

## ***VISION 2021: SIMPSON RISING -- PREPARING FOR OUR SECOND CENTURY***

### **HISTORY**

Simpson University was founded in 1921 as Simpson Bible Institute by W.W. Newberry, who served as its first president. Established in Seattle, the school was named in honor of Albert Benjamin Simpson, a Presbyterian minister who pioneered the Bible institute movement in the late 19th century and founded The Christian and Missionary Alliance. Initially offering a two-year program of study, the school was designed to promote spiritual growth and prepare students for Christian life and service, especially overseas.

By 1940, Simpson offered programs in theology, missions and Bible/music. By 1945, it officially became the western regional school of The Christian and Missionary Alliance. Initial accreditation was obtained in 1951 through the Accrediting Association of Bible Colleges (now known as the Association for Biblical Higher Education).

In 1955, the institution moved to San Francisco, and its name was changed to Simpson Bible College. Over the years, the college continued to broaden its academic offerings; by the time the half-century mark was reached in 1971, it had become a more comprehensive Christian college, offering liberal arts and professional as well as biblical studies. That same year, the name was changed again to Simpson College. Regional accreditation was gained with the Western Association Schools and Colleges Senior College and University Commission (WSCUC) in 1969. Another historic milestone was reached in 1989 when Simpson relocated to its current site in Redding and began building a new campus. Since the move, total enrollment grew from 200 to more than 900 students. Fall 2017 enrollment numbers indicate 710 undergraduate students and 193 graduate students in 22 traditional undergraduate programs, 4 degree completion programs, and 5 various graduate programs.

In 2004, Simpson College became Simpson University. In addition to its traditional four-year undergraduate program, the university has expanded to include a School of Education, the Betty M. Dean School of Nursing, a School of Adult and Graduate Professional Studies, and the A.W. Tozer Theological Seminary.

Today, Simpson students represent more than 20 Christian denominations and a mix of ethnic backgrounds (reflected in our IPEDS report); students come from 20 states plus several foreign countries. The faculty, as well, reflect a broad range of evangelical backgrounds. Educated at a cross-section of universities across the globe, many are also experienced in international service and ministry.

### **NARRATIVE**

Since moving to Redding, California, in 1989, Simpson University has faithfully carried out its mission, added numerous academic programs, and built its physical campus to its present size.

As the institution approaches its 2021 centennial, Simpson University enters a new era, replete with an array of complex challenges facing higher education. In this new era we choose to rise and engage our future through careful study and purposeful response to an evolving market. In order to thrive as a Christian university we commit to adjust our paradigm to establish a culture of

evidence that enables us to use data in our academic and financial decision making. We will offer market-sensitive curricular and co-curricular programs aimed at attracting a more diverse student body. We will broaden our enrollment expectations while raising faculty and staff standards for mentoring and modeling spiritual formation to the next generation of leaders through experiential education. Yes, we will present Jesus to a new generation that has different questions.

As Simpson University rises to meet a new and challenging horizon, it will continue to offer a formal education marked by rigor and excellence, synthesized in the context of a vital Christian worldview. We combine biblical literacy, liberal arts thinking, pre-professional and professional education, rising to the challenge of “developing each student in mind, faith, and character for a life-time of meaningful work and service in a constantly changing world.”

In order to flourish and enter our second century with excellence, we have adopted four institutional priorities that provide the structure for Simpson University. These are:

1. Enhance institutional capacity for sustainability and growth
2. Enhance institutional capacity for academic sustainability and innovation
3. Develop a campus community that is intentionally diverse, socially aware, and environmentally engaged
4. Strengthen the Simpson student experience that is transformative and holistic

## **SIMPSON UNIVERSITY**

Foundational documents of Simpson University frame the work of the strategic planning process. Beginning with an identity statement, institutional vision, and supporting mission statement, the framing documents include core values and institutional learning outcomes. This institutional framework sets the stage for the Strategic Plan of 2017-2021.

### **1. IDENTITY STATEMENT**

Simpson University, a school of the Christian and Missionary Alliance, is a Christ-centered learning community with an enduring commitment to world service and faith-infused education in professional studies and the liberal arts.

### **2. MISSION STATEMENT**

Simpson University is a Christ-centered learning community committed to developing each student in mind, faith and character for a life-time of meaningful work and service in a constantly changing world.

### **3. VISION STATEMENT**

Simpson University's passion is to be the university of choice for students who aspire to achieve their chosen life goals through a Christ-led, transformational and innovative education.

#### 4. CORE VALVES

Statement of Commitment: We profess the supremacy of Jesus Christ as Lord of all. In faith, we submit ourselves to his authority and his Word, and seek his wisdom. We will reflect his character in our daily lives. Simpson will be a Christ-honoring university, and we embrace the following core values:

**Community.** We are a covenantal-community. We commit to creating a learning community that is intentionally and faithfully hospitable and welcoming; inclusive and diverse; practicing justice, fairness and respect for all people; compassionate, kind and loving; reflecting the heart and image of God in all that we do.

