

Strategic Planning Gathering Summary December 17, 2014

Introduction

- Major work for SEP and Prioritization completed
- Creating a coherent framework for moving forward on PLNU Vision 2025
- Explanation of Map

Groups

- Identify a team “recorder” who will be taking notes (with technology)
- Follow your team’s theme rotation
- Spend approximately 30 minutes on each theme.
- For each theme: Transformational Learning, Fostering Student Success, Thriving Financially
 - List the markers of success – what CREDO calls the Student Stakeholders category. Think about specific outcomes for our students and/or properties of our community that would indicate that we had achieved success. In particular how will we know success when we see it?
 - Identify the top four markers for each theme.
- If you have additional time, think through the rest of the table (see page 2) for your four markers of success:
 - Financial Resources: What investments need to be made to achieve the outcome? What additional revenue will we have from the outcome?
 - Internal Processes: How will we achieve our goals? What processes need to be created or changed?
 - Organizational Capacity: Do we have the people, programs and “stuff” necessary to achieve our desired outcome?

Large Group Conversation

- Discuss lists of markers of success
- Discuss any ideas each team had for:
 - Financial resources
 - Internal processes
 - Organizational capacity

Adjourn

PLNU 2025: Residential

- A vibrant commitment to a student-focused, Christ-centered, high quality, undergraduate, residential experience.
- Curricular vitality & relevance, with an interdisciplinary core through the liberal arts
- Nimble and adaptable educational experience to prepare students for a rapidly changing world
- Relevant to life, faith, service, and work
- Adaptable to changing student demographics, learning modalities, and curricular interests

PLNU 2025: Extended

- Mission-driven student access to adult undergraduate, graduate, and professional programs – face-to-face, hybrid, & online modalities
- Professional certificates & continuing education
- Degree partnerships with Community Colleges and corporations
- Marketplace opportunity assessment and response

PLNU 2025: International

- Engaging students in international learning, missions, and cultures in preparation for living globally
- Internationally based PLNU programs and centers for semester long learning experiences
- International educational partners for hosting PLNU programs and degrees for PLNU & international students

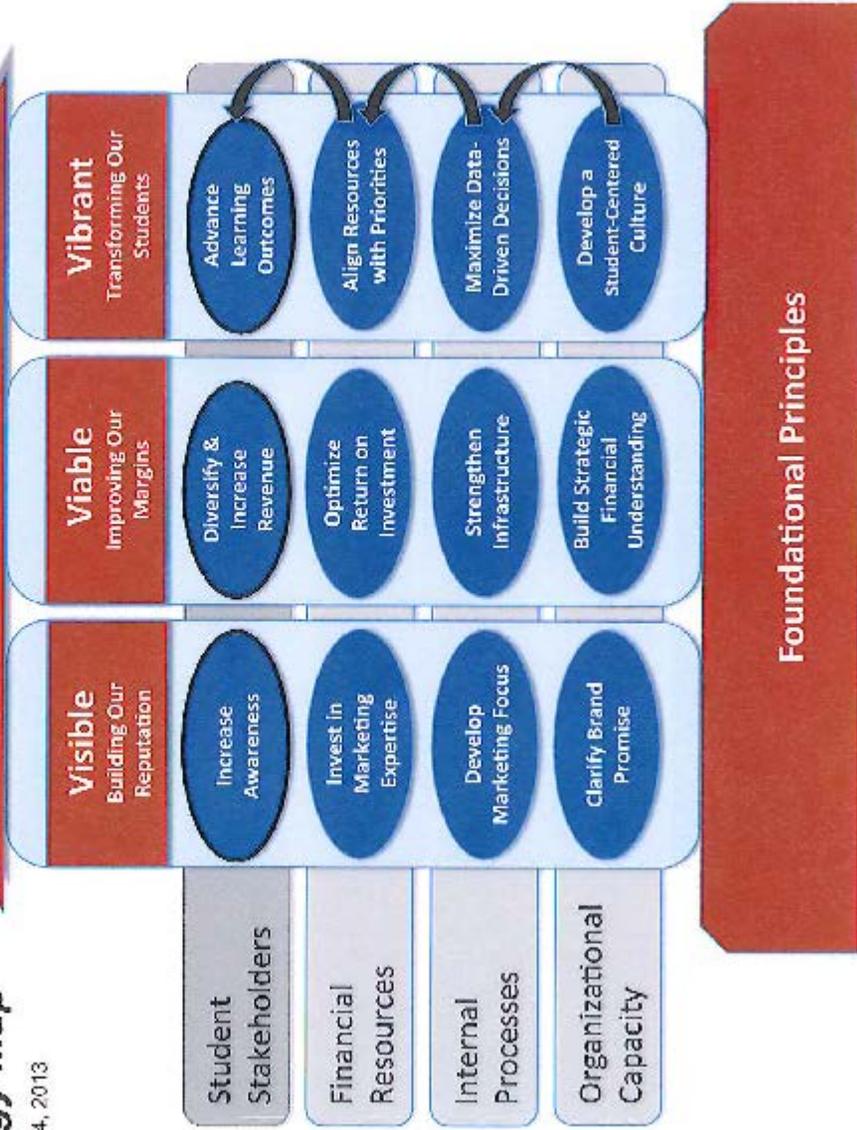
PLNU Vision 2025 Residential/Extended/International				
	Growing Enrollment	Transformational Learning	Fostering Student Success	Thriving Financially
Student Stakeholders (Markers of Success): <i>How is the theme realized? How will we know success when we see it? How will our students and other stakeholders reflect the success of the theme?</i>				
Financial Resources: <i>What investments need to be made to achieve the outcome? What additional revenue will we have from the outcome?</i>				
Internal Processes: <i>How will we achieve our goals? What processes need to be created or changed?</i>				
Organizational Capacity: <i>Do we have the people, programs and "stuff" necessary to achieve our desired outcome?</i>				
Mission: Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.				

