ASCEND 2030

OUR STRATEGIC VISION *for* ACADEMIC RENEWAL

VANGUARD UNIVERSITY

Ascend 2030 | Our Strategic Vision for Academic Renewal

Our pursuit of *Ascend 2030 | Our Strategic Vision for Academic Renewal* will strengthen Vanguard University as a leader in Spirit-empowered, Christ-centered higher education.

Rooting ourselves deeply in our rich institutional history and embracing our distinctive identity as a Pentecostal Christian university, we will ascend and live up to our name, leading the way in delivering high-quality, accessible, affordable, Spirit-empowered education in Orange County and throughout California, thereby extending our influence both nationally and internationally.

We craft *Ascend 2030* at a time when higher education is in flux. Many have lost confidence in the value and integrity of university education. Learning and teaching modalities have proliferated. Opportunities for human knowledge and discovery are exploding, but the epistemological and ethical foundations for that knowledge and discovery seem to be collapsing. Students are faced with a dizzying array of educational choices, but often lack a clear understanding of the true value or purpose of higher education. Many students struggle with disorientation and distress. For all these reasons,* students at every stage of their lives will benefit from a Christ-centered education that allows them to pursue knowledge, cultivate character, and deepen faith, so that they are equipped for a Spirit-empowered life of Christ-centered leadership and service as they find and fulfill their callings and navigate an uncertain world.

For more than 100 years, Vanguard has remained committed to our founding Christ-centered educational mission and has charted new paths to fulfill our calling. Founded in 1920 by the Southern California District Council of the Assemblies of God, Vanguard reflects the distinctives of the Azusa Street Revival, the historical Christian movement to which well over half a billion Christians globally now trace their spiritual roots. As one of the first ministerial training schools formed out of this revival in Southern California, Vanguard has prepared women and men for Spirit-empowered lives of Christ-centered leadership and service from our inception.

We are deeply committed to an excellent, robust liberal arts education that shapes our students into people of love and wisdom while equipping them for professional and community impact in their chosen disciplines. We became a university decades ago to expand the reach and impact of this God-given calling in many disciplines serving a tremendous diversity of students in a great variety of academic and professional fields. Across our Schools of Theology and Ministry, Education, and Business and Management, and our College of Arts and Sciences, our students develop an intellectual, spiritual, and moral foundation for life while preparing for meaningful impact in careers in ministry, education, business and industry, the arts, social services, health professions, the sciences, and more.

As we look toward 2030 within the framework of the University's Strategic Plan: *Our Future, Together*, we establish *Ascend 2030 | Our Strategic Vision for Academic Renewal*, which will advance our educational mission and position our high-quality educational programs for greater influence and impact both locally and globally, grow enrollment through innovative programs and partnerships, and strengthen our institution's missional alignment and financial sustainability. To do so, we will embrace new strategies, new modalities for teaching and learning, new technologies, new partnerships, new operating practices, new funding sources, new understandings, and new initiatives to propel Vanguard University's ascent.

* See the appendix for key understandings about the state and future of higher education that inform this plan.

ASCEND 2030 ANIMATES THE VANGUARD UNIVERSITY OF THE FUTURE, outlining six key goals that will guide our future growth and direction, each with five key objectives that will indicate if we are reaching our goals and achieving our God-given institutional vision, as well as the strategies we will engage to pursue our strategic vision and the key performance indicators we will track along the way.

GOAL #1

Develop Mission-Aligned, Market-Responsive Programs

GOAL #2

Enhance Flexibility In Program Design and Delivery

GOAL #3

Strengthen Fiscal Sustainability by Diversifying our Revenue Model

GOAL #4

Forge Community and Organizational Partnerships

GOAL #5

Ensure Best-In-Class Student Support

GOAL #6

Advance Faculty and Staff Impact At and Beyond Vanguard

Develop Mission-Aligned, Market-Responsive Programs

We will invest in high-quality, mission-driven, market-responsive degree and non-degree programs that blend transformative liberal arts education with professional preparation, such that graduates are sought by and will excel in diversified industries, businesses, and organizations, and that the external community will view Vanguard University as a trusted educational partner.

OBJECTIVES | HOW WE'LL KNOW WE'RE THERE

01   Mission-Aligned, Market-Responsive Curriculum

Degree programs (both new and existing) with clear mission alignment and market fit will be prioritized for program development, investment and growth.