**Excellence.** We commit to excellence in teaching, scholarship, recruitment, leadership, management, stewardship, and interpersonal interactions and to continuously improve in all our practices.

**Accountability.** We commit to individual and corporate responsibility for our actions, decisions, communications, and performance and welcome evaluation and feedback.

**Integrity.** We commit to honor God and each other through openness, honesty and ethical conduct in all matters.

**Service.** We commit to honor God by modeling Christ's example of service to all humanity. Our calling as a Christian university is to be a "gateway to world service" and a place where the Great Commandment and the Great Commission are lived out.

#### 5. INSTITUTIONAL LEARNING OUTCOMES

Within the framework of its mission, Simpson University has identified five institutional learning outcomes.

**Constructive Thinking:** To think critically by analyzing and evaluating data, arguments, and ideas; to think synthetically with creativity and imagination; and to think practically by making decisions and solving problems.

**Effective Communication:** To communicate effectively with different individuals and audiences in speaking, writing, and technology.

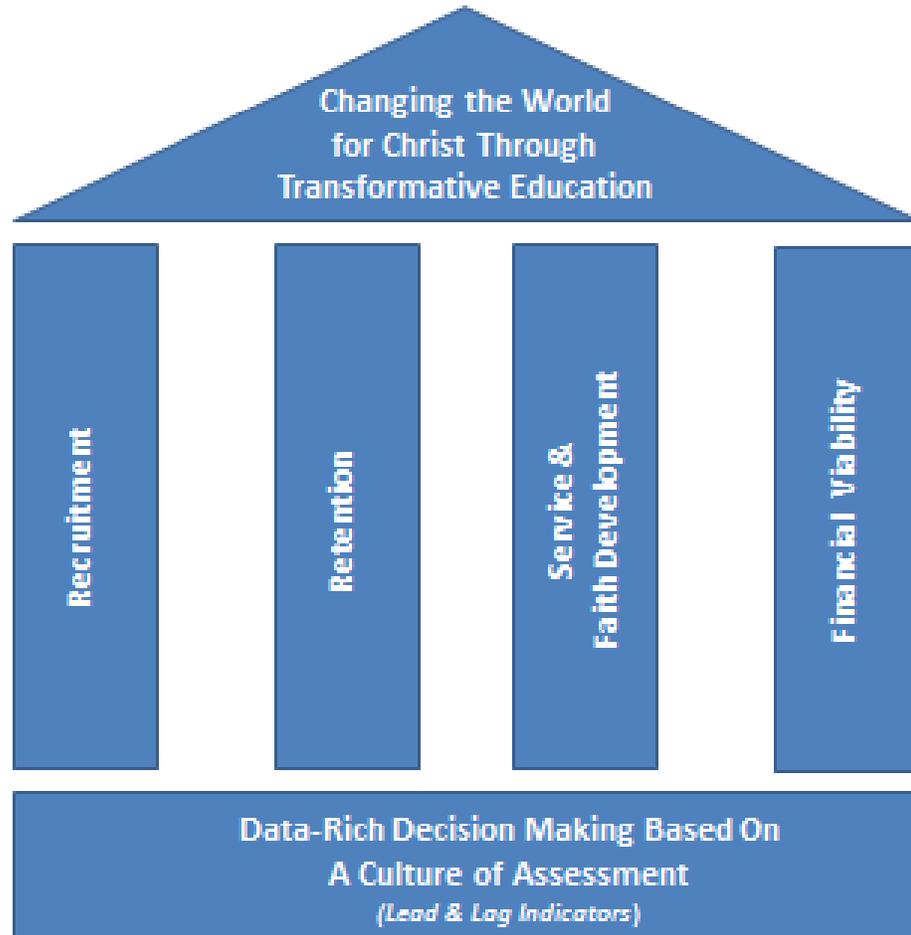
**Christian Commitment:** To internalize a maturing relationship with Christ as Savior and Lord manifested in spiritual and character growth, intimacy with God, commitment to the Christian community, and the confession of a Christian world view.

**Cultural Engagement:** To appreciate, understand, and evaluate various cultures and to interact with people and people groups with sensitivity and grace appropriate for a diverse world.

**Servant Leadership:** To serve God, humanity, and creation through one's personal giftedness and professional development in accordance with God's direction and call.

#### **ASSUMPTIONS REGARDING THIS STRATEGIC PLAN:**

1. The Strategic Plan was formally approved and annually reviewed by the Board of Trustees on recommendation of the Strategic Planning Committee. The planning process is coordinated by the president.
2. The Strategic Plan document is designed for minor adjustments each year, and the next comprehensive strategic planning process will be completed for implementation in 2021-2022 as the university begins its second century.
3. The Strategic Plan document is designed to establish the “ends” to be achieved; the administration will assign key stake holders to collaborate and establish the “means” (or action steps) by which to establish the “ends.”
4. The stakeholders tasked with various aspects of this plan will report five times per year to the designated reporter for the Strategic Plan. Reports will be submitted at the beginning of August, October, January, March, and May. The reports will be automatically distributed to the Board of Trustees, administration, faculty, and staff; and each report will be available to students, donors, and accreditors.
5. At the completion of the Strategic Planning Review Process, the new president of Simpson University has been on the job for 30 days. In this new role, the president has asked university leaders to focus on developing a five-year financial forecast that includes mission-enhancing new net-revenue generators. This planning process includes generation of both curricular and co-curricular programs that complement the remaining three years of this strategic plan. Items in the Appendices provide an overlay in analysis with the net-revenue-generator strategy. These items should be viewed somewhat fluidly as the new president gains historical perspective and develops an integrative approach to infusing new ideas within the ongoing strategic plan document. The new president has offered the following illustration as a conceptual framework for guiding decision making when considering where to invest resources.



