

**Strategic Planning Document Update
May 2018**

Priority 1: Enhance Institutional Capacity for sustainability and growth

1.1 Financial Resources are to be allocated to academic and operational departments by increasing the use of independent, third party benchmarks and models to budget funds for strategic goals.

During May, the cabinet and President, with the President-elect providing input, worked to reduce the operational budget of the University by approximately \$1.7 million in order to finish balancing the University's budget. In terms of how third-party benchmarks relate to this effort, specific financial requirements from the University's lending institutions provided a frame of reference for realignment. Significant efforts were undertaken insure that budget allocations for academic and operational departments fit strategic goals and followed principles of academic health reviewed by the Board of Trustees at the end of April. Faculty leadership provided input into the decisions made.

1.2 Align budgeting process to support planning for and achieving strategic priorities.

In addition to strategic priorities, the budget alignment during May also included a review of WASC requirements for each academic program. The budget alignment also included a review of other budget reductions established in January. From an academic standpoint, seven faculty positions will not be filled and remain open because of attrition. Four additional faculty positions were targeted consistent with Faculty Handbook requirements for reductions due to enrollment decline. Some additional staff positions were eliminated plus operational budgets were reduced.

1.3 Influential and innovative marketing ideas to increase enrollment.

Efforts have been established in May to consult again with key leaders from RNL and LRAP to determine how we can become more successful with marketing and enrollment. Both organizations will plan multiple day interactions on campus in early June. Also during May and early June, the Director of Admissions implemented a two-week detailed staff training for the Admissions staff in order to improve services and helping the staff understand and use a common philosophy and strategy. This training is the result of the Director's analysis over the past few months. The Admissions Team also attended a four day training provided by the Western Association of College Admission Counselors in order to improve their effectiveness in a variety of aspects of professional admission counseling. The group won the WACAC Spirit Award at the event!

1.4 Create a culture of improvement and long-term development of staff by educational programs.

Because of the personnel adjustments, it became apparent that leadership must focus on staff and faculty development before the fall school year begins. The Interim Provost is working with the administrative team to identify specific training necessary for stable operations based on operational adjustments.

1.5 Incorporate data driven methods to develop sustainable enrollment projections and matriculation.

In May, the administration adjusted the methodology to determine enrollment projections in order to establish a more reliable, conservative projection model. This adjustment of projection models is part of the reason for additional budget reductions. Key members of the Academic Leadership Team are meeting to review and compare the 2016 and 2017 IPEDS Data Feedback Report to assess movement within Simpson as well as comparing Simpson to our comparison group of ten institutions. This review is targeted for June.

1.6 Meet unrestricted giving goals.

The Development Department has establish new financial goals for 2018-2019, however additional work is being done to establish appropriate matrixes to validate good planning. In addition to reviewing data, a consultant has been hired to work with the department to move towards best practices in fund-raising.

Priority 2: Enhance Institutional Capacity for academic sustainability and innovation

2.1 Refresh and repackage academic programs.

The Marketing and Admissions Departments continue to refine, refresh, and repackage promotional materials and digital media for the University. Specific focus is on the traditional undergraduate programs.

2.2 Expand emphasis and opportunities for student research.

With undergraduate courses basically finished for the academic year, student research is limited. Of importance for May is the first official "May Session" course offered by the science department. Students and faculty launched an "Introduction to Marine Biology" course with two weeks on campus and one week on the California coast in a lab format. Science faculty reported to the overall faculty that this course was a successful first step in developing unique May term courses for traditional undergraduates.

2.3 Enhance a campus culture of scholarship.

With the University out of session, many faculty members are away from campus. Some are attending conferences; others doing course preparations for next fall.

2.4 Establish general education/CORE department.

Efforts are underway with the TUG Academic Council to establish a streamlined general education set of offerings for fall semester. With the budget realignment in process, this exploration of how do we deliver general education most effectively is a theme among the undergraduate faculty. The TUG Academic Council is also adjusting curricular expectations for the CORE 3000 series of integrated CORE courses.

2.5 Center for Learning and Technology (CELT) improving educational technology.

CELT continues to serve the faculty and students pertaining to online educational technology; however, with the limited resources in IT, program administrators have discovered that IT does not have an operational help desk for online education outside of traditional hours. This significantly impacts operational best practices for online education. The interim Provost is exploring how to resolve this issue.

Priority 3: Develop a Campus Community that is Intentionally Diverse, Socially Aware, and Environmentally Engaged

3.1 Achieve Hispanic serving institution designation.

The Seminary is on hiatus in offering the Woodland course in Spanish. The reason for the hiatus is the need to find additional scholarship dollars for the students. The C&MA district office has run out of scholarship funds for this program. The goal is to raise additional scholarship money during the summer for a new course in the fall semester.

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.

Planning is currently taking place for the Annual Business Luncheon to be held in August. Campus personnel are analyzing other potential changes to campus academic requirements and/or other potential relationships in the community. The relationships are premature from disclosing publically at this time.

3.3 Strengthen the connection of the Veterans Success Center and veterans with the broader university campus.

The Veterans Success Center helped coordinate a community-wide event on the traditional Memorial Day (5/30) which included wreath laying by over 60 different community organizations at the City Memorial site near the Convention Center. The Center, working with undergraduate seniors designed and started the construction of a memorial wall for veterans on campus. This memorial will be completed in June and a dedication service will take place in July.

Priority 4: Strengthen the Simpson Student Experience that is Transformative and Holistic

4.1 Identify signature co-curricular programs that will enhance SU distinctiveness.

An initial conversation began during May with additional discussions in June regarding co-curricular programming that will enhance Simpson. This goal has shifted to a review of Jeffrey Docketing's Crisis in Higher Education, and its plan for saving small liberal arts colleges in America. In addition,

additional analysis of co-curricular enhancement to the college will be underway in June with a consultant friend of the incoming president.

4.2 Involvement of all TUG students in meaningful/educational service: World Serve missions trips, Strike Teams, leadership development, internships and service learning.

This aspect of co-curricular education will be addressed following the analysis in 4.1. It should be mentioned that with budget reductions for support staff, the real question is “How do we change the way we deliver some of these programs due to manpower while keeping the quality of our service learning programs?” This question may include faculty as well as Student Life personnel.

4.3 Expand the Academic Success Center into a “One Stop Shop” for all student service programs.

Continued analysis of how to provide effective student service programs via the Academic Success Center are taking place between the interim Provost and the Dean of Students. The current focus is on identifying at-risk students during the fall orientation of new students. A coordinated effort is being planned for ASC, student development personnel, and faculty using the College Student Inventory (CSI).

4.4 Increase the retention rate for all first-time, full-time freshmen to consistently be 80% or better by 2021.

The Dean of Students coordinated a plan to increase retention as the academic year was finishing. The goal was registration and contact with all TUG students. The effort included using the ASC personnel and others in direct contact with students.

POST SCRIPT:

May was a transition month with the former president transitioning out, and the new president preparing to arrive. The new president officially started on June 1, but he provided some consulting services to the University during May, especially as budget adjustments were taking place as a result of Board actions at the end of April.