



**MPA 6050: Strategic Planning for
Community and Economic Development**

3 units

Spring 2026

	Online Graduate Studies MPA 6050: Strategic Planning for Community and Economic Development 3 units
---	--

Instructor: Dr. Priya Bhat-Patel	Term: Spring 2026 (Quad 2)
Office Hours: By appointment, reach out via email with two suggested dates/times	Email: pbhatpatel@pointloma.edu

PLNU Mission

To Teach ~ To Shape ~ To Send

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department of History and Political Science Mission:

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

Course Description

This course provides an in-depth examination of strategic planning as a core function of effective public administration and a critical competency for professionals working in community and economic development. Designed for students in the Master of Public Administration (MPA) program, the course emphasizes how strategic planning enables public, nonprofit, and cross-sector leaders to define priorities, allocate limited resources, respond to complex challenges, and guide organizations and communities toward long-term, sustainable outcomes.

Students will explore the theory and practice of strategic planning within the realities of public governance, including political oversight, fiscal constraints, intergovernmental relationships, and diverse stakeholder interests. The course focuses on how strategic planning is used to address community and economic development challenges such as housing affordability, workforce development, infrastructure investment, land use, environmental sustainability, and overall community well-being. Particular attention is given to the importance of equity, transparency, ethical leadership, and public accountability throughout the planning and implementation process.

Consistent with the MPA program's emphasis on applied learning and professional preparation, this course integrates real-world case studies, data analysis, and hands-on planning exercises that mirror the work of city managers, planners, policy analysts, and nonprofit leaders. Students will develop practical skills in environmental scanning, stakeholder engagement, goal setting, performance measurement, and implementation planning, culminating in the creation of a comprehensive strategic plan for a community or region.

Aligned with Point Loma Nazarene University's mission and values, the course encourages students to approach strategic planning as an act of stewardship and service. Students are invited to reflect on values such as integrity, compassion, equity, and responsibility to the common good shape decision-making in public service. By connecting technical planning tools with ethical leadership and a commitment to serving diverse communities, the course prepares graduates to lead with competence, humility, and purpose in public and nonprofit organizations.

Program and Course Learning Outcomes

Program Learning Outcomes (PLOs) for Master in Public Administration:

Upon successful completion of the Master's in Public Administration program at Point Loma Nazarene University, students will:

This course supports the Master of Public Administration (MPA) program by advancing core professional competencies expected of public service leaders, including strategic thinking, ethical decision-making, effective communication, and applied problem-solving in complex governance environments. Upon successful completion of this course, students will be able to:

1. **Apply strategic planning frameworks in public and nonprofit contexts** by analyzing organizational missions, external environments, and internal capacities to develop actionable and sustainable strategic plans aligned with public purposes.
2. **Demonstrate competency in community and economic development strategy** by identifying and evaluating policy options related to housing, workforce development, infrastructure, environmental sustainability, and community well-being within diverse and dynamic communities.
3. **Integrate ethical reasoning, equity considerations, and public accountability** into strategic decision-making, reflecting the values of professional public service and responsible stewardship.
4. **Engage stakeholders effectively** by designing inclusive processes that incorporate community input, intergovernmental collaboration, and cross-sector partnerships into planning and implementation efforts.
5. **Use data and performance measurement tools** to set priorities, assess outcomes, and support evidence-informed decision-making in public organizations.
6. **Communicate strategic analysis and recommendations clearly and professionally** through written reports, presentations, and collaborative discussions suitable for elected officials, senior administrators, and community audiences.

These learning outcomes align with the MPA program's emphasis on preparing graduates for leadership roles in public service through applied learning, ethical leadership, analytical rigor, and a commitment to serving the common good.

Course Learning Outcomes (CLOs) for MPA 6050 Strategic Planning for Community & Economic Development within the Master of Public Administration:

Upon completion of MPA 6050 Strategic Planning for Community & Economic Development in the Master of Public Administration program at Point Loma Nazarene University, students will be able to:

1. **Apply strategic planning concepts and tools** to real-world community and economic development challenges faced by public and nonprofit organizations.
2. **Analyze internal and external environments** using qualitative and quantitative data to identify opportunities, constraints, and strategic priorities for communities and public organizations.
3. **Integrate ethical reasoning, equity considerations, and public accountability** into the development and evaluation of strategic plans within diverse governance contexts.
4. **Design and assess community and economic development strategies** related to housing, workforce development, infrastructure, environmental sustainability, and community well-being.
5. **Communicate strategic analyses and recommendations effectively** through professional-quality written plans and oral presentations tailored to public sector and community audiences.

6. **Collaborate with peers and stakeholders** in planning exercises and group projects to simulate professional strategic planning processes used in public administration practice.

Required Texts and Recommended Study Resources

NOTE: Students are responsible to have the required textbook prior to the first day of the Quad. Students are also encouraged to begin reading the books as soon as possible.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

1. Primary Text: Bryson, John M. *Strategic Planning for Public and Nonprofit Organizations* (latest edition)
2. Various digital readings – they are available on Canvas.

