculum; (3) Job is posted on the SCU's website; & (4) A director of Curriculum is employed	Dean & Provost	F' 2015	Scholarship	YES
3	2	2	Adult Studies	Employ a director of Adult Studies	(1) Job description is written; (2) Approval is received to employee the director of Adult Studies; (3) Job is posted on the SCU's website; & (4) A director of Adult Studies is employed	Dean & Provost	F' 2016	Scholarship	YES
3	2	2	Language Arts	Employ one full time administrative assistant	(1) Needs of the Language Arts Department are identified; (2) Job description is written; (3) Advertisement is placed for position; (4) Individual is employed; & (5) Year	Department Chair	S' 2015	Scholarship	YES

					evaluations are conducted				
3	2	2	Student Life	Employ Men's & Women's Resident Directors	(1) Job description is written; (2) Advertisement is placed for positions; (3) Men & women's directors are employed; & (4) Written evaluation of work	Department Chair & Office of Student Life	Ongoing	Service	YES
3	2	2	Business	Identify and employee full time support staff for the Department of Business	Administrative support staff employed	Department Chair and Faculty	Ongoing	Scholarship	YES
3	2	2	Social & Behavioral Sciences	Identify and employee full time support staff for the Department of Social & Behavioral Sciences	Administrative support staff employed	Department Chair and Faculty	Ongoing	Service	YES
3	2	3	Online Studies	Employ a director of Online Education	(1) Job description is written; (2) Position is posted; & (3) New director is hired	Dean & Provost	F' 2015 & Ongoing	Scholarship	YES
3	3	1	General Education	Assess faculty performance with implementation of an evaluation form	(1) Evaluation form used to assess faculty performance; (2) Student surveys are collected from the end of course surveys; (3) Each faculty member is visited with regarding feedback and changes etc. are tracked for the following year; and (4) In-service training is implemented based on feedback from students	Department Chair	Ongoing	Scholarship	NO

3	3	1	Social & Behavioral Sciences	(1) Conduct bi-weekly department meetings; (2) Observe & evaluate faculty on regular basis; & (3) Provide appropriate and timely feedback for professional growth	(1) Meeting minutes; (2) Observation and notes of feedback; & (3) Notes and comments regarding communication between Department Chair and faculty	Department Chair (all)	F' 2014 & ongoing	Spirit (all)	NO
3	3	1	Library	Assure excellence in communication between library and faculty, staff, and students	(1) Forms from stakeholders that request information and the fulfilling of the request; & (2) Survey regarding services provided by the library	Director of Library	F' 2016	Spirit	YES
3	3	1	Registrar	Continuous improvement to policies and procedures related to the registrar's office.	^Publish the academic catalogs by mid to late April.	Registrar	Spring 2015	Service	NO
3	3	1	Registrar	Continuous improvement to policies and procedures related to the registrar's office.	Work with adult studies on a communication process for portfolio credit approval.	Registrar, Adult Studies Director	Fall 2015	Scholarship	NO
3	3	1	Registrar	Continuously improve productivity and efficiency.	Train Admissions to use Document Tracker in CAMS (pending above goal)	Assistant Registrar	Summer 2016	Service	NO
3	3	3	Registrar	Conduct accurate and useful research, reporting and data analysis for the institution related to registrar's office functions.	Write an executive summary on registrar office satisfaction survey and used results to write 3 year strategic plan.	Registrar	Spring 2016, annual	Scholarship	NO
3	3	3	Registrar	Provide quality and friendly customer service	Research other schools' websites to improve and expand information to Registrar's pages on our website.	Registrar	Spring 2016	Scholarship	NO
3	3	4	Registrar	Continuous improvement to policies and procedures related to the registrar's office.	^Finish office procedures manuals for registrar and assistant registrar.	Registrar	Ongoing	Scholarship	NO

3	4	1	Teacher Education	Complete background checks on all students prior to clinical practice	Maintain accurate records pertaining to background checks on all teacher candidates	Department Chair	Ongoing	Service	YES
3	4	1	Teacher Education	Keep accurate records on all teacher education candidates as required by accreditation standards	Hire administrative assistant to manage the required documentation associated with accreditation	Department Chair	F' 2014	Service	YES
3	4	1	Registrar	Conduct accurate and useful research, reporting and data analysis for the institution related to registrar's office functions.	Write a trending executive summary for graduation survey in spring 2016.	Registrar	Spring 2016, annual	Scholarship	NO
3	5	1	General Education	Submit preconditions and program reports to the Oklahoma Commission for Teacher Preparation	Approval by state entity	Department Chair and program coordinators	Ongoing	Service	YES
3	5	2	Registrar	Conduct accurate and useful research, reporting and data analysis for the institution related to registrar's office functions.	Write an executive summary of the reasons for transcript request.	Registrar	Fall 2015	Scholarship	NO
4	1	1	Sport Management	Identify National Standards for assessment	(1) National standards are identified; (2) National standards are used to determine SCU's appropriate Sport Management degree program SLOs	Department Chair	F' 2015 & Ongoing	Scholarship	YES
4	1	1	Language Arts	Investigate best practices regarding degree programs & National Standards	(1) Best practices are reviewed and documented; (2) National Standards are identified; & (3) Assessment & changes in the degree program is applied	Department Chair	Ongoing	Scholarship	NO

4	1	1	Social & Behavioral Sciences	Evaluate degree programs based on national standards, market needs, current syllabus, textbooks, and outcomes.	Documentation of program evaluation..... Exams aligned to measure SLO and national standards..... Field assessments are conducted	Department Chair and Faculty	Ongoing	Scholarship	NO
4	1	1	General Education	Alignment of course material and degrees with state & national standards (NASPE) for Physical Education	Course material & degrees are aligned with NASPE for Physical Education..... Certification to offer Physical Education granted	Department Chair, Department Chair of Education	Ongoing	Scholarship	NO
4	1	2	Sport Management	Assess students' feedback regarding Sport Management	(1) Create an assessment; (2) Identify areas that need to have feedback from students; (3) Implemented survey; & (4) Review results & and implement appropriate changes	Department Chair	Fiscal Year 2015-2016	Scholarship	NO
4	1	2	Social & Behavioral Sciences	Assess efficacy of current degree programs	(1) Course descriptions are reviewed; (2) Appropriate textbooks are identified that consistently teach course objectives, SLOs, etc.; (3) Assurance regarding integration of faith and learning; and (4) Course objectives	Department Chair and Faculty	Ongoing	Scholarship	NO
					with course descriptions are developed as needed and measureable with SLOs (5) Courses are added as needed.				
4	1	2	Social & Behavioral Sciences	Evaluate, update, and determine SLOs for current degree programs in Online and Adult Studies	(1) degree courses are reviewed; (2) Degree course descriptions are reviewed; (3) Textbooks are reviewed to assure they meet course description requirements; and (4) SLOs are defined	Department Chair, Dean of Online and Adult Studies, Chair of Adult Studies	S' 2016	Scholarship	NO