6. After the Appendices specified in the Strategic Plan (I. Personnel Needs, II. Potential Curricular Net Revenue Generators, and III. Potential Co-Curricular Net Revenue Generators), a brief three page implementation guide is included. This guide identifies the campus leaders assigned to oversee the development of the “means statements” (i.e., action plan) for the next 12 months, and the guide also identifies a basic time line for carrying out the implementation plan.

## SIMPSON UNIVERSITY'S STRATEGIC PLAN

### *Vision 2021: Simpson Rising -- Preparing for our Second Century*

#### **Institutional Priority 1: Enhance Institutional Capacity for Sustainability and Growth**

*Financial stewardship demands that Simpson University evaluates sustainability issues in light of the mission. The Simpson Experience is a unique and worthwhile investment made by students and their families. We seek innovative methods to be as efficient as possible with the resources God grants us through tuition and donations. We provide quality faculty, staff, and facilities by appropriating resources carefully and suitably. In short, we glorify God through stewardship of the resources and the mission which He has entrusted to us.*

Strategic Goal 1.1: Allocate financial resources to academic and operational departments by increasing the use of independent, third-party benchmarks, and by using updated models to budget funds for strategic goals.

Goal 1.1.1: Identify and use analytical tools to meet aspirational level institutional standards.

Goal 1.1.1a: Use professional consultant reports such as Ruffalo Noel Levitz to improve scholarship awarding, retention, and new student targeting.

Goal 1.1.1b: Use professional consultant modeling research and analytics such as Ruffalo Noel Levitz for targeted outreach, personalized surveys and engagement with new incoming students.

Goal 1.1.1c: Build out the prospect scorecard systems such as with TargetX to identify likelihood of new student conversion; the scorecard will be used to increase early notification of students that are likely to attend.

Strategic Goal 1.2: Align budgeting process to support planning for and achieving strategic priorities

Goal 1.2.1: Implement a modified zero-based budgeting system focused on identifying direct linkage between budgets and Simpson's three-fold set of priorities: (1) accomplishing Institutional Learning Outcomes, (2) accomplishing the Strategic Plan, and (3) maintaining a healthy operational plan.

Goal 1.2.2: Utilize modeling research and analytics from Ruffalo Noel Levitz and/or other research organizations to identify and increase target clientele for traditional undergraduate (TUG) programs.

Goal 1.2.3: Review value propositions for each TUG major and incorporate data into marketing materials.

Goal 1.2.3a: Refine value propositions for all academic groups and integrate them into marketing/web content including adult studies and graduate programs.

Goal 1.2.4: Refine the campus-wide recruiting strategy targeting short-term, intermediate, and long-term growth of TUG student enrollment including (1) transfer agreements and effective matriculation of transfer students; (2) relationships with international organizations finding mission-fit students; and (3) explore appropriate adjustments to admission criteria.

Goal 1.2.5: Increase residential students to capacity as part of overarching goal to have students growing, learning, and living in a faith-based community, placing an emphasis on discovery learning and a spirit of adventure.

Goal 1.2.6: Build positive relationships with potential students and families by serving the North State via a broad range of educational pathways such as Kinder College, Upward Bound, and GEAR UP, using collaboration and federal, state, and community government grants.

Strategic Goal 1.3: Establish a comprehensive communications strategy for the university in speaking to its internal and external target markets.

Goal 1.3.1: Use influential and innovative marketing/promotion ideas to increase enrollment utilizing a robust a Customer Relationship Management System and communications tools (i.e., social media, direct mail, virtual tours, and other cost-effective ideas).

Goal 1.3.2: Establish communications strategies for internal and external constituencies, especially churches, using a variety of digital and print media.

Goal 1.3.3: Refine a campus-wide emergency communications plan that alerts students, staff, faculty, and community emergency services personnel in case of a campus emergency.

Strategic Goal 1.4: Create a culture of assessment and improvement and long-term development of faculty and staff through educational programs

Goal 1.4.1: Improve staff development via training programs and focus on positive morale builders.

- Goal 1.4.2: Increase retention of qualified staff through continuing education opportunities, life coaching, and tangible rewards.
- Goal 1.4.3: Create a digital network of performance indicators (i.e., a corporate dashboard) that will provide a tool for all stakeholders to evaluate the success of all areas of the university.
- Goal 1.4.4: Invest in appropriate software to enhance the collection of data, standardizing of rubrics, analysis of data, and creation of reports to assist in assessment and institutional effectiveness.