02   Professional Roadmaps & Industry Connections

Every academic program will articulate a clear process/roadmap for how professional skills are developed through curricular and co-curricular programming; require an internship or experiential education experience; embed professional networking opportunities into the curriculum; interact regularly with a cadre of professional/industry advisors (e.g., advisory council) who advise on curriculum, serve as mentors, and network with students and faculty; and annually publish their student outcomes in and beyond the classroom including career and experiential learning outcomes and program distinctives.

03   Programs Designed for VU's Target Market

We will prioritize programs that align with our Pentecostal Christian institutional identity, meet our diverse student population's needs, serve the occupational needs of Orange County and our region, and/or promote social mobility for our graduates.

04   Micro-Credentials & Certificates

Departments will increasingly offer revenue-generating certificates (non-degree programs) and/or incorporate micro-credentials into their curriculum.

05   Enhanced Core Curriculum

We will design and consistently deliver a university core curriculum that aligns with and accomplishes our Institutional Learning Outcomes, is steeped in the liberal arts and our Pentecostal Christian theology, cultivates digital competencies, promotes vocational identification and career development, is offered in flexible formats, and easily accommodates transfer students.

+ Internship Participation

+ Networking Opportunities and Participation

+ Micro-credential/Certificate Completion

+ First Destination Survey

+ Experiential Education Participation

+ Core Curriculum Map

STRATEGIES | HOW WE'LL GET THERE

→ Develop a culture of assessment and continuous improvement across campus to clearly articulate and advance the measured impact of each program.

→ Ensure robust market/community research capability to determine market needs, feasibility of new academic programs, and opportunities for micro-credentials and certificates.

→ Ensure new program development and program review practices clearly articulate program impact, missional alignment, and market viability, and define a clear process for sunsetting underperforming programs.

→ Introduce career development guidance during student recruitment and orientation efforts.

→ Embed components of career readiness planning and development into required program curriculum.

→ Develop campus wide internship system including guidelines with consistent language, a standard Memorandum of Understanding template and vetting process for internship and experiential education sites, use of a universal tracking system to track and assess internships and experiential education participation, and funding to support faculty efforts to develop internship possibilities.

→ Develop systems to support the development and flourishing of relationships with professional/industry advisors, including the use of advisory councils.

→ Complete review and implementation of revamped university core curriculum that effectively serves residential and online undergraduate programs, increases transfer-friendliness, and expands the availability of courses offered in flexible formats.

Enhance Flexibility in Program Design and Delivery

We will design, redesign, and deliver excellent educational programs that deepen student learning, strengthen the student experience, and maximize flexibility for student engagement, such that our programs serve students across various learning contexts and backgrounds, with multiple options for program participation.

OBJECTIVES | HOW WE'LL KNOW WE'RE THERE

01 Streamlined Curriculum

All degree programs will be designed with a streamlined curriculum that provides a clear pathway to graduation, minimizes rigid requirements, and offers students flexibility to customize their educational journey.

02 Accelerated Degree Completion

Programs will offer multiple avenues to reduce the time and cost of earning a degree by providing credit for prior learning, dual enrollment options, seamless certificate-to-degree pathways, high credit transferability, increased availability of eight-week term courses, and multiple start dates, all aimed at helping students achieve their degrees faster and more affordably.

03 New Programs Designed with Flexibility

All new programs with sufficient marketability to remote learners, as well as the university core curriculum, will be designed and offered in formats that serve both residential and online learners.

04 Flexible Student Recruitment Audiences

We will build flexibility and customization into our programs to cater to a wide range of student types, including military personnel and veterans, athletes, international students, residential and non-residential learners, local students, distance learners, individuals of all ages, and those seeking certificates or degrees.

05 National Faculty Recruitment

Programs with non-residential components will recruit and retain faculty members from across the country, offering flexible teaching options that attract and employ talented educators.

KPIs | HOW WE'LL MEASURE OUR PROGRESS

+ Retention and Graduation Rates

+ Online Courses and Programs

+ Programs and Courses Designed for Flexibility

+ Faculty Beyond Southern California

+ Major Requirements and Program Design

+ Eight-Week Classes and Program Start Dates

STRATEGIES | HOW WE'LL GET THERE

➜ Review and revise each undergraduate program to ensure clear and yet flexible pathways to graduation and alignment to established curriculum guidelines.