4	2	2	Student Life	Implement a parking system to meet the needs of the stakeholders (students, staff, faculty, visitors) of the university	(1) Identify parking needs of stakeholders; (2) Assess the current parking system; (3) Implement an interim parking system; (4) Collaborate with the City of Bethany to allow overflow parking places around campus; (5) Identify future parking needs; (6) Work with professionals to create the building of future parking expansion; (7) Identify costs; (8) Have future parking drawings completed; (9) Assure that the drawings, expectations, etc. align with the Master Facility plan; (10) Being building/expansion fund raising campaign; (11) Raise funds; (12) Build future parking	Dean of Student Life, President's Cabinet, Development Office,	F' 2014 - F' 2015	Service	YES
4	2	2	Social & Behavioral Sciences	Determine brick & mortar that will be needed to accomplish Department of Social & Behavioral Sciences expansion	(1) Type facilities are identified; (2) Funds needed to build, furnish, and maintain the building are identified; (3) A building campaign is implemented; (4) Potential foundation funders are identified; (5) Fund raising begins; (6) Funds are raised and construction is started; and (7) Building is built, furnished, and in use	Department Chair, Dean, Administration and other University Personnel	F' 2019 - Ongoing	Service	YES
4	2	2	Registrar	Continuous improvement to policies and procedures related to the registrar's office.	Work with Deans to create a course scheduling process that will maximize our room capacity while keeping with established caps and needs of our students.	Registrar, Deans, Provost	Spring 2015	Scholarship	NO
4	2	3	Business	Identify potential donors to support degree expansion programs and scholarships	(1) Department of Business funding needs are identified; (2) Research for appropriate funding sources is conducted; (3) Funding resources are identified; (4) Asks are made	Chair	F' 2016 & Ongoing	Scholarship	YES

4	2	3	Adult & Online Studies	Negotiate a contract with a vendor for marketing & recruiting support & online support OR (2) Resolve to integrate marketing & recruiting and all online operations into the campus infrastructure	(1) Research & define what is needed in a contract for marketing & recruitment of students; & (2) Contracts are signed and recruitment is undertaken	Dean, Provost, Director of Enrollment Management, & President's Cabinet	S' 2017 & Ongoing	Service	YES
4	2	3	General Education	Determine costs & identify sources of funding for programs	(1) Program needs are identified & costs are determined; (2) sources of potential funding are determined; & (3) Asks for funding are implemented	Department Chair	F' 2015 & Ongoing	Scholarship	YES
4	2	4	Business	Create a Succession Plan for Chair & Full-time Faculty	(1) Job descriptions are written; (2) Job skills, education, etc. are defined; (3) Succession Plan is incorporated into P&P manual; & (4) Plan is reviewed each year	Chair & Full-time Faculty	Fiscal Year 2015-2016	Service	NO
4	2	4	Social & Behavioral Sciences	Create a succession plan for Department Chair and faculty positions	(1) Job descriptions are written; (2) Job skills, education, etc. are defined; (3) Succession plan is incorporated into P & P manual; and (4) Plan is reviewed each year	Department Chair, Dean of Professional Studies & Faculty	S' 2016 - F' 2016	Spirit & Service	NO
4	2	5	Online Studies	Develop a disaster recovery plan	(1) Plan is completed; (2) Software and technology needed is identified; (3) Funding needs are identified; (4) Disaster recovery plan is implemented and maintained	Online Department & VP Fiscal Affairs	F' 2014	Spirit	NO
4	3	3	Business	Develop a marketing program that will assist in recruitment & development	(1) Research the needs for a Marketing Plan; (2) Create a Marketing Plan; (3) Implement the Marketing Plan; (4) Determine differences in enrollment for the Department of Business pre/post Marketing Plan	Chair & Faculty	F' 2015	Spirit	YES

4	3	3	Adult Studies	Increase Adult Studies enrollment in Bethany & Tulsa	(1) # of increase in student enrollment each year in the OKC and Tulsa Adult programs	Dean & Marketing and Recruiting	Ongoing	Spirit	YES
4	3	3	Online Studies	Increase Online enrollment	(1) # of increase in student enrollment each year in the online program	Dean & Marketing and Recruiting	Ongoing	Spirit	YES
4	3	3	Adult Studies	Market and recruit students for Adult Studies	(1) Marketing firm is identified & contracted; (2) Marketing needs and plan are created; (3) Marketing plan in put into action; & (4) Marketing plan is assessed	Dean & Provost	Ongoing	Spirit	YES
4	3	3	Sport Managem ent	Marketing & publications plans are created and implemented	(1) Marketing needs are identified and consistently assessed; (2) Marketing plan is created and implemented; (3) publications are integrated with and around marketing plan; & (4) Assessment of the Marketing Plan is conducted with necessary changes implemented	Department Chair	F' 2015 - 2016	Spirit	YES
4	3	3	Social & Behavioral Sciences	Develop and implement student recruitment and retention strategies	Research and identification of potential recruitment and retention methods. Implementation of newly identified methods and longitudinal measures	Department Chair & Faculty	Ongoing	Scholarship	YES
4	3	3	Social & Behavioral Sciences	Develop a public relations program for the Department of Social & Behavioral Sciences that will assist in recruitment and development.	(1) Department of Social & Behavioral Sciences clearly identifies who we are, what we offer, and what we need to sustain; (2) the potential targeted population is identified; (3) a recruitment/development program is created; (4) program is implemented	Department Chair, Marketing, and Student Life, and Student Recruitment	F' 2015 & Ongoing	Service & Spirit	YES
4	4	1	History Education	Review & intergrade faith & learning with faith based components into the course curriculum	(1) Course curriculum are reviewed; (2) Syllabi reflect faith based integration into the course work; (3) Documentation of changes in syllabi and curriculum changes	Department Chair	Ongoing	Scholarship	NO

4	4	1	Language Arts	Identify best methods of integrating faith, learning, & living	(1) Continually review vest faith based integration methods; (2) Review student & faculty feedback; & (3) Provide necessary training in integration of faith & learning	Department Chair	Ongoing	Spirit	NO
4	4	1	Sport Management	(1) Review course objectives to assure emphasis & support for the application of in the world; & (2) Determine students' ability to demonstrate Christian values & understanding	(1) Course work is reviewed & changes are made in the syllabus (objectives and curriculum; (2) Changes are documented (old to new syllabus); (3) Assessment are designed & implemented to measure efficacy of changes & students' understanding of Christian values	Department Chair & Faculty	Ongoing	Scholarship	NO
4	4	1	Student Life	Provide opportunities for worship through bi-weekly chapel services	(1) Chapel services provide & agenda (speakers, songs, mission weeks, spiritual emphasis, etc.) are documented; & (2) Assess effectiveness via student surveys	Office of Student Life	Ongoing	Spirit	YES
4	5	1	Creative Arts	Full-time faculty encouraged to be involved in related professional associations	(1) Full-time faculty membership/association are documented; (2) Attendance to association conferences documented	Chair	S' 2015	Scholarship	YES
4	5	1	Business	Create an Advisory Board for the Department of Business	(1) Individuals are identified to serve on the Advisory Board; (2) Individuals are invited to service on the Advisory Board; (3) Advisory Board meets twice a year to provide feedback on needs in the business community and suggestions for the Department of Business to better educate their students	Chair & Full-time Faculty	S' 2015	Scholarship	NO