Strategic Goal 1.5: Incorporate data-driven methods to develop sustainable enrollment projections and matriculation.

- Goal 1.5.1: Sustain the admissions/enrollment functions to be able to respond to new markets developed by market analytics.
- Goal 1.5.2: Increase use of demographic data to drive admissions programs.
- Goal 1.5.3: Use academic program testimonials and value propositions to refine student target populations.
- Goal 1.5.4: Increase use of internet search models to target student populations appropriate for the university.

Strategic Goal 1.6: Restructure the Development Department to achieve a 30 percent increase in unrestricted contributions and increase positive communications with institutional stakeholders.

- Goal 1.6.1: Define and meet various unrestricted giving goals and special projects.
- Goal 1.6.2: Utilize Raizor's Edge software to develop metrics to track solicitation programs.
- Goal 1.6.3: Improve direct mail campaigns to existing donor bases.
- Goal 1.6.4: Increase field work areas of capital campaign donations.
- Goal 1.6.5: Create alumni fund raising goals that tie directly to academic initiatives including a fall phone-a-thon for alumni.

Strategic Goal 1.7: Develop a short-term and long-term financial plan that increases financial reserves and reduces institutional debt.

- Goal 1.7.1: Research and establish 12 net-revenue-generators via co-curricular and curricular change that will create significant net revenue to the university (link planning to Strategic Goals 2.1 and 4.1)

Goal 1.7.2: Establish appropriate operational margins within budgets and forecasting in order to create financial reserves and decrease institutional debt.

Strategic Goal 1.8: Initiate the planning process for all stakeholders to celebrate the 100<sup>th</sup> anniversary of Simpson University.

Goal 1.8.1: Target a variety of events throughout the 100<sup>th</sup> anniversary.

Goal 1.8.2: Establish a targeted fund-raising goal for the University through these events.

## **Institutional Priority 2: Enhance Institutional Capacity for Academic Sustainability and Innovation**

*Simpson University faculty and staff are committed to developing each student in mind, faith, and character. We acknowledge that the Bible is the foundational authority for the development of a personal worldview, recognize each individual's career as a calling from God, and seek to help faculty in their professional growth. This commitment requires that Simpson University provide students with academic programs and opportunities that are viable for the twenty first century. To that end, we steward the financial and human resources that will prepare our students to thrive.*

Strategic Goal 2.1: Refresh and repackage academic programs.

Goal 2.1.1: Complete an Academic Program Prioritization Process (modified Dickeson model) whereby the administration and faculty can evaluate the viability and sustainability of academic programs so that resources can be allocated in a manner to sustain institutional operations; the program prioritization process will include the Principles for Academic Health first reported to the Board of Trustees (April 2018); the benchmark Academic Program Prioritization report will be presented to the Board of Trustees at the October 2018 meeting.

Goal 2.1.2: Assess personnel needs and implement a personnel hiring plan based on defined priorities and available resources; an appendix will be attached with personnel adjustments intended **(See Appendix I)**.

Goal 2.1.3: Continue to improve academic research processes related to assessment and institutional effectiveness including a specific review of Institutional Learning Outcomes and proposals for adjustments.

Goal 2.1.4: Develop and expand enrollment opportunities for a "May Term" and/or other summer-school options in order to generate additional revenue and meet student academic enrollment needs.

- Goal 2.1.5: Develop a list of new TUG majors based on the Academic Program Prioritization process and other inputs exploring market sensitive programs; new program proposals must identify a clear return on investment and implementation will be based on appropriate internal and external approvals **(See Appendix II)**.
- Goal 2.1.6: Refresh ASPIRE degree completion program design and marketing in order to update the program to meet community-based needs.
- Goal 2.1.7: Gain and allocate new resources for academic program innovations (i.e., designated grants and gifts).
- Goal 2.1.8: Evaluate all graduate programs to determine the strategic importance of each to the mission of the university.
- Goal 2.1.9: Explore potential academic partnerships with other institutions state-side and internationally at all academic levels (i.e., dual-enrollment secondary education, undergraduate education, graduate education).
- Goal 2.1.10: Research and innovate with “best practices” in academic policies and operations in order to simplify and streamline customer service and student satisfaction; this may include admissions functions, registrar functions, financial-aid granting functions, retention functions, and general policy such as “block transfer” for students with associate degrees.

Strategic Goal 2.2: Expand emphasis and opportunities for Academic Research

- Goal 2.2.1: Expand the annual Student Research Symposium.
- Goal 2.2.2: Develop research honors tracks for TUG majors and acknowledge student successes within the community (i.e., dean’s list public affirmations); interfacing academic honors tracks with information literacy training and deep dive research requirements is critical.
- Goal 2.2.3: Establish living & learning communities on campus (i.e., athletics, first generation students, honors, etc.).
- Goal 2.2.4: Promote joint faculty and student research opportunities (i.e., conferences, papers, etc.); collaborative research will require academic materials sufficient to support these efforts.