PLNU Vision 2025 Residential/Extended/International				
	Growing Enrollment	Transformational Learning	Fostering Student Success	Thriving Financially
Student Stakeholders (Markers of Success): <i>How is the theme realized? How will we know success when we see it? How will our students and other stakeholders reflect the success of the theme?</i>	SEP has identified our initial set of markers.			
Financial Resources: <i>What investments need to be made to achieve the outcome? What additional revenue will we have from the outcome?</i>	SEP has identified financial resources needed.			
Internal Processes: <i>How will we achieve our goals? What processes need to be created or changed?</i>	SEP has identified the internal processes needed			
Organizational Capacity: <i>Do we have the people, programs and “stuff” necessary to achieve our desired outcome?</i>	SEP had identified what capacity PLNU needs to develop.			
Mission: Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.				



Strategy Map

September 14, 2013



Below are the notes from each table group:

Group #1

Present (at table): Ethan Hamilton, Bruce Kunkel, Jeff Herman, Tim Whetstone, Corey Fling, Brent Goodman

Discussion

- President Update
 - - Strategic Themes
 - - Previous Themes
 -
 - Strengthen our distinctive learning community
 - Increase educational access
 - Foster innovation and agility
 - Ensure financial sustainability
 - Updated themes:
 -
 - Growing enrollment
 - Transformational learning
 - Fostering student success
 - Thriving financially
- Table Discussion
 - - Fostering Student Success
 - - Notes
 -
 - Holistic approach, centering on areas that are not one-dimensional
 -
 - Spiritual
 - Did they leave and get a job?
 - Preparedness for graduate school - graduation rates
 - Trajectory towards job in their academic area of study
 - Wellness component - emotional, spiritual, physical
 -
 - Identifying needs in students
 - Students ability to share needs for wellness
 - Psychological health
 - Increase our ability to identify their needs
 - First year experience
 - Are we preparing graduates to think rather than just be ready in one single discipline?
 -
 - Awareness
 - Introduction
 - Follow through
 - Ongoing preparation for next step
 - Ensuring students are lifelong learners
 - Assessment measures along the way and on exit - can senior testing give measure of 3-5 years following graduation
 - Somewhat harder to measure quality of life — so many components to it
 - How to measure success
 -

- Is Gospel message being communicated in other spaces?
 - Employed in a professional field or further graduate education?
 - Interview employers
 - How is theme realized?
 - Campus capacity to provide transformational experience (are we meeting the mark on what it means to provide)
 - Students ability to identify and articulate transformational experience
 - Employer feedback of PLNU alums
 - Measure how many students having a transformational experience
- Thriving Financially
 - - Capacity to offer cost-effective education across programs
 - Measure value of education
 - Bringing in the diversified population we want to target in a financially viable way ... we are thriving financially if we can meet this target constituency
 - If we building today for the success of future graduates
 - Building models and reserves that we know will make us successful through the future
 - How is theme realized?
 - Sustainability
 - If we building today for the success of future graduates
 - Building models and reserves that we know will make us successful through the future
 - Flexibility
 - Bringing in the diversified population we want to target in a financially viable way ... we are thriving financially if we can meet this target constituency
 - Financial Viability
 - Capacity to offer cost-effective education across programs
 - Measure value of education

Group #2

Yellow indicates top choices

Markers of Success – how do we know if we've achieved these?

