WASHINGTON ADVENTIST UNIVERSITY

STATE OF THE UNIVERSITY

Weymouth Spence

January 2013

Table of Contents

WASHINGTON
ADVENTIST UNIVERSITY

State of the University

Mission

Washington Adventist University is a learning community committed to the Seventh-day Adventist Christian vision of excellence and service. This cosmopolitan institution challenges students to seize the opportunities for learning in the nation's capital in order to become moral leaders in communities throughout the world.

Vision

To produce graduates who bring competence and moral leadership to their communities.

Strategic Planning Committee Actions
October 19, 2012

MISSION - VISION - VALUES

Our Mission	New/Modified	Status
Washington Adventist University is a learning community <u>committed</u> to the Seventh-day Adventist Christian vision of <u>excellence and service</u>. This cosmopolitan institution challenges students to seize the opportunities for learning in the nation's capital in order to become moral leaders in communities throughout the world.	None	Adopted
Our Vision	**New/Modified**	**Status**
To produce graduates who bring competence and moral leadership to their communities.	None	Adopted
Our Values	**New/Modified**	**Status**
• Integration of the life and teachings of Jesus Christ • Commitment to quality • Respect • Trust • Considerate open communication • Accountability and integrity • Spirit of community	None	Adopted

Washington Adventist University Plan - 2020
STRATEGIC THEMES AND IMPERATIVES

Strategy One: Encourage faith development that is deliberate, personal, and critically aware

Old Imperative 6	New Imperative 6	Action	Status
Create a culture of Christ-centered wellness.	Continue to promote a culture of Christ-centered wellness.	Adopted	

Strategy Two: Deeply engage and value people

Old Imperative 3	New Imperative 3	Action	Status
Ensure that faculty and staff feel highly valued.	Create an environment where faculty and staff feel valued.	Adopted	

Strategy Four: Transform governance and the physical campus

Old Imperative 1	New Imperative 1	Action	Status
Design and build three needed academic facilities: • Music building • Health Science and Wellness Center • Learning Pavilion and Library.	Design and build needed academic facilities.	Adopted	
Old Imperative 4	**New Imperative 4**	**Action**	**Status**
Develop a list of capital equipment.	Provide needed facilities to support the mission of the University.	Adopted	
Old Imperative 5	**New Imperative 5**	**Action**	**Status**
Assess and implement an efficient governance structure.	Design, implement, assess and maintain an efficient governance structure.	Adopted	
Old Imperative 6	**New Imperative 6**	**Action**	**Status**
Link the capital and operational budgets to the Plan for Washington Adventist University.	Continue to link the capital and operational budgets to the Washington Adventist University Plan.	Adopted	

Strategy Seven: Deelpy engage and value people

Old Imperative 7	New Imperative 7	Action	Status
None	Continously create and support a culture of academic assessment and learning outcomes.	Adopted	

Environmental Scanning (internal & external)
(Multiple sources from current articles and presentations)

Forces that are challenging the sustainability of Washington Adventist University include:

- Rising University costs as funding sources for higher education declines (private and public).
- The demands of our constituency, regulatory agencies, state and federal governments and the general public for greater accountability, productivity, and cost savings – measures that are difficult to achieve within the traditional settings of higher education.
- Low retention and graduation rates – factors that are linked to other challenges including cost.
- Creation of physical and service oriented infrastructure that directly supports the lives and activities of our community and residential students.
- The mandate to help students with diverse backgrounds and interests master the skills necessary for academic success, while reaching out to support K-12 education in new and innovative ways.
- The ability to adapt and implement best practices quickly and consistently.
- The demands of an increasingly nontraditional student population.
- The belief that change actually threatens our survival; these limited thinkers throw up roadblocks whenever words like assessment, reengineering, efficiency, effectiveness, and accountability come into the conversation.
- Rapidly evolving technology and the turmoil in the global economy.