➜ Develop and implement a comprehensive plan to support individual programs in optimizing curriculum for enhanced transferability to Vanguard University and flexible pathways.

➜ Establish a system to consistently identify new courses for development in flexible formats and regularly update existing courses, including implementation of a comprehensive plan for compensating faculty and enhancing their proficiency in effective flexible teaching methodologies.

➜ Consistently introduce courses in each core curriculum category until an online option for all core curriculum courses is offered.

➜ Restructure courses into eight modules, adaptable to be taught in either eight or 16-week formats, whether delivered in-person or online.

➜ Establish clear guidelines for serving different student populations to ensure compliance and broad student participation and engagement, and develop course schedules that effectively accommodate residential students, remote students, veterans, international students, and athletes.

➜ Develop a plan to recruit faculty who do not reside in Southern California/Orange County, eliminating barriers to their active involvement in university life and shared governance.

Strengthen Fiscal Sustainability by Diversifying our Revenue Model

We will strengthen our fiscal sustainability by diversifying academic revenue streams and increasing margins through the design and implementation of quality, flexible, accelerated, market-responsive academic programming that meets the needs of current and future traditional undergraduate, professional, and graduate students.

OBJECTIVES | HOW WE'LL KNOW WE'RE THERE

01 **Sustainable Enrollment/Revenue Mix**

We will increase our professional and graduate enrollment such that 40% of our student population will be engaged in professional, graduate, or other non-traditional programs while maintaining current traditional undergraduate enrollment.

02 **Efficiency in Course Delivery Models**

We will enhance the quality and impact of educational content while minimizing expenses by refining course formats, using technology to facilitate learning, and optimizing resource allocation to ensure that educational programs are academically strong and financially sustainable.

03 **Signature Graduate Programs**

We will develop at least six graduate programs that maintain annual enrollment of over 100 students each – three programs with 100+, two programs with 200+, and one program with 300+ students – as well as one doctoral program.

04 **Refreshed Academic Business Model**

We will explore and implement innovative strategies such as variable pricing models to enhance financial stability and growth while prioritizing academic excellence and student success.

05 **Fast-Tracked Programs**

We will maximize stackable programs (e.g., 3+2 and 4+1 bachelor/master's programs, community college AA + Vanguard BA/BS) and dual enrollment to Vanguard degrees.

+ Program Enrollment

+ Enrollment Growth Rates

+ New Products/Programs Launched

+ Program Contribution Margins

+ Retention and Graduation Rates

+ Cost of Education Per Program/Student

STRATEGIES | HOW WE'LL GET THERE

→ Develop unique, high-demand curricula for these programs to attract a larger student base and expand and diversify program offerings to include more in-demand fields and flexible learning formats (e.g., online, hybrid, asynchronous).

→ Implement advanced educational technologies to streamline course delivery and increase accessibility, and strengthen institutional technology infrastructure.

→ Develop a program innovation and development structure to identify, incubate, and build new programs, as well as initial funding pools within new program development process to establish growth trajectory.

→ Develop targeted marketing campaigns to attract students to professional, graduate, and non-traditional programs, and to attract traditional undergraduate students sufficient to offset the anticipated enrollment cliff.

→ Regularly review and optimize resource allocation to ensure cost-effective yet high-quality education.

→ Develop and promote clear pathways for fast-tracked programs, emphasizing their time and cost-effectiveness.

→ Clearly delineate responsibility for building, updating, reviewing, and administering online programs.

→ Scale personnel to operationalize diversified growth initiatives.

Forge Community and Organizational Partnerships

We will engage in strong, generative partnerships with a cross-section of public and private institutions, including high schools, community colleges, churches, corporate, and non-profit organizations.

OBJECTIVES | HOW WE'LL KNOW WE'RE THERE

01 **Church/Religious Associations**

We will offer educational opportunities at churches and other organizations, making Vanguard University accessible to a greater variety of constituents.

02 **Educational Partnerships**

We will intentionally create strong partnerships with public and private high schools, community colleges, and other domestic and international colleges and universities to develop streamlined educational opportunities for students wishing to continue or complete their education at Vanguard University.

03 **Corporate Affiliates**

We will develop relationships with key businesses and non-profits to build a pathway to access Vanguard University educational opportunities, such that graduate and professional programs will realize a significant increase in program enrollment and revenue from these affiliations, and students will experience increasing access to internship opportunities.