Course Credit Hour Information

Distribution of Student Learning Hours

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules. The time expectations for this course are also shown below:

Category	Time Expectation in Hours
Required Reading	
Discussions	
Assignments	

Total Hours	
-------------	--

Assessment and Grading

Student grades will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

Assignments-at-a-Glance:

Getting to Know You Survey, Mid-Course Survey, Course Reflection: Throughout the course, you will complete surveys and a reflection to help your instructor know more about you and your learning process and experience in the class.

Lectures with Embedded Discussion: While completing each lecture, you will have questions to check in on your understanding of the content presented in each lecture.

Discussion Posts: Each week, you will receive discussion questions that focus on the assigned reading. The goal is to ensure that you are critically thinking about the reading, figuring out if there are certain terms or concepts that are not clear, and helping you move forward in your final project. The questions posed to you by the professor will require an individual Discussion Board post that has each of you reflecting on the readings or current events for that week.

Final Project: You will develop, introduce, or revise a strategic plan for a real or hypothetical community, region, or public or nonprofit organization focused on community and economic development.

You will critically analyze the strategic plan by addressing the following questions:

- Why the strategic plan was introduced or why a new strategic plan is needed
- Who developed the plan or who should be responsible for leading the planning effort
- What the intended goals and outcomes are for the community or organization
- How implementation is currently progressing or how you expect implementation to occur
- What changes, if any, are needed to strengthen the plan, or why the current approach should remain in place if it is effective
- Who the intended audience is and what impact the plan is designed to achieve

Your strategic plan should clearly connect community needs, public priorities, and realistic implementation strategies, using course concepts and relevant data where appropriate.

The components of this project include:

- Three check-ins posted to the Discussion Board throughout the course to share progress, receive feedback, and refine your ideas
- A final written strategic plan (10–15 pages) that incorporates course frameworks and analysis
- A final video presentation summarizing your strategic plan, key findings, and recommendations in a professional format

This project is intended to help you apply strategic planning tools to real-world public administration challenges and prepare you for professional practice in community and economic development.

Percentage Weight for Each Assignment:

Course Reflections and Surveys	5%
Discussion Posts (Individual Answers)	20%
Assignments	15%
Final Project Check-Ins	10%
Final Project Design Presentation	20%
Final Project Design Proposal	30%
TOTAL	100%

Grade Scale Based on Percentages:

A	B	C	D	F
A 93.3-100	B+ 86.6-89	C+ 76.6-79	D+ 66.6-69	F 59.9 and below
A- 90-93.2	B 83.3-86.5	C 73.3-76.5	D 63.3-66.5	
	B- 80-83.2	C- 70-73.2	D- 60-63.2	

Schedule - Full citations appear at the end of the syllabus along with URLs if available.

	Topic	Reading and Other Media Assignments	Assignments
Week 1	Foundations of Strategic Planning in Public Service		
		Bryson, John M. <i>Strategic Planning for Public and Nonprofit Organizations</i> , Chapter 1: Why Strategic Planning Is More Important Than Ever Bryson, John M. <i>Strategic Planning for Public and Nonprofit Organizations</i> , Chapter 2: The Strategy Change Cycle: An Effective Strategic Planning and Management Approach for Public and Nonprofit Organizations	1. Lecture Review: Watch the weekly lecture and review assigned readings. 2. Discussion Post #1 - Strategic Planning in Practice: Identify one example of strategic planning in a public or nonprofit organization (successful or unsuccessful). Explain why the planning effort added value or fell short, using course concepts.

		Poister, Theodore H. (2010). <i>The Future of Strategic Planning in the Public Sector. Public Administration Review.</i> International City/County Management Association (ICMA). <i>Why Strategic Planning Matters.</i>	1. Final Project Check-In #1 – Community Selection: Identify the community, organization, or region you plan to focus on for your final project. Briefly describe the planning challenge or opportunity you intend to address.
Week 2	Community Context & Environmental Scanning		
		Bryson, John M. <i>Strategic Planning for Public and Nonprofit Organizations</i>, Chapter 3: Initiating and Agreeing on a Strategic Planning Process Brookings Institution – Metropolitan Policy Program. <i>Metro Monitor: Tracking Economic Growth Across U.S. Metropolitan Areas.</i> U.S. Census Bureau. <i>Understanding and Using American Community Survey (ACS) Data.</i>	1. Mini Environmental Scan Assignment: Conduct a brief PESTLE or SWOT analysis for your selected community or organization, drawing on demographic, economic, and policy data. 2. Discussion Post #2 – Community Conditions: Reflect on what surprised you most in your environmental scan and how these conditions might influence strategic priorities. 3. Final Project Progress Task: Submit a 1–2 paragraph description of the problem or opportunity your strategic plan will address.
Week 3	Stakeholder Engagement & Collaborative Governance		
		Bryson, John M. <i>Strategic Planning for Public and Nonprofit Organizations</i>, Chapter 6: Identifying Strategic Issues Facing the Organization Bryson, John M. (2004). <i>What to Do When Stakeholders Matter: Stakeholder Identification and Analysis Techniques.</i> International City/County Management Association (ICMA).	1. Stakeholder Mapping Exercise: Identify key stakeholders in your planning context, including public agencies, community organizations, and private or nonprofit partners. Describe their interests and influence. 2. Discussion Post #3 – Engagement & Power: Analyze how stakeholder engagement can enhance or