Transformational Learning

This happens along the way, not just a realization at the end. Students have learned how to learn, have become critical thinkers, problem solvers, servers in their communities and reflective learners, differently than when they got here.

Measurement must occur multiple times throughout the degree experience to show transformation along the way.

1. Students' reported satisfaction

2. Student output/products

-able to articulate a clear sense of vocation

-able to articulate a personal philosophy statement

3. High level of Student Engagement in academic experiences and service experiences
4. Character formation
5. Do employers want our students? Fieldwork and internship feedback, and later employer feedback

How to measure?

Self-report, external report, student e-portfolios

Pre and Post student surveys, assigned writings, personal philosophy statements, e-portfolios

Fostering Student Success

1. Numbers of students taking advantage of resources such as
 - a. OSV
 - b. Health and Wellness Center
 - c. Advising appointments
 - d. Mentoring opportunities
 - e. Chapel attendance
 - f. Use of the library
 - g. Attendance at co-curricular events and opportunities
2. Data that shows documented work and academic success with At-Risk students evidenced by
 - a. Lower D, F, W rate
 - b. Higher retention rates
 - c. Higher graduation rates
 - d. Licensure rate
 - e. Employability
 - f. Acceptance rates into grad schools

Thriving Financially

More scholarships offered

Students having a lower debt level upon graduation, one that would be bearable

Higher discount rate

Increased donor base

Higher endowment fund

Increased alumni participation/contribution

Improved facilities (residence environment and learning spaces)

Increased technologies in the learning environment

Increase in quality instruction with experts in the field

Group #3

Fostering Student Success: (Top 3-4 are highlighted)

- Satisfaction rate
 - (1st year satisfaction rate) – (maybe an internal process: are we surveying them/surveying them more?)
 - 'Murky Middle'
 - Transfer students

- Retention from 1st year to 2nd year
- 4- and 6-year graduation rate
 - In the timeline that student wants to graduate, students are able to do so (e.g., get the classes they need when they need them)
 - Transfer student can graduate in the time that they desire
- Determine potential markers for each year on which to focus with regard to student success (see AAC&U doc)
- Effective process in place to support the unique needs of the transfer student, including graduating on time
- Strong student support for all of types of students
- Capturing and addressing student issues of those struggling, whether academically or emotionally
 - 'Murky Middle'
- Thriving faculty – apply more resources to faculty to ensure their thriving

Transformational Learning (Learning that has changed the person)

Transformative learning theory says that the process of "perspective transformation" has three dimensions: psychological (changes in understanding of the self), convictional (revision of belief systems), and behavioral (changes in lifestyle).^[1]

Mission underlies each of the below three aspects of transformational learning.

- Psychological: Students report positive changes in their understanding of the self; Those close to the students report changes in the understanding of the self in the student; Pre-post test with student as freshmen and again as senior to show this growth.
- Convictional (mission-related): Students report missionally-related changes in their belief systems; Those close to the student report changes in the student's belief systems; Pre-post test with student as freshmen and again as senior to show this growth.
- Behavioral: Students report positive changes in their lifestyle; Those close to the student report positive changes in the student's lifestyle.; Pre-post test with student as freshmen and again as senior to show this growth.
- Could also track students' employment (how do they live this out in their job environment)

Thriving Financially

- Growing endowment
- We wouldn't lose students to competitors for purely financial and surface appearance reasons.
- Increase in alumni giving
- Units are resourced appropriately and adequately with equipment and materials due to wear and tear
- Buildings are upgraded and renovated, as necessary
- Growing scholarship funds
- Good stewardship without a faculty-wide focus on financial concerns
- Consider revision of name association/recognition

Group #4

Transformational Learning

- Passion grounded in preparedness-- to employ knowledge and skills to serve as change agents in their immediate context (location, vocation, etc.)
- Community benefit of the access to education extended to their context or locality.
- Integration of curriculum, culture, and practical need-meeting—(LoveWorks meets community classroom).
- Pedagogical adaptation through learning science research and technological innovation.
- Analysis, synthesis, and evaluation competencies that can be adapted to apply to real world issues.