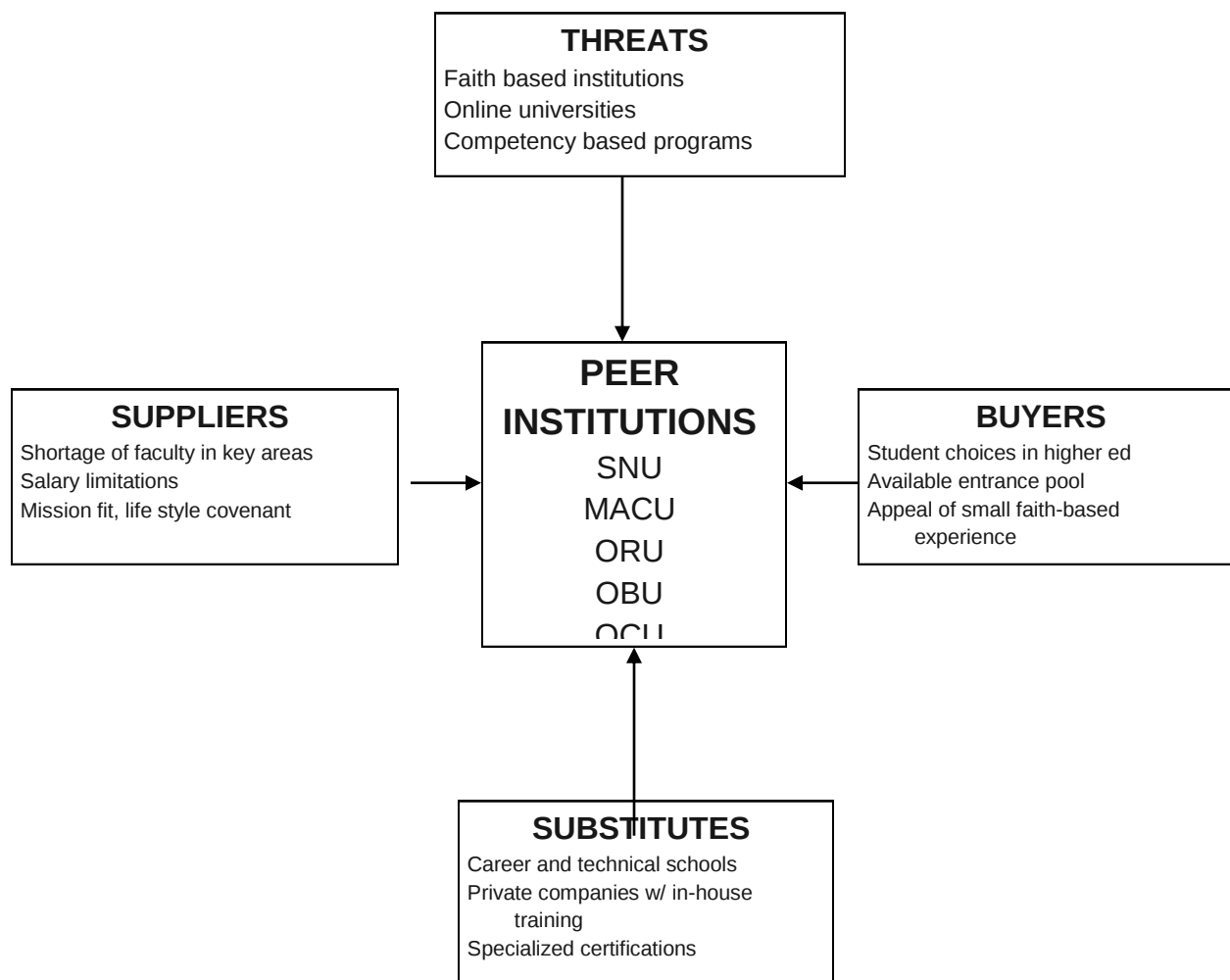
4	5	1	Sport Management	Integrate professional speakers into the classroom learning	(1) Professionals are identified; (2) Professionals provide curriculum & course objectives in class presentations; (3) Student surveys at the end of class provide feedback regarding professional presentations; & (4) Changes are made based on data-driven findings	Department Chair	S' 2014	Scholarship & Spirit	YES
4	5	1	Sport Management	Provide areas of ministry & evangelism with the sport profession	(1) Potential partnerships are identified; (2) Internal and external partnerships are developed; (3) Partnerships are applied; (4) students are surveyed related to their work in the partnership; & (5) Changes are made in partnerships based on assessments	Department Chair & Faculty	F' 2014 & ongoing	Scholarship	YES
4	5	1	Social & Behavioral Sciences	Advisory Board of counselors, educators, and social workers is created to advise and provide experiential input regarding what students need to know when they graduate and enter the work force.	(1) Advisory Board is created; (2) Advisory Board meets twice a year to review what education is being provided and what the needs are in the business community; and (3) Information is incorporated into the classroom education	Department Chair & Faculty	F' 2016	Service & Scholarship	YES
4	5	1	History Education	Identify, create, and develop faculty relationships with teachers in partnering schools	(1) Time spent in partnership classrooms; (2) # of teachers & faculty in partnership; (3) Review of student-teachers within the partnering classrooms	Department Chair & Faculty	Ongoing	Spirit & Service	NO
2	3	2	Development	Telemarketing Center – Minimum 4 Work Studies w/ Efficient Work Areas including phones and computers	Enhance personal communication to our friend base	Fiscal Affairs, IT, Office of the President, Development Staff	F' 2015	Service	YES

2	3	2	Development	Comprehensive Database of Donors/Friends	Consistent communication to friends of the university	Development Staff, Business Office, Office of the President	Ongoing	Service	YES
2	3	4	Development	Year over Year Giving Reports – Progress Tracking	Track progress for overall improvement	Business Office, Office of the President, Development Staff	S' 2015	Service	NO
2	3	4	Development	Identify Needs and launch giving campaigns in relation to the needs	Create alignment giving w/ needs of university	Development Staff, Administration	Ongoing	Service	YES
2	3	2	Development	Establish Online Giving & Text to Give Programs	Create easy ways to give to the university. Drive giving monthly to lead to sustainability	Development Staff	S' 2015	Service	YES
2	3	2	Development	Restructure Development Department	Director of Church and Alumni Relations and a Director of Media Relations to align SCU development in accordance with similar universities	VP Development, Human Resources	S' 2015	Service	YES

Next Steps

As we move forward in strategic planning, it was determined that the institution could benefit from adopting a model reflective of the current environment facing a small, faith-based institution. The five forces model developed by Michael E. Porter guides the analysis of an organization's environment and the attractiveness of the industry. The five forces include the risk of *new competitors* entering the industry, threat of potential *substitutes*, the bargaining power of *buyers*, the bargaining power of *suppliers*, and degree of rivalry between the *existing competitors* (Porter, 1985). An environmental scan identifies external opportunities and threats, evaluates industry's overall attractiveness, and identifies factors contributing to, or taking away from, the industry attractiveness (Hax & Majluf, 1996, p.27). Through an organization's choice of strategy, it can alter the impact of these forces to its advantage.

Five Forces Model



The next steps towards full integration of the Strategic Plan Vision 2025 will be to support an annual review process of the tasks, performance measures, and budget line items. Planning and Budget Committee began requiring all budget requests to be aligned to the Strategic Plan during the 2014 – 2015 fiscal year and will continue to expand the process to include all departments. A formalized feedback loop for tasks and performance measures will be conducted on an annual basis and the strategic plan goals, objectives, and activities will be reviewed after five years during the 2019 – 2020 year. Progress reports and data sets are maintained by the Office of Institutional Effectiveness and provide an annual status report to administration.