04 **Community Impact**

We will collaborate with churches, community-based organizations, and schools within our region to engage in university and program-specific educational opportunities for our local community and families preparing for college.

05 **Grant-Funding Partnerships**

Partnerships with consortia, government agencies, and foundations will increase Vanguard University's impact and innovation capacity.

KPIs | HOW WE'LL MEASURE OUR PROGRESS

+ Active Partnerships

+ Partnership Enrollments

+ Program Revenue

+ Grant Funding

+ Admission Inquiries

STRATEGIES | HOW WE'LL GET THERE

→ Develop a coordinated effort to build connections and a presence within community colleges, beginning with those in Orange County, to facilitate seamless transitions for community college students to enter Vanguard University programs.

→ Enhance current transfer policies and practices, review curriculum, and create transfer pathways for all undergraduate programs in Transfer Evaluation System.

→ Establish partnerships with industries and organizations to enhance our programs' relevance and appeal.

→ Leverage Hispanic-Serving Institution college fairs and other related events held on our campus.

→ Develop an administrative structure that supports, coordinates, and maintains our partnerships, including the development of a cadre of cross-trained recruiters serving all partners.

→ Enable deans to dedicate sufficient time to active partnership development in the community and beyond.

→ Build resources for faculty to engage in partnership development and grant funding proposals.

Ensure Best-In-Class Student Support

We will provide customized and holistic student support to all students through tailored academic, spiritual, experiential, career, mental, social, and economic initiatives.

OBJECTIVES | HOW WE'LL KNOW WE'RE THERE

01 Integrated Student Experience

We will map and streamline the undergraduate, professional, and graduate student experience to maximize success, promote persistence, and accelerate graduation.

02 Proactive Academic Advising

We will utilize a proactive, holistic advising model with specialized, assigned advisors who can provide excellent support to a diverse array of students, assisting and guiding them through their educational journey, incorporating assistance with academic planning, academic success, career development, and financial guidance.

03 Holistic Student Support

We will provide robust and research-based, wrap-around academic support for all student types through expanded offerings of academic support in the Library and Academic Resource Center.

04 Systems and Technology Maximization

We will utilize degree planning and student success technology to increase ease of use and agency for students as they are equipped to take ownership and navigate their educational journey.

05 Faith Integration and Spiritual Development

Faculty and staff will be well equipped to understand and nurture our institutional core values of truth, virtue, and service, and facilitate the Christian spiritual formation of our students who come to Vanguard University with an array of cultural and faith backgrounds.

KPIs | HOW WE'LL MEASURE OUR PROGRESS

+ Advisor-to-Student Ratios

+ Student Engagement with Support Initiatives

+ Professional Development Participation

+ Retention and Graduation Rates

+ Students with Active Degree Roadmaps

STRATEGIES | HOW WE'LL GET THERE

→ Evaluate and update the academic calendar to best serve our changing student population.

→ Develop and implement updated holistic advising and student success approach for undergraduate students as well as graduate and professional education students that engages staff and faculty in meaningful ways, enhances Vanguard University's essential faculty/student mentoring model, and utilizes robust technology for advising and degree planning.

→ Identify appropriate ratio of staff/resources for programs in the Academic Resource Center, Library, and MediaHub, and invest funds appropriately to meet benchmarks.

→ Expand student progress reporting process to include professional and graduate students.

→ Develop and implement a professional development plan for faculty and staff on faith integration related to both course instruction and the provision of academic services, regularly reviewing and adjusting the plan to meet current student needs.

→ Design and implement professional development and training for faculty and staff to effectively support all students, including those with unique academic needs, physical or intellectual disabilities, as well as social and behavioral difficulties.

→ Utilize MediaHub to enhance technological skillsets of both students and faculty and staff, scaling its impact to meet specific academic needs.

Advance Faculty and Staff Impact At and Beyond Vanguard

Vanguard faculty will be recognized leaders in their scholarly and professional communities, both regionally and nationally, and our diverse academic community of faculty and staff will model personal health and deep university engagement for our students.

OBJECTIVES | HOW WE'LL KNOW WE'RE THERE

01 Healthy and Engaged Academic Community

Faculty and academic staff will be deeply engaged with their work at Vanguard while also establishing healthy patterns of personal life and professional engagement that include time for rest and renewal.