Fostering Student Success

- Employability and admissibility (graduate school)
- Graduation and time to degree metrics
- “Shaping” outcomes-- Compassion, Love and Justice (Fowler), self-assurance (Maslow)
- Service orientation and motivation. Spirit of generosity and philanthropy
- Career integration with major pursuit (OSV and faculty seminar/advising /practicum), understanding of vocation.

Thriving Financially

- Students able to graduate with manageable debt. Affordability for the middle class family.
- Endowment growth to reduce reliance on tuition as primary revenue driver.
- Alumni giving rate health.
- Ability to modernize and facilities employing high standards and edge technology.
- Ability to provide incentives to invest in students (lunch budgets, event budgets).

Group #5

Transformational learning

-Developing Christian worldview that can compete with other world views they will encounter

-Embracing challenges they might have stepped away from

Actively engaged members of society at a deeper level

-Proactive instead of reactive

-Solving things without being told to

-Developing their sense of vocation

-Developing how to think rather than what to think

-Seeker of learning instead of seeker of knowledge

-Critical thinking skills

-Compassion and respect for others

-Becoming people who are willing to invest in others

-Developing their true self identity

-Understanding who they are in Christ

Top 4

-Developing their true self identity and sense of vocation

-Investment in others

- Critical thinking
- Proactive visionary and societal change agent

Fostering student success

- Students who know themselves and can capitalize on their strengths
- Community and culture
- Quality of people called to work here
- Faculty who are called to come and stay here
- Helping students to find their calling
- Being difference makers
- Wanting to make a difference in the world using skill sets they develop here
- Employers come to us looking for employees
- Employability
- Word of mouth reputation of our students
- Grades, trophies, jobs, etc.

Top 4

- Students who know themselves and can capitalize on their strengths
- Wanting to make a difference in the world using skill sets they develop here
- Faculty who are called to come and stay here
- Good reputation of our students / employers come to us looking for employees

Thriving financially

- Increasing number of donors
- Increasing size of donations
- Increasing alumni giving rate
- Growth of endowment
- A huge gift
- Ability to offer financial aid
- Larger discount rate, larger scholarships
- Would not see massive jumps in tuition from year to year
- Reduction in dependence on tuition
- Reduction in dependence on federal funding, Cal Grants, etc.
- Operating budget would increase and keep up with cost of living
- Alternative revenue streams
- More diverse student population
- Academic caliber could increase with lessened need to work etc.
- Freedom to pursue to where they are called or drawn instead of choosing something to pay debt
- Decline in average amount of student debt

Top 4

- Increased giving (number of donors, size of donations, alumni giving rate)
- Lack of dependence on tuition and federal funding
- Declining average student debt
- Growth in endowment

Group #6

Barb Taylor, Sonia Chin, Sheryl Smee, Dave Phillips, Karen Sangren, Maggie Bailey **Thriving Financially**

Student Stakeholders

1. Students will have a lower debt burden and be able to pay back loans faster

2. Students will have excellent job placement opportunities in their chosen field, high acceptance rates into graduate school, and high passing rates for credentials and licensure exams.
3. Alumni will have a strong connection to PLNU and exhibit a responsibility to make financial and professional contributions including growing the endowment, scholarships, etc. Alumni will give back and invest in the future of the school, attitude of gratitude, nurturing the gold-mine
4. Alumni will mentor and network with current students building opportunities in professional career networks including building program and academic unit auxiliaries or advisory councils.
5. Students taking semester of a paying internship program to earn money while in school and have a lower debt when they graduate.
6. Pilot a student Incubator program for individual and interdisciplinary team proposals – write business plans, start business, learn time professional skills for success, collaboration, resume building. Success coaches for the incubators from the business and alumni community. Can this be combined with some of the work on honors scholars program? Can an incubator program be supported with summer school?
7. Summer research associates model MICS endowment
8. Grow the endowment
9. LinkedIn resources for OSV, LinkedIn alumni connections: Internships, job connections, raising money for scholarships, electronic connections
10. Alumni survey just went out on LinkedIn, “Where are you working, did you complete an advance degree, and tell us what you want to tell us, etc.” and they got 3,200 responses. That survey was sent a while back, through multiple avenues such as Facebook, Viewpoint, E-Newsletter, and data input into the database has now been completed. (And “tell us what you want to tell us” was a question in one dept alumni survey, along with employer and grad work questions.)
11. Message to students as they become alumni that their small gift can leverage a larger gift then alumni will participate. A lot of the thoughts are “I do not think I can make a difference.” Alumni relations **have been experimenting with this.**
12. Wise use of Social media to get multiples of small donations and letting people know they have an impact
13. Education to students telling them why it is important to give back to the university. Tuition freedom day. Now trying to give this message to the alumni. Tuition covers about 74% of the education costs of a student and I have a responsibility.