Appendix A: 2010 Interview Questions

Faculty Interview

1. Tell me a little bit about yourself.
2. Who or what is SCU?
3. How should technology be implemented into the academic environment?
4. What are the three top strengths of SCU that we should be proud of (things we should be proud of)
 - a. Infrastructure
 - b. Faculty
 - c. Location
 - d. Programs (which ones)
 - e. Other
5. What are the three top risks or threats to SCU?
6. As we shift focus from a Bible college to a liberal arts university, what are three things we need to do to advance that process and what are the risks?
7. How would you market the university in the community, church, abroad?
8. On a scale of 1 – 5, rate the collaborative spirit of the university (1, the lowest and 5 the highest)...how do we maintain or change that environment?
9. What constitutes high quality teaching and what do you need to do your job well?
10. What degree programs do we need to add?
11. How can the university give back to the community?
12. What should we know that I have not asked you?

Staff Interview

1. Tell me a little bit about yourself.
2. Who or what is SCU?
3. What do you value & not value about your community?
4. What are the three top strengths of SCU (things we should be proud of)?
 - a. Infrastructure
 - b. Faculty
 - c. Location
 - d. Other
5. What are the three top risks or threats to SCU?
6. As we shift focus from a Bible college to a liberal arts university, what are three things we need to do to advance that process and what are the risks?
7. On a scale of 1 – 5, rate the collaborative spirit of the university (1, the lowest and 5 the highest)... how do we maintain or change that environment?
8. What do you need to do your job well?
9. How do we market the university in the community, church and abroad?
10. How can the university give back to the community?
11. How should technology be implemented into the academic environment?
12. What should we know that I have not asked you?

Student Interview

1. Where you from and what brought you to Southwestern Christian University?
2. Who or what is SCU?
3. What are the three top strengths of SCU (some things we should be proud of)
 - a. Infrastructure
 - b. Faculty
 - c. Location
 - d. Other
4. What are the three top risks or threats to SCU?
5. On a scale of 1 – 5, rate the collaborative spirit of the university (1, the lowest and 5 the highest)... how do we maintain or change that environment?
6. How should we market the university at home, church and abroad?

7. What constitutes high quality teaching?
8. How should technology be implemented into the academic environment?
9. What degree programs do we need to add
10. How can the university give back to the community & what would make you give back?
11. What should we know that I have not asked you?

Community (Business leaders, etc.) Interviews

1. Tell me a little bit about yourself.
2. What do you value & not value about your community?
3. Tell me a little bit about your best employee and what you do to keep them?
4. What are your three top challenges?
5. As we prepare students for the 21st century, what are the top three things we should focus on?
6. Who or what is SCU?
7. How could we best let you know about us?
8. How can the university give back to the community?
9. What should we know that I have not asked you?

Church Leader Interviews

1. Tell me a little bit about yourself.
2. Tell me what you know about SCU?
3. When you talk about SCU, what do you say?
4. How do you see SCU fitting into the church infrastructure?
5. Do you think we should reach beyond those in the church and if so, how?
6. What are SCU's strengths/weakness/threats/opportunities?
7. How should we market the university at home, church and abroad?
8. How can the university give back to the community?
9. What should we know that I have not asked you?

Focus Group (Community and Chamber) Interviews

1. Tell me what you know about SCU?
2. What do you value about our community and what do you hope others see?
3. When you talk about SCU, what do you say?
4. How do you think SCU can collaborate to emerge the students into the community?
5. What does SCU need to do to assure students are prepared for the 21st century?
6. What did I not ask you that we need to know?

Appendix B: 2010 Survey Questions

Survey Questions

Students, Parents, & Alumni, Faculty, Staff, Church & Community Leaders

1. Questions regarding which they are (Student to student questions, parent to parent questions, etc.).
2. When you talk about SCU, what are some of the things you say and why? (Students and parents)
3. Do or have you recommended SCU to friends, why or why not?
4. What are the three things that students will need to function in the 21st century
5. Students: In a typical semester, what facilities did you use the most/least?
6. Students: Overall how satisfied were you regarding:
 - a. Enrollment process
 - b. Financial Aid
 - c. Cost of housing
 - d. Faculty
 - e. Looks of the campus
 - f. Education
 - g. Faculty
 - h. Staff
 - i. Other – Open ended question
7. Student: Overall my experience at SCU is/was (Excellent, Good, Fair, Poor, N/A)
8. Parent: Overall my experience with SCU is/was (Excellent, Good, Fair, Poor, N/A)
9. What do we need to know that we did not ask you?
10. General demographic questions (age, gender, ethnicity, home zip code, marital status, etc.)

Appendix C: 2010 Strategic Planning Timeline

	08/02/10	08/09/10	08/16/10	08/23/10	08/30/10	09/06/10	09/13/10	09/20/10	09/27/10	10/04/10	10/11/10
Meet and finalize timeline & Questions for Interviews											
Finalize Survey Questions											
Conduct Interviews											
Conduct Focus Groups											
Distribute Surveys via Survey Monkey											
Analyze Data											
Strategic Meeting with President's Cabinet											
Write Draft of Strategic Plan											
Present Drafted Strategic Plan to Executive Board											

Appendix D: 2010 Interviewees

Contacts

Interviews:

- Cabinet Members (6):
 - Mark Aruthur, Athletic Director
 - Dr. John Chasteen, VP of Institutional Advancement
 - Wallace Hamlilton, VP for Fiscal Affairs
 - Dr. Jeffrey Keeney, VP for Student Development
 - Dr. Reggie Wenyika, VP for Academic Affairs
 - Patricia Chavez-Anaya, Chair, Behavioral Sciences
- Executive Board Members (11):
 - David Burrows – Chairman
 - Bishop Randell Drake
 - David Anderson
 - Rev. Richard Goad
 - David Haynes
 - Jo Ann Johnson
 - David Light
 - John D. Mashburn, J.D.
 - Gary Nelson
 - Rita Tate
 - Dr. Frank Tunstall
- Faculty (11)
 - Dean of Graduate School of Ministry – Dr. Terry Tramel
 - Patty Woodring – Associate Dean, Academic Affairs
 - David Wiggins, Director, Information Technology
 - David Roman, Chair, Fine Arts
 - Dr. James Poteet – Education
 - Ken Young – Dean Professional Studies
 - Kirk Jackson – Chair, Business
 - Marilyn Hudson, Director Library Services
 - Adrian Hinkle, Chair, Theology and Missions
 - Sports ?
 - Patricia Chavez-Anaya, Chair, Behavioral Sciences
- Funders (2)
- Community: Mayor, Chamber President (business), community decision-makers, other university leaders
- Church Leaders: Face-to-face and survey
- Students: Face-to-face and survey
- Parents: Face-to-face and survey
- Tulsa (?)

Focus Group:

- Invite community
- Chamber of Commerce - September

Survey: Parents, Students, & Alumni

Appendix E: 2010 Online Survey Responses

Q1. I am familiar with Southwestern Christian University (select only one of the following options):

Answer Options	Response Percent	Response Count
Yes	98.5%	263
No	1.5%	4
	answered question	267
	skipped question	0

Q2. I am currently a student at Southwestern Christian University.

Answer Options	Response Percent	Response Count
Yes	22.8%	60
No	77.2%	203
	answered question	263
	skipped question	4

Q3. I am a/am (select only one):

Answer Options	Response Percent	Response Count
Administrator at Southwestern Christian University	3.5%	7
Student currently attending Southwestern Christian University	0.0%	0
Parent of a student that currently attends Southwestern Christian University	2.5%	5

Parent of a student that previously attended Southwestern Christian University	3.0%	6
Full-time faculty at Southwestern University	3.5%	7
Adjunct faculty at Southwestern Christian University	9.0%	18
Board Member of Southwestern Christian University	6.5%	13
Staff person currently employed at Southwestern Christian University	6.5%	13
Alumni (previously attended Southwestern Christian University)	51.5%	103
Church member not associated with Southwestern Christian University	2.0%	4
Full-time employee of a church related organization	4.5%	9
Other	7.5%	15
Comments		20
	answered question	200
	skipped question	67

Q4. Please indicate YOUR level of satisfaction in the following areas AS IT RELATES TO THE UNIVERSITY (select one item per row):

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Don't Know	Response Count
Technology	4	15	22	2	2	45
Level of professionalism	3	7	18	15	1	44
Classroom space	6	15	14	6	4	45
Degree programs offered	3	12	23	3	4	45
Community involvement	3	4	23	8	7	45
Collaborative spirit of the university	4	7	13	19	2	45
Communication	5	15	15	9	1	45
Teacher to student ratio	1	3	21	16	4	45

Support for my continued learning opportunities	4	3	19	7	12	45
Level of Trust	5	7	15	16	2	45
					answered question	45
					skipped question	222

Q5. Please feel free to expand on areas of concern/strengths that are/are not mentioned in the above question.

Answer Options	Response Count
	7
answered question	7
skipped question	260

Q6. As student, how satisfied are you in the following areas (select one item per row):

Answer Options	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Response Count
Enrollment process	21	30	1	1	0	53
Academic advising	17	27	7	1	1	53
Campus support services	9	21	8	5	9	52
Concern for individuals	19	21	8	5	0	53
Diversity	25	21	5	2	0	53
Safety and security	18	19	6	5	3	51
Content of the courses you are currently taking	27	21	4	1	0	53
Quality of instruction	32	18	3	0	0	53
Ability to approach faculty	33	17	1	2	0	53
Christian environment	23	19	6	5	0	53

Integration of Christian perspectives into the classroom environment	27	25	1	0	0	53
Living quarters/dorms (rooms, bathrooms, air, etc.)	3	16	5	3	25	52
Channels for expressing complaints	6	12	9	9	16	52
Response to complaints	5	10	10	9	18	52
Sense of belonging	14	26	6	5	2	53
Collaborative spirit	18	21	7	2	3	51
Parking	6	16	9	17	4	52
Technology	4	17	13	14	3	51
Opportunities to get involved	13	21	5	5	9	53
Cultural diversity	19	28	4	1	1	53
					answered question	53
					skipped question	214

Q7. What are the top three strengths of Southwestern Christian University?

Answer Options	Response Percent	Response Count
1	100.0%	173
2	94.2%	163
3	86.7%	150
	answered question	173
	skipped question	94

Q8. What are Southwestern Christian University's top three weaknesses?

Answer Options	Response Percent	Response Count
1	100.0%	165
2	93.3%	154
3	72.7%	120
answered question		165
skipped question		102

Q9. As Southwestern Christian University continues to shift our focus from a Bible College to a liberal arts university, what are the three things we need to do to advance that process?

Answer Options	Response Percent	Response Count
1	100.0%	156
2	87.8%	137
3	75.0%	117
answered question		156
skipped question		111

Q10. When you talk about Southwestern Christian University, what are some of the things you say?

Answer Options	Response Count
	159
answered question	159
skipped question	108

Q11. Please list three things that YOU believe students will need to be successful in the 21st century:

Answer Options	Response Percent	Response Count
1	100.0%	156
2	94.2%	147
3	87.8%	137
answered question		156
skipped question		111

Q12. Please list three challenges that YOU believe students will face in their 21st century career paths.

Answer Options	Response Percent	Response Count
1	100.0%	146
2	88.4%	129
3	75.3%	110
answered question		146
skipped question		121

Q13. What is the best way to let you know who we are?

Answer Options	Response Percent	Response Count
Media advertisements (TV, radio, etc.)	62.4%	108
E-mail	50.9%	88
Newsletters	37.0%	64
Phone calls	9.2%	16
Other	4.6%	8
Other (please specify)	27.7%	48

answered question	173
skipped question	94

Q14. What do we need to know that we did not ask you?

Answer Options	Response Count
	82
answered question	82
skipped question	185

Q15. I am (please select one):

Answer Options	Response Percent	Response Count
Female	48.6%	84
Male	51.4%	89
	answered question	173
	skipped question	94

Q16. I am (please select only one):

Answer Options	Response Percent	Response Count
Less than 17 years old	0.6%	1
18-25	19.4%	33
26 - 35	16.5%	28
36 - 45	13.5%	23

46 - 55	25.3%	43
56 - 65	17.1%	29
66 - 75	5.3%	9
76 and Greater	2.4%	4
	answered	
	question	170
	skipped	
	question	97

Q17. I am (please select only one):

Answer Options	Response Percent	Response Count
Asian/Pacific Islander	0.6%	1
African-American, not Hispani origin	8.8%	15
White/Caucasian, not of Hispanic origin	75.4%	129
Native Merican/Alaskan Native	2.9%	5
Hispanic	1.8%	3
I perfer not to respond	7.0%	12
Other	3.5%	6
	answered	
	question	171
	skipped	
	question	96

Q18. My highest level of education is (select only one):

Answer Options	Response Percent	Response Count
High School	14.0%	24
Associates Degree	15.1%	26
Bachelor Degree	26.7%	46
Master Degree	37.2%	64

Doctorate (earned)	7.0%	12
	answered question	172
	skipped question	95

Q19. Please indicate your church affiliation

Answer Options	Response Count
	151
answered question	151
skipped question	116

Q20. Please enter your primary home zip code

Answer Options	Response Count
	152
answered question	152
skipped question	115

Appendix F: 2010 Summary Report

Southwestern Christian University Strategic Plan - 2010

SOURCES OF INFORMATION

- Over 40 one-on-one interviews
 - Community leaders
 - Faculty/Staff
 - Board of Regents
 - Students
 - Funders
 - Parents
- Graduate Survey
 - 38 - 2010 graduating students
- On-line Survey
 - 267 individuals logged in
 - 60 current students
 - 103 alumni
 - 45 faculty/administrator/staff
 - 59 other (community, parents, etc.)
- Survey Demographics N = 151
- Gender
 - 48.6 % Female
 - 51.4 % Male
- Age
 - 25.3% 46-55 years
 - 19% - 18- 25 years
 - 17.1% - 56-65 years
- Ethnicity
 - 75.4 % Caucasian
 - 8.8 % African-American
- Education
 - 37% Master
 - 26.7% Bachelor
 - 15.1% Associate
 - 14 % High School
- Church Affiliation
 - 47% – Pentecostal
 - 16% - Inter or non-denominational
 - 9% - Assembly of God
 - 28% - Other