Strategic Goal 2.3: Enhance a campus culture of scholarship.

- Goal 2.3.1: Establish a Campus Speakers’ Bureau

- Goal 2.3.2: Promote academic and professional conferences and lectureships on the Simpson campus and within the greater Redding community including other institutions of higher learning.
- Goal 2.3.3: Invest time and financial resources in faculty research opportunities for faculty whereby faculty members continue to do research within their academic disciplines; in addition to scholarly conferences and professional meetings, use funds like the Owen Fund and the Dale Fund. Original research is encouraged.

Strategic Goal 2.4: Establish an appropriate delivery system for general education requirements within the TUG Christian liberal arts curriculum.

- Goal 2.4.1: Evaluate the size, scope, and goals of our undergraduate General Education courses.
- Goal 2.4.2: Explore and expand the effectiveness of CORE interdisciplinary studies and the biblical and theological studies requirements to General Education.

Strategic Goal 2.5: Continue refining the role of Center for Excellence in Learning Technology (CELT) in improving educational technology and online services for faculty and students.

- Goal 2.5.1: Continue implementation of Moodle Faculty Training Program and following “best practices” concerning online education as established by the *Western Cooperative for Educational Telecommunications* (WCET).
- Goal 2.5.2: Develop special Moodle training for new and returning adjunct faculty.
- Goal 2.5.3: Review and train faculty on “best practices” for utilizing Moodle within face-to-face courses.
- Goal 2.5.4: Update and utilize technology in the classroom using innovation such as recording class lectures and adding video to online courses.
- Goal 2.5.5: Evaluate the inter-operability of systems related to institutional data so that research from the data can drive institutional decision-making.
- Goal 2.6.6: Assist faculty in developing and launching additional online courses reflecting the university’s curriculum.

Strategic Goal 2.6: Reinvigorate the library through appropriate staffing and resources in support of Institutional Learning Outcomes, student and faculty research, and new program offerings.

- Goal 2.6.1: Increase staffing sufficient to support departmental administration, electronic resources, collection development, literacy instruction, and reader services.
- Goal 2.6.2: Evaluate the extent to which library resources sufficiently support current program offerings and acquire additional resources to address any gaps.
- Goal 2.6.3: Increase the library's information literacy efforts through partnership with classroom literacy requirements, First Year Experience, orientation for transfer students, and the Academic Success Center.
- Goal 2.6.4: Reduce the library's system support burden by migrating local server tools to industry standard cloud applications

**Institutional Priority 3: Develop a campus community that is intentionally diverse, socially aware, and environmentally engaged.**

*In a world of challenging social and political transformations, Simpson University remains committed to engaging these challenges as part of the SU mission to prepare students for service in an ever changing world. We affirm that everyone – regardless of race, gender, physical ability or socioeconomic status – is fearfully and wonderfully made by God. Our changing social and cultural environment necessitates that we are environmentally engaged through the lens of our Christian faith.*

Strategic Goal 3.1: Achieve Hispanic Serving Institution designation

- Goal 3.1.1: Enrollment Initiatives -- With baseline data at 17 percent of student enrollment with Hispanic students, expand targeted recruitment of Hispanic students.
- Goal 3.1.2: Establish adequate support systems for under-represented student populations.
- Goal 3.1.3: Implement diversity training for faculty and staff that is not segmented by personnel status; the goal is to help personnel understand ethnicity, cultural, and academic challenges for minority students.
- Goal 3.1.4: Explore, evaluate, and change institutional practices that may create systemic inequities for student success.

Strategic Goal 3.2: Engage Simpson's constituencies and others in the question of how Christians should best respond on the most important cultural issues of the day (e.g. pluralism, technology, sexuality, diversity, civic engagement, globalism, theology, and "who is my neighbor").

- Goal 3.2.1: Engage the faculty and staff at least once a semester with a lunch speaker, reading, or open discussion related to a culturally significant issue.
- Goal 3.2.2: Engage students at least once a semester in an appropriate forum (i.e., chapel, campus or community assembly, residence hall, sponsored-lecture) exploring world-view issues.
- Goal 3.2.3: Establish discussion/support groups of faculty, staff, and students who will have ongoing conversations and provide support for safe dialogue on a particular topic of cultural or spiritual importance.
- Goal 3.2.4: Increase biblical literacy (specifically New Testament literacy) among students so that they can integrate their knowledge of Scripture into ethical frames by which to live life.
- Goal 3.2.5: Respond to Christian and Missionary Alliance denominational influences with district and national priorities and concerns.

Strategic Goal 3.3: Strengthen the connection of the Veterans' Success Center and veterans with the broader university campus.

- Goal 3.3.1: Provide professional development for faculty and staff on issues and challenges unique to veterans.
- Goal 3.3.2: Strengthen a culture of trust and connectedness across the campus to promote well-being and success for veterans.
- Goal 3.3.3: Collaborate with local communities and organizations, including government agencies, to align, and coordinate various services for veterans.
- Goal 3.3.4: Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming.
- Goal 3.3.5: Explore avenues by which a student veteran living and learning community can be established.

Strategic Goal 3.4: Evaluate the potential for establishing Campus Learning Centers such as "Faith, Learning, and Living" or "Quality Management and Business Ethics" and/or hosting conferences that can influence the Simpson campus community and the broader Redding community as public service.

Goal 3.4.1: Establish a quality management or business ethics annual conference.

Goal 3.4.2: Research and evaluate appropriate vehicles to deliver information and value to the targeted constituencies (i.e., conferences in person or online, micro-certifications, publications, and other media options for content delivery (i.e., web-based, blog-based)).

Strategic Goal 3.5: Explore new “mosaic” strategies for raising dollars and establishing scholarships for students of diverse backgrounds.

Goal 3.5.1: Expand scholarship programs for ethnic students from within the United States.

Goal 3.5.2: Develop fund-raising strategies that will enhance enrollment of international students at Simpson University, initiating international student scholarships

Goal 3.5.3: Create targeted ethnic advisory committees to assist the university in understanding student needs

**Institutional Priority 4: Strengthen the Simpson Student Experience that is transformative and holistic.**

*Simpson University is committed to creating a student experience that will challenge and support our community through various programs and services enabling students to thrive and succeed. Our holistic approach addresses intellectual, spiritual, social, physical and emotional aspects of a student’s life, while providing various opportunities to live, learn, grow and serve. By thoroughly engaging their student experience, Simpson graduates will be prepared for a life in a contemporary context.*

Strategic Goal 4.1: Identify and promote signature co-curricular programs that will enhance Simpson University distinctiveness (including the chapel program) and programs that potentially will generate additional revenue and students to the institution (i.e., athletics and other affinity groups); the emphasis on discovery learning and a spirit of adventure bring curricular and co-curricular marketing together **(See Appendix III)**.

Strategic Goal 4.2: Involve all TUG students in meaningful spiritual formation, career services, and other service learning projects such as mission experiences / strike teams, campus and community leadership experiences, and practicum and internships.

Goal 4.2.1: Expand supervision structures for internships, service learning, and career services.

Goal 4.2.2: Integrate spiritual formation activities into a holistic and transformative campus model for diverse students within TUG.

Strategic Goal 4.3: Further develop the Academic Success Center to facilitate academic success, and expand the Career Services Center for career exploration.

Goal 4.3.1: Refine how to strategically use the Academic Success Center for student success (i.e., coaching, mentoring, guiding) for all students (i.e., TUG, ASPIRE, and Graduate programs), especially at-risk students.

Goal 4.3.2: Refine and utilize the Career Services Center for all students, increasing student access beyond traditional TUG students.

Strategic Goal 4.4: Increase the retention rate for all first-time, full-time freshmen to 80 percent by 2021.

Goal 4.4.1: Increase staff intervention and engagement with first year students on academic probation.

Goal 4.4.2: Utilize a commercial instrument to identify potentially at-risk students during new student orientation.

Goal 4.4.3: Examine and modify current financial aid strategies and counseling for students to continue their college education.

Goal 4.4.4: Implement a renovation and/or refurbishing plan for residence halls.

Goal 4.4.5: Increase support services for first-generation students proportional to the number of first-generation students within the student body (i.e., Academic Success Center, academic writing center, etc.).

Goal 4.4.6: Integrate Career Services with retention planning (i.e., student appointments, workshops, and class presentations).

Strategic Goal 4.5: Increase engagement of new students via Student Life operations.

Goal 4.5.1: Continue to refine the online student portal for positive communication among students and with the institution.

Goal 4.5.2: Develop a "Meet Your Faculty" program for new students to get acquainted on campus and online.

Goal 4.5.3: Expand student options within "Red Hawk Summer" with the goal of 85 percent of new students participating by 2021.

Goal 4.5.4: Implement appropriate technologies such as “SchoolsApp” (affiliated with TargetX) to increase student connectedness with campus before orientation.

Goal 4.5.5: Explore next-generation patterns of technology usage via student dialogue in order to influence shifts in campus technology to accommodate next-generation thinking.

Strategic Goal 4.6: Explore best practices and initiate strategies for adult students and their families (within TUG, ASPIRE, School of Education, School of Graduate & Professional Studies, and Tozer Seminary) to engage in spiritual transformation activities through informal and non-formal educational opportunities consistent with Institutional Learning Outcome numbers 3 and 5.