Ten Trends for 2013

How marketplace Conditions Will Influence Private Higher Education Enrollment

Source: Lawlor Group. Intelligent Marketing Solutions for Higher Education

#	Trend	Comments
1	**Money Woes**: Many families are experiencing a diminished ability to pay for a college education.	The annual net price of tuition, fees, room, and board at a private nonprofit institution ($23,840) now averages almost half of what the median household earns in a year.
2	**Penny Pinching**: Even more families are reevaluating the price they are willing to pay for a college education.	Even students from upper-middle-income families are experiencing higher levels of student debt.
3	**Public Perception**: Media coverage and legislative attention are shaping public opinion about the value of a college degree.	Government funders, as well, are looking to make their appropriations contingent upon institutional performance measures.
4	**ROI is King**: Families are seeking evidence of successful results to justify their college investment.	An economically viable career path. They expect proof of high graduation rates and graduate employment at acceptable salary levels.
5	**Different Demographics**: The number of high school graduates is shrinking, but the proportion who are ethnically diverse is growing.	More first-generation students and students from socioeconomic backgrounds that not only make paying for college a challenge, but also leave them underprepared for college-level study.
6	**Older and Wiser**: Non-traditional-age students still represent a large untapped market.	More likely to drop out in the first year, so they need convenient course scheduling, assistance in the financial aid process, tutoring and counseling services and centers for veterans.
7	**Give it a Swirl**: More students are attending multiple institutions in their pursuit of a degree.	Transferring is increasingly becoming a cost-conscious part of students' long-term plans to affordable degree completion.
8	**Engaged Consumers**: Growth in mobile online access and social media use is allowing people to instantly verify and claims a college makes.	They find it increasingly easy to investigate institutions' reputations via online networks beyond the colleges' control.
9	**Wealth of Stealth**: The wide spread of data analytics in other industries is leading students to expect personalized and relevant communications.	
10	**MOOC Mania**: The proliferation of massive open online courses (MOOCs) is drawing attention to how college credits are awarded.	All types of online and hybrid courses are thriving as the marketplace seeks cost-effective access and convenient delivery.

Academic Administration

Academic strategic master plan

- MSCHE – Monitoring Report - Learning outcomes
- Nursing Site visit – Fall 2013
- Academic quality
- Course retention
- Graduation rate
- Class size
- AAA
- NCAA
- Program/department outcomes (assessment, enrollment capacity)
- Provost Search
- Focus on Student Success
- Faculty Handbook
- Faculty and Staff Salaries

Finance

- November 2012 financial statements
- FY2014 budget

Enrollment (Office of Marketing and recruitment)

Why is there a decrease in enrollment for both undergraduate and graduate programs?
- Undergraduate enrollment- has declined for the following reasons from Fall of 2011 to Fall of 2012 - 1) Transfers from AUC – in that we did not have the numbers of transfer s like last year which was around 89 students;
- The issues in nursing program has led to a declined in numbers, the headcount in SHPSW is down by approximate 100.
- Drop in AEA application enrollments – that is initial contact was AEA to being enrolled at WAU went from 37 in fall 2011 to 7 in fall of 2012. This decline was not a unique WAU phenomenon with AEA but seemed to be across the board with most of the school involved with AEA
- The record number of graduates for 2012 spring and summer was at 416 increased the number of students that need to be replaced.
- Changes in SGPS staffing where the focus was taken off of recruitment and the responsibility was focused on program needs such as class scheduling, hiring of teachers etc.

State:	Number Fall 2011	Number Fall 2012
Delaware	2	5
District of Columbia	40	39
Maryland	907	833
New Jersey	26	28
Ohio	8	19
Pennsylvania	20	40
Virginia	43	57
West Virginia	3	5
Total	1049	1026

While the overall numbers are down from the Columbia Union that number reflects the decline in Maryland numbers which for the most part are reflected by the decline in nursing transfer students as was previously mentioned in the overall HC decline in the School of HPSW.