Transformation Learning

Student Stakeholders

1. Transformational Learning must address the unique context for all of our students including transfer students, traditional residential, degree completion, graduate, and online. The older student population brings significant life experience. Is there a way we can promote student to student mentoring across demographic groups?
2. We move away from traditional ways of knowing and learning. We think holistically about the students experience and not isolated to just curricular or co-curricular but every aspect is considered (academic, spiritual, financial, professional, emotional intelligence, etc.) and students do not think in ways that are compartmentalized.
3. PLNU needs to pioneer new and holistic ways to engage extended learning population. We engage EL student population in their devotional, academic, professional, and personal lives.
4. Students make the connection with faith, profession, personal and emotional development in service to others, the church, and their community.

5. How can we revitalize the church by connecting student with Body of Christ to serve the needs of the greater body?
6. At PLNU students are provided opportunities to connect with something that makes a difference and they know that they are needed for their gifts, talents, knowledge and service.
7. PLNU creates pathways for students that they can connect collaboratively to go through these pathways that connect students at the very beginning of their academic program in service and professional projects. Curricular and co-curricular collaboration is a theme that is important if we are to help students think in more unified ways about problem solving. What does this look like for the online student, degree completion, etc.?
8. PLNU students exhibit respect for others, accountability, emotional intelligence, perseverance, Grit, EQ and integrative problem solving and creativity. Students are effective in situations that require collaboration, team work, and leadership.
9. Alumni are so different we want them so infused with PLNU character
10. Employers will seek out PLNU graduates because of their distinctive character, work ethic, integrity, and professional skills.

Fostering Student Success

Student Stakeholders

1. Low debt repayment
2. Job placement
3. Emotional intelligence
4. Faith community engagement
5. Using their God given gifts and working with my skills to accountability, involvement
6. Want to serve and need to serve for my own growth
7. Increasing alumni participation and that turns around in job placement. OSV network panels, mentorship program, alumni connections wanting to engage and mentor students. Life experience. Alumni Office collaborates on this.
8. Partner with admissions and active engagement in recruitment. Maybe alumni connections could expand potential student market.
9. Open House for alumni to be available, job placement, network, this is done through the auxiliaries. It is important to have an alumni auxiliary to network with each other. Would an Open House across all disciplines, together on one specific date be advantageous?

Group #7

Transformational Learning:

What is it?

Critical thinking

expansion of basic assumptions

reflection on meaning and integration

getting beyond comfort zone

self reflection

etc.

Basic objectives:

1. students will be able to "move out of comfort zone" or think more globally

How achieved?

study abroad

co-curricular activities

community classroom

2. Students will apply transformational thinking to what they are learning.

How?

internships

jobs on campus

leadership positions on campus

3. students will be engaged in life practice in the classroom

How?

role plays, case studies, ethical dilemmas, group projects

4. Students will grow deeper in faith through transformation learning

How?

community practices, bible studies, chapel, faith conversations in the classrooms, faith stories of faculty, vibrant spiritual life, loving God and loving others

How measured?

pre-post tests

interviews

alumni surveys

office of strength and vocation

vibrant spiritual life, loving God and loving others

financial resources

ongoing investment in initiatives for faculty faith development

internal processes

more explicitly stated expectations for faculty faith expressions in the classroom and personal life

organizational capacity

ongoing implementation of faith integration in pedagogy and sustained expectations

fine tune faith engagement/ tenure/promotion expectations