Who is SCU? (Interviews)

- Christian school or institution
- Place of growth/change
- Jumping off place or launch pad
- School with an identity crisis

- Bible college (community)
- Don't know/invisible (community)

STRENGTH OF INFRASTRUCTURE

- Community environment
- Faculty & Staff
- Location
- Programs

UNIVERSITY RISK

- Technology
- Communication
- Facilities
- Loss of original intent & community
- Location
- Growing too fast
- Shift in the demographics of students
- Financial support
- Internal hiring

NEEDED TO GROW

- Technology
- Good communication
- Good leadership
- Education for all (board, administration, faculty, & staff)
- Integrity
- Finances
- Professionalism
- Maintain core values
- Assure quality
- Be realistic
- Count the cost
- Don't water down the theology
- New degrees

Appendix G: 2014 Interview / Focus Questions

Questions:

1. SCU is...
2. What are SCU's strengths
3. What are SCU's weaknesses
4. What are the threats to SCU
5. What are the opportunities for SCU
6. SCU has indicated it is focused on Spirit, Service, and Scholarship. Tell me in your words what:
 - a. Spirit is/means
 - b. Service is/means
 - c. Scholarship is/means
7. When students leave SCU they will be able to...
8. It is 5 years from this moment... What does SCU look like in areas of:
 - a. Academics
 - b. Facilities
 - c. Assessments
 - d. Degree Programs
 - e. Type of Students
9. If you could teach students three most important concepts they need to know before they walked out the University with their degree, what would it be
10. As a group, the Board of Regents does... (the staff does)
11. What is the general work environment for the faculty at SCU?
 - a. How could this change or improve
12. What is the general work environment for the staff at SCU?
 - a. How could this change or improve
13. What is the general school climate for students at SCU?
 - a. How could this change or improve
14. If SCU could do only two things to improve the organization and work environment, what would they be?
15. How would you describe SCU as a place to:
 - a. Study
 - b. Teach
 - c. Do research
16. On a scale from 1-4 please rate the following areas:
 - a. Communication
 - b. Technology
 - c. Curriculum
 - d. Faculty
 - e. Staff
 - f. Facilities

- g. Leadership
- 17. Based on the data sheet I passed out... what:
 - a. What changes should be made
 - b. What areas should be focused on for improvement and excellence
- 18. What did I not ask you that you need to tell me?

Appendix H: 2014 Online Survey Questions

Q1 What is your relationship with Southwestern Christian University? (Please select all that apply)

Q2 Based on the following list, what do you consider to be SCU's TOP THREE (3) strengths. (Please select only THREE (3) options)

- Christian University
- Community
- Degree programs
- Faculty
- Financial stability
- Leadership
- Location
- Multicultural campus
- Resiliency
- Service
- Staff
- Teacher to Student Ratio
- Technology

Q3 Based on the following list, what do you consider SCU's TOP THREE (3) weakness.

Q4 In your opinion, what are SCU's TOP THREE opportunities. (Please select only THREE (3) options)

- Become the forerunner in a new niche area
- Implement new methods of teacher education
- Develop, re-construct, and build new facilities
- Develop Master degree programs
- Expand undergraduate degrees
- Expand partnerships with other schools
- Expand into new geographic areas not served by a Christian University (i.e., rural)
- Increase outreach to students of lower socio-economic backgrounds who might not be able to afford other private colleges
- Strengthen, expand, and broaden course selection within existing degree programs-build on strengths.
- Increase & grow community
- Ministry/service
- National presentations
- Research

Q5 Based on the following list, what do you consider SCU's TOP THREE (3) threats. (Please select only THREE (3) options)

- Ineffective communication
- Declining enrollment in ministry
- Dilution of faith
- Federal, economic, and state regulations and limitations
- Financial limitations
- Functioning in crisis mode
- Growing too fast
- Job security for employees
- Lack of marketing
- Mission drift (moving from...
- Poor infrastructure (buildings, lack of support staff, study areas, etc.)
- Competition (i.e., other universities, etc.)
- Retention
- Technology

Q6 SCU has indicated a Core Value of Scholarship. Please indicate by selecting three options as to what you believe this entails. (Please select ONLY THREE (3) options)

- Academic excellence
- Christ-centered academic excellence
- Critical thinking
- Critically engaging the world
- Discipline
- Diversity
- Embracing change
- Emerging technologies
- Knowledge
- Lifelong Learning
- Money
- Renewal of the mind
- Research
- Servant leadership
- Study
- Well-rounded education

Q7 SCU has indicated a Core Value of Spirit. Please indicate by selecting three options as to what you believe this entails. (Please select ONLY THREE (3) options)

A campus culture of...

- Attitude
- Can-do attitude
- Christ-centered community
- Christian leadership

- Community
- Devotion
- Enthusiasm
- Growing spiritually
- Holy Spirit
- Honoring of the Pentecos...
- Integrity
- Life
- Passion
- Pentecostal Holiness...
- Respect of diversity
- Respect of various...
- School pride

Q8 SCU has indicated a Core Value of Service. Please indicate by selecting three options as to what you believe this entails. (Please select ONLY THREE (3) options)

- Chapel
- Connection with God
- Connection with the...
- Customer service
- Environment of relevant soc...
- Ethics
- Humility
- Integrity (i.e., right...
- Meeting the needs of others
- Mentoring
- Ministry
- Respect
- Servant leadership
- Standing to counter the...
- Stewardship
- Teamwork

Q9 The following question ask how you rate the various areas of SCU. Based on the scale of Poor to Excellent, please indicate how you would rate each area. (Please select ONLY ONE (1) choice per row)

- Communication
- Curriculum
- Faculty
- Facilities
- Leadership (Administration, Vice Presidents)
- Leadership (Deans, Dept. Chairs)
- Leadership (Student)

- Staff
- Technology
- University Appearance
- Curriculum
- Faculty
- Facilities

Q12 What are the three most important things that students need to know when they graduate from SCU? (Please select only THREE (3) items)

Q13 Considering the future, what three things can SCU do to assure graduates have every opportunity for success? (Please type in your response in the text boxes provided).

Appendix I: 2014 Timeline

Strategic Plan Timeline Activities

- I. Development of questions & finalize mapping timeline (January, 2014)
 - a. Time line accepted – everyone
 - b. Questions for survey
 - c. Questions for focus group
 - d. Questions for interviews
- II. Focus Groups, Surveys, & Interviews (February 2014)
 - a. Faculty – focus group (afternoon)
 - b. Staff – focus group (afternoon)
 - c. Students – focus group (1.5 hours)
 - d. President's cabinet – focus group (in president's cabinet meeting)
 - e. Board of Regents – interviews (individual interviews) – How many?
 - f. Everyone – survey (sent to alumni, students, staff, faculty, leaders, board, and???)
 - g. Community - focus group (open forum and invite the community)
 - h. Interviews and???
- III. Analysis of results and reports to key leaders (March 2014)
 - a. Committee members analyze data
 - b. Committee members create a presentation for the leaders
- IV. Leaders meet to create final strategic plan (1 - 2 day retreat) – (March, 2014)
 - a. Report findings, SWOT, and ???
 - b. Department heads, staff supervisors, president's cabinet & board of regents (?)
 - i. Include master plan
 - ii. Include budget
- V. Plan is typed, reviewed, and finalized (April, 2014)
 - a. Committee members
 - b. Each leader (department heads, supervisors, president's cabinet, etc.) are asked to review their part.
- VI. Final Report and strategic plan (April 2014)
 - a. Present to the department heads, staff supervisors, president's cabinet (2 hour meeting)
- VII. Presented as final product (May 2014)
 - a. Provide to President's Cabinet to present to Board of Regents

