

2024-2025 5 YEAR ADAPTIVE PLAN



APRIL 2024

PREPARED BY THE UNIVERSITY PLANNING COUNCIL

**APPROVED BY THE ORU
BOARD OF TRUSTEES**

FIVE-YEAR ADAPTIVE PLAN FOR ORAL ROBERTS UNIVERSITY

Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased.

TO DEVELOP HOLY SPIRIT-EMPOWERED LEADERS THROUGH WHOLE PERSON EDUCATION TO IMPACT THE WORLD

With an enduring commitment to its founding vision, Oral Roberts University (ORU) advances toward 2030 while impacting societal shifts and influencing global change. In response to God's call, ORU reaffirms its resolve to send students into the world to share God's light, voice, and healing power in fulfillment of its mission to develop Spirit-empowered leaders who impact the world.

As a Christian institution established within a Trinitarian theological worldview and a distinctive empowered dimension of the Holy Spirit, the University seeks to educate the whole person with balanced emphasis placed on the development of spirit, mind, and body with faith in and commitment to Jesus Christ as Lord and Savior, believing Him to be the only perfect, whole person who has ever lived. ORU affirms a vital concern for the salvation of the world through the life, death, and resurrection of Jesus Christ and through the continuing activity of the Holy Spirit, seeking the truth of Christ in the theological dialogue that surrounds the work of the Holy Spirit in our time.

Mindful of shifting global trends, the ORU Board of Trustees commissioned the development of an adaptive planning process to create and implement an approved five-year adaptive plan providing direction to the University community for day-to-day operations. Using overarching visionary goals implemented through five-year objectives and monitored by one-year key performance indicators (KPIs), the adaptive plan communicates an improvement strategy that enables the ORU community to "be perfectly united in mind and thought." (1 Corinthians 1:10) Given a common set of goals, ORU staff and faculty members will use the gifts they have received from the Holy Spirit to serve others "as faithful stewards of God's grace" for the improvement of ORU's service to the world. (1 Peter 4:10)

As officially charged by the Board of Trustees, the University Planning Council (UPC) provides leadership for the development and monitoring of the adaptive plan. The UPC—designed as a shared governance council facilitating collaboration between faculty, administration, and the Board of Trustees—collects feedback from the ORU community to craft goals, objectives, and KPIs and annually recommends a five-year adaptive plan to the Board of Trustees. Following approval of the five-year adaptive plan, the UPC assesses progress toward the goals and objectives through an annual evaluation of the KPIs and makes suggestions for continuous plan improvements.

The adaptive plan process should engage the entire Holy Spirit-breathed, academically agile, interdisciplinary, and collaborative ORU community to provide global access to whole person educational experiences. The significant volume of creative and helpful feedback provided by the entire ORU community, specifically staff members, in the development of the adaptive plan indicates the success of the adaptive planning process and demonstrates that the community remains committed to the successful fulfillment of the University's mission and vision.

The UPC, under the leadership of the President, recommends this adaptive plan in an environment of prayer, faith, and hope in a deep commitment to Jesus Christ and the power of the Holy Spirit through an intentionally dynamic exchange on the questions of leadership development for the 21st century. Intentional efforts were made to develop goals and objectives that are realistic, action-oriented, measurable, and shaped by the considered input from all who are affected by the plan. The adaptive plan calls for developing whole leaders for the whole world; achieving exceptional teaching, innovation, and academic excellence; educating learners from every nation; demonstrating a vibrant Spirit-empowered ethos that impacts the world; growing a strong and expanded Tulsa campus; using new technologies in creative and transformative ways; thriving with financial vitality; and serving globally as the premier University for Spirit-empowered leadership development.

With the blessing of the Board of Trustees, the UPC continues to assess University performance and success. Based on an annual evaluation, the UPC recommends course corrections in the plan to guide the University as it navigates a continually changing external environment. While advancing the University toward 2030, ORU's adaptive plan will equip the University to develop Spirit-empowered leaders and impact every nation with God's light, voice, and healing power.

GOALS

1. Developing Whole Leaders for the Whole World
2. Achieving Exceptional Teaching, Innovation, and Academic Excellence
3. Educating Learners from Every Nation
4. Demonstrating a Vibrant Spirit-Empowered Ethos that Impacts the World
5. Growing a Strong and Expanded Tulsa Campus
6. Using New Technologies in Creative and Transformative Ways
7. Thriving with Financial Vitality
8. Serving Globally as the Premier University for Spirit-Empowered Leadership Development

Presented in the remainder of this document are the baselines and 2024-2025 Key Performance Indicators (KPIs) for the Five-Year Adaptive Plan Objectives. KPIs will be modified annually as progress toward the five-year goals continues.

1. Developing Whole Leaders for the Whole World

1.1. Strengthen the leadership development culture at ORU

Baseline:

- Campus student leadership activities and events exist on campus
- Whole-Person Wellness Program exists for staff and faculty
- Matrix to determine how ORU graduates reflect the five learning outcomes for global leadership exists

KPIs:

- Provide at least 1 leadership development opportunity for each college, Student Life, Athletics, and Human Resources
- Offer a Spirit-empowered women-in-leadership initiative for students in Spring 2025
- Implement a beta test of the matrix to determine how ORU graduates reflect the five learning outcomes for global leadership
- Study the feasibility of enhancing the Whole-Person Wellness Program with incentives for staff and faculty, and submit a report to the President's Office by February 1, 2025

1.2. Enhance the assessment of cocurricular leadership development using the academic program assessment process for continuous improvement

Baseline:

- Current University-wide cocurricular assessment process continues

KPI:

- Implement the revised process for five-year Academic Program Review, including cocurricular leadership development, to track with the University outcomes

1.3. Expand the curriculum to support leadership development in the classroom

Baseline:

- Developmental teaching and learning best practices guide for leadership education created

KPIs:

- Utilize the developmental teaching and learning best practices guide for leadership education to include examples of opportunities for student engagement in academic leadership activities
- Provide specialized training to faculty for leadership development practices in the curriculum

1.4. Develop the David and Barbara Green Centre for Global Leadership at ORU

Baseline:

- The physical location for the David and Barbara Green Centre for Global Leadership is under construction
- Program elements for the Centre for Global Leadership are being developed
- A University-wide committee for the Centre for Global Leadership exists

KPIs:

- Begin the hiring process for the Centre for Global Leadership
- Continue the University-wide committee for the Centre for Global Leadership
- Continue the remodeling of the space that will house the Centre for Global Leadership
- Incorporate the Centre for Global Leadership into the FY25 budget

2. Achieving Exceptional Teaching, Innovation, and Academic Excellence

2.1. Develop new, relevant academic programs in response to advances in market trends in conjunction with local and global community needs

Baseline:

- As of Spring 2024, ORU offers 69 Undergraduate Majors, 17 Masters, 1 Education Specialist, and 5 Doctoral programs

KPIs:

- Analyze graduation rate data across programs to ensure the effectiveness of program pathways
- Conduct feasibility studies of three new academic programs identified as addressing market trends affecting local and global community needs
- Develop at least 2 additional innovative residential academic programs
- Develop 2 new online graduate programs
- Develop 1 new online undergraduate program
- Conduct feasibility studies related to building design, architecture, and other related programs and submit a report to the Provost's Office by January 15, 2025

2.2. Promote exceptional teaching

Baseline:

- The President's Exceptional Teaching Fund supports 17 faculty projects
- A revised Student Opinion Survey was piloted in 26 courses

KPIs:

- Continue the President's Exceptional Teaching Fund to promote exceptional teaching
- Implement the revised Student Opinion Survey in all Fall 2024 semester courses

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- Provide opportunities for faculty to share innovative teaching and learning experiences
 - Train and coach faculty in all newly configured classrooms that offer virtual degree programs
 - Use the program by the Association of College and University Educators (ACUE) to help train other faculty on virtual class techniques in the newly configured classrooms that offer virtual degree programs
 - Deliver professional development for faculty and staff on AI literacy

2.3. Assess curricular and cocurricular learning experiences

Baseline:

- Cocurricular assessment exists

KPIs:

- Enhance technology in academic spaces to support the growth of virtual teaching and learning
- Develop an HLC report evaluating cocurricular assessment
- Continue to evaluate the curriculum in any potential virtual offering to ensure sound pedagogy

2.4. Enhance learning experiences to support student readiness for academic success

Baseline:

- No Emerging Scholars Academy exists
- The Program for Academic Vision & Empowerment (PAVE) evaluation process exists
- The Center for Academic Advising and Tutoring (CAAT) program evaluation process exists

KPIs:

- Explore the concept of an Emerging Scholars Academy and submit a report to the President's Office by January 15, 2025
- Create a report that evaluates the effectiveness of the PAVE program and submit to the Provost's Office by February 1, 2025
- Create a report that evaluates the effectiveness of the CAAT program and submit to the Provost's Office by February 1, 2025

2.5. Implement the Title III funded grant to support retention and degree completion

Baseline:

- Key priorities in the grant have been identified

KPIs:

- Assign and renovate designated spaces for study hall(s) and centralized student tutoring services
- Appoint members from key areas across the University to serve on the Title III Advisory Committee
- Establish an early alert warning system for student retention and academic success
- Establish a uniform data collection platform/system for tutoring, coaching, and advising sessions
- Evaluate the current faculty advising process and make recommendations for improvement according to best practices while maintaining strengths from the current model, and submit recommendations to the Provost's Office by January 15, 2025
- Upgrade the audio/visual technology in at least 15 classrooms
- Facilitate an external evaluator site visit
- Implement a faculty-student academic mentoring program
- Establish directions for assessing students with learning gaps
- Pursue a grant to establish a student sensory room

3. Educating Learners from Every Nation

3.1. Evaluate the effectiveness of the ORU resources and curriculum to enable students from diverse cultures and nations to learn

Baseline:

- Transcript review is manual and not automated
- Transferable credit hours are determined by the academic departments and are reviewed manually by the Registrar's Office as students send in transcripts
- ORU partners with various third-party servicers who provide transcript translation services to students at a cost, and the results are sent to us to process
- Academic support services are offered from various locations across campus

KPIs:

- Establish automation of transcript services to minimize manual review
- Explore automation of transferable credit hours using the new transcript servicer
- Evaluate effectiveness of third-party partnerships and internal capabilities of transcript translation services using the new transcript servicer
- Evaluate the needs of students utilizing academic support

3.2. Establish and expand sustainable and viable presences in strategic locations around the world

Baseline:

- The exploration process for potential locations or partnerships is ongoing
- No baseline currently exists for international student recruitment staff living in other countries
- There are currently 22 international Advantage Partnerships

KPIs:

- Explore potential locations or partnerships to expand ORU's presence in South America, Asia, and/or Africa
- Explore the potential of retaining international student recruitment staff for South America, Asia, and/or Africa
- Increase the number of international Advantage Partnerships to 27

3.3. Increase the number of nations represented in the student body to 165 through credit and non-credit programs

Baseline:

- 158 nations were represented in the student body in for-credit programs and non-credit programs from Fall 2019 to Spring 2024
- No baseline currently exists for hiring a dedicated staff member for unreached nations

KPIs:

- Enroll students from 5 additional nations in for-credit and non-credit programs to attain 163 nations
- Retain a dedicated staff member on the International Student Relations team to oversee the recruitment efforts of unreached nations

3.4. Increase the enrollment and involvement of the Hispanic, Central American, and South American community at ORU

Baseline:

- 85 students are enrolled from Brazil for 2023-2024
- The targeted regions for Latin American student recruitment are currently Brazil, Honduras, El Salvador, Colombia, and Mexico, and the recruitment efforts are ongoing
- No baseline currently exists for third-party funding for Latin American students
- No international student organization currently exists for Latin American residential students

KPIs:

- Increase the number of students enrolled from Brazil to 100
- Implement targeted recruitment approaches in the Latin American regions for the purpose of increasing enrollment
- Continue to investigate third-party funding options available for Latin American students
- Establish a baseline for Latin American student involvement in student organizations

3.5. Expand support and services for on-campus international students that enhance cultural integration and academic success

Baseline:

- The International Student Relations Office currently hosts event sessions related to immigration support services
- No baseline currently exists for a dedicated self-service immigration portal
- No international student organization currently exists to focus on cultural integration and awareness of various nations of the world

KPIs:

- Enhance the immigration support services provided to ORU students and report progress to the President's Office by November 1, 2024
- Evaluate the need for a dedicated self-service immigration portal to better support the growing on-campus international student population
- Explore options for an international student organization to enhance cultural integration and awareness of the various nations of the world studying at ORU

4. Demonstrating a Vibrant Spirit-Empowered Ethos that Impacts the World

4.1. Impact the world with Spirit-empowered worship and intercession

Baseline:

- There is currently one Spanish, Portuguese, Gospel, and Asian intercession prayer movement set
- The last ORU Worship Album was released in FY 2022
- ORU has not hosted a major worship conference on campus

KPIs:

- Add one additional musically or culturally diverse prayer movement set
- Produce an ORU Worship album, to include one single in another language
- Explore hosting a Spirit-empowered worship conference with the Worship Center, and the School of Worship, Media and Performing Arts and submit a report to the President's Office by October 1, 2024

4.2. Impact the world with Spirit-empowered evangelism and healing

Baseline:

- There are six weekly local partnerships for community outreach

KPIs:

- Add one local partnership for community outreach
- Conduct a major evangelism conference for the Spirit-empowered movement

4.3. Increase the level of student involvement in intercultural experiences

Baseline:

- In FY24, ORU provided 49 GO courses

KPI:

- Increase the number of GO courses offered in the ORU curriculum

4.4. Explore greater utilization of the Mission Teams program in leadership development

Baseline:

- A comprehensive Year-end report for Missions is produced annually
- In FY24, ORU sent out 35 mission teams

KPIs:

- Create a comprehensive digital Year-end report for Missions
- Create an assessment of cocurricular leadership development with the Missions program
- Increase the number of trips in the Missions Department to 37

4.5. Host a Spirit-empowered event for prospective students on campus

Baseline:

- ORU is not presently a host site for homeschool communities
- The Emerge Leadership Experience has been discontinued

KPIs:

- Explore ORU becoming a host site for Spirit-empowered events for prospective students with emphasis on home school communities, and submit a report to the President's Office by February 1, 2025
- Create a committee to research and recommend future summer strategies for engaging high school students with ORU and report findings to the President's Cabinet by February 1, 2025

5. Growing a Strong and Expanded Tulsa Campus

5.1. Complete a campus building master plan

Baseline:

- Phase I of Impact 2030 buildings (MAC) under construction
- Phase II under development (Food service, Dorm, EMR/Claudius remodel, Courtyard)
- The David and Barbara Green Centre for Global Leadership is in development
- No overall formal assessment of sidewalks has been completed

KPIs:

- Complete Phase II building designs as part of the Impact 2030 plan
- Complete landscape design for Courtyard Phase IIA
- Complete MAC construction in the summer of 2024
- Provide regular progress reports from Phase I and Phase II construction, including timelines, etc. (with the President's Office, Board Finance Committee, Development, External Affairs, and with donors as feasible)
- Continue construction of the David and Barbara Green Centre for Global Leadership
- Complete design of GC1 and begin remodel
- Raze Howard Auditorium and Timko-Barton Hall as part of Phase II
- Begin renovation of the baseball stadium
- Conduct a needs assessment for labs, computer labs, computing facilities, and drone area and submit a report to the Provost's Office by November 1, 2024
- Analyze potential uses for LRC6, and report findings to the President's Office by November 1, 2024
- Evaluate the potential use of LRC2 for tutoring and study hall(s)
- Implement exterior lighting plan for Phase I
- Review and assess campus sidewalk repairs, improvements, and additions as part of the master plan

5.2. Enhance the student life experience

Baseline:

- Satisfaction surveys and action plan for on-campus facilities completed
- Baseline for Residential Dining satisfaction established
- The Concierge Office opened to students in August 2021
- Student Culinary Council established

KPIs:

- Implement a distribution plan for Concierge to offer food and clothing for needy students by August 2024
- Conduct a survey each semester to evaluate whether residential dining satisfaction is achieved and monitor against a new baseline for ongoing review and improvement
- Renovate the track in the Aerobics Center
- Continue to host three on-campus activities/events focused on providing fun/engaging on-campus entertainment options for students on weekends
- Work with student focus group for new dining facility design
- Develop a future dining program for the new facility
- Complete a food preference survey directed at international students
- Conduct a feasibility study for a potential in-house ride-share program and report the results to the President's Office by January 1, 2025
- Construct pickleball courts for students, staff, and faculty use

5.3. Explore the development of cocurricular peer mentoring programs

Baseline:

- No baseline exists for discovering first-year student interest in peer mentorship opportunities on campus
- No baseline exists for a peer mentoring program

KPIs:

- Create a survey to discover current first-year student interest in peer mentorship opportunities on campus

- Create a focus group of students to explore objectives for a peer mentoring program

5.4. Demonstrate excellence through NCAA Division I Athletics performance

Baseline:

- Two NCAA and NIT appearances
- Overall single-year GPA (Grade Point Average) of 3.43
- Overall single-year APR (Academic Progress Rate) of 978
- Overall single-year GSR (Graduation Success Rate) of 84%
- Overall single-year FGR (Federal Graduation Rate) of 43%
- Student athletes participated in 3,060 hours of outreach in FY24

KPIs:

- Earn an NCAA and/or NIT (WNIT or WBIT) postseason appearance by at least two teams
- Continue to achieve an overall single-year GPA (Grade Point Average) of at least 3.40 for all student-athletes
- Achieve at least one of the following three metrics:
 - Overall single-year APR (Academic Progress Rate) of 985
 - Overall single-year GSR (Graduation Success Rate) of 90%
 - Overall single-year FGR (Federal Graduation Rate) of 65%
- Increase the hours served by student-athletes in outreach activities by 1%
- Monitor student-athlete headcount and coordinate with Enrollment Management throughout the year to minimize transfers

5.5. Promote environmental sustainability across the ORU Campus

Baseline:

- No alternative energy sources on campus
- Two water wells completed

KPIs:

- Seek grant options to add alternative energy sources to the new Biological Sciences Center in order to provide learning opportunities for students

