

TITLE:

Strategic Enrollment Plan 2015-16 Update

AUTHOR:

Vice President of Admissions & Marketing

DATE:

Fall 2015

DESCRIPTION:

2015-16 update of the Strategic Enrollment Plan.





OKLAHOMA CHRISTIAN UNIVERSITY

Strategic Enrollment Plan 2015-16 Update

Oklahoma Christian University
Oklahoma City, Oklahoma
December 2015

Table of Contents

Section 1: Introduction – Rationale and Use of Strategic Enrollment Planning

Section 2: Organizational Structure and Procedures for Creating and Implementing the Strategic Enrollment Plan

Section 3: Institutional Mission, Vision, and Key Performance Indicators (KPIs)

Section 4: Situational Analysis – Overview

Section 5: Planning Assumptions

Section 6: Updated Summary of Key Enrollment Strategies and Priorities

Section 7: Enrollment Goals

Section 8: Updated Next Steps

Strategic Enrollment Plan

Oklahoma Christian University ~ Oklahoma City, Oklahoma

Section 1: Introduction – Rationale and Use of Strategic Enrollment Planning

Higher education as we know it is in danger. It would be easy to look at the past decade of Oklahoma Christian University's growth and success, see the 11 largest enrollments in University history, and say, "Why change? If it ain't broke, don't fix it." But the nationwide economic trends and the public's perception of higher education tell a different story. Change is coming.

How will OC respond? How should OC respond? We should embrace change where it's needed. And all it takes is a review of "John's Recent Reads," a compilation of articles read by President deSteiguer, to see that there's plenty about higher education (and OC's place in it) that needs to change.

While the price of a private college education tripled between 1980 and 2010, just more than half of all U.S. students enrolled in four-year colleges and universities complete their degrees within six years (*Alarming Research Shows the Sorry State of US Higher Ed*, Harvard Business Review, 2013). America's graduation rate ranks last among 18 countries assessed by the Organisation for Economic Co-operation and Development, and those who do graduate have an average student loan debt of more than \$23,000.

The recent downturn in the financial market hurt college endowments while the downturn in the housing market hurt families, many of whom no longer view higher education as an affordable option (*Financially Strapped Colleges Grow More Vulnerable as Economic Recovery Lags*, Chronicle of Higher Education, 2014). That has contributed to a decrease in net tuition revenue among colleges nationwide (*Colleges Can Still Save Themselves. Here's How.*, Chronicle of Higher Education 2013; *Why universities are money pits*, CNN Money, 2013).

While the present isn't rosy, the future looks even more dire for traditional models of higher education. Many experts believe that MOOCs and hybrid courses will become increasingly attractive and relevant once those models are refined through trial and error (*MOOCs' disruption is only beginning*, Boston Globe, 2014). Other predictions for the future of higher ed include blended learning experiences, adapted or customized learning approaches, and flexible academic calendars (*Big Idea 2014: Base Degrees on What We Know, Not How Long We Spent in a Classroom*, College (Un)bound, 2013; *State of Higher Education: The Unbound Future of America's Colleges*, College (Un)bound, 2014). These approaches are seen as necessary changes aimed at student affordability and academic success, particularly in a more diverse nation where "student numbers are growing among populations that don't have a long history of college achievement" (*Are Colleges Ready to Adjust to a New Higher-Education Landscape?*, Chronicle of Higher Education, 2013).

Most institutions of higher education are not prepared for these changes, but OC can be. This

tumultuous, uncertain landscape compels us to be good stewards of our resources so we can be nimble in response to these changes. It compels us to know how each unit contributes to the bottom line, so we can use that information to strategically determine how to grow (*Accounting for Success*, Chronicle of Higher Education, 2014). It compels us to be intentional in analysis and planning so our University, our students and families, and our graduates can thrive.

Traditional planning approaches cannot adequately meet the challenges facing higher education today and in the future because they generally lack systemic coordination and campus-wide engagement. They also do not effectively take into account the impact of external environmental factors and changes on competitive performance.

For example, in a 2013 report released by Moody's Investors Service, analysts cautioned that revenue streams will never flow as robustly as they did before 2008. "Years of depressed family incomes and net worth, as well as uncertain job prospects for many recent graduates and a slight decline in the number of high school graduates, are creating enrollment pressure and weakened pricing power for colleges and universities," the report stated. "Most universities will have to lower their cost structures to achieve long-term financial sustainability and to fund future initiatives." Moody's analysts said this new environment will require a fundamental shift in how colleges and universities operate, requiring more strategic thinking.

Against this backdrop, many institutions across the country are instituting comprehensive **Strategic Enrollment Planning (SEP)** to ensure their future success. Strategic Enrollment Planning may be defined as an integrated, information-based, and ongoing process that involves the campus in identifying, prioritizing, implementing, evaluating, and modifying enrollment goals and strategies that effectively and efficiently:

- Ensures the realization of the institutional mission and vision;
- Represent a systems approach that integrally links academic planning and assessment; enrollment planning and forecasting; financial planning and budgeting;
- Builds on the institution's competitive advantage (i.e., maximizes institutional distinctiveness and internal strengths, taking advantage of external environmental opportunities while mitigating the effects of any internal challenges or external environmental threats); and addresses the changing higher educational marketplace and environment;
- Enhances the institution's ability to attract and retain students and to meet students' needs and expectations, both currently and in the future;
- Embodies a continuous process of improvement, which is part of an ongoing, sustainable process that is routinely refined and updated; and
- Brings the community together, fosters collaboration, and ensures organizational learning.

Indeed, campus institutionalization of SEP, which is designed to enable a university's community and its decision-makers to learn and act faster than its competitors, may actually constitute one of the university's main sustainable competitive advantages!

Three Fundamental Components of Enrollment Strategic Planning (SEP)

There are three fundamental components of the SEP process:

1. *Creation of the plan*, which focuses on “doing the right things” by identifying what is most needed and prioritizing activities/programs/initiatives that will ensure success. This is premised on an understanding of how the institution is characterized, differentiated, and competitively positioned with a clear sense of what it does well and what it does not do well, and what it wants to become.
2. *Implementation of the plan*, which focuses on “doing things right” by employing the best methods/procedures that will accomplish enrollment goals and what the institution wants to become. This is premised on an understanding of how the institution optimally functions as a coordinated system with maximum campus involvement and engagement, shared leadership, and commitment to educational excellence and institutional effectiveness.
3. *Institutionalization and systemic integration of the SEP process*, which focuses on an ongoing commitment to improvement by making SEP part of the university’s routine planning structures. This ensures that SEP continually informs and refines the university’s marketing tools and communication approaches. It also improves operational effectiveness and efficiency of recruitment and retention initiatives and helps inspire discussions surrounding curricular and co-curricular innovations and state-of-the-art practices that meet or exceed students’ expectations. This is premised on an understanding and appreciation of a university as a learning organization, where all members collectively learn and contribute to institutional improvement and student success.

Strategic Enrollment Planning (SEP) Phases

The initial SEP process involved the development of a Strategic Enrollment Plan, including an implementation plan/schedule and the institutionalization of an ongoing process consisting of eight interactive phases with inherent feedback loops. (These eight phases, extended over a nine-month period for the initial process culminated in a required report to the Board of Trustees. The process recycles annually with modifications.)

- Phase One: Preparation and organization
- Phase Two: Identification and review of Key Performance Indicators (KPIs)
- Phase Three: Situational analysis and brainstorming
- Phase Four: Strategy development
- Phase Five: Development of action/support plan and process for monitoring implementation
- Phase Six: Prioritization of strategies and action plans based on institutional readiness
- Phase Seven: Quantifiable goals and ROI identification
- Phase Eight: Plan evaluation and modification

SEP’s Role in Institutional Strategic Planning

It is worth pointing out that Strategic Enrollment Planning (SEP) plays a critical role in a university’s institutional strategic planning process. Enrollment outcomes (including various recruitment and retention rates) constitute not only key performance indicators or major indicators of institutional effectiveness and student success, but also determine net revenue and operating budgets, level of academic quality and range of curricular offerings, programmatic enhancements and academic support programs, and ultimately institutional reputation. For this reason, a comprehensive, well-integrated Strategic Enrollment Plan is instrumental in

accomplishing the goals of the institutional plan and its component parts, as well as maximizing the realization of the institutional mission and vision. The emphasis on systems coordination and integration by necessity means that sustainable methods of collaboration and ongoing communication are vital to the process and ultimately to success.



The SEP plays an important role in the Strategic Plan, outlined in the December 2015 *Planning Roadmap*.

Defining Characteristics of SEP

Strategic Enrollment Planning (SEP) represents a significant departure from traditional planning, i.e., it suggests a movement from independent unit-specific initiatives or narrowly-focused programmatic approaches to a more *integrated network of strategies and actions*. SEP is guided by the institutional mission and vision as well as its academic goals and priorities. It is informed by empirically defined key performance indicators and understanding of the institution's position relative to its competitive environment.

The defining characteristics of the SEP model include:

- Collaboration and shared responsibility among key stakeholders.
- Shared vision and agreement over enrollment goals and priorities.
- Clear understanding of an institution's competitive situation and the steps necessary to achieve competitive advantage.
- Fiscal responsibility that takes into account maximum effectiveness and cost efficiency.
- Data-informed decision making.
- Assessment founded on a model of quality enhancement.
- Information sharing and transparency in communication.
- Innovative and creative approaches to program development and problem solving.
- Collegial exchange based on empirical analysis and critical discernment.
- Campus-wide participation and cooperation.

Section 2: Organizational Structure and Procedures for Creating and Implementing the Strategic Enrollment Plan

For a tuition-dependent institution, a Strategic Enrollment Plan usually encompasses 80-90% of its overall strategic plan. Therefore, the University's Board of Trustees required the University to

develop a multi-year SEP by Fall 2014 so it could be used to drive the remainder of OC's strategic plan.

President James Young of Elon University said, "A fine quality institution is never static." For Oklahoma Christian to thrive amidst the changes in higher education discussed in Section 1, we must engage in intentional, strategic thought. Integrating academic planning, enrollment planning, and financial planning is important for OC's future because it enables us to establish priorities for resource allocation and to develop specific action plans driven by our mission and supported by data. Strategic Enrollment Planning builds on and extends the program review and prioritization process, and is critical for accreditation.

Strategic Enrollment Planning was initiated at Oklahoma Christian University in January 2014 in partnership with Noel-Levitz. The Oklahoma Christian University Strategic Enrollment Planning Council (SEP Council), officially convened by President John deSteiguer on January 9, 2014, was charged with leading the creation and implementation of a Strategic Enrollment Plan that is mission-driven and closely aligned with the vision and goals of the University.

During the initial planning phase, the SEP Council met twice a month, and delivered a progress report to the Board of Trustees on April 24, 2014. After the initial phase, the SEP Council met monthly in conjunction with visits from Noel-Levitz consultant John Baworowsky. The initial phase of this process culminated with a written and oral report to the University's Board of Trustees on September 19, 2014.

The purpose of the SEP Council was to:

- Lead in the creation and implementation of the Strategic Enrollment Plan (SEP).
- Monitor and modify the SEP annually.
- Coordinate input from sub-committees and the campus about the SEP.
- Communicate to the campus community about the SEP process and plan.
- Recommend strategic initiative funding for SEP initiatives.

Oklahoma Christian University's SEP Council included the following members:

- Dr. Bill Goad, Executive Vice President (Chair)
- Risa Forrester, Vice President for Admissions and Marketing
- Dr. Scott LaMascus, Vice President for Academics
- Dr. Don Drew, Associate Vice President for Academics
- Dr. Matt McCook, Faculty Association
- Amy Janzen, Director of Student Success
- Clint LaRue, Director of Student Financial Services
- Michael Mitchell, Director of Admissions

In 2015-16, the membership of the SEP Council changed to include the members of Team1 and the five College Deans:

- John deSteiguer (Chair)
- Kent Allen, Vice President of Advancement

- Neil Arter, Vice President & Dean of Student Life
- Dr. Stephen Eck, General Counsel & Board Liaison
- Risa Forrester, Vice President for Admissions and Marketing
- Dr. Bill Goad, Executive Vice President and Chief Financial Officer
- Dr. Scott LaMascus, Vice President for Academics
- Dr. Lee Anne Paris, Associate Dean for Academics & Institutional Effectiveness
- Terry Winn, Vice President and Chief Human Resources Officer
- Dr. David Lowry, Dean of the College of Liberal Arts
- Dr. Jeff McCormack, Dean of the College of Natural & Health Sciences
- Dr. Byron Newberry, Dean of the College of Engineering & Computer Sciences
- Dr. Charles Rix, Interim Dean of the College of Biblical Studies
- Dr. Jeff Simmons, Dean of the College of Business Administration

In addition to the SEP Council, there were eight subcommittees involving more than 50 employees and six students from our campus community: Academic Program Development, Student Enhancement Programming, Program Review and Prioritization, Undergraduate Marketing and Recruiting, Graduate Marketing and Recruiting, Student Success, Enrollment and Financial Aid, and One-Stop Shop. Monthly visits from Noel-Levitz consultants and data gathered through a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis of the University involving 19 small groups and more than 150 employees helped guide the strategic planning. Here is the makeup of all the subcommittees with their stated purposes:

- Academic Program Development (continued beyond 2014-15)
 - Purpose: Guide “first line” analysis of new program proposals/ideas and manage the process through proposal development. This includes significant modifications to existing programs.
 - Goals:
 - Prioritize new program considerations based on demand, fit, ability to fund, and impact to University
 - Ensure the Academic Affairs Council/Graduate Council/Faculty have a complete understanding of cost and impact, and are aware of start-up and sustaining funding plans
 - 2014-15 Membership: Dr. Don Drew (Chair), Dr. David Lowry, Dr. Alan Martin, Dr. Jeff McCormack; Dr. Byron Newberry; Dr. Jeff Simmons, Dr. Eric Phelps, John Osborne, Dr. Charles Rix
 - 2015-16 Membership: Dr. Scott LaMascus (Chair), Dr. David Lowry, Dr. Jeff McCormack; Dr. Byron Newberry; Dr. Jeff Simmons, Dr. Charles Rix, Dr. Lee Anne Paris, Dr. Stephanie Baird, Dr. Jim Baird, Dr. Jim Dvorak
- Student Enhancement Programming (ended after 2014-15)
 - Purpose: Provide strategies for enriching the “co” and “extra” curricular offerings for students attending Oklahoma Christian University to contribute to institutional success and improve key performance indicators.
 - Membership: Risa Forrester (Chair), Ben Langford, Curtis Janz, Mark Chan, Liz McElroy, Jonathan Johnson, Alyssa Schneider
- Program Review and Prioritization (continued after 2014-15)
 - Purpose: Develop and implement a process for Program Review and

Prioritization. The PRP Committee will annually produce scorecards and findings for use by program leadership (VP, Deans, Directors, etc.). The PRP committee is not a decision-making body but will provide findings and recommended priorities to the leadership of the University.

- 2014-15 Membership: Dr. Bill Goad, Dr. Scott Lamascus, Dr. Don Drew, Jeff Bingham, Dr. Lee Anne Paris
 - 2015-16 Membership for Degree-granting PRP: Dr. Scott LaMascus (Chair), Dr. David Lowry, Dr. Jeff McCormack; Dr. Byron Newberry; Dr. Jeff Simmons, Dr. Charles Rix, Dr. Lee Anne Paris, Dr. Stephanie Baird, Dr. Jim Baird, Dr. Jim Dvorak
 - 2016-17 Membership for Non-degree-granting PRP (occurs biennially): TBD
- Undergraduate Marketing and Recruiting (ended after 2014-15)
 - Purpose: Provide information, analysis, and recommendations for marketing and recruiting undergraduate students to help the University meet both short-term and long-term enrollment, financial, and student profile goals.
 - Membership: Michael Mitchell (Chair), Dr. Larry Journey, Dr. Kyle Pullen, Judson Copeland, Jennifer Evans, Greg Gillham, Bonnie Howard, Jana Miller, Jancy Scott, Sam Martin, Casey Maynard
 - Graduate Marketing and Recruiting (ended after 2014-15)
 - Purpose: Provide information, analysis, and strategy recommendations for marketing and recruiting graduate students. These strategy recommendations should help the University reach both short-term and long-term enrollment, financial, and student profile goals.
 - Membership: Dr. Don Drew (Chair), Wes McKinzie, Stephen Bell, Angela Kopy, Mary Ann Brown, Rhea Ann Lee, Josh Bailey
 - Student Success (ended after 2014-15)
 - Purpose: Study student success-defined as graduation and transformation-at Oklahoma Christian University. The group will explore strategies to increase graduation rates and assist students in personal transformation.
 - Membership: Amy Janzen (Chair), Dr. Larry Journey, Dr. Jeff Bigelow, Dr. Paul Howard, Stephanie Baird, Gary Jones, Amy Roberts, Katy Roybal, Natalie Howard
 - Enrollment and Financial Aid (ended after 2014-15)
 - Purpose: Using the Noel Levitz Enrollment and Revenue Management System, audit and repurpose new student scholarship and aid dollars to increase net revenue while maximizing enrollment.
 - Membership: Clint LaRue (Chair), Dr. Bill Goad, Risa Forrester, Michael Mitchell
 - One-Stop Shop (ended after 2014-15)
 - Purpose: Provide information, analysis, and recommendations to executive sponsors Dr. Bill Goad, Dr. Scott LaMascus, and Risa Forrester regarding establishment of a one-stop shop for student enrollment services at OC.
 - Goals:

- Enhance delivery of enrollment services to students.
- Create operational efficiencies in delivery of services to students.
- Membership: Clint LaRue (Chair), Stephanie Baird, Bonnie Howard, Karen Driskill, John Hermes
- Advisory Group: Dr. Eric Phelps, Kelsey Herndon, Gina Clay, Kirby Killen, Jessica Thompson, Ken Johnson

Among the main questions addressed by the SEP process is “how” OC will accomplish its goals and arrive at its “vision” state. Since universities represent complex organizations (including different administrative divisions and various functional operating units) that involve planning at all levels, it is important that the SEP takes a coordinated, systems approach to accomplishing the tasks.

For the outcomes of the Strategic Enrollment Plan to be successful, the OC community must be engaged in a planning process, which provides continuous development of a living document that drives its enrollment-related goals, strategies, actions, and resources for at least a five-year planning horizon. Therefore, the Plan should be updated quarterly, or at least annually, as additional analytic data and strategy implementation outcomes become available and as new information related to the internal and external environments is obtained. Continuous institutional assessment and market research play a vital support role in the planning process.

Organizationally, shared governance and a participatory process are reflected in the spectrum of constituent groups represented by the members of OC’s SEP Council. The original SEP Council was comprised of individuals coming from major divisions of the University, including faculty and professional staff, along with senior administrative staff from Academic Affairs, Business and Finance, and Enrollment Management. In addition to being representative of the campus community, the SEP Council members also provide key functional assistance and expertise in areas relevant to strategic enrollment planning. With the emphasis on program growth (especially in academics areas), the SEP Council membership structure post the 2014 plan changed to include members of the administrative team and the Dean’s Council.

The role of the Noel-Levitz consulting team was to support OC’s SEP Council by informing the design of the process, preparing the campus for the initiative, and guiding the development of the Plan, including moving the process through its critical phases and facilitating the collection, analysis, and interpretation of internal and external factual information and data, recommending action plans and state-of-the-art or best practices where appropriate, guiding the implementation process, assisting in establishing a system of evaluation, communicating with the campus and engaging members of the academic community, and instituting a sustainable strategic planning process at the institution. Additional support from Noel-Levitz includes Academic Program Demand research, ERMS strategic financial aid awarding, and Marketing/Recruiting practice review.

Implementation Levels

Supporting each Key Enrollment Strategy may be one or more secondary-level strategies, as well as corresponding sets of action plans/tactical initiatives. Every action plan is comprised of action steps with designated point persons charged with completing or overseeing coordination of the specific action steps, anticipated completion dates, budgetary implications/requests, and

assessment strategies/protocols, and KPI controls. In other words, each specific action/tactical plan or operational task that is linked to the broader level strategies has a designated faculty or staff member responsible for coordinating/completing the strategy and monitoring its success. The overarching first- and second-level strategies and corresponding action plans taken together are instrumental in achieving the strategic enrollment goals (see Section 7) and ultimately the realization of the University's mission and vision.

Given the complexity of the original Plan, several layers of approval were required. For example, overall approval by the president, executive committee (i.e., vice presidents), and Board of Trustees was necessary. Approval of certain specific components of the Plan were and also may continue to be required depending on the nature of the recommendations/strategies (e.g., approval of new academic programs will have to follow the approval system for new program proposals). Once overall approval was gained, administrators have primary oversight responsibility over implementing strategies in their respective divisions, including monitoring, budgeting, and assessing effectiveness and efficiency, and ensuring that the appropriate approval processes are followed.

Section 3: Institutional Mission and Key Performance Indicators (KPIs)

Oklahoma Christian University's mission is to be a higher learning community that transforms lives for Christian faith, scholarship, and service. The University's vision is: "OC is Home. OC Grows. OC is Mission." This Strategic Enrollment Plan is driven by the University's mission, core values, vision, and performance with respect to its KPIs. The Plan also is driven by these four goals, which served as an organizing platform for the KPIs and the resulting strategies:

1. Grow new enrollments to 2,200 undergrads and 800 graduate students by leveraging new and existing programs.*
2. Improve retention and graduation rates. Reach 80% FTC to sophomore year retention rate by fall 2016, 70% retention second to third year (calculated on the original cohort number), followed by a 60% six-year graduation rate.
3. Increase net student revenue, net per student revenue, and total net tuition revenue.
4. Attract a maximum number of Church of Christ students.

**Specific numbers added in 2015-16, per Presidential request.*

Key Performance Indicators

Key Performance Indicators (KPIs) include enrollment indicators (i.e., recruitment and retention), academic quality measures, and fiscal indicators that serve to gauge the health of the University. KPIs are instrumental in assessing progress of the Strategic Enrollment Plan with respect to the fulfillment of the enrollment goals (see Section 7) and attainment of OC's vision. As with any dynamic process, new KPIs may be developed as challenges/opportunities are presented.

Following is a summary of the various KPIs that the SEP Council has collected and reviewed over the past several months. This summary is not intended to be all-inclusive. The summary tables below are intended to provide a sense of the empirical foundation on which the SEP Council has based decisions regarding strategic priorities and the direction of implementation.

The KPIs are organized by goals below:

Goal: Grow new enrollments, both graduate and undergraduate, through maximizing enrollments in existing programs and through the creation of new programs.

Enrollment (total, UG + GR)

Fall undergraduate headcount
Fall, new first-year UG students
Fall, Returning UG Students
Fall total enrollment (UG + GR)

**Graduate Enrollment
(total by term)**

Fall enrollment
Spring enrollment
Summer enrollment

Academic Profile of Incoming Class

FTC average HS GPA
FTC average ACT/SAT
FTC middle 50 percent ACT scores

Goal: Improve retention and graduate rates. Reach 80% FTC to sophomore year retention rate by fall 2016, 70% retention second to third year (calculated on the original cohort number), followed by a 60% six-year graduation rate.

Undergraduate Student Success

Year	Fall - Spring Retention	% Cont 2nd Yr	% Cont 3rd Yr	% Grad 4th Yr	% Grad 5 Yr	% Grad 6th Yr
------	-------------------------	---------------	---------------	---------------	-------------	---------------

Goal: Increase net student revenue, net per student revenue, total net tuition revenue.

Financial Indicators

Total Net Student Revenue

Total NSR
Total NSR - UG
Total NSR - Graduate

Net Revenue per Student

FTC NR/student
Transfer NR/student
Returning NR/student
All UG NR/student
Graduate NR/student
Total (UG + GR) NR/student

Goal: Attract a maximum number of Church of Christ students.

Church of Christ Enrollment (total undergraduate, new first-year)

Undergraduate Church of Christ
New, first-year Church of Christ

Total new, first-year Church of Christ Enrollees at Affiliated Universities, OC

First- year total across affiliates
OC percent of total

Section 4: Situational Analysis – Overview

The SEP process is a comprehensive review of the “state of the university” based on values and assumptions drawn from the mission and vision statements and historical evaluation of institutional effectiveness. This review includes analysis of key performance indicators such as enrollment trends, student profiles, patterns of student success, net operating revenue, operating expenses, institutional capacity, quality and range of academic programs, and student services. The process includes determining OC’s competitive advantage based on environmental scans and state, regional, and national trends in higher education.

The comprehensive situational analysis provides a data-informed framework for the development and implementation of the Plan’s recommendations. A summary of the key external environmental opportunities and challenges, as well as the internal institutional strengths and weaknesses/challenges follow.

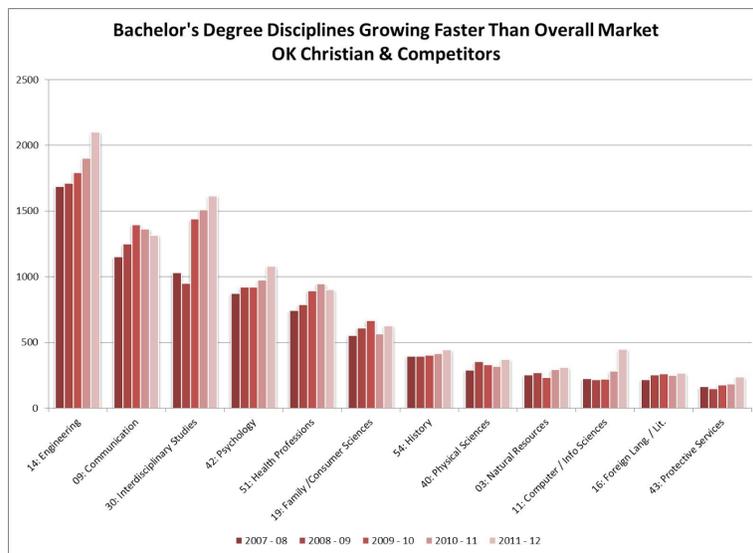
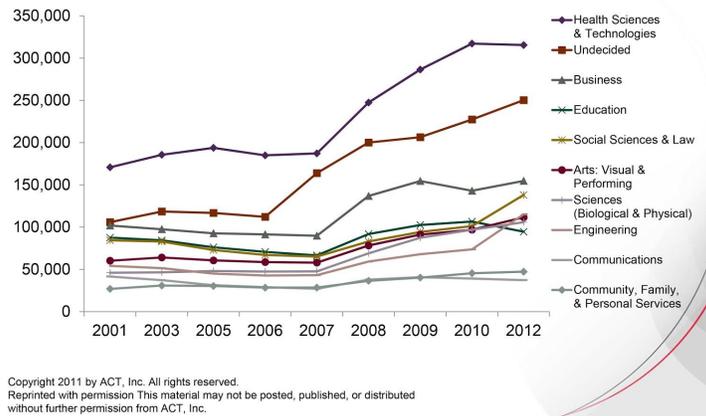
External Environmental Factors

Analysis of state, regional, and national demographic patterns and economic conditions is critical to successful strategic enrollment planning because OC’s enrollments are highly sensitive to high school graduation trends, the University’s market share of college-going students within the Churches of Christ, and the ability to strategically recruit and retain specific student cohorts.

External Opportunities

- OC’s location in Oklahoma City provides many opportunities for connecting and growing our reputation in an emerging metro market. OC can partner with big companies on curriculum needs, internships, job placement, and marketing. Job growth in key areas identified for growth in Program Review (engineering, health sciences, business) has been confirmed by academic program demand research.

An overview of top 10 student-planned educational majors: 2001-12



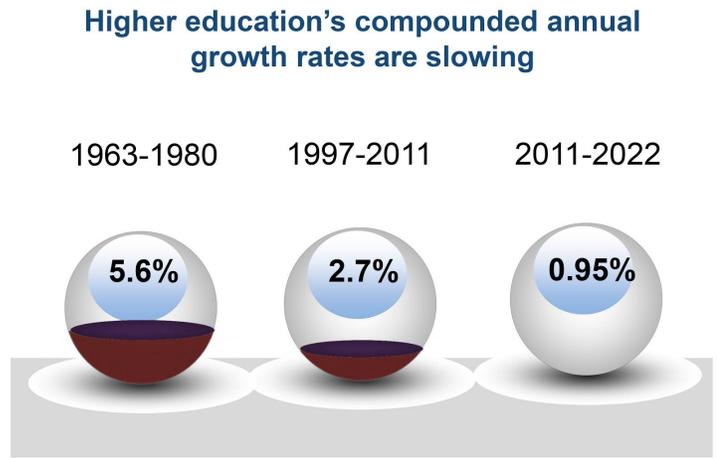
- Oklahoma City has a distinctive spiritual climate, and OC has the opportunity to connect with and learn from large congregations both inside and outside our fellowship.
- OC has the opportunity to increase mindshare within the Church of Christ and become a primary college destination for Church of Christ students due to our competitors' decreasing emphasis on that market.
- OC has the opportunity to fill a need for Christian families by becoming known as a premier faith-based institution within the larger Christian community. Relationships with restoration churches, community churches, and churches/mission organizations around the world give OC the potential for a broader Christian impact.
- OC is primed to become a bigger presence in major Texas markets and within the state in general. The Texas Office—operated virtually with employees living in the Metroplex—gives OC “boots on the ground” to take advantage of the untapped potential among prospective students, alumni, and churches in the Lone Star State.

- OC has the opportunity to leverage relationships with faithful alumni who have “come of age” to build our fundraising base, reputation, and career connections for new graduates.

External Threats

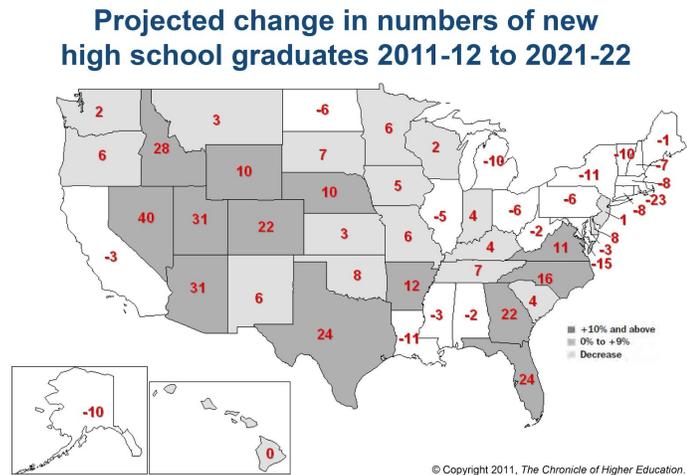
Higher education on the whole is not the growth industry it used to be. Kevin Crockett, President/CEO and Principal of Noel-Levitz, identified five “megatrends” in higher education that impact strategic planning:

- Enrollment growth will slow.
 - Colleges that have relied on enrollment growth to fund expansion will have to adapt to slower rates of growth.



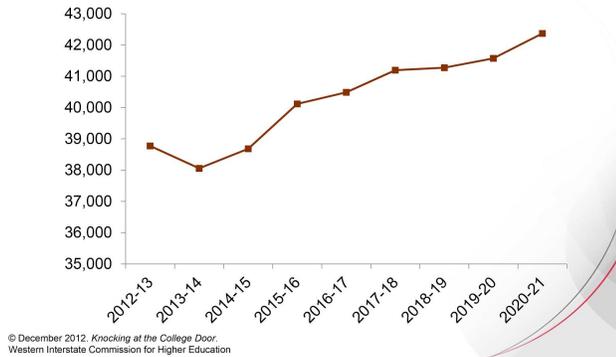
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Projections of Education Statistics to 2022, Table 20.

- Oklahoma, Texas, and Kansas will experience growth, but primarily from non-white groups.

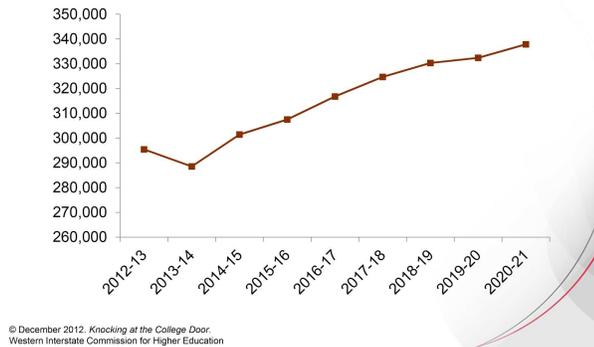


© Copyright 2011, The Chronicle of Higher Education. Reprinted with permission. This material may not be posted, published, or distributed without permission from The Chronicle.

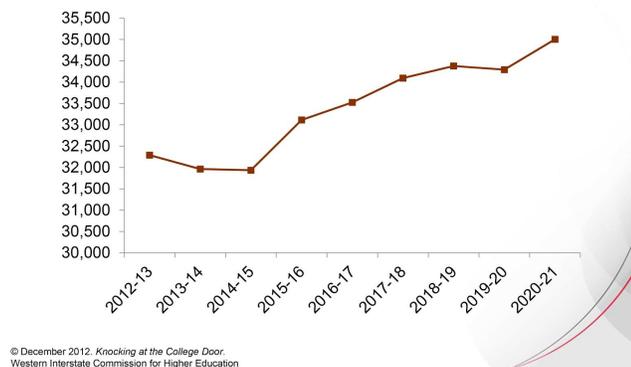
Projected number of high school graduates: Oklahoma 2012-20



Projected number of high school graduates: Texas 2012-20

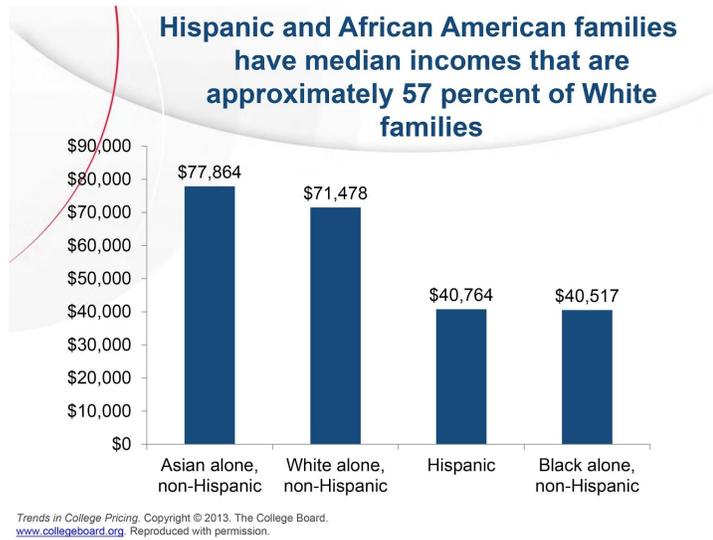
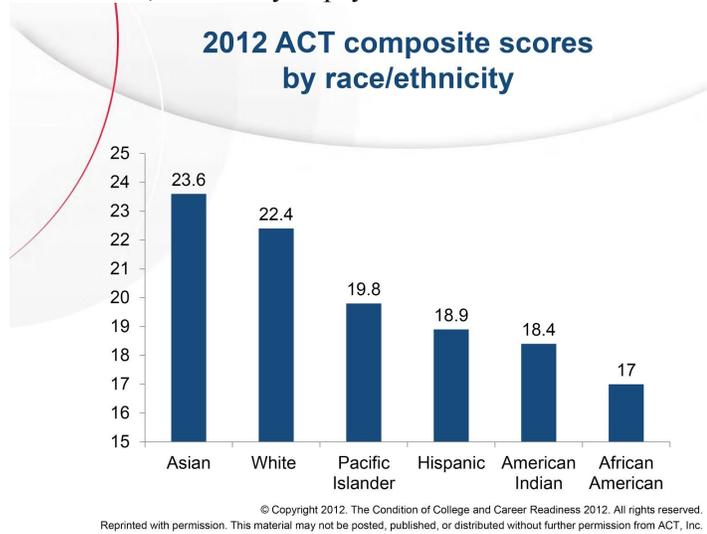


Projected number of high school graduates: Kansas 2012-20



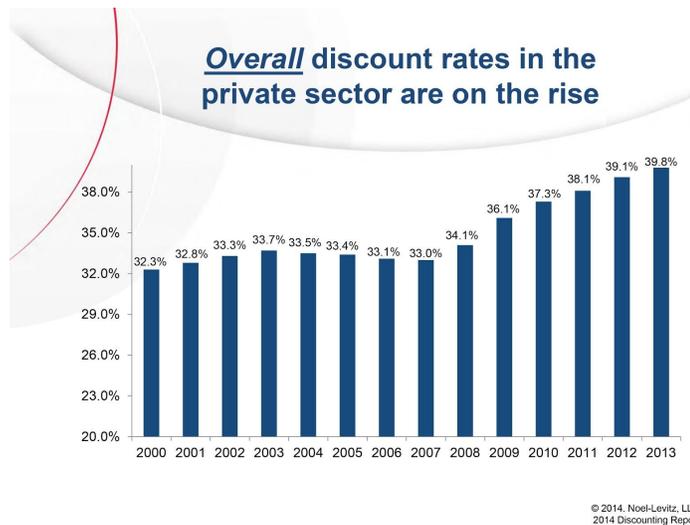
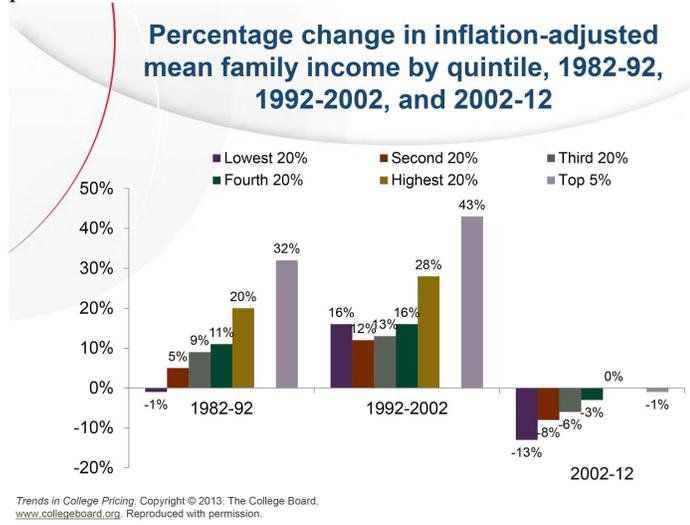
- Tracking and managing market share will become increasingly important.

- Ongoing demographic shifts.
 - Shifts will lead to regional variations in enrollment levels, student academic preparation issues, and ability to pay issues.

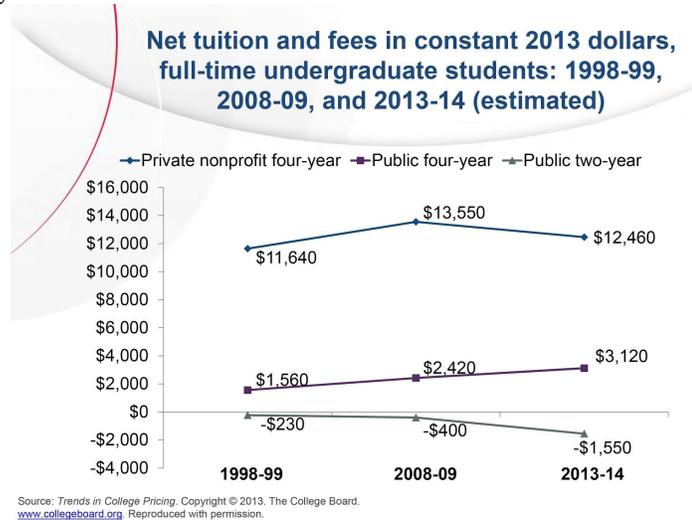


- Institutions in declining markets may need to consider market and program development strategies to avoid enrollment declines.

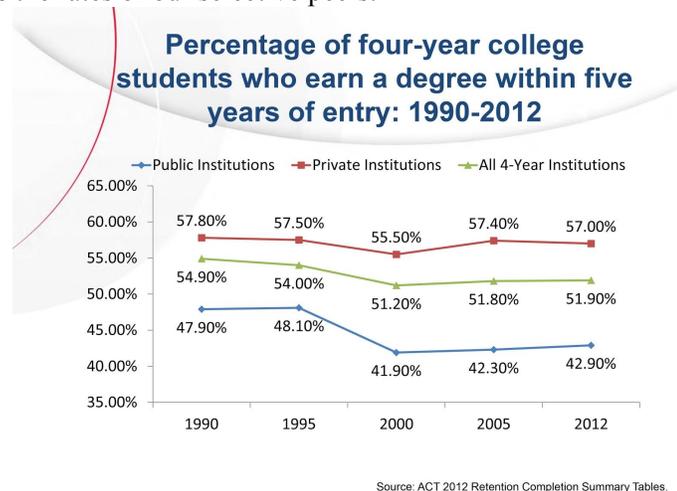
- Changing economic models.
 - Families find it more difficult to afford college. Therefore, overall discount rates in the private sector are on the rise.



- Net tuition revenue for full-time freshmen has declined significantly in the past four years.



- OC's net price and net tuition revenue is extremely low, particularly in relation to family wealth and in comparison to similar schools in the CCCU.
- Retention and completion pressures will intensify.
 - If the United States wishes to remain competitive with the rest of the world, it cannot afford to have a workforce that is significantly less educated than other developed nations.
 - At the state level, increased accountability may come through funding mechanisms that reward institutions on the basis of course and degree completions.
 - At an institutional level, strategic enrollment planners will be motivated by more than just state and federal calls to improve completion rates, especially if they are in markets with flat or declining demographics.
 - OC's retention (now improving with a Fall 2015 rate of 81.6%) and graduation rates have historically lagged significantly below the average national rates as well as the rates of our selective peers.



Selectivity Level	ACT	Retention Rate	Graduation Rate
Highly Selective	25-30	87.10%	80.10%
Selective	21-26	81.40%	65.20%
Traditional	18-24	70.60%	51.10%
Liberal	17-22	61.30%	43.70%
Open	16-21	65.90%	45.60%
OC	20-27	71%	45.70%

Source: Compiled from ACT Institutional Data File, 2009

Institution	Retention Rate		Graduation Rate	
		4 yrs.	6 yrs.	8 yrs.
Baylor U	84.19%	50.37%	71.84%	73.57%
Texas Christian U	83.73%	52.23%	70.82%	69.60%
George Fox U	79.42%	55.07%	64.27%	65.59%
U of Oklahoma	83.89%	29.92%	62.38%	64.77%
Azusa Pacific U	81.66%	49.45%	62.84%	63.20%
Oklahoma State U	79.19%	31.16%	59.32%	62.37%
Lipscomb U	74.95%	36.39%	58.87%	61.45%
Augsburg College	79.89%	38.57%	57.07%	58.93%
Saint Mary's U of Minnesota	74.82%	49.20%	57.26%	58.43%
Abilene Christian U	74.63%	38.93%	57.60%	57.37%
Oklahoma Christian U	71.02%	35.74%	48.87%	48.16%
Wayland Baptist U	63.53%	21.17%	39.27%	40.48%
East Central U	63.60%	15.40%	34.60%	38.37%
U of Central Oklahoma	62.88%	9.30%	32.04%	36.50%
Northeastern State U	65.82%	10.91%	30.54%	36.13%
U of Science & Arts of Oklahoma	63.07%	19.46%	30.07%	30.94%
Bacone College	49.58%	4.85%	14.34%	15.28%

Institution	Retention Rate	Graduation Rate
Pepperdine University	90%	80%
Lipscomb University	78%	60%
Harding University	81%	61%
Oklahoma Baptist University	69%	55%
Abilene Christian University	75%	61%
Freed-Hardeman University	68%	60%
Oklahoma City University	76%	56%
Oklahoma Christian University	70%	51%
York College	58%	37%
Faulkner University	69%	35%

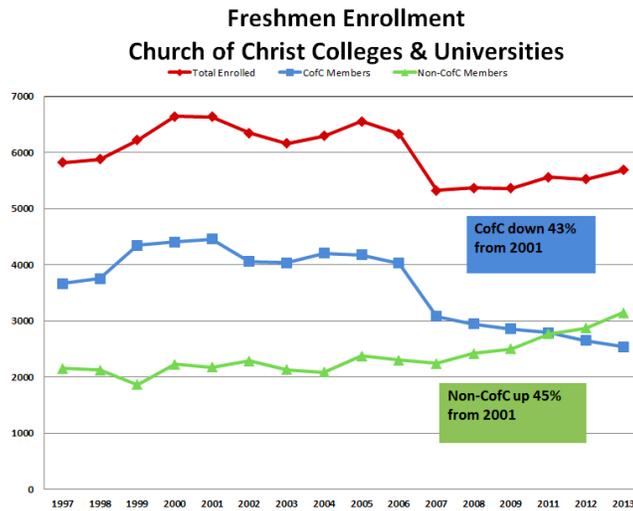
Public Four-Year Colleges	Graduation Rate
University of Oklahoma Norman Campus	64%
Oklahoma State University (Main Campus)	60%
University of Central Oklahoma	36%
Southwestern Oklahoma State University	33%
East Central University	32%
Northwestern Oklahoma State University	31%
Southeastern Oklahoma State University	30%
Northeastern Oklahoma A&M University	26%
Oklahoma Panhandle State University	24%
Cameron University	18%
Langston University	14%
Rogers State University	12%

Private Four-Year Colleges	Graduation Rates
University of Tulsa	62%
Oklahoma Baptist University	55%
Oklahoma City University	56%
Oral Roberts University	52%
Oklahoma Christian University	51%
Southern Nazarene University	49%
Oklahoma Wesleyan University	41%
Southwestern Christian University	35%
Saint Gregorys University	28%
Hillsdale Free Will Baptist College	17%
Mid-America Christian University	14%
Bacone College	11%

- Managing new learning modalities.
 - Growth in online enrollments over the last 10 years suggests a significant replacement factor.
 - Retaining students is a greater problem for online courses than face-to-face courses.

Other threats include:

- The national conversation about the rising cost of higher education. Oklahoma Christian is not a brand name, which impacts the University's perceived value and pigeonholes OC as an expensive, "second-tier" school.
- OC competes in a crowded market with two flagship public universities, and a mid-sized public university just up the road. Numerous schools in the market have similar names, similar demographics, and similar missions, making it difficult for OC to stand out.
- The decline in Church of Christ membership increases the need for high-frequency and high-quality recruiting and marketing touches for students and parents in a shrinking primary target market.



- Differing perspectives within our fellowship on a variety of issues are pressure points for the University as we seek to maximize the number of Church of Christ students who enroll.

Internal Institutional Factors

As discussed in Section 2, one of the early stages of the SEP process included a SWOT analysis of the University involving 19 small groups and more than 150. The following key themes, characteristics, and opportunities emerged from campus feedback, committee analysis, and consultation by Noel-Levitz. They are organized with respect to six strategic areas that affect overall institutional effectiveness and are instrumental in accomplishing the enrollment goals of the University. These six strategic areas are: (1) **Purpose** – institutional character and identity; (2) **Product** – academic quality or curricular effectiveness and student success; (3) **Promotion** – institutional marketing and recruitment strategies; (4) **Place** – program delivery, learning environment, campus location, and physical plant; (5) **Price** – tuition/fees, scholarships/financial aid, fundraising, and general fiscal health; and (6) **Processes** – systemic coordination of planning including determination of priorities and strategic direction, fiscal management, assessment of institutional effectiveness, engagement and organizational learning of the campus community.

Purpose

- Though some of the ways and means have changed over time, OC is faithful to its heritage as a premier Church of Christ higher education institution that seeks to transform lives for Christian faith, scholarship, and service. OC integrates faith and learning, promotes a spiritual atmosphere in the classroom and throughout campus, and encourages a missional focus for students, faculty, staff, and alumni. Students receive spiritual support, benefit from a network of Christian peers, and learn in an environment that challenges and grows their faith.
- Oklahoma Christian’s faculty and staff are well-recognized among students and families as being committed and caring. This palpable feeling often is cited as a strong determining factor in our favor when students choose to enroll at OC, especially

following a campus visit. We can build on this strength with retention strategies that utilize our servant-hearted faculty and staff to help students connect, succeed, and persist to graduation.

Product

- OC's academic quality across many disciplines – at both the undergraduate and graduate level – is a significant strength. Contributing factors include OC's rigorous curriculum, expert teachers who are accessible, the practicality and variety of degree options, specialized accreditation in several disciplines, an emphasis on teaching and learning, strong leadership, strong academic support services, and experiential learning opportunities through Study Abroad and the Honors Program.
- OC's Master of Business Administration program is one of the largest in the state and is well regarded. The opportunity exists to further leverage this success with additional specializations that can attract additional graduate students.
- OC's strong reputation in the health sciences and in engineering can be leveraged to create additional graduate programs. Additionally, existing graduate engineering and computer science programs are rapidly growing.
- OC's undergraduate strength in the health sciences also can be leveraged to offer new programs that will attract students who have not previously considered the institution.

Promotion

- Oklahoma Christian is the most comprehensive Christian university in the Oklahoma City area, but it is being outspent in advertising and market awareness by lesser institutions.
- Due to its comprehensive offerings, attractive campus, and online technology, OC has the opportunity to become the “top of mind” Christian institution in the state. All individuals considering a Christian education, both undergraduate and graduate, should always have OC in the mix of schools they are considering.
- OC's Admissions Office recruits on a nearly national basis even though the institution's strategic plan does not specifically call for a national student body. Consequently, due to limited admission staffing, we are not making a strong enough outreach into the Oklahoma City area. The potential exists to realign staffing to increase the numbers of local students in the area.
- OC has a limited student search effort that is driven by electronic messages only to a small number of purchased names. The focus has been largely on Church of Christ students. The opportunity exists to dramatically expand searches to reach a wider Christian audience, both locally and regionally.
- OC does excellent work reaching out to ministers in Churches of Christ. However, more can be done to reach these churches outside of Oklahoma. In addition, the potential exists to nurture other Christian denominational churches that have a similar culture to the Church of Christ.

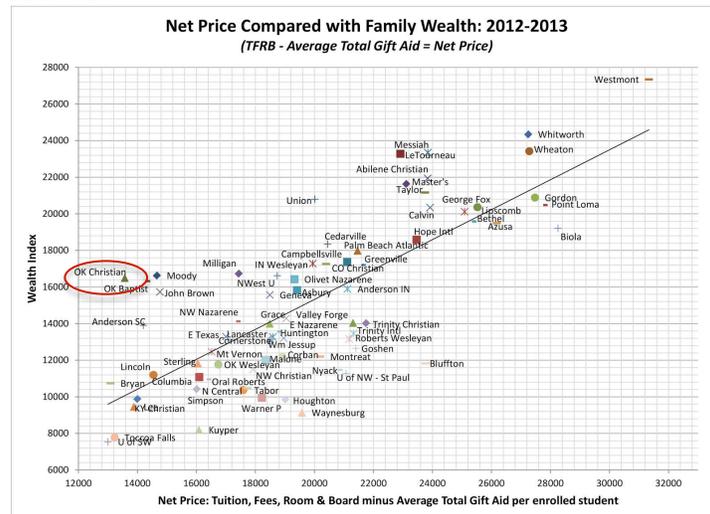
Place

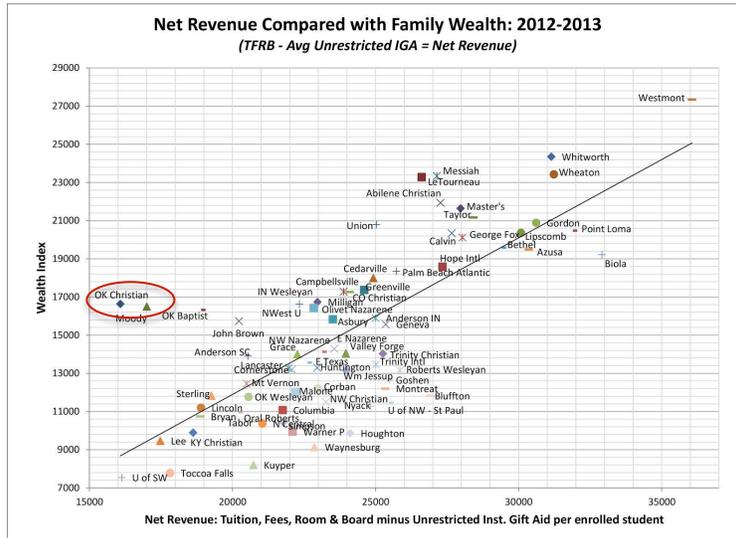
- While OC’s residential model contributes to the close-knit community the University is known for, it also gives a strong, revenue-producing position that is becoming more and more distinctive in higher education. Newer housing facilities and an attractive campus with improving facilities and campus aesthetics are positives to build on.
- Oklahoma Christian’s reputation, alumni outcomes, and location in a metropolitan area (and near other major cities) provide the foundation for success in Career Services. However, this area has been hampered by limited staffing and has been geared more toward part-time work and career planning for those who are “wandering.” Increased staffing and increased focus on discovering a career path are suggestions for improvement.
- Some of OC’s academic programs have attained success that has outpaced the resources available to serve the students in those areas. On the graduate level, a lack of resources puts faculty and staff in a position to do less than their best in teaching and student support because they’re spread too thin.
- OC has a primarily Caucasian student body, faculty, and staff membership. With the explosion in the number of Hispanic students regionally and nationally and the number of African-Americans in the Oklahoma City area, OC has an opportunity to reach these key populations to grow enrollment and diversify the student body. Other strategies should be explored to diversify OC’s faculty and staff.

Price

- OC’s net price compared to family wealth of student families is the lowest in the CCCU comparison set. This results in a lower Net Revenue compared with family wealth. While the CCCU comparison set does not include all primary competitors, it does strongly suggest OC’s price is too low.

Financial Aid Survey of CCCU Institutions: 2013
 DCNelson, 11.22.2013





- OC has limited resources for staff compensation, campus maintenance, and funding of good ideas that would promote growth. OC’s relatively low endowment results in heavy discounting, which is problematic for an institution that depends significantly on tuition for its primary funding. The lack of scholarship funding also means scholarships are tilted too much toward merit.

Processes

- OC’s retention (now improving with a Fall 2015 rate of 81.6%) and graduation rates have historically been subpar and impact the University’s reputation. For instance, when students fill out the FAFSA (Free Application for Federal Student Aid), it generates a report of their preferred schools’ retention and graduation rates; our rates in comparison to primary competitors can make a bad immediate impression on prospective students and parents. Retention and completion is a bigger problem in certain academic programs, which impacts OC’s financial bottom line due to the resources allocated to those programs.

Institution	Retention Rate	Graduation Rate
Pepperdine University	90%	80%
Lipscomb University	78%	60%
Harding University	81%	61%
Oklahoma Baptist University	69%	55%
Abilene Christian University	75%	61%
Freed-Hardeman University	68%	60%
Oklahoma City University	76%	56%
Oklahoma Christian University	70%	51%
York College	58%	37%
Faulkner University	69%	35%

- OC's first-year retention rate can continue to rise due to the quality of the student body. Additional retention initiatives can pay dividends in increased student achievement and student satisfaction, and consequently, higher retention.
- OC has a weak advisement system that often doesn't go beyond scheduling. Undeclared students, transfer students, and students who change majors frequently have advisement problems. Advisors need more training and support. OC also needs better course sequencing geared toward giving students an effective and efficient four-year plan.
- OC's historic use of the ACT as the key determinant in admission and scholarship awarding overlooked the opportunity to use high school grade point average as an additional measure. The addition of using high school GPA for Fall 2015's entering class and beyond will help attract more well-rounded students.

Section 5: Planning Assumptions

The situational analysis has served to reaffirm the faith-based character and Church of Christ identity of Oklahoma Christian University and its core values. Following the situational analysis, these planning assumptions were developed to provide guidance and direction during the Strategic Enrollment Process. The primary areas of emphasis include: the experience and shape of a growing student body; the relationships and opportunities the University will pursue to enhance its reputation, reach, and strength; and guiding policies and processes.

- OC will continue to emphasize the residential experience for the traditional undergraduate student. While other modes of education delivery may be appropriate at times for this population, a face-to-face educational experience in a Christian residential environment for undergraduate students should not be diluted.
- OC will assume that the foundation for growth will continue to be an integration of a strong spiritual emphasis with a strong academic experience in a close, residential community.
- OC will continue to recruit vigorously for students from Churches of Christ, but the decline in the number of Church of Christ students attending our universities cannot be reversed by OC efforts alone.
- Competition for students that the University has been successful recruiting (traditional age from Churches of Christ) will increase significantly as the pool gets smaller. Growth will not be fueled by an increase in the number of Church of Christ students.
- Growth will come from:
 - Existing programs and programs to be developed.
 - Undergraduate students from many faith backgrounds who desire a high-quality faith-based education.
- OC will improve retention and graduation rates to a benchmark that equals or surpasses the rates of our core competitors and leading CCCU institutions.
- OC will analyze virtually every issue through the prism of what decision and action can best serve students, demonstrate effective stewardship of available resources, and align with the Christian mission of the University.
- OC will seek to strengthen the curricular, co-curricular, and extracurricular support students receive throughout their college experience.

- OC will look for opportunities to partner with other institutions, businesses, and organizations to efficiently provide the best possible education and experience to students on our campus and beyond.
- OC will further develop relationships and pursue marketing opportunities within the Oklahoma City metro with the intent to serve the community and enhance awareness of the University.
- OC will continue to strengthen relationships with alumni and offer them frequent and consistent opportunities to engage with and support the University.
- OC will continue to be proactive in dialogue and communication with the campus community in order to promote a spirit of unity and provide opportunities for appropriate faculty/staff/student interaction in decision-making processes.

Section 6: Summary of Key Enrollment Strategies and Priorities

Rooted in these planning assumptions, the SEP Council and sub-councils identified four primary goals of the Strategic Enrollment Plan (first outlined in Section 3):

1. Grow new enrollments to 2,200 undergrads and 800 graduate students by leveraging new and existing programs.*
2. Improve retention and graduate rates. Reach 80% FTC to sophomore year retention rate by fall 2016, 70% retention second to third year (calculated on the original cohort number), followed by a 60% six-year graduation rate.
3. Increase net student revenue, net per student revenue, and total net tuition revenue.
4. Attract a maximum number of Church of Christ students.

**Specific numbers added in 2015-16, per Presidential request.*

The Key Enrollment Strategies listed are designed to leverage the University's strengths to take advantage of opportunities, overcome threats, and address weaknesses as we seek to thrive in the changing world of higher education. After initially emerging as themes in the SWOT analysis by a wide range of University employees, these strategies will be instrumental in informing the future direction of program development/enhancement and enrollment management and, consequently, in realizing the strategic enrollment goals of the University. All of these strategies are geared toward increasing enrollment while also increasing the University's revenue. The implementation of these strategies is important to optimizing the Key Performance Indicators identified in this process. They will be implemented over a five-year period. The success of these strategies is predicated on the assumption that they are appropriately funded, based on market research and empirical data, assessed in terms of effectiveness, and continuously refined.

The Key Enrollment Strategies are presented in the table below. Strategies presented in the narrative to follow are presented in six categories: 2014-2015 Strategies Recap, 2015-16 Strategies, Academic Program Development, Student Success, Marketing and Recruiting, Enabling Strategies, and Additional Future Strategies. The narrative includes a summary of these strategies, the funding required, and the expected return on investment.

Key Enrollment Strategies

Category	Strategy	Recruitment	Retention	Revenue	Church of Christ
2014-15 Strategies Recap	College Student Inventory		•	•	
2014-15 Strategies Recap	ERMS Financial Aid	•		•	
2014-15 Strategies Recap	Internal Marketing		•		
2014-15 Strategies Recap	MSCS Graduate Program	•		•	
2014-15 Strategies Recap	Undeclared Initiative		•		
2014-15 Strategies Recap	Campus Visit	•		•	
2014-15 Strategies Recap	Sophomore Experience		•	•	
2015-16 Strategies	Campus Visit Strategy, Revised	•			•
2015-16 Strategies	Central Admissions Paperwork Processing	•		•	
2015-16 Strategies	COBA Bootcamp		•		
2015-16 Strategies	5x5: SEP Integration	•	•	•	
Academic Program Development	New and Revised Academic Programs	•		•	
Student Success	Diversity Initiative		•	•	•
Marketing and Recruiting	Major Metro Strategy	•		•	•
Marketing and Recruiting	Oklahoma City Strategy	•		•	
Enabling Strategies	Campus Admissions Integration	•		•	
Enabling Strategies	One Stop Shop		•		
Additional Future Strategies	Campus Work		•		
Additional Future Strategies	Career & Calling	•	•		
Additional Future Strategies	Residential Life		•	•	

It is instructive to reflect on the opportunities and challenges detailed in Section 4 in this context. Opportunities include our Oklahoma City metro location and our potential in Texas (especially Dallas-Fort Worth) and other growth areas. They include our ability to fill a need for Christian families seeking a high-caliber university with outstanding academics and a strong reputation for graduate outcomes. Challenges include the Church of Christ's limitations as a growth market, our low mindshare outside our core markets, our retention and graduation rates, and higher education "megatrends" such as economic, demographic, and course delivery shifts. In addition to targeting one or more of the SEP primary goals, these Key Enrollment Strategies look to build on the University's strengths and opportunities while addressing weaknesses and threats.

Note: Though not a direct SEP strategy, changes to the University's Bridge Program (designed for students entering OC with ACT scores below 19 or the SAT equivalent) provide important context to the plan. Beginning in fall 2014, the Bridge Program had a cap of 40 to 50 students. In Fall 2013, 77 students participated in the program. For the Fall 2014 recruiting cycle and beyond, Student Success and Admissions staff partnered to develop and implement an enhanced admissions process that includes an interview and the College Student Inventory assessment. Forty students enrolled in the Bridge Program in Fall 2014 and 48 enrolled in Fall 2015, allowing staff to better meet the academic needs of the students. Staff members were hopeful the reduced number of carefully screened students would lead to increased retention and graduation rates. The Fall 2014 cohort retained at 63%--3% higher than any previous cohort and 16% higher than the average over eight years. The Bridge Program has moved to the second floor of the Mabee Learning Center and has become part of the Student Success Center.

2014-2015 Strategies Recap

Six strategies were originally targeted for Year One. With limited funding, however, two strategies (indicated below) were put on hold. They will be considered in the future as additional resources are available. Four Year One Strategies did provide momentum for the Strategic Enrollment Plan. The strategies require modest funding and were largely resourced via reallocation of current budget dollars.

Responding to opportunity, an additional strategy—launch of a graduate degree in computer science (MSCS)—was pursued and implemented post publication of the 2014-15 plan.

Planned, additional resources for strategies beyond 2014-15 are no longer available (see Section 7). The University will continue to rely on fundraising via the Thrive campaign and reallocation of current dollars to support future strategies. Financial realities have slowed plan progress.

College Student Inventory (CSI) Assessment (*Funded and Completed*)

The Noel-Levitz College Student Inventory (CSI) assessment was given to all incoming freshmen. The CSI identified students of concern, enabled them to learn more about themselves, and provided valuable information for faculty and staff. It helped identify our "at-risk" population before the fall term began so faculty and staff knew who to seek out from the outset of the term. This early alert tool gave Freshman Experience, Student Success, Student Financial Services, and other areas on campus the ability to identify students' strengths and challenges, including personal motivation. Faculty could use this as a tool to improve advisement and meet the needs of the students in their classrooms.

The required investment for the first year was \$8,456.50, which included \$3,700 for a faculty/staff workshop and the \$4,756.50 fee for the service. If two students were retained as a result of this strategy, the return was \$28,000 (2 students x \$14,000). Freshman retention improved 5.5% year-over-year.

Implementation of the CSI will continue at OC.

The College Student Inventory strategy supports goal two (impacting retention).

Enrollment and Revenue Management System Awarding (*Funded and Completed*)

Implementing the Noel-Levitz Enrollment and Revenue Management System (ERMS) strategy sought to leverage current financial aid awarding to enroll the highest possible number of new students while maximizing net tuition revenue. The two primary initiatives were to: 1) Restructure academic scholarship criteria to be based on both a student's high school GPA along with the highest composite ACT/SAT; and 2) Establish deadlines for scholarship awarding to maximize scholarship leveraging and to ensure the initial financial aid award letter communicates the highest possible financial aid award eligibility.

The required investment was \$53,500, which includes \$8,500 for the Noel-Levitz True Cost Calculator and \$45,000 annually for Noel-Levitz ERMS consulting fees. The projected return on investment was approximately \$550,000 in net revenue for new students (FTC and Transfer) based on reaching a new student enrollment goal of 680. The 680 goal was set when planning included implementation of all Year One strategies plus progress in funding and launching additional strategies. Six-eighty proved way out of reach. OC enrolled only five-hundred and forty-five FTC's and transfer students in Fall 2015. Results are disappointing as new student net revenue decreased significantly year-over-year due to a significant decrease in volume.

OC will continue to employ the ERMS system for financial aid awarding. To reverse the negative enrollment trend, several updates for next fall's new student class have been targeted. Those include:

- Merit model adjustments across academic tiers for FTC's of \$1000
- Addition of an upfront award for Tier Five students of \$3000 (Need averaged more than \$3000 in gift aid per student. Given the low numbers in Tier Five for Fall 2015 and the importance of that group to overall net revenue, leadership chose to pursue an award communicated at the time of admittance as an improved marketing strategy.)
- Eliminating the February 15 deadline for standardized test scores for previously admitted students (Admissions and Personal Financial Counselor reported a plethora of confusion surrounding the date. In addition, none of OC's cross application competitors advertises a similar deadline.)
- Increase the percent of gift aid to out of state Church of Christ students to match that of in-state students (Since most all of OC's year-over-year FTC decline was in out-of-state, Church of Christ students, additional need dollars will be awarded.)

The ERMS project supports goals one and three (growing enrollment and increasing revenue).

Internal Retention Marketing (*Funded and Completed*)

This strategy reminded current students of the value of their OC choice via multi-channel, on-campus, integrated communication efforts. We sought to emulate the quality of our marketing to prospective students to remind current students that they made a great college choice and that the value of their cost to attend OC is worth it. The campaign worked to improve current student (and faculty/staff) perception of OC, raise the profile of OC best practice initiatives, promote and celebrate academic and other strengths, and elevate alumni stories.

This two-fold, on-campus marketing campaign will include:

- 1) Targeted academic marketing to celebrate OC best practice and programming strengths.
- 2) An outcomes initiative to show the value of an OC degree. The campaign focused on academic outcomes (placement rates, pass rates, etc.) and alumni success narratives.

The required investment was \$13,500, which funded banners and other signage, “OC is Home” pillowcases placed on every residential bed on campus, and T-shirts to support a current student trade in day (trading a T-shirt from another college or university for a brand new OC one). One retained student (at a per student net revenue of about \$14,000 per year) would pay for the cost of this strategy. Freshman retention improved 5.5% year-over-year.

Implementation of retention marketing will continue at OC.

The Internal Retention Marketing strategy supports goal two (impacting retention).

MSCS Graduate Program (*Funded and Completed*)

Mid-academic year, leadership in the College of Engineering and Computer Science identified significant market interest in graduate computer science programs. Professor David North—with input from academic and administrative leadership—led the initiative to conceive and launch a Master of Science in Computer Science for a Fall 2015 start.

Sharing a common first semester with graduate engineering students, more than 40 students migrated to the computer science degree upon receiving HLC accreditation in late September.

The MSCS Graduate Program strategy supports goals one and three (growing enrollment and increasing revenue).

Undeclared Initiative (*Funded and Completed*)

Because undeclared students do not persist at the same level as students who have chosen a major, the Student Success Center sought to provide additional support to these students. A one-hour course was offered that focused on helping students discover their strengths and find direction to guide them in selecting a major/vocation.

There were no new costs in year one. Fourteen students total took the course. Twelve of the 14 (or 86%) returned for the Fall 2015 semester and 11 of the 12 students have chosen a major.

OC will continue to offer this vocation seeking course to undeclared students.

The Undeclared Initiative supports goal two (impacting retention).

Campus Visit Strategy (Not Funded)

Campus visit programming is the highest conversion and yield initiative every year for the Admissions Office. More than 60% of student applicants who visit campus choose to enroll. Efforts will be made to maximize the already strong programming while providing additional visit opportunities to increase visitor numbers.

The Campus Visit Strategy has five aspects, including awarding additional travel grants to church of Christ students, programming for transfer open house events, a parking ambassadors program, faculty enrichment for improved academic experience at visits, and developing a Lunch Bunch to introduce student families to even more OC faculty and students while on campus.

The total investment for these five initiatives will be \$24,900 per year. That will fund 50 travel grants at \$300 each (\$15,000 total beginning year one), the planning and execution of transfer open house events (\$2,750), an additional student worker position to help staff the parking ambassador role (\$1,750), the planning and execution of faculty enrichment for academic conversations and group events (\$1,000) and the Lunch Bunch programming (\$4,400). This strategy needs to result in at least two additional students per year in order to break even.

The Campus Visit Strategy supports goals one, three, and four (growing enrollment, increasing revenue, and maximizing church of Christ enrollment).

Sophomore Experience (Not Funded)

This strategy will develop and implement a Sophomore Experience program aimed at addressing the specific needs that pertain to second-year students. The additional support for sophomores should positively impact retention and graduation rates. This position also would include organization for all “class” intramural teams.

The required investment for the first year is \$49,492.50, which includes salary and benefits for the Sophomore Experience staff position, a sophomore events budget, conference fees, and a one-time assessment cost. If we achieve our goal of retaining 70% of second- to third-year students during year one, the return for these 10 students would be \$140,000 (10 x \$14,000).

The Sophomore Experience program supports goal two (impacting retention).

2015-2016 Strategies Recap

Campus Visit Strategy, Revised

The Admissions Office will aggressively work to increase the number of senior applicants visiting campus with this revised campus strategy. Special attention will be given to increasing the number of out-of-state Church of Christ students visiting. No new dollars will be used unless leadership can raise funds to support travel stipends. Plans include:

- Admissions counselors will have individual visit goals carefully tracked and assessed monthly.

- Segmented invitations by direct mail, phone, and email will be sent.
- Academic content will be front and center day of visits as leadership has led an overhaul of small group visit day content.
- An additional overnight event will be held in the spring exclusive to admitted students in an effort to maintain or improve yield.
- Additional time with the President at Campus Connect programs and new visit days and opportunities billed as time with the President will be initiated.
- Admissions leadership will explore options to fundraise for travel stipends for out of state Church of Christ students to encourage campus visits in the Spring 2016 semester.

The Campus Visit Strategy, Revised supports goals one, three, and four (growing enrollment, increasing revenue and maximizing Church of Christ enrollment).

Central Admissions Paperwork Processing

The Admissions Records Office, under the leadership of Associate Director Bonnie Howard, will implement central processing of all admissions related paperwork for all University programs and student types without additional staff or dollar resources. This will accomplish much of what was intended in the original phase one of the Enabling Strategy *Campus Admissions Integration*.

Currently, the International Programs Office, the RN to BSN program, and all graduate programs process all admittance paperwork beyond the application for admission. Leadership believes central processing will lead to increased efficiency for program staff. Though this strategy doesn't directly impact enrollment growth, leadership contends central processing will allow current staff across programs to focus on both recruiting new students and serving and retaining current ones. It is an "enabling strategy" building the necessary infrastructure for future academic program additions.

The Central Admissions Paperwork Processing strategy supports goals one and three (growing enrollment and increasing revenue).

College of Business Administration Boot Camp

Dr. Jeff Simmons and the College of Business Administration sought to improve student retention across their majors. Program Review and Prioritization data revealed retention numbers in the College were lower than University average.

To address the issue, leadership created a fast-start, high energy program for incoming majors. About thirty students arrived on-campus early this fall for the event. Students participated in a startup competition (think Shark Tank), spent quality time with faculty, and toured local companies. Thirty new freshman business majors participated. Staff reported the students gave the event high marks.

The College of Business Administration Boot Camp supports goal two (impacting retention).

“5x5” Academic Plan and SEP Integration

Vice President for Academic Affairs, Dr. Scott Lamascus, is leading the Deans of OC’s five colleges through a program and process dubbed “5X5”. Each college will launch “one new or marketably revised program per year” for five years. Additional information regarding 5x5 is offered below under the *Academic Program Development* section.

The 5x5 Academic Plan and SEP Integration initiative supports goals one, two and three (growing enrollment, impacting retention and increasing revenue).

Additional Note

The integrated enrollment, revenue, and budget model developed during the planning process (developed by Dr. Bill Goad and furthered by Mr. Clint LaRue) continues to be a powerful tool. For the first time ever, the University has an integrated way to look at the impacts of net revenue, enrollment, cost increases, etc. Our forecasting will improve with time as we continue to use and perfect the tool.

Academic Program Development

Leadership desires to increase enrollment at OC through the addition of new, market-driven academic programs and/or re-imagined market-driven programs where capacity exists. The University will largely use the 5x5 planning process and Idea to Integration tool described below to launch programs.

New and Revised Academic Programs

The Academic Program Development subcommittee provided a list of almost 40 academic programs for consideration by Noel-Levitz in a secondary data analysis to test for market demand at both the national and regional levels. Based on the results of this study, 20 programs were targeted for a primary market study by Noel-Levitz. Once the study was complete, college deans consulted with OC faculty and asked for recommendations.

Based on the outcomes of this process, the committee is recommending a number of new programs for consideration. Revised programs are also being considered. The University is largely using the 5x5 process (details below) and the newly documented Idea to Implementation process to further program growth and development.

Vice President for Academic Affairs, Dr. Scott Lamascus, is leading the Deans of OC’s five colleges through a program and process dubbed “5X5”. Each college will launch “one new or marketably revised program per year” for five years. Programs must promote increased retention and graduation for indirect revenue growth or new student revenue and margin for direct growth. Academic leadership must be able to answer “yes” to the strategic anchors below when proposing new or revised programs:

1. Does it produce enough margin?
2. Is it abundantly Christian?
3. Does it contribute to academic quality?
4. Is there sufficient demand?

The academic market demand data and extensive surveys gathered a year ago as a part of the inaugural SEP process serve to inform the programs chosen for inclusion in “5X5”. Academic leadership is in early stages of developing plans for several programs.

Associate Dean for Academics & Institutional Effectiveness, Dr. Lee Anne Paris, is leading a collaborative effort to more efficiently track, monitor and launch new and revised programs (both academic and non-academic) through a process dubbed *Idea to Implementation*. The process includes a matrix of steps that faculty and staff should succinctly complete when considering new and improved efforts.

Integrating “5X5” with SEP—coupled with the new *Idea to Implementation* process—will provide structure for efficiently launching new and revised academic programs. Programs proposed and launched become SEP strategies.

The New and Revised Academic Programs initiative supports goals one, two and three (growing enrollment and increasing revenue).

Student Success

Student Success strategies are largely aimed, of course, at improving retention and directly support goal number two. They seek to assist in reaching 80% first- to second-year retention, 70% second- to third-year retention, and a 60% cohort six-year graduation rate.

Student Success strategies targeted as Year One Strategies include the College Student Inventory, Internal Retention Marketing, Sophomore Experience, and the Undeclared Initiative. An additional strategy is offered below for consideration.

Diversity Initiative

The goal of this strategy is to recruit, retain, and graduate underprepared students and to be an educational tool for students, faculty, and staff. The Diversity Initiative will provide support, enrichment, and stability for all students on our campus. The Center for Diversity will serve as a safe space for student dialogue and interaction, but also serve as a location for classes to meet as faculty members discuss various topics of diversity and inclusion.

The initiative will provide for special recruiting outreach to students from African-American Churches of Christ.

The required investment is \$40,625 in year one, which will cover salary and benefits for a full-time employee and costs associated with guest speakers and programming. If three students are retained as a result of this strategy, the return will be \$42,000 (3 students x \$14,000).

The Diversity Initiative supports goals one, two, and four (growing enrollment, impacting retention, and maximizing church of Christ enrollment).

Marketing and Recruiting

Marketing and Recruiting strategies seek to grow enrollment while also increasing student net revenue to the University (goals one and three). The Major Metro Strategy targets increased undergraduate students while the Oklahoma City Strategy includes integrated branding and marketing efforts designed to attract new undergrads and new graduate/post-traditional students.

Major Metro Strategy

This strategy has two aspects: 1) a marketing campaign in targeted, regional metro areas; and 2) cultivation of relationships among key influencers in major metro areas. Our goal is for OC to be on the shortlist of every Christian college-bound young person in a select set of major metropolitan areas across the region and country by the end of their junior year of high school. The proposed marketing campaign will consist of additional direct mail and territory-specific promotional pieces (along with email, social media, and telephone outreach) to students in targeted metro areas as early as the student's sophomore year of high school. In addition, we will strategically reach out to key influencers in major metro areas across the country in support of our goal. Initiatives may include scholarships and travel grants that youth ministers can award to students in their youth groups, personalized application fee-waive codes for youth ministers, and one-to-one cultivation of youth ministers through travel grants for campus visits. This campaign should result in increased new student inquiries and applications, increased campus visits by student families, and an enhanced reputation for OC's academic offerings.

Plans include increased, intentional outreach to Church of Christ students and their influencers in these geographic locations.

The total investment for this strategy is \$40,000, including \$30,000 to fund additional direct mail and promotional pieces in the marketing campaign, and \$10,000 to fund travel and hospitality expenses for youth minister visits to campus. This strategy should result in at least four additional students per year in order to break even.

The Major Metro Strategy supports goals one, three, and four (growing enrollment, increasing revenue, and maximizing Church of Christ enrollment).

Oklahoma City Strategy

Oklahoma Christian University will enroll increased numbers of graduate/adult and undergraduate students in the greater Oklahoma City metro area. Recognizing our location in the thriving area of central Oklahoma, OC should stake its claim as "Oklahoma City's Christian University." We desire to be on the college shortlist of every Oklahoma City metro-area Christian college-bound student and additional Christian students who could be persuaded to attend a Christian college. We also desire to attract increased numbers of graduate and adult students seeking degrees in current and expanded market-driven programs. Recruiting initiatives include search and predictive modeling, direct mail, two additional Oklahoma City recruiters, an academic recruiting coordinator, and additional outreach and promotion. Branding and advertising initiatives include outdoor and mobile signage, broadcast advertising, digital

marketing, and event opportunities at local high schools.

The required investment is \$2.75 million over four years. The action plans will result in 122 additional new undergraduate students over four years, for an undergraduate net revenue increase of \$4,735,500.

The Oklahoma City Strategy supports goals one and three (growing enrollment and increasing revenue).

Enabling Strategies

The Enabling Strategies described below allow for cost-controlled enrollment growth across the organization. Though additional resources will be necessary to launch and maintain the initiatives, we believe integrated, efficient systems will break down traditional silos, eventually lead to cost savings, and allow staff to work with the additional process volume created by growth.

Campus Admissions Integration

To increase efficiency across academic programs currently serving graduate, adult, and international students and to ensure a strong foundation for future, new academic program growth, Oklahoma Christian University will fully integrate graduate/adult and international program admissions processing and will integrate graduate/adult marketing and recruitment.

We propose integration in three phases; centralization of admissions paperwork and inquiry processing to the Admissions Records Office (Phase One), group communication marketing created and processed in a centralized location (Phase Two), and creation of a centralized graduate and adult marketing and recruiting office that reports to the Vice President for Admissions and Marketing (Phase Three). Phase One should take priority. Phases Two and Three could happen sequentially if resources allow.

Please note: Centralized, integrated efforts do not assume all functions will have formal reporting structures in the same University organization. Some matrix relationships (with aggressive communication and coordination) will serve to further efficiency and effectiveness.

The total investment for this strategy is \$1.27 million over four years, which assumes the central graduate/recruiting organization would be scalable as new academic programs are added and allows for growth of about 100 new students per year per new admissions counselor. This strategy must average about 51 new or retained additional students per year in order to break even.

The Campus Admissions Integration initiative supports goals one and three (growing enrollment and increasing revenue).

One-Stop Shop for Student Services

The primary purpose of this strategy is to create one physical and online location for students and parents to resolve all questions related to essential student services. Organizationally, the One-Stop Shop is built on the philosophy of what works best for students, rather than OC's traditional

organizational structures or silos. It provides opportunities for greater levels of collaboration among student services, increases efficiencies in operations, creates more latitude for enrollment growth without increased operational costs, and reduces the “runaround,” thus increasing student satisfaction.

The required investment would include \$1.3 million in renovations to the designated One-Stop Shop location and initial technology costs of \$59,500. The operational budget would be a combined \$105,000 for an executive director, part-time staff member, and student intern. Annual technology costs would total \$15,000 for maintenance and licenses. The return on investment would be increased student/parent satisfaction, leading to a higher percentage of students retained. Eight additional students retained per year (\$14,000 net revenue/student) would support the additional operational costs. OC also would benefit from enhanced efficiencies and the capability to absorb costs normally associated with additional student services staff needed to support enrollment growth.

The One-Stop Shop for Student Services planning supports goal two (impacting retention).

Additional Future Strategies

The strategies below require significant additional planning prior to full participation in the Strategic Enrollment Plan process. SEP participants felt strongly that the programs outlined be given significant future consideration.

Institutional Integration-Campus Work and Service Program

OC institutional aid recipients will participate in one or more institutional integration programs as a requirement of receiving their merit scholarship or grant funding. To improve retention and effectively integrate students into the life of the institution, students who receive institutional aid (scholarships or grants) will be required to attend orientation programs (i.e. Take Flight and Earn Your Wings) and participate in one or more institutional integration programs that will benefit both the student and the University (i.e. work study or student worker job, President’s Leadership Class, SALT ambassador, Earn Your Wings volunteer, resident assistant, academic internship, etc.).

Necessary funding will be determined as specific strategies are formed during further subcommittee study in the 2014-15 academic year.

The Institutional Integration initiative supports goal two (impacting retention).

Career and Calling

OC will develop and implement an enhanced career services program exploring student vocation and calling. Our commitment to Christ-centered education mandates we help students understand and develop their unique, God-given strengths and how those gifts should guide career choice and Kingdom impact. In addition, because prospective students and parents are increasingly concerned with job and internship opportunities, graduate/professional school placement rates, etc., OC must place increased emphasis on career outcomes. Historically, this important area has been a “one-person show.” The Career Services office has been repositioned under the Human Resources umbrella, with further expansion of the operation desired.

Necessary funding will be determined as strategies are formed during subcommittee study in the 2014-15 academic year.

The Career and Calling strategy supports goals one and two (growing enrollment and impacting retention).

Residence Life

OC will develop a “best-in-class” residential student experience. Early subcommittee discussion determined a desire to further develop OC’s residential experience. With more than 80% of students living on campus in a higher education environment where extensive residential opportunities are becoming more and more unique, Oklahoma Christian is positioned to make an impact in this distinctive area. Since the position of Director of Residence Life was open during the bulk of the committee’s work time, we suggest further development of this strategy over the coming year.

Necessary funding will be determined as strategy is formed during subcommittee study in the 2014-15 academic year.

The Residence Life program supports goal two (impacting retention).

The summaries above list what is important to the University and what major strategies should guide actions.

Section 7: Enrollment Goals

In addition to conducting a comprehensive situational analysis, reaching agreement on the fundamental planning assumptions, engaging the campus and inviting campus-wide input, and forming strategy proposals that support the goals, the SEP process requires establishing quantifiable enrollment goals based on the strategies that will be implemented.

The final draft of the SEP plan was completed during the Fall 2014 semester. There were two primary reasons for completing the plan during this fall semester.

1. The academic degree program planning process needed this time to provide new program degree options for consideration. These strategies needed to be completed to compare against other possible strategies before resource allocation decisions were made.
2. Additional funding for the SEP strategies were expected to be available during this time. The University intended to use proceeds from the sale of the Bryant and Memorial property to Teal Creek. Fiscal realities, however, meant these dollars were tagged for budget operations. Specific projects moving forward will continue to be funded via current resource reallocation and/or Thrive campaign funding.

Though the lack of expected resources to fund SEP means significant change to the strategy timeline, leadership is grateful for a well-researched plan to inform decision making. The document will continue to be a living and breathing one that responds to marketplace needs and demands.

KPIs and Strategic Enrollment Goals

The SEP process and plan is designed to impact the key performance indicators, or KPIs that support the strategic enrollment goals. The tables below display KPI goals and actuals. As strategies shift due to financial resources, KPIs will be updated. Carefully tracking these KPIs with respect to their associated goals provides a gauge for determining success and also for suggesting any changes that need to be made in strategic direction.

Table One: Summary of Enrollment Key Performance Indicators (KPIs) and Goals						
Enrollment KPIs	Five-year Mean F10-F14	2014 Fall Actual	2015 Fall Goal	2015 Fall Actual	2016* Fall Goal	Metric/ Empirical Definition
Fall UG Headcount	1922	1977	2010	2002	2058	Total number
Fall Returning UG	1300	1364	1360	1428	1490	Total number
Fall Total Enrollment	2317	2479	2550	2586	2688	Total number
Fall FTC Headcount	492	507	550	452	468	Total number of first-time college freshman
Fall GR Headcount	395	502	540	584	630	Total number
Spring GR Headcount	351	556	550	TBD	640	Total Number
New transfers	104	94	100	96	100	Total number of students coming from another institution
Undergraduate Church of Christ	1143	1136	1145	1141	1173	Total number of students from Churches of Christ
FTC Church of Christ	287	316	320	253	275	Total number of first-time college students from Churches of Christ
Percentage of C of C students attending sister institutions attending OC	10%	12%	12%	11%	12%	Total number of first-time college students from Churches of Christ

*Updated December 2015 to reflect mid-year forecasts.

Table Two: Summary of Student Quality KPIs and Goals						
Enrollment KPIs	Five-year Mean F10-F14	2014 Fall Actual	2015 Fall Goal	2015 Fall Actual	2016 Fall Goal	Metric/ Empirical Definition
Average high school GPA	3.45	3.53	3.55	3.55	3.55	Average high school GPA
FTC ACT Average	24.2	25	25	25	25	FTC ACT Average
FTC ACT Middle 50% range	21 - 28	22 - 28	22 - 28	22 - 28	22 - 28	FTC ACT Middle 50% range

Table Three: Summary of Student Progress KPIs and Goals						
Enrollment KPIs	Five-year Mean F10-F14	2014 Fall Actual	2015 Fall Goal	2015 Fall Actual	2016 Fall Goal	Metric/ Empirical Definition
Undergraduate first- to second-year return rate	73.2%	76.1%	78%	82%	82%	Percent of freshman cohort returning as sophomores
Undergraduate second- to third-year return rate	60.6%	67.1%	68.5%	68%	70%	Percent sophomores returning as juniors
Undergraduate four-year graduation rate	30.1%	33.3%	37%	35%	39%	Percent of FR cohort graduating in four years
Undergraduate five-year graduation rate	45.3%	47.1%	48%	46%	54%	Percent of FR cohort graduating within five years
Undergraduate six-year graduation rate	47.3%	46.3%	48%	49%	60%	Percent of FR cohort graduating in six years

Table Four: Summary of Financial Indicator KPIs and Goals						
Financial KPIs	Five-year Mean FY10-FY14	2015 FY Actual	2016 FY Goal	2016* FY Actual	2017* FY Goal	Metric/ Empirical Definition
Total NSR	\$32,176,354	\$32,140,647	\$33,400,000	\$37,264,438	\$39,768,785	Total new student revenue
Total NSR – UG	\$28,892,120	\$27,725,915	\$28,400,000	\$30,720,011	\$32,697,504	Undergraduate new student revenue
Total NSR – GR	\$3,284,234	\$4,414,732	\$5,000,000	\$6,617,304	\$7,484,400	Graduate new student revenue
New Student NR/Student	\$14,663	\$15,580	\$15,810	\$15,849	TBD	First-time college and transfer net revenue per student
Returning NR/Student	\$13,059	\$13,898	\$14,350	\$14,187	TBD	Returning net revenue per student
All UG NR/Student	\$13,284	\$13,166	\$14,200	\$15,337	\$15,888	Undergraduate net revenue per student
Graduate NR/Student	\$9,507	\$9,703	\$9,800	\$11,331	\$11,880	Graduate net revenue per student
NSR per Headcount	\$14,247	\$13,259	\$13,306	\$14,292	\$14,796	Net revenue per student all students

*Updated December 2015 to reflect mid-year actuals and forecasts.

Section 8: Updated Next Steps

The SEP is a living, breathing plan that evolves based on its ability to achieve the four primary goals listed in Section 6 and, ultimately, to grow enrollment while also increasing revenue.

Updated next steps include:

1. Implement 2015-16 strategies.
2. Continue development of action plans that support key strategies, especially 5x5 academic planning.
3. Monitor KPIs and continue to develop KPIs and competitive indicators and benchmarks.
4. Regular reporting to the External Relations Committee of Oklahoma Christian University's Board of Trustees.

SEP Structure Year Two and Beyond

The Strategic Enrollment Planning Council that built this initial plan has been modified on the heels of financial realities. In 2015-16, the membership of the SEP Council has changed to include the members of Team1 and the five College Deans as follows:

- John deSteiguer (Chair)
- Kent Allen, Vice President of Advancement
- Neil Arter, Vice President & Dean of Student Life
- Dr. Stephen Eck, General Counsel & Board Liaison
- Risa Forrester, Vice President for Admissions and Marketing
- Dr. Bill Goad, Executive Vice President and Chief Financial Officer
- Dr. Scott LaMascus, Vice President for Academics
- Dr. Lee Anne Paris, Associate Dean for Academics & Institutional Effectiveness
- Terry Winn, Vice President and Chief Human Resources Officer
- Dr. David Lowry, Dean of the College of Liberal Arts
- Dr. Jeff McCormack, Dean of the College of Natural & Health Sciences
- Dr. Byron Newberry, Dean of the College of Engineering & Computer Sciences
- Dr. Charles Rix, Interim Dean of the College of Biblical Studies
- Dr. Jeff Simmons, Dean of the College of Business Administration

1. Implement 2015-16 Strategies

2015-2016 Strategies

Goals *	Strategy	Sponsor	2015-16
1, 3,4	Campus Visit Strategy	Michael Mitchell	Implement
Supports 1, 3, 4	Central Admissions Paperwork Processing	Bonnie Howard	Implement
2	COBA Boot Camp	Jeff Simmons	Implement
1, 2, 4	Academic 5X5: SEP Integration	Scott Lamascus, Risa Forrester	Study and Implement

*Numbers correspond to broad SEP goals.

2. Action Plans for Key Enrollment Strategies

As Year Two strategies are being implemented, continued planning and development of the additional strategies listed and 5x5 planning should remain a priority as funding sources are identified.

3. Monitor and Further Develop KPIs

Ongoing assessment of the key performance indicators and external factors, as well as monitoring progress of implementation is critical to success. The plan must be continuously updated with new information (both internal and external) as it becomes available. This information should be used to make adjustments to the plan and serve to guide the direction of implementation.

As previously mentioned, leadership has developed and will implement a robust academic planning program (*Idea to Implementation* process referenced in the strategic *Planning Roadmap* to facilitate the ongoing monitoring process).

4. Regular reporting to the External Relations Committee of Oklahoma Christian University's Board of Trustees.

Per Board policy as outlined in the Board Policy Manual, section 1.3 L, leadership will regularly update and bring to the External Relations Committee each spring the Strategic Enrollment Plan.