Appendix J: 2014 Interviewees

Appendix K: 2014 Online Survey Responses

On-line Survey Data

Strengths:

Answer Choices–	Responses–
– Christian University	76.07% 89
– Community	23.08% 27
– Degree programs	19.66% 23
– Faculty	43.59% 51
– Financial stability	3.42% 4
– Leadership	6.84% 8
– Location	11.97% 14
– Multicultural campus	15.38% 18
– Resiliency	2.56% 3
– Service	11.11% 13
– Staff	26.50% 31
– Teacher to Student Ratio	50.43% 59
– Technology	3.42% 4

Total Responses - 117

Other:

- Sports
- Online degree program

Weakness:

Answer Choices–	Responses–
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Answer Choices–	Responses–
– Christian University	1.92% 2
– Communication	39.42% 41
– Community	5.77% 6
– Degree programs	23.08% 24
– Facilities	42.31% 44
– Faculty	3.85% 4
– Financial stability	23.08% 24
– Leadership	21.15% 22
– Location	12.50% 13
– Multicultural campus	4.81% 5
– Resiliency	3.85% 4
– Service	10.58% 11
– Staff	1.92% 2
– Technology	52.88% 55
– Teacher to Student Ratio	1.92% 2
– Too few people with work overload	34.62% 36

Total Responses - 104

Other

• Cost	• Mentality that refuses to spend funds on facilities, technology, & upgrades
• Poor Planning	• Online (limited online degree programs, ability of student to select, & service provider is lacking)
• Advertising	• Direct deposit for financial aid
• New students	• Sometimes it seems the school does not know the Adult Programs exist
• Sometimes problem with technology; however, service has been good	•

Opportunities:

Answer Choices—	Responses—
— Become the forerunner in a new niche area	22.12% 25
— Implement new methods of teacher education	18.58% 21
— Develop, re-construct, and build new facilities	40.71% 46
— Develop Master degree programs	45.13% 51
— Expand undergraduate degrees	49.56% 56
— Expand partnerships with other schools	22.12% 25
— Expand into new geographic areas not served by a Christian University (i.e., rural)	18.58% 21
— Increase & grow community interaction	20.35% 23
— Ministry/service	38.94% 44
— National presentations	7.96% 9
— Research	4.42% 5

Total Respondents: 113

- Develop a Ph.D.
- Develop a program that reaches out to lower-socioeconomic students that typically could not afford a private university
- Expand courses in degree programs to build on strengths
- Expand online, distance, and adult program; poor resources into expansion of adult program...it will provide the best return

Threats:

Answer Choices—	Responses—
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Answer Choices–	Responses–
– Ineffective communication	32.11% 35
– Declining enrollment in ministry	15.60% 17
– Dilution of faith	22.02% 24
– Federal, economic, and state regulations and limitations	11.01% 12
– Financial limitations	30.28% 33
– Functioning in crisis mode	19.27% 21
– Growing too fast	16.51% 18
– Job security for employees	11.01% 12
– Lack of marketing	22.94% 25
– Mission drift (moving from the original mission of the university)	15.60% 17
– Poor infrastructure (buildings, lack of support staff, study areas, etc.)	36.70% 40
– Competition (i.e., other universities, etc.)	27.52% 30
– Retention	11.01% 12
– Technology	22.94% 25

Total = 109

Other:

- Weekend and evening online support is lacking
- Need more master programs
- Ineffective & nonexistent policies, procedures, & accountability structures
- Lack of diversified teaching strategies

Core Values

Scholarship

Answer Choices–	Responses–
–	32.46%

Answer Choices–	Responses–
Academic excellence	37
– Christ-centered academic excellence	64.04% 73
– Critical thinking	29.82% 34
– Critically engaging the world	10.53% 12
– Discipline	19.30% 22
– Diversity	9.65% 11
– Embracing change	6.14% 7
– Emerging technologies	7.02% 8
– Knowledge	18.42% 21
– Lifelong Learning	34.21% 39
– Money	12.28% 14
– Renewal of the mind	5.26% 6
– Research	4.39% 5
– Servant leadership	17.54% 20
– Study	5.26% 6
– Well-rounded education	22.81% 26
Total Respondents: 114	

No other responses

Spirit

Answer Choices–	Responses–
– A campus culture of purpose and potential in Christ	40.18% 45

Answer Choices–	Responses–
– Attitude	12.50% 14
– Can-do attitude	8.04% 9
– Christ-centered community	40.18% 45
– Christian leadership	30.36% 34
– Community	1.79% 2
– Devotion	8.93% 10
– Enthusiasm	7.14% 8
– Growing spiritually	33.93% 38
– Holy Spirit	21.43% 24
– Honoring of the Pentecostal heritage	5.36% 6
– Integrity	24.11% 27
– Life	4.46% 5
– Passion	10.71% 12
– Pentecostal Holiness heritage	10.71% 12
– Respect of diversity	2.68% 3
– Respect of various Christian backgrounds	10.71% 12
– School pride	13.39% 15
– Team	3.57% 4
– Vision	9.82% 11

Total Responses – 112

Other: (1) None of the above; (2) all led by the Holy Spirit; (3) academics, leadership, etc. led by the Holy Spirit

Service:

Answer Choices—	Responses—
— Chapel	5.31% 6
— Connection with God	25.66% 29
— Connection with the community	41.59% 47
— Customer service	9.73% 11
— Environment of relevant social and self-awareness	11.50% 13
— Ethics	12.39% 14
— Humility	11.50% 13
— Integrity (i.e., right actions, etc.)	20.35% 23
— Meeting the needs of others	32.74% 37
— Mentoring	12.39% 14
— Ministry	18.58% 21
— Respect	7.96% 9
— Servant leadership	47.79% 54
— Standing to counter the culture of "give me"	9.73% 11
— Stewardship	19.47% 22
— Teamwork	13.27% 15

Total Responses = 113

Other: All the responses through God

Rating of areas

—	Poor—	(no label)—	(no label)—	Excellent—	Total—	Average Rating—
— Communication	27.43% 31	27.43% 31	23.89% 27	21.24% 24	113	2.39
— Curriculum	0.88% 1	15.04% 17	56.64% 64	27.43% 31	113	3.11
— Faculty	1.79% 2	3.57% 4	46.43% 52	48.21% 54	112	3.41
— Facilities	25.69% 28	34.86% 38	22.94% 25	16.51% 18	109	2.30
— Leadership (Administrati on, Vice Presidents, etc.)	11.61% 13	16.07% 18	43.75% 49	28.57% 32	112	2.89
— Leadership (Deans, Department Chairs)	1.79% 2	11.61% 13	45.54% 51	41.07% 46	112	3.26
— Leadership (Student)	3.67% 4	16.51% 18	56.88% 62	22.94% 25	109	2.99
— Staff	1.80% 2	8.11% 9	52.25% 58	37.84% 42	111	3.26
— Technology	36.84% 42	27.19% 31	19.30% 22	16.67% 19	114	2.16
— University Appearance	10.09% 11	33.94% 37	39.45% 43	16.51% 18	109	2.62

Total Response - 114

Degree Programs

Answer Choices—	Responses—
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Answer Choices–	Responses–
– Accounting	19.09% 21
– Education (teaching certification)	70.00% 77
– History	10.91% 12
– Nursing	36.36% 40
– Police Science	3.64% 4
– Political Science	11.82% 13
– Pre-Law	16.36% 18
– Science	9.09% 10
– Sports Management Expanded	10.91% 12
– Theology	20.00% 22
– Master in Business Administration	45.45% 50
– Master of Divinity	29.09% 32

Total Respondents: 110

Other:

Master in Social Work/Human Services	We should spend three years refining what we have & planning for expansion before we actually expand
Already have degree programs in history & theology	- Counseling (5) (i.e., On-line (2), Master, Counseling)
PhD	Film
Education – Christian Leadership	None of the above. I cannot choose from a list of programs without studying research & data that would support the implementation of new program. There's no justification of a new program development at this point given our HLC status. We need to focus on improving & building our existing programs first. (2)
Building on the basis of Community College Associate Degree to developing a four year Liberal Arts Degree Programs	

Students need to know when they graduate:

Answer Choices–	Responses–
– Ability to act independently	22.12% 25
– Critical thinking (i.e., problem solving skills)	62.83% 71
– Faith based integration	49.56% 56
– Integrity	23.01% 26
– Leadership	25.66% 29
– Love God with all their hearts	30.09% 34
– Networking	4.42% 5
– Professional excellence	42.48% 48
– Service to others	31.86% 36
– Time management	9.73% 11
Total Respondents: 113	

Appendix L: 2014 Summary Report

Summary Report

Who is SCU?

Focus group participants defined SCU as a higher Christian education institution with strong influence that included equal parts spirituality and community. Statements included:

- Higher education (Christian, Liberal Arts University, backed by IPHC)
- SCU is family (I met my spouse here, it shaped my future, and SCU was a life changing experience)
- Community (family, fellowship at lunch, caring, and intimate setting)
- Spirituality (faith based, arm of IPHC, Wesleyan holiness, freedom to teach what I could not in a public university)

Other responses included good faculty/student ratio, it is a great place to work, and the fact it was a private school. While overall, participants indicated the university was strong in its influence, community, and spirituality. However, there were some concerns that the university did not seem to have an identity, bad logo, and tuition driven.

SWOT Analysis

All participants from the focus groups and surveys were asked to respond to the SWOT analysis. The following indicate the findings

Strengths. Although indicated in many different ways, there were four strengths that consistently were indicated.

- People/community
- Size (university as a whole, campus, and classroom)
- Spirituality (Biblical foundation, spiritual heritage, Ecumenism)
- Diversity (students and faculty)

Other areas that were mentioned were resilient, growth oriented, new dorms, student success center and programs (music and athletics).

Weaknesses. The most overt area of weakness related to growth and size. Respondents indicated that the quick growth of enrollment impacted the lack of preparation by the infrastructure. Weakness within the Infrastructure was defined as poor technology to support and maintain an appropriate education and learning environment, inability of facilities to maintain expanded usage (leaks in old classrooms, continuous problems with restroom facilities, heat/air problems, etc.), security, support staff and full-time faculty to provide quality services and education. Other areas that were indicated as a weakness include:

- Employee overload and fear – Faculty and staff concerned about tenure, the sense of concern and extra time spent in an attempt to complete overload work,
- Finances – tuition driven, lack of donors, financial aid, employees buying their own supplies

- Areas of concern that were equally noted are:
 - Poor communication – top down
 - Lack of branding – different logos, lack of marketing
 - Training – new employees and current employees, no new employee orientation

Opportunities. While many indicated there were opportunities for growth, there were three areas that seemed to be predominate. They were:

- Collaboration/service – partnerships with churches/ministry, business, networking related to service and community
- Education – employee and faculty training, delivering new methods of Christian education, new degrees (undergraduate and master), online degree/programs, and research/national presentations
- Growth – niche areas, new facilities, and the Tulsa campus

Other areas that were indicated included the ability to grow students spiritually and focus better on communication.

Threats. Most of the threats mirrored weaknesses. They included:

- Infrastructure – facilities, communication, security, maintenance, and technology
- Lack of effective marketing
- Finance – tuition drive
- Staff/faculty overload and fear – too few employees to support infrastructure and growth, poor retention of employees, and job security. One employee indicated “we live in an environment of fear (unsure if we will have a job when we come to work).”

Core Values

Participants were asked to define the three core values of the university. They were Spirit, Scholarship, and Service.

Spirit. Participants overwhelmingly indicated that there were three areas that they defined Spirit. They were:

- Attitude - Can do, team spirit, school spirit, essences of spirit, life, positive, passion, & enthusiasm
- Culture – Devotion, integrity, atmosphere, visionary, respect of different Christian backgrounds
- Influence – Christ-centered community that helps others

Although others indicated Holy Spirit (2) and honoring the Pentecostal heritage (1), most of the responses related to attitude, culture and the spirit of influence.

Scholarship. The two categories that consistently were reported as scholarship were education and development of the well-rounded person. When defining education, respondents indicated it included education in wisdom, knowledge, critical thinking skills, discipline, and life-long learning. When relating

scholarship to the well-rounded person, respondents indicated it included character, the ability to set goals, critically engaging the world, performance, and truth.

Service. Two concepts clearly defined service, (1) right actions and (2) attitude. Right action were indicated by involvement, acts of kindness, customer service, giving back, mentoring, community involvement, outreach, and showing God's love. When noting attitude, respondents indicated selflessness, service mentality, willingness to give, and spirit of giving.

What is it Like to Work at SCU?

While participants indicated it in different ways, the overarching issues was overload.

Faculty - The faculty describe the work at SCU as "drinking from a fire hydrant...it has been a challenging environment." Other comments included: stressed, overworked, underpaid, underappreciated, not respected, course overload, lack of support staff, poor communication from administration, and low pay.

Second key issues for faculty were poor facilities and technology. Comments such as overcrowding, facilities are lacking, limited resources, poor technology, cold, lack of office space, restrictive budget and resources, and scattered.

Finally, faculty described working at SCU as community oriented with other benefits. For example, relaxed work environment, collaboration, the ability to seek God's leading, flexible to change, nice, inviting, and a lot of independence.

How can this be improved or changed? Faculty indicated four areas that would help with problems. They included:

1. Communication (verbal and leading through example from administrative leadership, and networking)
2. Technology – New IT person
3. Training
4. Planning – time management, have meetings to plan a year in advance or more, grant person as planning takes place

Overall there seemed to be a feeling that the fast growth rate created infrastructure difficulties for areas of communication, technology, facilities and workload. Although there remained optimism that new growth is possible and newly designed methods of communication could create a quality/cutting edge impact, it is clear that unless there are substantial changes in the infrastructure, the dream of opportunities may not become a reality.

Focus for the future:

1. Degree program reviews
2. Spiritual emphasis
3. Communication enhancements
4. Facilities and infrastructure

5. Technology to support learning

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