02 Clinical/Professional Pathways

To assemble and cultivate an outstanding faculty, we will develop new classifications for professional/ clinical faculty to join the resident faculty, with different compensation and promotion practices.

03 Faculty Workload and Compensation Models

We will develop an array of faculty employment frameworks that will allow a broader array of individuals to invest their talents and energies into Vanguard University students and programs.

04 Active Professional Presence

Faculty will maintain an active presence in professional social networks, and most resident faculty will publish, present, or speak in their disciplines annually, with particular attention related to our key institutional distinctives.

05 Leadership Development Systems

We will strengthen the leadership capacity of our faculty and academic staff by developing knowledge and effectiveness in navigating the landscape of higher education, effectively managing fiscal realities, assessing and growing programs, and managing the academic enterprise.

KPIs | HOW WE'LL MEASURE OUR PROGRESS

+ HERI Survey

+ Best Places to Work Survey

+ Professional Network Activity

+ Scholarly Participation

+ Faculty Recruitment and Retention

+ Leadership Development Participation

STRATEGIES | HOW WE'LL GET THERE

→ Foster a culture of continuing education and development for faculty and staff to develop new knowledge and skills and develop healthy work rhythms.

→ Complete faculty contract design and compensation study, create and implement the new model.

→ Develop a robust clinical/professional faculty designation and multiple workload models to increase the number of professional faculty.

→ Enhance resident and adjunct faculty onboarding, equipping, engagement, and accountability structures and practices.

→ Identify and lean into best practices for recruiting and developing a diverse faculty and staff that reflects the diversity of Orange County and effectively serves the needs of our student population.

→ Maximize the visibility of our faculty by utilizing existing university communication channels to highlight our faculty and training faculty on how to showcase their work.

→ Analyze the data from Best Places to Work and HERI survey, identify practices to positively impact faculty compensation, advancement, morale, and retention, as well as healthy workloads among faculty and staff.

→ Augment funding for faculty professional membership fees and scholarship presentations by locating and disseminating internal/external funding avenues for professional development.

The Current Higher Education Landscape

WHO WILL BE ENROLLING IN COLLEGE?

The future of Higher Education is and will continue to be decidedly different than years past. Demographic and economic trends project fewer 18-25-year-olds pursuing college and an increase in older students to recruit. All student types will be much more diverse than previous years. Consequently, these students will also have a unique set of interests, preferences and support needs that universities will need to effectively address.

FEWER TRADITIONAL UNDERGRADUATE STUDENTS: A LOOMING ENROLLMENT CLIFF

The national enrollment pool is expected to significantly decline after 2025 for 18-22-year-olds. Birth rates in the U.S. have declined, producing fewer high school graduates available to attend college, and the competition to attract students is heightened.[1] The number of 18-25-year-olds enrolled in college are predicted to fall, which may result in a decrease of associated tuition revenue. While similar projections have not come to fruition in the past, "it would be a 'very risky' strategy for college administrators to cross their fingers and hope this demographic slump goes away."[2]

To add to the shift in birth rates and economic volatility, California-specific out of state migration trends, even before the pandemic, show that low and middle-income families are being priced out of the state. According to a recent study conducted by the non-partisan Next 10 organization: "High housing costs have made California an increasingly difficult place for lower-income residents with less education to maintain their quality of life, while many middle-income residents are having trouble moving from renting to homeownership."[3] The same study revealed that, "California saw 1,090,600 more U.S. residents move out of state than stay from 2006 to 2016."[4]

MORE NON-TRADITIONAL STUDENTS: AN ENROLLMENT OPPORTUNITY

While future enrollment from traditional recruitment pools may decrease in years to come due in part to demographic and economic factors, these same economic factors will most likely increase non-traditional recruitment opportunities. According to a recent Pew Research study conducted with unemployed adults, 66% shared that they have seriously considered changing jobs and/or careers during their time of unemployment.[5]

MORE WORKING LEARNERS FROM DIVERSE BACKGROUNDS

The number of traditional undergraduate students who work while going to school continues to increase. Over 50% of undergraduates reported working while attending school full time in 2020.[6] When analyzing part time students, the rates rise to 85%. Race and ethnicity data demonstrate some differences in those who work while in college. 45% of white, Black, and Hispanic students are employed, while roughly 20% of Asian and American Indian/Alaskan Native individuals work.