The changes in the Atlantic Union showed increases as follows even though we did not get the lump sum transfers from AUC those students have remained and others have come increasing the overall numbers from the Atlantic Union.

State:	Number Fall 2011	Number Fall 2012
Connecticut	18	21
Maine	3	2
Massachusetts	46	54
New Hampshire	1	2
New York	89	100
Rhode Island	4	5
Bermuda	unknown	4
Total	161	188

This data reflects that currently we have 1214 current students from the Atlantic and Columbia Unions which accounts for 86 % of our total HC at WAU.

- Goals for Fall 2013 are as follows: Freshmen- traditional - 225
  Transfers-traditional - 125
  SGPS-new UG -   110
  SGPS-new Grad. -   80
  new online-   20
  Total   560

2012 Employee Satisfaction Survey

The 2012 Employee Satisfaction Survey was launched on Monday, October 22, 2012 and closed on December 7, 2012. A total of 104 employees took the survey, or 57% of the total eligible population. The aggregate means are reported below.

All Survey Participants					
Area of Satisfaction	2008 n=89	2009 n=101	2010 n=75	2011 n=84	2012 n=104
Job	3.66	3.72	3.60	3.75	3.81
Supervisor	4.02	4.06	4.02	4.11	4.22
Institution	3.55	3.50	3.49	3.72	3.74
Leadership	3.48	3.46	3.46	3.72	3.74
Diversity and Equality	3.61	3.61	3.41	3.61	3.63
Coworkers	4.15	4.05	4.10	4.16	4.32
Summary	**3.75**	**3.72**	**3.68**	**3.85**	**3.91**

Survey Participants by Employment Category				
Area of Satisfaction	All Employees n=104	Faculty n=26	Staff n=38	Managers n=26
Job	3.81	3.62	3.98	3.92
Supervisor	4.22	4.11	4.40	4.29
Institution	3.74	3.54	3.80	3.91
Leadership	3.74	3.42	3.78	4.15
Diversity and Equality	3.63	3.30	3.82	3.81
Coworkers	4.32	4.35	4.31	4.40
Summary	**3.91**	**3.72**	**4.02**	**4.08**

Note: "Faculty" includes respondents who identified their job category as full or part time instructional. "Staff" includes respondents who identified their job category as administrative support, professional or technical/para-professional. "Managers" includes respondents who identified their job category as administrator/director/manager/supervisor. Identifying one's position category was an optional question in the survey.

It should also be noted that 83% of the 104 respondents indicated that they would recommend WAU as a place to work.

Advancement and Alumni Relations

Contributions from WAU Employees		
Year	Number of Donors	Donation
2011	46	$27,427.87
2012	74	$47,628.43

Ministry

Partnering with Sligo Church to establish University Sabbath Service every Sabbath – Student focus

Solutions (Updated January 2013)
(Multiple sources from current articles and presentations)

It is vital that the presidency embrace and promote innovation with a sense of urgency in order to compete and address the challenges facing the sustainability of Washington Adventist University. In this complex environment of academia the presidency must demonstrate strong skills in organizational strategy, resource management, communication, collaboration, advocacy, community connections and professionalism. The presidency must have a keen understanding and linkage with the internal and external constituency to articulate the value of Washington Adventist University. The focus of the presidency is on the mission/vision of Washington Adventist University. The desired outcome is a competent moral leader who will support the mission to prepare graduates to leave the Gateway of WAU to serve others. The commitment of the presidency is to implement the following actions as a means of addressing the multiple challenges facing Washington Adventist University:

- Demonstrate a passion for education and be a lifelong learner.
- Recruit and grow top competent talent, and be willing to surround the presidency with bright, energetic people who bring a diverse range of experience, viewpoints and ideas.
- Balance competing demands representing multiple constituencies from internal and external sources – parents, conferences, students, faculty, staff and employers.
- Hold true to the mission/vision of WAU, which is to serve and educate students, ultimately helping them achieve their desired goal and highest potential.
- Engage the Board of Trustees in strategic thinking for the purpose of needed transformational change, drawing from data, imagination, vision and risk taking.
- Engage both internal and external stakeholders in planning for managed growth.
- In collaboration with the academic leadership, empower the faculty to be innovative and creative in redesigning the academy and in assessing both curriculum and pedagogy.
- Break with outmoded models of the past and look to new and innovative ways to address the challenges that threaten the sustainability of Washington Adventist University – work load, student satisfaction, distance education, online learning, evening and weekend courses/programs, credit for experiential (on-the-job) learning, internships, service learning, program advisory boards, learning outcomes, cutting-edge research.
- Implement and publish standards and measures that support learning outcomes, efficiency and effectiveness.

- Encourage faculty, staff and students to be active engaged participants in the governance of the institution and in service to the community – create administrative internships for younger faculty, providing release time to work closely with one of the institution's administrative units on issues of interest to them.
- Create cross-functional teams that bring faculty and staff from a variety of disciplines together to focus on issues that they care about and that are important to the university – diversity, student retention, new models for faculty development, work/life balance, community service, campus master plan, social justice.
- Continue to implement and promote a performance evaluation process that accurately demonstrate goal alignment, action/execution (how well are people doing their jobs) and accountability.
- Continue to promote the ten principles and the six pillars of excellence.
- Develop a leadership culture built on collaborative and true teamwork with a focus on interpersonal skills, competency, roles, responsibilities, and accountability.
- Expand and diversify the University's resource base, raising private funds, and to strengthen the University's influence and visibility in the Columbia Union.
- Generate additional sources of revenue through grants and philanthropy.
- Recognize and reward high performers, close the gap between middle performers and high performers and replace low performers (If everyone in the organization doesn't truly understand the behavior that is needed to be successful, WAU will not achieve its mission).
- Campaign continuously for best practice actions that will strongly support the success of students.
- Promote the structure and best practices of shared governance.

A recent article in Trusteeship written by Rita Bornstein, points out that: "We must celebrate the extraordinary leadership that boards, presidents and faculty members provide… Volunteer board members make exceptional contributions of time, expertise and money. The president's job today includes a huge portfolio of responsibilities, many contentious groups to manage, a challenging economic environment and a critical public."

She continues by saying that: "Professors are responsible for delivering a world-class education to American and international students in an era of constant change. When boards, presidents and faculty members work together in the spirit of shared governance, they strengthen the institution's social capital and take collective action in support of a change agenda. A commitment to shared governance improves the productivity, quality, and reputation of an institution and creates a positive climate for students, staff members, and the community."

Presidential Priorities

"A Leader's Job Is To Look Into the Future, And to See The Organization Not As It Is… But As It Can Become"

Enhancing Spirituality and Diversity

Future of the Academic Programs

Enrollment Strategies

Enhancement of Financial Resources

Focus on Student Satisfaction and Success

Focus on Faculty Performance and Compensation

Growth of Alumni Support

Evolution of a WAU Marketing Strategy

Meeting Facility Needs

Strengthening Community Relationships

Partnering with an Engaged Board

University Governance

Shared Governance: Modeling the Common Good
CIC President's Institute – January 6, 2013
Steve Bahls, President of Augustana College, Illinois

Shared governance as a system of open communication to align priorities, create a culture of shared responsibility for the welfare of the institution and to create a system of checks and balances to ensure the institution stays mission-centered.

Shared governance, at its best, is not an elaborate set of rules of engagement nor is it a friendly partnership. Rather it should have four goals:

• Developing a system to jointly develop strategic goals and systems of shared responsibility to meet the goals, but leaving tactical decisions to the constituency best able to make the decision. In order to do so, presidents must be committed to giving the faculty the information and support they need to see the "bigger picture" issues faculty colleges and universities.
• Develop systems of open communication to align priorities and discuss what strategic issues.
• Create a system of checks and balances to ensure that the institution remains mission focused (i.e. faculty govern the detail of the academic program, while the board and the administration provide the budget).
• Create a shared set of metrics to measure the success of the university and its academic program.

Best Practices in Shared Governance

1. Transparency: Effective shared governance requires a strong commitment to transparency with the faculty. Boards are often committed to transparency, but think of transparency in terms of transparency outside of the institution, not necessarily being transparent inside the institution.   Faculty can't be expected to share governance if they are not fully informed about the challenges facing the university. Shared governance can be most effective when the board and the faculty understand and agree on the key strengths, weaknesses, opportunities and threats. Faculty must also commit to be transparent with boards, particularly with respect to student learning outcomes.

   A commitment to increasing transparency might include:

   • Sharing board agendas and materials with faculty prior to board meetings, seeking input from the faculty that might be relayed by the chief academic officer to the board.
   • Sharing the results of board meetings within a week of the meeting.
   • Providing access to most parts of board packets to interested faculty members.
   • Inviting faculty to observe parts of board meetings and committee meetings.

2. A Shared Focus on Outcomes. A shared focus on outcomes helps protect against shared governance amounting to nothing more than a consensus of how to protect the provincial interest of the participants.

   A commitment to sharing a focus on outcomes might include:

   • Inviting faculty members to board retreats to present on student learning outcomes.
   • Inviting the faculty to engage in a dialog with board members about academic and student life indicators on an "inputs-oriented dashboard.
   • Boards developing, with faculty, an outcomes oriented dashboard.

3. Create a spirit of Critical Analysis and Inquiry and Continuous Learning. Shared governance is only effective in an environment where it is safe for all constituencies to push each other and challenge each other. But it is also important not to confuse critical thinking with being critical.

   A commitment to developing a shared spirit the critical analysis might include:

   • Assigning board members and faculty members to create papers, for further board discussion, about critical strategic planning issues.
   • Inviting board members, on occasion, as observers at faculty meetings and vice versa.
   • Assigning common readings to board members and faculty members, with an opportunity to meet to discuss the readings.

4. Work Together Early. A strong commitment to share key decisions, such as strategic planning, not just at the end of the process, but in the generative phases. Consider substantial faculty involvement in board retreats.

   A commitment to working together early often might include:

   • Establish a shared governance task force of faculty and board members to build a mandate for shared governance.
   • Invite faculty leaders to meet with new board members, during the board orientation, without members of the administration present.
   • Involving faculty leaders as advisors, early in the process, into budgeting processes, strategic planning processes or capital planning process.

5. Work Together Often. An intentional commitment to find ways that faculty members and board members might spend time together. Shared governance can't be effective without trust, and trust is hard to build without personal relationship.

A commitment to working together often might include:

- At every board meeting, provide a time for faculty and board members to meet in an informal setting.
- Invite an equal number of faculty and board members to select board retreats or other planning meetings.
- With faculty consent, involve board members with a special expertise to serve as guest speakers for classes or to work with faculty on such problems as increasing diversity or increasing an international presence.

6. Insist on Mutual Accountability to Mission and Student Learning Outcomes. It is important that boards commit to understand the academic program and hold the administration and faculty accountable for student learning outcomes. The recent AGB publication, Board Responsibility for Oversight of Educational Quality, states the board's responsibility well.

A commitment to working together might include:

- Faculty holding board education sessions in order that board members might understand how promotion recommendations are developed or how curricular decisions are made.
- Board members and administration holding sessions for faculty about how budgets are developed, as well as the impact of other board policies.
- Faculty, administration and boards develop outcome oriented dashboards.
- Appointing academics to the board (including a discussion of whether these appointments should be current faculty, retired faculty or faculty from outside of the institution.

Status of Campus Master Plan Projects

Projects	Timeline	Completion Date	Status
Renovation of Cafeteria	Summer 2012	Satisfactory progress by end of year.	Projected completion date January 9, 2013 (Skanska USA Building)
Renovation of pool space to student gathering space	Summer 2012	Satisfactory progress by end of year.	Projected completion date March 15, 2013 (Skanska USA Building)
Create additional on campus parking spaces	Summer 2012	Satisfactory progress by end of year.	Projected completion date August 16, 2013 (Skanska USA Building)
Recondition the ball field	Summer 2012	Satisfactory progress by end of year.	Projected completion date August 16, 2013 (Skanska USA Building)
Determine space program and project budget for Wilkinson Hall	Fall 2012	Satisfactory progress by end of year.	See outcome paragraph below
Determine space program and project for new academic space	Fall 2012	Satisfactory progress by end of year.	See outcome paragraph below

We have hired a local consulting team (Walker Group) to work with the Campus Master Plan Taskforce and with our partner Washington Adventist Hospital on the implementation and fine tuning of the Campus Master Plan that was completed and submitted to the BOT in March 2012. The team made good progress for Wilkinson Hall this last Monday (November 26th). We are waiting on Jean Warden to give the Walker Group the list of space needs for Student Life and Student needs beyond what was done this past Monday. The taskforce along with the Walker group will be refining the initial plan that was agreed upon on Monday, November 26. Dr. Williams and Dr. Marshall are working on the plans for academic space; how much additional space will be needed when it is finally determined what Academic space will be lost, if any, in Wilkinson Hall, and the need for growth on campus. The Taskforce is continuing to keep the BOT committee for Strategic Planning and Facilities Committee in the communication loop as we move forward on implementation of the Campus Master Plan. The outcome of these meetings will determine the need for additional facilities with a focus on academic space for the health sciences and wellness center.

Key Performance Indicators

Based on the recent institutional key performance indicators (KPI) all strategic and operational planning is focused on improving the quality indicators. These indicators directly determine the success of the institution in fulfilling its mission and vision. We must be accountable to our students, parents, and employers of our graduates that they will graduate on time and that each graduate is competent in all the areas that we have identified in the institutional statement of objectives and they can demonstrate the qualities of moral leadership. The answer is going to come by defining and implementing actions that improve operational and instructional efficiencies in delivering quality education. When we accept a student into the university community, it becomes our obligation to establish a learning environment that supports student success. The focus must be on student success! All this must be accomplished without cutting support to those students who need extra academic and financial help to stay in school. The greatest success that we can provide our graduates achieve lie in the social, ethical, reasoning, and leadership skills they gain through the caring, supportive environment they find at Washington Adventist University. In learning to think critically and communicate effectively, and by approaching learning and service as an ongoing quest, our students will develop the abilities that will serve them well in their communities throughout the world.

Washington Adventist University must continue to fit into the national profile of independent colleges and universities by being diverse, affordable, personal, involved, flexible and successful. The top five satisfiers for students who attend private institutions, according to the Higher Education Institute, College Student Longitudinal Survey 2007-08, are the following:

- Class size
- Courses in students' major field
- Student interaction
- Overall quality of education
- Overall college experience

Recent research from Performa Higher Education indicated that thriving private higher education institutions exhibited the following traits:

- Vision
- Institutional self-esteem
- An institutional story
- Courageous and collaborative leadership
- Culture of planning and innovation
- Focus on student success
- Transformational (best practices) environment
- Net revenue and strategic finance

Based on this data we are continuing our planning, budgeting and assessment processes not only to fulfill our mission, but also to be competitive in the higher education market place. This will require an engaged and committed partnership between trustees, faculty and staff and the continued dependency on divine guidance.

Vision 2020

Vision 2020 is a continuation of the planning process to create a culture of excellence at Washington Adventist University. Based on various assessments that were conducted at various times throughout the past four years, such as graduate surveys, employee satisfaction surveys, learning outcomes, we now have the data that will guide us to develop action plans that will transform us into a thriving university that is continuously fulfilling the vision of producing graduates that demonstrate competence and moral leadership to their communities. We will continue to develop game changing actions under the six institutional pillars of excellence: quality, people, finance, growth service, and community.

Quality

- Create a Culture of Excellence – e.g. Baldrige Plan
- Exceed institutional and programmatic accreditation standards
- Strong STEM & Liberal Arts Curricula
- Placement/Diagnosis – Reading – Math – Writing
- Diversity in Teaching and Learning Styles
- Diversity in Mode of Content Delivery
- Engaged Learning and Teaching Communities
- Curriculum Linkage to the World – Internship
- Service Learning
- Student service orientation
- Student success is shared and well defined
- Opportunities abound for connecting and engaging
- The right mix of academic and co-curricular programs
- Student success is assess and metrics established
- On-going program review
- Continuous quality improvement
- Data based planning and decision making
- Innovation is the norm
- Strategic reinvestment in the quality of the program
- Teaching well the students we have
- Identify and Exceed Learning Outcomes
- Redesign Center for Student Success
- Guarantee Student Program Completion in Four Years

People

- Professional Development
- Increase the Number of Doctoral Faculty
- Implement Actions to Improve Employee Satisfaction Results
- Cultural Competence
- Hire Faculty with Research Experience
- Implement Market Compensation
- Employee development
- Competent workforce
- Credential faculty
- Engaged workforce
- Confidence in the future

- Inclusivity is being practice
- Team are functional and effective
- Decisions are being made
- Board owns the mission
- Leaders are leading
- Inclusivity is being practice
- Diversity is welcomed
- Performance is consistently evaluated annually

Finance

- Alignment of Budget with Strategic Plan
- Diversify Revenue Sources
- Establish Sustainable Endowment
- Establish Working Capital
- Generate Additional Revenue
- Net revenue is a focus
- Fundraising is successful
- Ongoing program review
- Conservative and collaborative budget process
- Budget for surplus
- Plans are integrated and align
- Innovation is the norm
- Planning is ongoing
- Plans are living
- Confidence in the future
- Vision and future casting
- Strategic reinvestment in the quality of the program
- Net revenue is a focus
- There is a entrepreneurial spirit
- Alignment of Budget with Strategic Plan
- Diversify Revenue Sources
- Establish Sustainable Endowment
- Establish Working Capital
- Generate Additional Revenue

Service

- Continuous Quality Improvement
- Service Days
- Model the Life and Teachings of Jesus
- Measure What Is Important
- Spaces and places facilitate student fit
- Attraction and belonging
- Spaces and places facilitate commitment

Growth

- Enrollment Head Count 3000 by 2020 (ground & online)
- Additional buildings – own or lease (campus master plan)
- Graduate Programs (ground and online)
- Two New Schools – Para-Legal / Law and Medical Education
- Additional International Location/s
- Environmental Sustainability Actions
- Intentional and integrated marketing plan
- Elements of regional, national and international visibility
- Alignment/Partnership/Collaboration
    - Other institutions of higher education (SDA & non-SDA) (national & international)
    - Partner with K-12 (SDA & non-SDA)
    - Adventist Health Care
    - Articulations with Professional Schools/Programs (national and international)
        - Law
        - Medicine
        - Health Professions
        - Music
        - Art
        - Technology
        - Communications
        - Engineering

    Niche Programs

    - Communications
    - Business
    - Education
    - Paralegal / Law
    - Nursing
    - Health Professions & Wellness
    - Medical Education
    - Religion
    - Music
    - Psychology
    - Technology
    - Other

Community

- Local Government and Community
- SDA Church
- Create Center of Excellence
- International Linkages
- Mission (Into all the world)
- Partner with K-12
- Center for leadership development
- Center for law and public policy