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- Implement a plan to use reclaimed water for irrigation across campus
 - Connect to water wells for irrigation across campus
 - Continue to pursue grant funding to develop an ORU Creation Care Conservatory and Botanical Garden
 - Implement a plan for a campus student and faculty garden at the Biological Sciences Center

6. Using New Technologies in Creative and Transformative Ways

6.1. Increase the utilization of optimal virtual environments and immersive technologies to enhance learning outcomes, social engagement, and interaction effectiveness

Baseline:

- 22 virtual programs have been offered over the course of FY24
- ORU has demonstrated expertise in immersive learning, and in the use of virtual and augmented reality
- Analyzing the data connections, profiles, and information regarding the 360 million potential households viewing GEB and ORU Chapel has not been accomplished
- FY24 international and domestic leads were 93,000
- Three surveys were developed to provide a baseline on interests, needs, and the quality of offering for virtual programs
- No comprehensive plan for faculty technology training currently exists
- There is no dedicated staff member for admissions operations processing for Online and Virtual

KPIs:

- Research and document the best practices for virtual degree program offerings and report findings to the President's Office by January 15, 2025
- Analyze ORU's current and prospective student interest in a virtual delivery option
- Increase the virtual degree programs offered to 60
- Work with Title III Grant staff to configure 75% of classrooms that are used for virtual offerings
- Continue to enhance virtual interest survey to frequently evaluate the virtual degree-seeking students on engagement, accessibility, technology, and delivery
- Report progress of the Virtual Initiative quarterly to the President's Office
- Monitor the ongoing development of immersive learning for ORU. Make any new recommendations to the President's Office by January 1, 2025

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- Engage appropriate tools that allow for the utilization of social media and internet email address connections across all ORU-owned delivery models, including GEB, ORU Chapel, and ORU Bible Institute, to increase RFIs and leads by 10%
 - Establish an Admissions Operations staff member designated solely for Online and Virtual Programs who would be housed within Online Enrollment, and report to the Academic Registrar side of Online and Lifelong Learning
 - Prepare a report on how to ensure all delivery models are a repeatable student experience of excellence and outcomes for virtual degree programs and submit a report to the President's Office by December 1, 2024
 - Nurture the email addresses from the viewers of GEB and ORU Chapel along with other email address sources to increase international and domestic leads by 10%

6.2. Facilitate the delivery of ORU course content in non-English languages via translation and interpreting

Baseline:

- Studies of translation and interpreting tools have been done over the past three years with little to no changes in the top five languages
- Three years of studying the most accessed foreign languages via the website has been done
- Numerous courses and presentations have been converted to Spanish, Chinese, and Korean
- Over 30,000 non-English language assets and their utilization have been identified in the ORU library
- Five AI translation tools have been utilized for 90 language translations
- One AI tool, HeyGen, has proven to translate in the top 29 languages
- Three 2-5 minute non-English language translation messages proved effective in marketing efforts
- ZOOM presently allows live language captioning of 33 non-English languages

KPIs:

- Use the 109 languages via the ORU website to determine where interest for ORU is coming from and submit a report to the President's Cabinet by January 1, 2025
- Update the current asset list and report usage on non-English library materials
- Assess the need for new materials to support non-English programs
- Promote the utilization of all non-English language captioning tools in ZOOM for residential, online, and virtual classes
- Utilize the HeyGen AI tool for the top ten non-English language translations in targeted marketing ads to specific audiences

6.3. Design significant virtual meetings for Spirit-empowered people around the world

Baseline:

- A new virtual classroom within the David and Barbara Green Leadership Centre is being developed
- ORU has leveraged the capabilities of the GLC modular virtual equipment and experienced ZOOM in a virtual world
- 17,000 prospective students completed a virtual university tour in FY24

KPIs:

- Design and configure the virtual presentation/classroom within the David and Barbara Green Centre for Global Leadership
- Host a Presidential Leadership event under the David and Barbara Green Centre for Global Leadership
- Explore and deliver ten global webinars focused on recruiting international students
- Evaluate and report the effectiveness of the ten global webinars to the President's Office by March 1, 2025
- Host virtual Empowered21 events
- Increase the number of people who take a virtual university tour by 10%

6.4. Strengthen and grow ORU's global crowdsourcing to harvest creative and practical ideas within educational technology

Baseline:

- A relationship has been built with 45 innovation fellows and 200 other universities through Arizona State University's annual crowdsourcing event
- ORU continues to leverage the value of crowdsourcing to maintain its credibility and vitality in innovation
- No specific ORU collaboration or crowdsourcing events are focused solely on AI

KPIs:

- Deliver three new unique ORU webinars to serve ministries, churches, and nonprofit organizations
- Leverage one international virtual crowdsourcing event focused on recruiting international students
- Create two crowdsourcing events specifically focused on AI in 1) education and 2) ministry

6.5. Develop a recruiting strategy that incorporates gaming among Spirit-empowered global communities

Baseline:

- ORU has developed a for-credit Gaming certificate program for Fall 2024
- ORU has gained knowledge of and application experience within the growing area of gaming among Spirit-empowered global communities

KPIs:

- Using AI and gaming techniques, recruit a minimum of 25 gaming student prospects for the first Gaming program in Fall 2024
- Host two recruiting activities that use gaming to identify prospective ORU students
- Host a gaming competition to engage prospective students for the new for-credit gaming certificate

6.6. Leverage the value of eSports

Baseline:

- ORU has 16 students on the eSports Team for FY24
- ORU has completed a survey of students to identify specific eSports of interest
- ORU awarded the first round of eSports scholarships for FY24

KPIs:

- Increase the involvement of students on the eSports team by 10%
- Explore the option to add one more eSports game for FY25 and submit a report to the Vice-President of Student Life by November 1, 2024
- Increase the eSports scholarship program to facilitate the growth of the team

6.7. Monitor and deploy secure and scalable technology solutions across campus

Baseline:

- ORU continues to monitor and deploy the best technology that aids faculty, staff, and students while sustaining a cyber-secure environment
- No plan for non-business hours helpdesk support for students exists

KPIs:

- Increase the functionality of the new Student Success hub with the Automatic Intelligent Alert System (AIAS) “Eyes” to send automatic alerts that assist in student success
- Monitor and identify cyber security risks and develop a plan to address them, and report this plan to the President’s Office by November 1, 2024
- Refresh equipment that is no longer supported to avoid potential security gaps and to better serve faculty and students
- Develop and implement a plan for non-business hour help desk support for students by August 1, 2024

6.8. Develop strategies to effectively utilize Generative Artificial Intelligence

Baseline:

- Generative AI through products like ChatGPT are being used in K-16 academics
- ORU faculty have explored the effective use of ChatGPT in limited areas
- A new AI cross-campus committee has been formed
- A generative AI library of open AI apps has been developed
- A minimal amount of AI literacy classes have been delivered to faculty/staff
- Plagiarism methods of using AI have been reviewed
- AI has not yet been used to further analyze details between the Spirit-Empowered Index and the Global Index
- ORU has continued to leverage data science to grow enrollment by 6-10% over the past three years
- ORU is experimenting with Artificial Intelligence to see where marketing and enrollment processes can be improved and streamlined to help enrollment growth
- AI has not yet been used for marketing to specific nations

KPIs:

- Leverage the current ORU Artificial Intelligence position statement and communicate AI position statement across campus
- Develop and implement Generative AI policies and guidelines for faculty, staff, and students
- Expand the Generative AI library of other open AI apps equivalent to ChatGPT in the areas of art, music, film, publishing, and Christian-based apps
- Apply both AI and data science across all areas of enrollment, admissions, and student success to contribute to 6% growth of for-credit enrollment
- Increase the prospective student interest from each nation not yet enrolled by 15% using AI marketing
- Expand an advertising campaign highlighting the ORU student outcomes and unique messages using AI to the global Spirit-empowered movement with the theme “Experience It”
- Utilize AI to analyze the Spirit-Empowered Index and the Global Index

6.9. Develop and implement a progressive and sustainable campus technology plan for faculty, staff, and students

Baseline:

- There is a comprehensive technology plan for security, infrastructure, systems, and Internet, but none directly focused on faculty, staff, and students
- Few campus-wide technology fairs (exhibits) have been held with technology focused on faculty trends in technology

KPIs:

- Develop a comprehensive plan that has three major components:
 - 3-5 year forecast (plan) for needs of faculty – in conjunction with appropriate faculty committee. Report the plan to the President's Office by March 1, 2025
 - 3-5 year forecast (plan) for needs of staff – in conjunction with Staff Council. Submit the plan to the President's Office by March 1, 2025
 - 3-5 year forecast (plan) for needs of students – in conjunction with Student Association. Submit the plan to the President's Office by March 1, 2025
- Host a technology fair whereby education technology vendors come to ORU

7. Thriving with Financial Vitality

7.1. Enroll 13,000 students per year with 7,500 students in for-credit and 5,500 students in non-credit educational programs

Baseline:

- Credit enrollment – unduplicated headcount of 6,537 students for the 2023-2024 academic year
- Non-credit enrollment – unduplicated headcount of 4,157 participants for the ORU Bible Institute and certificate programs for the 2023-2024 academic year
- Annual undergraduate residential campus enrollment of 2,921 for the 2023-2024 academic year
- Annual dorm occupancy of 2,227 for the 2023-2024 academic year
- Annual unduplicated fully online campus enrollment of 1,542 for the 2023-2024 academic year
- 1,069 unduplicated graduate student enrollment in the 2023-2024 academic year
- 1,471 unduplicated Advantage Program students in the 2023-2024 academic year
- 24% of Advantage Program students converted to residential students
- 4,981 on-campus visitors hosted by Admissions
- Annual unduplicated virtual campus enrollment of 147 students, 30 net new, for the 2023-2024 academic year
- No comprehensive analysis of the Advantage program has been formalized
- FY24 Summer school residential enrollment was 861

KPIs:

- Enroll 6,750 unduplicated students in for-credit programs
- Enroll 4,600 unduplicated participants in non-credit programs
- Increase the annual undergraduate residential campus enrollment to 2,950
- Increase the annual dorm occupancy to 2,250
- Increase the annual unduplicated fully online enrollment to 1,675

- Increase the overall graduate student enrollment to 1,100
- Increase the Advantage Program student enrollment to 1,500
- Convert 25% of the Advantage Program eligible students into full-time residential students
- Increase the number of on-campus visitors by 5% to 5,230
- Increase the annual unduplicated virtual campus enrollment to 200 students, (60 net new students), in the 2024-2025 academic year
- Develop a comprehensive analysis of the Advantage program calculating the historical ROI, comparing it to programs of other universities, and provide a forecast for the future with a report due to the President's Office and the Cabinet by December 1, 2024
- Explore options to redesign summer school to enhance residential student enrollment and report to the President's Office by December 1, 2024

7.2. Increase ORU's retention rate

Baseline:

- Spring to Fall non-athletic residential student retention was 92% in Fall 2023
- 94% of first-semester residential students retained from Fall to Spring in Spring 2024
- The Persistence Rate of degree-seeking Undergraduate Online Campus students from Academic Year 2022-2023 to Academic Year 2023-2024 was 70%
- The Persistence Rate of degree-seeking Graduate Online Campus students from Academic Year 2022-2023 to Academic Year 2023-2024 was 75%

KPIs:

- Retain at least 92% of residential students (excluding student-athletes) from Spring 2024 to Fall 2024
- Retain at least 94% of first-semester residential students from Fall 2024 to Spring 2025
- Increase the Persistence Rate of degree-seeking Undergraduate Online Campus students from Academic Year 2023-2024 to Academic Year 2024-2025 by 2%

- Increase the Persistence Rate of degree-seeking Graduate Online Campus students from Academic Year 2023-2024 to Academic Year 2024-2025 by 1%

7.3. Increase development revenue raised from outside sources: donations, grants, endowments, etc., to \$160 million

Baseline:

- Total life-to-date commitments (cash + pledges) to both Phase I and Phase II of the Whole Leaders for the Whole World Campaign is \$120 million
- 82 new funding proposals (\$10k or greater) in FY24
- 100 President's Circle members in FY24
- 389 Heritage Society members in FY24
- 40 President's Council members in FY24
- 1,823 donors for Development and Alumni Relations in FY24
- \$204,425 received on ORU Giving Day in FY23
- \$3,600,000 Alumni Giving in FY24

KPIs:

- Generate \$7 million in total commitments (cash + pledges) to the Whole Leaders for the Whole World Campaign
- Develop and submit:
 - 70 new funding proposals in the \$10k to \$25k range, and
 - 40 new funding proposals in excess of \$25k
- Increase the number of President's Circle members to 102 (2% increase)
- Increase the number of Heritage Society members to 396 (2% increase)
- Increase the number of President's Council members to 41 (2% increase)
- Increase total donor counts to 1,896 (4% increase)
- Increase alumni giving to \$3,672,000 (2% increase)
- Increase donations from ORU Giving Day to \$225,000 (10% increase)
- Explore engaging current students in ways that will promote lifelong commitment and generosity to the University and submit a report of potential ideas to the President's Cabinet by November 1, 2024

7.4. Increase operating income from auxiliary operations and investments

Baseline

- Auxiliary operations generated \$6 million in FY24

KPIs:

- Identify at least one new revenue optimization opportunity
- Fund at least one new revenue optimization opportunity
- Develop a multi-year forecast in conjunction with the Board Investment Committee to establish long-term investment strategies for revenue optimization opportunities and other University investments

8. Serving Globally as the Premier University for Spirit-Empowered Leadership Development

8.1. Be recognized as the higher education thought leader for leadership development of the Spirit-empowered movement

Baseline:

- Last year, 4 virtual leadership training programs were held with the Graduate Colleges of Education and Science and Engineering
- No annual publication highlighting the University's accomplishments exists

KPIs:

- Offer three virtual leadership training programs with select faculty, utilizing various ORU colleges for professional leadership development
- Explore ways to create digital learning communities to include: identifying diverse global leadership needs; discovering new technologies, best practices, and emerging trends that encourage active participation; and facilitating discussions, workshops, and knowledge-sharing sessions, with a report due to the President's Office by March 1, 2025
- Generate a conceptual publishing plan with a pro forma budget for an annual publication highlighting the University's academic, spiritual, and notable achievements for dissemination to the global Spirit-empowered community
- Explore speaking opportunities for ORU's leadership and faculty that highlight expertise and accomplishments
- Highlight faculty accomplishments in press releases
- Create a feasibility report on the launching of an "Institute of Spirit-empowered Counseling," with a five-year pro forma budget, staff requirements, and other pertinent items, which will be submitted to the President's Office by November 15, 2024

8.2. Measure and increase ORU's storytelling and promotion of the University's differentiating characteristics to the core constituency

Baseline:

- Four surveys are available for review
- The current amplification rate is 1.18%. Industry-standard for higher education is 0.05%, according to Hootsuite metrics

KPIs:

- Implement a select survey tool from the previous report with an emphasis on enhancing recruitment efforts with a report to the President's Office by February 1, 2025
- Research methods of social listening, such as artificial intelligence (AI) algorithms that analyze social media platform discussions and report the findings with recommendations for future social media strategies to the President's Office by March 1, 2025
- Highlight student stories, implement both short-form (<15 seconds) and intermediate-form (<30 seconds) video content, and measure audience engagement
- Utilize ORU admissions team, faculty, and students in organic social media content to exhibit useful information to potential students (Examples: how-to videos on enrollment content, important events and dates, chapel announcements, how to succeed in college, what is move-in day? etc.)
- Compare the impressions and conversion rates of stories from ORU academics, spiritual life, and student life
- Highlight ORU's identity as an "outreach" university, demonstrating the local and global community efforts and the impact of ORU/local community cooperation
- Launch an organic social media campaign targeting potential international students in Spanish, Portuguese, and Chinese, displaying:
 - Programs Offered
 - Financial Aid
 - Student Support Services
 - Campus Life
 - Location
 - Opportunities for Work and Internships
 - Invitations to the International Virtual Quest events
- Implement strategies to increase ORU's social media amplification rate
- Utilize an approved student advisory group to develop insights for future messaging campaigns

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- Explore new models for alumni engagement and submit a report to the President's Office by November 1, 2024

8.3. Expand the promotion of ORU domestically and internationally

Baseline:

- In FY24, eight digital messages were delivered on:
 - Welcome to ORU Concierge
 - ORU Office of Parent Engagement Introduction
 - Parent Information Session – ORU Move-In Day
 - Parent Engagement Connect – ORU Move-In Day
 - ORU Concierge - Financial Aid
 - ORU Student Health
 - FERPA Explained
 - ORU Commencement
- In FY24, ten potential speaking engagements with current partners were identified. This is for “new” international partnerships
- In FY24, four faculty story videos were completed
- In FY24, all men's and women's basketball home games were televised

KPIs:

- Develop content addressing parent questions or concerns and create resources for distribution from the Office of Parent Engagement
- Gauge ORU's Media Placement Rate: The percentage of pitches or press releases that result in media coverage or earned media placements
- Perform a feasibility study on making ORU chapel messages hosted on oru.edu searchable by topic, speaker, and date, with a report to the President's Office by October 1, 2024
- Create a package of ORU chapel messages by topic to promote ORU globally
- Produce at least three international student stories in languages other than English
- Identify five new international guest speaking opportunities for ORU leadership that will increase potential student interest (RFIs) and submit a report to the President's Office by September 2, 2024

- Create "Experience It" podcast episodes for current international students that can become a practical resource as a dynamic space for sharing experiences, advice, and insights about campus life as an international student, which address academic, cultural, and social dimensions
- Launch a "Welcome Home: You Are Here" series of "Step by Step" video tutorials to guide international students through the application process at ORU
- Produce promos by interviewing businesses that hire ORU grads
- Create Faculty Stories – featured pieces on ORU faculty highlighting their excellence and expertise
- Examine the opportunities of launching GEB into Europe and submit a report to the President's Office by November 1, 2024
- Develop strategic messaging for the Tulsa-area public schools
- Generate and evaluate market response to phasing out the current academic logo and migrating to the current athletic logo for a singular ORU brand. Report findings to the President's office by November 1, 2024
- Televisе select men's and women's home basketball games on GEB America, GEB Asia, and all home games on KGEB

2024-2025 UNIVERSITY PLANNING COUNCIL

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