		Effective Community Engagement.	complicate strategic planning, using examples from your project context. 3. Final Project Check-In #2: Post your stakeholder map and reflect on how equity and representation are addressed in your engagement approach
Week 4	Strategic Goals, Equity & Economic Development Tools		
		Bryson, John M., Chapter 4: Clarifying Organizational Mandates and Mission Bryson, John M., Chapter 5: Assessing the Environment to Identify Strengths, Weaknesses, Opportunities, and Challenges American Planning Association (APA). Planning for Equity Policy Guide. Brookings Institution. Inclusive Economic Development: What Works.	1. Case Study Analysis (Major Assignment): Evaluate an existing city, county, or organizational strategic plan. Assess clarity of goals, equity considerations, and feasibility of implementation. 2. Applied Exercise - Strategic Goals: Draft 2-3 preliminary strategic goals for your final project using SMART criteria. 3. Discussion Post #4 - Tools & Tradeoffs: Discuss which economic or community development tools are most appropriate for your planning context and why.
Week 5	Data, Performance & Financial Alignment		
		Bryson, John M., Chapter 7: Formulating and Adopting Strategies and Plans to Manage the Issues U.S. Government Accountability Office (GAO). Performance Measurement and Evaluation. Results for America. Using Data to Improve Government Decision-Making.	1. Community Data & Scan Memo: Write a memo using relevant data to clearly define the core issue your strategic plan addresses and why it matters for community outcomes. 2. Applied Budget Alignment Exercise: Identify potential funding sources, partnerships, or fiscal constraints relevant to your proposed strategy.

			3. Final Project Progress Task: Submit a draft outline of your strategic plan, including major sections.
Week 6	Strategy Implementation & Change Management		
		Bryson, John M., Chapter 8: Establishing an Effective Organizational Vision for the Future Harvard Kennedy School – Ash Center. Why Do Government Strategies Fail? ICMA. From Strategic Planning to Strategic Management.	1. Implementation Planning Exercise: Develop a high-level implementation timeline for one strategic goal, including responsible actors and anticipated risks. 2. Discussion Post #5 – Implementation Challenges: Analyze common barriers to implementing strategic plans in public organizations and how leadership can address them. 3. Final Project Check-In #3: Share your implementation approach and receive instructor feedback.
Week 7	Monitoring, Evaluation & Adaptive Strategy		
		Bryson, John M., Chapter 9: Implementing Strategies and Plans Successfully GAO. Program Evaluation: A Guide for Federal Agencies. Urban Institute. Using Performance Management to Improve Outcomes.	1. Performance Metrics Assignment: Identify 3–5 performance indicators that will be used to evaluate the success of your strategic plan. 2. Applied Exercise – Evaluation Framework: Draft a simple evaluation framework showing how progress will be monitored and reported. 3. Discussion Post #6 – Learning & Adaptation: Discuss how strategic plans should adapt in response to changing conditions or unexpected challenges.

	Strategic Leadership & Communication		
		Bryson, John M., Chapter 10: Reassessing and Revising Strategies and Plans Harvard Kennedy School – Policy Design & Delivery. Communicating Strategy to Decision Makers. City of San Diego. Strategic Framework (Executive Summary).	1. Final Written Strategic Plan (10–15 pages): Submit your completed strategic plan incorporating course concepts and feedback received throughout the term. 2. Final Video Presentation: Record a professional presentation summarizing your strategic plan, key findings, and recommendations. 3. Peer Reflection: Provide constructive feedback on a classmate's presentation.

Students must complete an approved program of study in a major area with a minimum grade point average of 2.000 in the Point Loma Nazarene University major (program).

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In MPA 6050: Strategic Planning for Community & Economic Development, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include but are not limited to homelessness/housing, public safety, diversity, equity, and inclusion. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Public Administration, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In MPA 6050: Strategic Planning for Community & Economic Development, we will cover a variety of topics, some of which you may find triggering. These topics may include but are not limited to homelessness/housing, public safety, diversity, equity, and inclusion. Each time this topic

appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of PBA 3000: Administrative Law and Bureaucracy, and I will support you throughout your learning in this course.

Late Assignments

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request please email mvchaplain@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the

student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Adult Undergraduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional details.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- Grammarly: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu