LUBBOCK CHRISTIAN UNIVERSITY

*the
Life
Changing
University*

Strategic Plan
2009-2014

Student Success

September 20, 2008

Table of Contents

Executive Summary

Lubbock Christian University marked its 50th anniversary in 2007 with celebrations that honored its heritage of changing lives. The University also began to look toward the future through a strategic planning process that began in January 2006.

The strategic planning process involved the entire Lubbock Christian University community including the board of trustees, administrators, faculty, staff, students, alumni, and friends of the University. Trustees initiated the process January 20-21, 2006 with a two-day meeting focused solely on strategic planning. Invited members of the administration, faculty, staff, and students joined trustees and were led by trustee George Lamberth through a process of discussing present and future demographics, the University's purpose, competitive/peer institutions, current state of the University, and future threats and opportunities.

The trustees' second planning session was held April 21, 2006 with continued discussion regarding competitive/peer institutions, threats/opportunities, University's purpose and vision of the board for Lubbock Christian University. During this meeting, the board of trustees reviewed and reaffirmed the University's mission statement. In the third and final session on January 26, 2007, Mr. Lamberth led trustees in exploring strategic options and developing key Board initiatives and broad policy for the institution.

On August 21, 2007, Mr. Lamberth presented information from the trustees' strategic planning sessions to the University's faculty during the first day of faculty conference. The board's vision for the University became the catalyst for strategic planning by the administration, staff, and faculty. Throughout the fall semester, University president Dr. Ken Jones met with numerous University constituents including faculty senate, staff senate, student senate, facilities personnel, department directors, members of the faculty with less than five years service, members of the faculty with five to twenty years service, members of the faculty with twenty or more years of service, alumni, and church leaders. He met with a total of eleven groups gathering information related to their opinion about the University's strengths, weaknesses, opportunities, and threats and their vision for the future of Lubbock Christian University.

Information from the various constituents was compiled and presented in January 2008 to the University leadership team during a two-day off-campus planning meeting. Details from each planning session were reviewed, evaluated, and synthesized resulting in a new vision for 2009-2014, *creating the University that passionately pursues student success through spiritual formation, intellectual growth, personal stewardship, and leadership development.*

In February 2008, Dr. Jones appointed a student success committee to be the steering committee to oversee the University-wide process of developing goals and strategies related to the new vision. Sub-committees were appointed to develop a strategic plan for specific areas including academics, bookstore/post office, technology, employee development, wellness, faculty, and the Library. The Student Success Committee was tasked to review sub-committee work, prioritize initiatives submitted by each committee, and recommend key initiatives to the president. On April 14, 2008, the Student Success Committee submitted to Dr. Jones their recommendations focusing specifically on jump-start initiatives they believed to be low-cost, high-impact with the greatest potential of immediately impacting student success. The committee met again with Dr. Jones on May 6, 2008 and proposed for his consideration a timeline for implementing recommended initiatives.

Lubbock Christian University is an institution committed to the mission of teaching students the spiritual dimension of life, providing a quality education, and imparting a system of values for living and for service to family, community, and church. The strategic planning process revealed that there is an abundance of optimism for the future of Lubbock Christian University. As the founding president, Dr. F. W. Mattox said about the University, "The best is yet to come." That spirit continues in the board, administration, faculty, and staff even today. The strategic planning process also focused the University on the fact that we are an enrollment-driven institution with servant/leader people as its key strength. As a result, the University community wholeheartedly embraced a vision related to student success.

Mission

Lubbock Christian University is an institution of higher learning founded in 1957 by members of the Churches of Christ. To honor its heritage, the University continues to operate with a conviction of the importance of restoring New Testament Christianity. Through its various programs of study, the University strives to prepare men and women for life-long Christian service in the family, church, and community.

The University serves a diverse student body from across the United States and around the world. The board of trustees, the administration, and the faculty believe that the freedom to pursue truth and high academic achievement is compatible with the Christian principles to which the University is committed. The faculty is dedicated to excellence in teaching, scholarship, service, and to their role as models of Christian living. The University community seeks to provide an environment that both supports students and challenges them to think critically, to value an honest and open commitment to truth, and to fulfill their potential for service to family, church, and community.

The University grants baccalaureate and masters-level graduate degrees. University programs encourage interaction among students, faculty, administrators, and staff members. Faculty and students at Lubbock Christian University work together toward spiritual, social, intellectual, and professional goals in a variety of undergraduate and graduate programs of study.
The mission of Lubbock Christian University is to teach students the spiritual dimensions of life, provide a quality education, and impart a system of values for living and for service to family, community, and church.

The mission is embedded in the rich heritage of faith and values that have characterized the University and its founders. Lubbock Christian University exists to impart this faith and those values to future generations. This mission shapes the purpose of the University and commits it to educate leaders who possess a deep and abiding faith in God, a concern for others, and a desire for continuous growth and improvement in all aspects of their lives.

Vision

Creating the University that passionately pursues student success through:

1. Spiritual formation
2. Intellectual growth
3. Personal stewardship
4. Leadership development

Values

These core values are the guideposts through which the future of the University will be directed.

FAITH IN GOD / ALLEGIANCE TO SCRIPTURE

Our belief is that God has sustained and blessed Lubbock Christian University and will continue to do so. Therefore, we will act, trust and pray with God as the most vital force for our future. In addition, His scripture will necessarily serve as the standard for truth and conduct.

PEOPLE

Because of God's love and the teaching of scripture, we know that people are important and at the heart of Lubbock Christian University. The importance of all people will, therefore, be stressed in all decisions. Student satisfaction and well-being will be a concern of all who are a part of Lubbock Christian University. Faculty and staff will be recognized with respect as those who have the ability, opportunity and responsibility to make the vision of Lubbock Christian University a reality. All interested parties such as parents, congregations, and others will be treated with respect because they are extremely important to the vision of Lubbock Christian University.

CONTINUOUS IMPROVEMENT

The Christian life is one of growth and transformation. As a Christian institution, we value continuous growth and improvement. Every area of campus life will be expected to improve on a continuing basis. Adequate resources and opportunity will be given, over time, for such improvement to be seen and measured.

TEAM / SERVANT SPIRIT

Lubbock Christian University is a body. Each part is essential. No one part is more substantial in terms of importance. Team spirit is the lifestyle whereby each member will operate unselfishly for the benefit of the whole.

Environmental Factors

External Higher Education Environment
1. Enrollment in degree-granting institutions increased by 16 percent between 1985 and 1995. Between 1995 and 2005, enrollment increased at a faster rate (23 percent), from 14.3 million to 17.5 million. Much of the growth between 1995 and 2005 was in female enrollment; the number of females enrolled rose 27 percent, while the number of males rose 18 percent. During the same time period, part-time enrollment rose by 9 percent, compared to an increase of 33 percent in full-time enrollment. Enrollment increases can be affected both by population growth and by rising rates of enrollment. Between 1995 and 2005 the number of 18- to 24-year-olds increased from 25.5 million to 29.3 million, and the percentage of 18- to 24-year-olds enrolled in college rose from 34 percent to 39 percent. In addition to the enrollment in accredited 2-year colleges, 4-year colleges, and universities, about 434,000 students attended non-degree-granting, Title IV eligible, postsecondary institutions in fall 2005. *Source: National Center for Education Statistics*
2. The number of young students has been growing more rapidly than the number of older students, but this pattern is expected to shift. Between 1990 and 2005, the enrollment of students under age 25 increased by 33 percent. Enrollment of people 25 and over rose by 18 percent during the same period. From 2005 to 2016, NCES projects a rise of 15 percent in enrollments of people under 25, and a rise of 21 percent in enrollments of people 25 and over. *Source: National Center for Education Statistics*
3. Enrollment trends have differed at the undergraduate, graduate, and first professional levels. Undergraduate enrollment generally increased during the 1970s, but dipped slightly between 1983 and 1985. From 1985 to 1992, undergraduate enrollment increased each year, rising 18 percent before declining slightly and stabilizing between 1993 and 1996. Undergraduate enrollment rose 21 percent between 1996 and 2005. Graduate enrollment had been steady at about 1.3 million in the late 1970s and early 1980s, but rose about 59 percent between 1985 and 2005. After rising very rapidly during the 1970s, enrollment in first professional programs stabilized in the 1980s. First-professional enrollment began rising again in the 1990s and showed an increase of 13 percent between 1995 and 2005. *Source: National Center for Education Statistics*
4. Since 1984, the number of females in graduate schools has exceeded the number of males. Between 1995 and 2005, the number of male full-time graduate students increased by 27 percent, compared to a 65 percent increase for female graduate students. Among part-time graduate students, the number of males increased by 4 percent and the number of females increased by 18 percent. *Source: National Center for Education Statistics*
5. The percentage of American college students who are minorities has been increasing. In 1976, 15 percent were minorities, compared with 31 percent in 2005. Much of the change from 1976 to 2005 can be attributed to rising numbers of Hispanic and Asian or Pacific Islander students. During that time period, the percentage of Asian or Pacific Islander students rose from 2 percent to 6 percent and the Hispanic percentage rose from 3 percent to 11 percent. The percentage of Black students was 9 percent at the beginning of the time period and it fluctuated during the early part of the period before rising to 13 percent in 2005. Nonresident aliens for whom race/ethnicity is not reported made up 3 percent of the total enrollment in 2005. *Source: National Center for Education Statistics*
6. The number of high school graduates in Texas will increase 18% from 2008 to 2018. *Source: Chronicle of Higher Education Almanac 2006-2007*

7. Texas is profiting from a diverse, vibrant and growing economy. The population projections forecast the greatest growth to occur in urban areas and along the Texas border. By 2008, Texas will become a minority-majority state. Hispanics will account for more than 40 percent of the state's population. Blacks will represent 11 percent. Whites will be 45 percent. Other groups will represent 4 percent. Historically, the state's Hispanic and Black populations have enrolled in higher education at rates well below that of the White population (35.2% Hispanic; 41.1% Black; 47.3% White). *Source: Texas Higher Education Coordinating Board and USA Today, October 30, 2006*

8. The following *Stamats®* predictions/observations were reviewed.
   a. Today's parents are better informed about the college-choice process and have higher expectations
   b. What parents most want to know about you:
      i. Faculty are good teachers and mentors
      ii. Program of interest is available
      iii. Safe campus
      iv. High academic quality
      v. Graduates get good jobs
      vi. Availability of financial assistance/scholarships
      vii. Value
      viii. Reasonable cost tied with good technology resources
   c. Growing blur between publics, privates, and for-profits
   d. In 2006-2007, percentage of students in colleges with a tuition greater than $12,000 per year—32%
   e. As publics privatize, they will become more aggressive in recruiting, marketing, and fund-raising
   f. Students increasingly see colleges as a commodity
   g. Non-traditional enrollment increasing (part-time, adult, while working)
   h. Adult students seek:
      i. Flexibility
      ii. Convenience
      iii. Credit for life experience
      iv. Accelerated completion
      v. Valid learning experience
      vi. Multiple learning alternatives
   i. Home-school movement is leading to a home-college movement
   j. For-profit institutions are growing and, as tax-paying institutions, will exert influence on higher education
   k. Institutions that serve only full-time residential undergraduates will face an extremely difficult future unless they are well-branded and/or well-endowed
   l. Online offerings will continue to evolve as an element of success—institutions of higher education who establish and institution wide commitment to serving this market will experience financial benefit and position themselves as a resource within the communities they serve
   m. Public institutions, particularly four-year regional and two-year schools in or near urban areas, face unparalleled opportunities
   n. Leadership of U.S. institutions in higher education is eroding—United Kingdom, Australia, New Zealand, and China are aggressively recruiting international students
   o. More international students from developing countries will be coming to the U.S., particularly graduate students (China, Malaysia, India, and Indonesia account for

two-thirds of demand—top twelve countries are India, China, Republic of Korea, Japan, Taiwan, Canada, Mexico, Turkey, Thailand, Germany, United Kingdom, and Saudi Arabia)

p. Management/Commerce, sciences, and technology will continue to be the leading fields of study for international students

q. Students attending schools abroad will increase

r. The University of Phoenix is America's largest university—average age of student is 35 but 30% of new students are ages 18-20

s. Eight key ingredients of for-profit institutions:
    i. Customer responsiveness
    ii. Career placement
    iii. High-demand curricula
    iv. Rapid response to market
    v. Year-round academic calendar
    vi. Pricing and cost
    vii. Scale economies and operating efficiencies
    viii. Few concerns among students and employers about quality

t. Market for full-time residential students is declining and will continue to decline for at least a generation

u. There are six growth markets in higher education:
    i. Students of color
    ii. Adult students, including seniors
    iii. Commuter students
    iv. Part-time students
    v. Women
    vi. International students

v. Minority population rising to about 50% of population by 2050

w. Student success statistics
    i. Asian Americans with college degrees—76%
    ii. Whites with college degrees—67%
    iii. Blacks with college degrees—9%
    iv. Hispanics with college degrees—7%

x. Half of the U.S. lives in ten states (CA, TX, NY, FL, IL, PA, OH, MI, NJ, and GA)

y. Key areas with the greatest growth (Southern California, Arizona, Nevada, Colorado, I-35 corridor through Texas, Oklahoma, Kansas, and Missouri, Gulf Coast Arc through Texas and Louisiana)

z. Fastest growing occupations
    i. Network systems and data communications analyst
    ii. Physicians assistant
    iii. Computer software engineer
    iv. Computer systems engineer
    v. Database administrator
    vi. Physical therapist
    vii. Medical researcher
    viii. Occupational therapist
    ix. Network and computer systems administrator
    x. College instructor

aa. Today's high school students
    i. Strengths
        1. Multitasking

2. Goal orientation
3. Positive attitude
4. Technical savvy—connected and network socially
5. Visually sophisticated
6. Collaboration

ii. Weaknesses
1. Distaste for menial work
2. Lack of skills for dealing with difficult people
3. Impatient; want it now
4. Poorly prepared
5. Unrealistic expectations for near-term earnings
6. Immature

iii. Other characteristics of note
1. Rely heavily on first impressions
2. Scanners, not readers

bb. Only 65% of high school graduates go to college
cc. One in three attend community colleges
dd. Only one in four community college graduates complete a baccalaureate degree
ee. Student success statistics:

i. Freshmen that stop/drop out of college at least once—48%
ii. Travel across state lines to attend college—40%
iii. Work part-time while attending college—84%
iv. Work full-time while attending college—34%

Mandates Impacting Institution
Lubbock Christian University is a co-educational institution of higher learning located in the City of Lubbock, Lubbock County, Texas. The University is chartered as a non-profit corporation to support an educational undertaking as authorized by Subdivision 2, under Article 1302, of the Texas Revised Civil Statutes of 1925. The articles of incorporation were filed in accordance with the Texas Non-Profit Act with the Secretary of the State of Texas and restated in 2005. The corporation has no members and is governed by a Board of Trustees. Lubbock Christian University is accredited to offer baccalaureate and master's degrees by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097; telephone (404) 679-4501. As a private institution of higher education accredited by a recognized agency, Lubbock Christian University is exempt from the Texas Higher Education Coordinating Board certification requirements and authorized to grant the degrees for which it is accredited, in accordance with Subchapter A and G, Chapter 61, of the Texas Education Code, which is the statutory subchapter on the regulation of private degree-granting institutions of higher education in the State of Texas.

The following laws, standards, policies and regulations impact decisions concerning the goals, objectives, and plans of the University.
1. Internal Revenue Code 501(c)(3)
2. Internal Revenue Code 170(c)(2)
3. Civil Rights Act of 1967; 1991; Title VI of the Civil Rights Act of 1964 and implementing regulations, 34 CFR Parts 100 and 101
4. Health Insurance Portability and Accountability Act of 1966
5. HIPAA Security Rule (45 CFR part 164, subparts A and C)
6. U.S. Department of Health and Human Services Standards for Privacy of Individually Identifiable Health Information

7. Consumer Credit Protection Act
8. Employee Polygraph Protection Act
9. Fair Labor Standards Act
10. Family and Medical Leave Act
11. Occupational Safety and Health Act
12. Uniformed Services Employment and Reemployment Rights Act
13. Worker Adjustment and Retraining Notification Act
14. Whistleblower Protection Provisions
15. COBRA Health Coverage Continuation Provisions
16. Texas Labor Code, Section 61, Pay Day Law
17. Texas Health and Safety Code
18. Title IV of Higher Education Act
19. Title IX of the Educational Amendments of 1972 and implementing regulations, 34 CFR Part 106
20. The Family Education Rights and Privacy Act of 1973 and implementing regulations, 34 CFR Part 99
21. Section 504 of the Rehabilitation Act of 1973 and implementing regulations, 34 CFR Part 104
22. The Age Discrimination Act of 1975 and implementing regulations, 34 CFR Part 110
23. The Standards for Safeguarding Customer Information, 16 CFR Part 314
24. Section 1352, Title 32 of the U.S. Code, implemented by 34 CFR Part 82
25. Drug Free Workplace Act of 1988, implemented by 34 CFR Part 85, Subpart F
26. Jeanne Clery Disclosure of Campus Security Policy
27. Campus Crime Statistics Act of 1990
28. Accreditation Standards, Commission on Colleges of the Southern Association of Colleges and Schools
29. Texas Education Agency Educator Certification Standards
30. Accreditation Standards, Council on Social Work Education
31. Accreditation Standards, National League for Nursing Accreditation Commission
32. Lubbock Christian University Articles of Incorporation
33. Lubbock Christian University Bylaws
34. Lubbock Christian University Board of Trustees Policy Manual

Internal Higher Education Environment
The institution began its 50th year of existence with the theme, *Lubbock Christian University— celebrating our Past and Embracing our Future.* Activities involved founders, trustees, current and former faculty, staff, alumni, and friends. Building a Habitat for Humanity house for a local family brought together students, alumni, staff, faculty, and trustees in service to the community. Homecoming activities brought back various ex-student groups to reminisce and get reconnected. In the fall of 2007, a weekend to honor the founders and their families occurred and, in the spring, the University began to look forward to the next fifty years with a program led by the Honorable Colin Powell.

The Carnegie Classification system recently changed providing more flexibility to the ranking system. The system ranks each institution in seven categories. As a result, Lubbock Christian University changed from Baccalaureate Comprehensive to Master's Colleges and Universities (smaller programs), 4 year or above, private not-for-profit, professions plus arts and sciences, some graduate coexistence, post-baccalaureate professional (education dominant), very high undergraduate, medium full-time four-year, selective, lower transfer-in, and small four-year primarily residential. There are 140 other "Master's S" colleges and universities in the United

States. When you align each of the sub-categories of the Carnegie Classification system, Lubbock Christian University is unique in that there are no other institutions that have the same identifying Carnegie Classification categories and sub-categories.

Enrollment in fall 2006 was 2,000 students, down 3.95% from the prior year's record enrollment of 2,079. Enrollment reductions were primarily due to a smaller number of Graduate Education and Organizational Management students. On the ACT Student Survey of Opinion, students continued to rank us as their first choice at a higher rate than the national average. For example, 67.8% of students taking the student survey said that we were their first choice, compared to 54.9% of national survey participants that said the institution they attended was their first choice. Minority enrollment comprised 21.3% of total enrollment with Hispanic at 13.95% (279 students) and Black at 5.2% (104 students). Total enrollment follows:
1. Fall 2006
    a. Undergraduate Beginning—315 (2 higher than prior year)
    b. Undergraduate Readmit—96 (27 higher than prior year)
    c. Undergraduate Transfer—245 (26 fewer than prior year)
    d. Undergraduate Continuing—1114 (20 fewer than prior year)
    e. Graduate—208 (36 fewer than prior year)
2. Spring 2007
    a. Undergraduate Beginning—10 (6 fewer than prior year)
    b. Undergraduate Readmit—61 (11 fewer than prior year)
    c. Undergraduate Transfer—148 (17 higher than prior year)
    d. Undergraduate Continuing—1398 (51 fewer than prior year)
    e. Graduate—220 (21 fewer than prior year)

From July 1, 2006 to June 30, 2007, the University awarded a record 486 degrees including 1 associate's degree, 400 baccalaureate degrees, 84 master's degrees, and 1 professional degree (55 more degrees awarded than the prior academic year). Student success continued to be a concern for the University. The fall 2005 freshman cohort one-year retention rate was 68.3%. When compared with the National Center for Education Statistics (NCES) auto-generated comparison group, the freshman one-year retention rate was essentially equal. When compared to the ACT survey results for four-year private schools, we were lower than their published 70.9% average freshman retention rate. When compared to an NCES peer group of institutions in the new Carnegie designation, our freshman retention rate was slightly below their average of 70%. Freshman retention continued to be focus for improvement at the institution. Part-time retention stands at 75% which is significantly better than the NCES generated group averages of 30% for this year's comparison group and 33% for next year's comparison group. The six-year graduation rate for the fall 2001 freshman cohort was 41.1%, higher than the NCES auto-generated group average of 37%, but lower than the ACT survey results for four-year private school of 56.2%. Our graduation rate was less than the new Carnegie designation peer group average of 47%. Transfer cohort graduation rates were at 53.5% this year as compared to 60.1% last year. The University had a successful pre-health professions program which decreased the number of freshmen that earn degrees.

The University conducted student surveys using the ACT Student Survey of Opinion. Ratings improved from prior year's administration and continue to exceed the national averages for institutions that used the same survey. Examples of assessments are as follows.
1. When students were asked if they could start over, would they attend our University again, 74.8% said yes compared to 63.4% nationally. There were 11.7% of our students

said they would not attend if given the chance to start over. Nationally, 15.7% of respondents stated they would not attend the same university.

2. When students were asked if they would recommend this college to others, their responses averaged 4.22 where a 4=Agree and a 5=Strongly Agree as compared to the national average of 3.85.
3. When students were asked the impact of our institution in promoting their intellectual growth, personal growth, and social growth, they responded with the following averages:
    a. Intellectual Growth—4.06 where 4=Great and 5=Very Great as compared to the national average of 3.79.
    b. Personal Growth—4.08 where 4=Great and 5=Very Great as compared to the national average of 3.68.
    c. Social Growth—3.80 where 3=Moderate and 4=Great as compared to the national average of 3.55.
4. When students were asked to rank the attitude of the faculty towards students, the average ranking was 4.35 where a 4=Satisfied and a 5=Very Satisfied as compared to the national average of 3.93.
5. When students were asked to rank the attitude of the non-teaching staff toward students, the average ranking was 3.97 where 3=Neutral and 4=Satisfied as compared to the national average of 3.66.
6. Of the 64 various areas rated by students, the University was above the national average on all but four areas; however, ratings of those areas were very close to the national average (within one standard deviation from the mean). Those areas were library, computer support & services, food services, and rules governing student conduct. Each area rated below the national average is aware of the rating and continues to work to improve services.

Employee Perceptions Inventory ratings improved during the 2006-2007 academic year with 35 of the 56 areas indicating an improvement and 21 showing a decrease in the average rating. Last year's lowest ratings were health insurance and administration communication. This year, employee ratings of those areas improved. During the prior year, a new PPO option that provided co-pays for doctor visits and prescription drugs was added to health plan options for employees. The president conducted regular meetings with departments across campus to improve administration communication. This year's low areas were in E-Learning and the technology available for teaching distance learning courses.

The University administered two alumni surveys, one for students that graduated five years ago and one for students that graduated two years ago.
1. The five year alumni survey indicated the following:
    a. 76% indicated that they were in leadership positions at work;
    b. 75% indicated that they served the community regularly;
    c. 96% indicated that the influence of Christ is central to their decision-making;
    d. 94% indicated that they would recommend Lubbock Christian University to others;
    e. 97% indicated that they considered themselves life-long learners;
    f. 100% indicated that they considered themselves to be persons of good character whose values influenced their decision-making; and
    g. On a scale where 4=Adequate and 5=Excellent, five-year alumni rated the following capabilities:
        i. Technical skills—average of 4.6
        ii. Critical thinking skills—average of 4.8
        iii. Quantitative skills—average of 4.6

          iv. Written communication skills—average of 4.8
          v. Verbal communication skills—average of 4.6

2. The two year alumni survey indicated the following.
   a. 99% indicated that they were Christians
   b. 75% indicated that they were active in Church
   c. 99% indicated that a system of values guided their decision-making
   d. 97% indicated that family was important
   e. 66% indicated that they volunteered in the community
   f. 93% indicated that they would recommend Lubbock Christian University to others
   g. On a scale where 4=Satisfied and 5=Very Satisfied, two-year alumni rated the following.
      i. Curriculum content related to the basic knowledge in their field—average rating of 4.58
      ii. Curriculum content related to the advanced knowledge in their field—average rating of 4.08
      iii. University's value in their career preparation—average rating of 4.15
      iv. University's value in preparing them for graduate school—average rating of 4.04
      v. Value of their internship—average rating of 4.32

A new 14,417 square foot classroom building was opened in the Spring 2007 semester to provide four classrooms, three galleries, new facilities for the academic support center, offices for Communication/Fine Arts faculty, Math & Physical Sciences faculty, and the Dean of the Hancock College of Liberal Arts & Education. Spaces vacated by the Math & Physical Sciences Department were used by the Nursing Department to better accommodate their growth. Spaces vacated by the Communications/Fine Arts Department and the Dean were renovated and used by the Organizational Management Department. The Admissions Office expanded into the old Organizational Management Department area. The Planning & Assessment Support area moved into a smaller area to make room for a computer lab/technology support. The Baseball Clubhouse and a new softball field were constructed and the baseball press box was renovated.

The regional accreditation compliance certification process provided essential data for the strategic planning process. Process components that impacted strategic planning were a compliance certification, an off-site review, a focused report, a review of the quality enhancement plan, and an on-site visit. Results of each phase are summarized below.

1. Compliance certification—the institution was required to certify compliance with 81 requirements/standards. Compliance must be demonstrated in both policy and practice. Compliance certification was submitted online and in writing. Text of the compliance certification totaled 442 pages of narrative and 3,570 supporting documents.
2. Off-site review—a team of peer evaluators was assembled by the Commission on Colleges to review the compliance certification. Out of 81 requirements/standards, the review team cited findings in 7 areas.
   a. Institutional effectiveness for academic and student affairs programs
   b. Consortia/contractual relationship documentation
   c. Faculty competence for two classes
   d. Assessment and review of college-level general education competencies
   e. Academic program coordinator involvement
   f. Faculty evaluation for adjunct instructors
   g. Student complaint procedures documentation

3. Focused report—a focused report was submitted online and in writing to address the findings of the off-site committee. The focused report consisted of 24 pages of text and 195 supporting documents.
4. Quality Enhancement Plan—a Quality Enhancement Plan was submitted to the commission and to the on-site review committee. The Quality Enhancement Plan will guide the institution in a project to improve critical thinking expressed in writing from 2008-2013. The title of the Quality Enhancement Plan is, "I think; therefore, I write."
5. On-site review—the commission appointed a team of peer evaluators to review the focused report, review the Quality Enhancement Plan, and to visit the campus. The on-site visit included presentations by the QEP team and interviews with administration, faculty, staff, and students. The exit briefing was held where the team briefed administrative representatives concerning three recommendations.
   a. Faculty competence for one course
   b. Scope of QEP was too broad
   c. Assessment plan of QEP needed to adapt to redefined scope
6. The redefined focus of the QEP is to improve critical thinking expressed in writing through the following initiatives.
   a. Discipline-specific instruction that occurs in upper-division critical thinking-intensive courses—to ensure critical thinking impacts student learning in each discipline
   b. Faculty development in critical thinking through implementation of the Teaching Commons—to create and sustain development of critical thinking pedagogy and assessment practices

During the strategic planning process, constituent groups identified the following challenges.
1. Infrastructure—aging, limited capability fiber optic network; responsiveness to innovations in technology; limited resources for needed updates and new facilities/equipment; need for student gathering/entertainment spaces, ADA compliance issues in older facilities; below average endowment; limited unrestricted capital
2. Unstable economic climate—families' diminishing discretionary income; tenuous climate in government funding, increasing cost of operations
3. Student Resources—unfunded academic scholarships, continued pressure on federal and state grants, unfunded intercollegiate athletic scholarships
4. Human Resources—diversity consideration with new hires; need for competitive salaries/benefits, professional development; unstable health insurance climate; need for succession planning
5. Board of Trustees—consideration of ethnic/gender diversity when adding board members; board succession
6. Increasing Hispanic population—need to reflect changing demographics in employee base, Board of Trustees, curriculum, campus experience
7. Academics—adjunct faculty members not oriented to University culture/goals; need improvements to orientation/mentoring for new faculty; challenge faculty to embrace creative/innovative teaching styles; increased demand for online classes, weekend/evening classes, upper division classes; size and currency of learning resources in library/collaborative resources
8. Marketing—limited sphere of influence; tell the story of Lubbock Christian University in community and beyond; alumni development
9. Enrollment—declined past two years; dependence on tuition/enrollment to fund operations and improvements
10. Heritage/culture—societal influences on values

During the strategic planning process, constituent groups identified the following opportunities and strengths.

1. Reputation of institution—integrity; ethical; strong leadership—president well-respected in community
2. People/Work environment—spirit of teamwork; sense of community, caring employees; willingness to spend one-on-one time with students
3. Athletics—quality of student-athletic programs; addition of new sports; nationwide recognition of athletic programs
4. Heritage/culture—commitment to prayer; focus on changing lives; emphasis on spiritual formation; dedication to mission/core values of the University
5. Campus life—variety of co-curricular activities; availability of financial assistance
6. Academics—quality, world-class scholars; reputable academic programs; small classes; academic support to underprepared student population; creative new offerings; Quality Enhancement Plan—availability of Teaching Commons; focus on critical thinking
7. Infrastructure—new construction; LEEDS certification/green campus; affordable campus housing
8. *Student Success*—freshmen seminar class; Center for Student Success offering centralized advising, career testing/placement/advising, tutoring, and disability services; implementation/utilization of learning outcomes in curricular and co-curricular programs

Statement of Strategic Intent

The intent that informs each aspect of the Strategic Plan is for Lubbock Christian University to become the University that passionately pursues student success through intellectual growth, spiritual formation, personal stewardship, and leadership development.

The strategic plan is the framework from which decisions will be made that impact the effectiveness of the University in accomplishing its mission and vision of student success from 2009-2014. As a result, programs and services will plan and implement strategies to achieve student success, assess effectiveness and continuously improve.

Lubbock Christian University is an institution of purpose. As an institution of purpose, the University will:
1. Review the mission, goals, vision, values, and strategic plan of the institution
2. Plan outcomes, budget necessary resources, and implement strategies to accomplish the mission and vision of the institution
3. Assess effectiveness to demonstrate mission accomplishment and provide a basis for improvement
4. Improve programs and services

Goals

Student Success Goals
1. Develop curricular and co-curricular experiences that encourage students to form life changing spiritual foundations
2. Create curricular and co-curricular programs that challenge students to grow intellectually
3. Provide programs that enable students to become stewards of physical and financial resources
4. Implement programs that challenge students to develop leadership skills and seek leadership roles

Resource Goals
1. Develop people and people skills to excel at student success
2. Procure financial resources to implement and sustain student success initiatives
3. Provide technological resources to ensure student success and faculty development in a changing world
4. Create, improve, and sustain physical resources to enable student success
5. Advance institutional reputation for student success through marketing and public relations

Objectives

The Strategic Plan does not articulate every strategy that will be pursued to achieve the institutional goals. The planning, implementation, assessment, and improvement process is dynamic, responding to institutional and environmental realities and challenges. The following are examples of objectives planned by the strategic planning committees to guide initial action of the institution. Objectives are listed under the goal they support.

1. Student Success Goal 1—Develop curricular and co-curricular experiences that encourage students to form life changing spiritual foundations
   a. Review and implement chapel programming designed to build spiritual foundations for students and the University community
   b. Establish faculty development programs to strengthen integration of faith and learning
   c. Expand interaction among students and faculty to promote spiritual formation themes in the Scholars Colloquium
   d. Strengthen core curriculum coursework designed to impact spiritual formation
   e. Establish a spiritual formation reading room in the library
2. Student Success Goal 2—Create curricular and co-curricular programs that challenge students to grow intellectually
   a. Review and implement improved core curriculum that provides broad foundation for intellectual growth to equip students for success
   b. Implement a five-year Quality Enhancement Plan to improve discipline-specific critical thinking expressed in writing
   c. Develop schools of excellence to focus on institutional strengths that lead to student success
   d. Expand honor societies to promote and encourage academic excellence
   e. Model rigorous intellectual inquiry through increased faculty participation in the Christian Scholars Conference and other student success initiatives that impact intellectual growth
   f. Enhance global perspective through increased international student enrollment and study abroad participation
   g. Establish an online college to impact intellectual growth for a broader student base
   h. Evaluate admissions standards to improve academic preparation of incoming students
   i. Create Center for Student Success that incorporates and optimizes academic advising, tutoring, disability services, and career services
   j. Implement student learning-focused co-curricular programs and services
   k. Develop and continuously improve library collections and access to learning resources
   l. Establish and equip library learning center to improve access to instruction in library services, research and writing
   m. Cultivate partnerships between student affairs, technology, academics, and public relations to improve student success
   n. Review and improve first-year experience program focusing on improvement of student success
   o. Review and improve transfer student orientation and success programs
   p. Partner with more external organizations to provide increased opportunities for internships and field experience

3. Student Success Goal 3—Provide programs that enable students to become stewards of physical and financial resources
    a. Establish a wellness program for the University community that incorporates wellness and personal and financial stewardship
    b. Develop curricular programs and equip faculty to integrate learning with personal stewardship
    c. Implement core curriculum coursework designed to improve personal stewardship
    d. Develop co-curricular programs and services that promote personal stewardship
4. Student Success Goal 4—Implement programs that challenge students to develop leadership skills and seek leadership roles
    a. Integrate educational resources to develop a graduate-level degree in organizational leadership
    b. Develop curricular programs that integrate learning in the discipline with leadership development
    c. Implement co-curricular programs with leadership student learning outcomes to improve development of leadership skills
    d. Plan more community service projects to model and develop servant leaders

Resource Goals
1. Resource Goal 1—Develop people and people skills to excel at student success
    a. Improve new employee orientation program to integrate University mission, values, and plans into employee performance
    b. Establish new faculty orientation programs to integrate University mission, values, and plans into academic culture
    c. Implement employee development programs that equip staff and faculty to effectively support student success initiatives
    d. Establish a Teaching Commons for faculty development and collaborative improvement initiatives that impact scholarship, pedagogy, and student success
    e. Establish initiatives to encourage professional development and research among faculty
    f. Develop faculty to possess and sustain the technological and pedagogical skills to be effective in the e-learning teaching format
    g. Continue to improve institutional effectiveness initiatives to establish and sustain a culture of planning and assessment that results in continuous improvement
    h. Establish a grant writing center to promote and fund student success initiatives
    i. Continue to improve faculty compensation
    j. Partner with more external organizations to improve professional and continuing development
    k. Increase faculty participation in the Christian Scholars Conference
2. Resource Goal 2—Procure financial resources to implement and sustain student success initiatives
    a. Fund physical resources need to improve student educational experience
    b. Develop $5 million general scholarship endowment
    c. Fund $3 million biblical scholarship endowment
    d. Endow five faculty chairs
    e. Develop $3 million honors scholarship endowment
    f. Fund $3 million intercollegiate athletics scholarship endowment
    g. Increase unrestricted giving to fund 3% of annual operating budget
    h. Increase the percentage of alumni giving annually to average 10%
    i. Grow first-time full-time freshman class to average 350 annually

      j. Develop undergraduate transfer feeder institutions to improve undergraduate transfer to average 320 annually

      k. Improve freshman to sophomore retention rate to 75%

      l. Improve first-time full-time freshman cohort graduation rate to 55%

3. Resource Goal 3—Provide technological resources to ensure student success and faculty development in a changing world

      a. Integrate technological and faculty resources to improve faculty development and student learning

      b. Create and sustain partnerships to support technology infrastructure and educational programming that improve the higher education experience for students and faculty

      c. Establish capacity to effectively leverage technology tools for reliable, quality, relevant, and appropriately rigorous student learning

      d. Procure technological resources to support and sustain the model classroom

      e. Establish online communities to continually improve quality, scale, and breadth of programs

      f. Evaluate servers and replace and enhance capacity as customer usage and satisfaction dictates

      g. Add classroom capture capabilities to increase academic opportunities that enhance traditional, blended, and online educational experiences

      h. Provide adequate technological resources and support for faculty development

4. Resource Goal 4—Create, improve, and sustain physical resources to enable student success

      a. Build new welcome center

      b. Expand and improve library facilities

      c. Build new University Advancement Center

      d. Build and develop new campus living facilities for students that optimizes student living, learning and development in one facility

      e. Expand and improve campus post office facilities and services

      f. Build the Estep Science Building

      g. Build the Williams Fine Arts Center

      h. Establish and landscape a pedestrian corridor to extend the main campus mall area

      i. Expand and improve bookstore facilities and services

      j. Develop space to support optimization plans for technology and teaching and learning support

      k. Improve energy efficiency of campus facilities to demand less of the environment and provide more resources for student learning

5. Resource Goal 5—Advance institutional reputation for student success through marketing and public relations

      a. Establish ongoing public relations campaign to inform internal and external constituents of student success initiatives

      b. Implement marketing plan to improve first-time full-time freshman recruiting

      c. Plan and implement marketing initiatives to establish an early desire for prospective students to consider the University as a first-choice

      d. Implement marketing plan to improve institutional fund-raising

Assessment Plan

The following performance measures will be monitored by the institution to assess institutional success in accomplishing the strategic plan.

1. Spiritual development questions on two-year alumni survey (Student Success Goal 1)
2. Spiritual development questions on five-year alumni survey (Student Success Goal 1)
3. Freshman to sophomore retention rate for first-time full-time freshman cohort (Student Success Goal 2)
4. Six-year graduation rate for first-time full-time freshman cohort (Student Success Goal 2)
5. 75th percentile/25th percentile ACT/SAT scores for first-time full-time freshman cohort (Student Success Goal 2)
6. Average high school grade point average for first-time full-time freshman cohort (Student Success Goal 2)
7. Six-year graduation rate for transfer cohort (Student Success Goal 2)
8. Academic skills questions on two-year alumni survey (Student Success Goal 2)
9. Job placement questions on two-year alumni survey (Student Success Goal 2)
10. Advanced degree question on two-year alumni survey (Student Success Goal 2)
11. Advanced degree question on five-year alumni survey (Student Success Goal 2)
12. Personal stewardship question on two-year alumni survey (Student Success Goal 3)
13. Leadership position/service questions on five-year alumni survey (Student Success Goal 4)
14. Number of faculty participants in teaching commons (Resource Goal 1)
15. Annual faculty compensation comparison to all ranks average of faculty senate/provost developed peer group (Resource Goal 1)
16. Fiscal year end total of the value of endowment and quasi-endowment funds (Resource Goal 2)
17. Annual alumni giving rate (Resource Goal 2)
18. Percentage annual operating budget funded by unrestricted giving (Resource Goal 3)
19. Total number of students in first-time full-time freshman cohort (Resource Goal 2)
20. Number of technological improvements to campus (Resource Goal 3)
21. Number of new and improved facilities on campus (Resource Goal 4)
22. Total number of students in first-time full-time freshman cohort (Resource Goals 5)
23. Fiscal year end total of the value of endowment and quasi-endowment funds (Resource Goal 5)
24. Annual alumni giving rate (Resource Goal 5)
25. Percentage annual operating budget funded by unrestricted giving (Resource Goal 5)