**Appendix I: Initial Personnel Hiring Plan for Strategic Goal 2.1.2  
(See also Strategic Goal 1.7.1)**

- Director Library Services
- Digital Marketing Professional
- I.T. Support Staff to serve the campus community
- Leadership positions for new initiatives (curricular and co-curricular)
- Nursing Program Faculty
- Simulation Lab Technician (Nursing)
- Reorganization of Academic Administration to fit current operation size and allow for institutional growth
- Support staff for various campus departments and operations that have been reduced to a level of ineffectiveness and/or inefficiency

*The initial list of Potential Personnel is in alphabetical order and represents the significance of ongoing evaluation of personnel needs at the staff and faculty levels. This list will be refined during the next couple years based on strategic plans, priorities, and resources available.*

**Appendix II: Potential Curricular Net Revenue Generators for Strategic Goal 2.1.5  
(See also Strategic Goal 1.7.1)**

- Computer Information Systems and Digital Media (micro certifications and Bachelor's degree)
- Chemistry (Bachelor's degree)
- Cooperative programs with recognized International Schools (2 + 2)
- Cooperative Program in Mechanical Engineering (3 + 2)
- Cooperative Program with other Nursing Programs (2 + 2) for our pre-nursing students when our cohorts are full
- English Language Summer Institute (Summer Language Learning for Internationals)
- Graduate Programs offered at International Sites
- Kinesiology (Bachelor's degree)
- Micro-Certifications (or badging) for specific areas such as "Customer Service Representatives" and for "Quality Management & Business Ethics" via ASPIRE
- Niche Marketing for our current Associate of Arts degrees (dual enrollment for private schools and home schools)
- Recording Engineer concentration within Worship/Music
- Social Work (Bachelor's degree)

*The initial list of Potential Curricular Net Revenue Generators are in alphabetical order and implies that major market research, program design, cost of program development/implementation, recruitment/marketing strategies, and return on investment (ROI) analysis must be accomplished in order to prioritize strategic options over the next five years. To be fully analyzed does NOT mean an item will be selected as a key program to be implemented at Simpson. Once a program is selected, both internal and external approvals will need to be finalized.*

*By way of reminder, this strategic plan covers only the next three years while to potential Net Revenue Generator lists target the next five years. Some of the potential Net Revenue Generators may be targeted beyond the timeframe of this Strategic Plan. This five year analysis provides the basis for budget alignment and growth beyond simply our current strategic planning cycle.*

**Appendix III: Potential Co-Curricular Net Revenue Generators for Strategic Goal 4.1  
(See also Strategic Goal 1.7.1)**

- Bass Fishing (Men and Women)
- Bowling (Men and Women)
- Debate (Men and Women)
- Digital Gaming (Men and Women)
- Junior Varsity Basketball (Men and Women)
- Junior Varsity Golf (Men and Women)
- Junior Varsity Soccer (Men and Women)
- Pep Band (Men and Women)
- Shooting: Target, Trap, & Skeet (Men and Women)
- Swimming (Men and Women)
- Tennis (Men and Women)
- Track (Men and Women)
- Volleyball (Men)
- Wrestling (Women)

*The initial list of Potential Co-Curricular Net Revenue Generators are in alphabetical order and implies that major market research, program design, cost of program development/implementation, recruitment/marketing strategies, and return on investment (ROI) analysis must be accomplished in order to prioritize strategic options over the next five years. To be fully analyzed does NOT mean an item will be selected as a key program to be implemented. Once a program is selected, both internal and external approvals will need to be finalized.*

*By way of reminder, this strategic plan covers only the next three years while the potential Net Revenue Generator lists target the next five years. Some of the potential Net Revenue Generators may be targeted beyond the timeframe of this Strategic Plan. This five year analysis provides the basis for budget alignment and growth beyond simply our current strategic planning cycle.*

## Implementation Leaders by Strategic Goal

### Strategic Planning Leadership Team

Responsible Officer: Norman Hall (President); the Strategic Planning Team includes President Hall, Patrick Blewett (interim Provost), Wally Quirk (acting Chief Operating Officer), Natalie McKenzie (Chief Financial Officer), Roger Janis (Director of Development), Mark Endraske (Dean of Students), Tom Galbraith (Athletic Director), and Dan Pinkston (Faculty President)

### Priority One: Institutional Capacity & Growth

Officer Responsible: Natalie McKenzie (CFO)

- 1.1 Allocation of Resources (Natalie McKenzie & Controller)
- 1.2 Align Budgeting Process (Natalie McKenzie & Wally Quirk)
- 1.3 Comprehensive Communications Strategy (Roger Janis, Candace Brown, Molly Rupert, & Peter Martinez)
- 1.4 Culture of Assessment (Jennifer Fox, Kori Oechsli, Seth Abrahamson, & Amy Huey)
- 1.5 Data Driven Methods for Enrollment (Peter Martinez, Seth Abrahamson, & Amy Huey)
- 1.6 Development Department Changes (President Hall, Roger Janis, & Ken White)
- 1.7 Financial Reserves & Debt Reduction (Natalie McKenzie, Wally Quirk, & President Hall)
- 1.8 100<sup>th</sup> Anniversary Events (President Hall, Wally Quirk, Roger Janis, Candice Brown)

### Priority Two: Academic Sustainability & Innovation

Officer Responsible: Pat Blewett (interim CAO), Assisted by Michelle Stinson (faculty member)

- 2.1 Refresh Academic Programs – Dickeson Model (Pat Blewett & Provost Council)
- 2.2 Academic Research (TUG Council, John Ayabe, & Eric Wheeler)
- 2.3 Culture of Scholarship (Dan Pinkston, Tim Orr, & Brian Hooker)
- 2.4 General Education Requirements (TUG Academic Council, CORE committee, & Harold Lund)
- 2.5 CELT & Technology (Addie Jackson, Jennifer Fox, Kelly Warner, & Michael Sumption)
- 2.6 Library & Information Literacy (Eric Wheeler, John Ayabe, Brian Larson)

### Priority Three: Intentionally Diverse, Socially Aware, & Environmentally Engaged

Officer Responsible: Craig Cook (Dean of School of Education, professor of sociology)

- 3.1 Hispanic Students (Michelle Anberg-Espinoza, Dan Berger, Jennifer Costello, & Debora Rager)
- 3.2 Christian Worldview (Jack Painter, Craig Slane, & Cherry McCabe)
- 3.3 Veterans Services (Justin Spears, David Rice, and student veteran)
- 3.4 Learning Centers (Paul Woods, Wally Quirk, & Kristie Stephens)
- 3.5 Mosaic Scholarships (Isis Martin, Kevin Bennie, & Stephen Bailey)

### Priority Four: Strengthening the Student Experience

Officer Responsible: Mark Endraske (Dean of Students)

- 4.1 Co-curricular Enhancements (Mark Endraske, Tom Galbraith, Amy Smallwood, & Dannielle Stahly, Steve Kim, and study government president)
- 4.2 Spiritual Formation (Phil Vaughn, Bill Griffin, Danielle Stahly, & Michelle Stinson)
- 4.3 Academic Success Center & Career Services (Louis Burkwhat, Ashley Cobbler, Patrick Blewett, En Ling Chaio, & Brian Larson)
- 4.4 Retention Strategies (Mark Endraske, Student Financial Services Director, Pam Vander Werff, Beverly Klaiber, & Peter Martinez)
- 4.5 New Student Engagement (Peter Martinez, Isis Martin, Scott Barnett, Andrew Heiligenthal, Carlton McAllister, Leslie Roberts)
- 4.6 Spiritual Formation for ASPIRE & Graduate Program Students & Families

## Implementation Timeline & Overview of Steps

July 5	Approval of the Strategic Plan by the President and Cabinet and review by the Board
July 10	Appointment of Implementation Leaders
July 16	Campus-wide Strategic Plan Implementation Training
August 1	Initial Meeting by each Implementation Team for each Strategic Goal to establish the planning cycle and identifying basic “means” to accomplish “ends”
August 15	Strategic Plan Goal Leaders provide initial report to Priority Supervisor for initial report
August 30	Responsible Officer for the Priority submits cohesive statement for the August report to the Team Reporter so that first major report is submitted
September 5	Initial report published
September 15	Strategic Goal Teams will establish a detailed “means” statement to accomplish the strategic goal. The means (or action steps) will include: <ol style="list-style-type: none"><li>Specific Action Steps identified that are ownable, achievable, and measurable</li><li>Specific Time Frame identified for various action steps (by month over next twelve months)</li><li>Key metrics identified to measure how well we accomplish the goal as defined</li><li>Key personnel resources identified necessary to accomplish the “means” statement</li><li>Key financial resources identified necessary to accomplish the “means” statement</li><li>Key adjustments in the strategic planning language that should be made if a corrective is need; these adjustments must be reported to the Leadership Team</li></ol>
October 1	Begin fully implementing change (When your goal impacts an ILO, the Operations Budget, or other strategic measures); or if your goal impacts other areas of the institution, be sure to communicate with all parties in order to work with minimal friction
October 30	Individual identified as the Responsible Officer for the Priority submits cohesive statement for the October report to the Team Reporter so that second major report is submitted
November 5	Second report published
November 15	Import proposed strategic planning budget proposals into the 2019-2020 academic year financial plans
January 15	General campus meeting to discuss our effectiveness in accomplishing our strategic plan and provide mid-cycle training and practical adjustments (i.e., mid-course corrections)

- January 30 Responsible Officer for the Priority submits cohesive statement for the January report to the Team Reporter so that third major report is submitted
- February 5 Third report published
- February 15 Leadership Team reviews all strategic goals to better coordinate the University's focus on the strategic plan; Teams continue to implement their plans
- March 30 Responsible Officer for the Priority submits cohesive statement for the March report to the Team Reporter so that fourth major report is submitted
- April 5 Fourth report published
- April 15 Leadership Team creates appropriate report for the April Board meeting regarding the effectiveness of implementing campus changes... This report should provide the interface by which institutional budgeting and strategic planning merge into a cohesive implementation plan
- May 30 Responsible Officer for the Priority submits cohesive statement for the May report to the Team Reporter so that fifth major report is submitted; this report will serve as a summary report merging data from the 5 reports into a summation of the year
- June 5 Fifth report published
- June 15 The Leadership Team will provide an "after-action" evaluative judgment regarding the success of implementing our Strategic Plan in 2018-2019. Based on the year-long process, the Leadership Team will tweak the Strategic Plan for the 2019-2020 academic year