Statistics on working learners also reveal that students from affluent families are able afford to work less than those in lower income families, which are also, "disproportionately Black and Latino, women, first generation college-goers, and new citizens and residents of the United States for whom English may not be the primary language spoken in the home." These same students are also more likely to, "work full time while in college and are more vulnerable to experiencing declining grades when the average number of hours they work approaches or exceeds 40 hours per week."[7] Additional studies show also that while working and going to school at the same time could lead to declining academic success, it can potentially lead to higher post-college earnings.

WHAT DO STUDENTS WANT AND NEED?

One of the important shifts in the higher education landscape is the proliferation of options for students.[8] While graduates feel more positive about their college experience and its role in preparing them for the world of meaningful work, many suggest the university of the future must offer clearer value and greater flexibility to students.

ACCESS & FLEXIBILITY

Some students say that they feel more comfortable with face-to-face learning and even that they dislike online learning.[9] However, the proliferation and growth of online programs and universities, as well as the fact that much of the recent data conflates remote learning, true online learning, and hybrid learning, points to a much more complex situation. In other words, while students may say they want a face-to-face learning environment, other priorities often trump that desire. Put another way, while many students prefer face-to-face rather than online learning, the reality of their need to work and attend to other responsibilities will necessitate that they take at least some portion of their classes in a hybrid format or online.[10]

Universities are engaging this need for flexibility in several ways, such as these three models for flexibility: immersive hybrid, flexible pathways, and continual learning.[11] Other key areas of flexibility include flexibility in start dates, flexibility of student service modalities (for academic advising, and ancillary support) and speed-to-completion. The demand is for more classes at once, more accelerated classes, and year-round school, with multiple starting points.[12]

VALUE & AFFORDABILITY

Another consistent theme emerging from the research regarding the needs of incoming college students has to do with value and affordability calculations. Given students' and families' concerns about the return of investment on tuition costs, in addition to federal and state governments progressively valuing their investment in higher education based on earnings after commencement and graduates' ability to repay student loans, many conclude that "traditional four-year colleges [must] get over the distinction between the academic and the vocation."[13] One important part of this value calculation is digital skills, which are increasingly becoming requisites to vocational preparedness, but have not yet occupied a traditional space in the liberal arts academy. In the annual 2023 NACE Job Outlook survey, computer skills and technical training are consistently featured in the top 10 skills employers want college graduates to possess—ranked as important as communication.

INDUSTRY-DIRECTED ACCELERATED PROGRAMS WITH ALTERNATIVE CREDENTIALS

In keeping with national trends, increasing numbers of students will seek individualized, personalized, accelerated programs with alternative credentials that lead to employment opportunities. So-called micro-credentials have been popular in the vocational setting as a means of providing specific skills related to job performance and advancement. Now, it remains true overall that the median lifetime income of a college graduate will significantly exceed that of non-college graduates.[14] However, with the rising costs of higher education, the decrease in family contributions with the concomitant increase in student loans, and the increased cost of living, the need for students to have a quicker return on investment becomes a priority that universities cannot ignore. Students are becoming more value-conscious, as noted above, and consequently, universities will have to provide options for them to receive the education they want in the "chunks" they need – so-called "unbundling."

This will require a strategy that focuses not solely on a traditional four-year approach culminating (hopefully) in a baccalaureate degree, but on a more meandering path that incorporates certificates and other professional development options (including traditional degrees) along up to an eight-year pathway.[15] Some options include standalone certificates, as well as certificates embedded in programs, such as, for example, an IT degree with a built-in national certification. While it is unlikely that these alternative credentials will wholly replace traditional academic degrees, offering a measure of choice can incentivize students and diversify the university revenue stream.

AN INTERCONNECTED COMMUNITY OF CARE

Students today expect the type of service experience they receive when they visit Amazon. They want seamless services across departments, which can only be enabled by a comprehensive, interdepartmental advising record that also allows "students to make appointments with their advisors on mobile devices, give them access to records and notes from meetings, and enable advisors to more easily share comments with their colleagues."[16] Within this hybrid services approach, it is essential that schools compassionately respond to the needs of all students, as some could miss out on "the college experiences that promote stability, security, housing, access to food, and access to the internet."[17]

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THE MISSION OF VANGUARD UNIVERSITY

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To pursue knowledge, cultivate character, deepen faith, and equip each student
for a Spirit-empowered life of Christ-centered leadership and service.

**VANGUARD
UNIVERSITY**

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