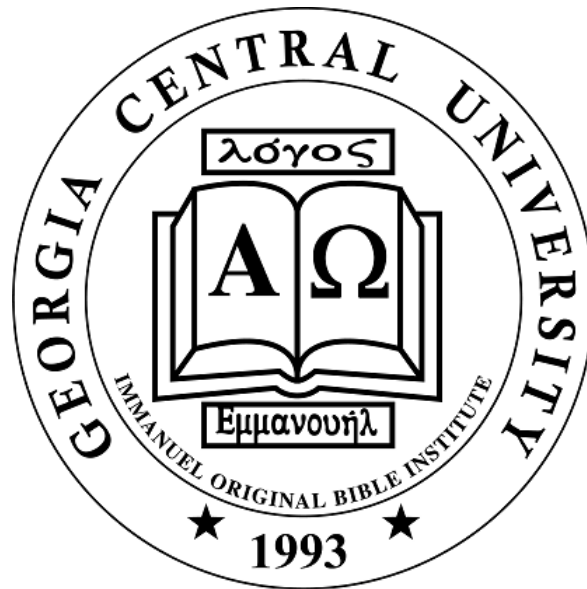


GEORGIA CENTRAL UNIVERSITY



STRATEGIC PLAN 2024-2029

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Reviewed and Approved by the Board of Trustees on Dec 9, 2023

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UNIVERSITY PROFILE

Georgia Central University (GCU) is an educational institution of learning and teaching following one of the most fundamental Christian principles: accepting the challenges of the Holy Spirit and being motivated by God's transcendent love for humanity through Jesus Christ.

A co-educational institution of the Reformed tradition, non-denominational since 1995, its leadership works within the tenets of the Presbyterian Church (USA). We value and pursue a vibrant institutional life, having an academic body and ministry that are ecumenical, urban, and cross-cultural.

VISION

The vision of GCU is to glorify God by equipping students who will proclaim God's Word, to build up the body of Christ through education, and to advance God's kingdom by reaching out to the globe. GCU seeks to maintain an appropriate balance between training for academics and professionalism.

MISSION

GCU's mission is to educate qualified students to become global leaders with biblical principles, and to equip them with competent knowledge, skills and Christian Worldview to serve the church, communities, societies, the nation, and the world through excellent Christian higher education. GCU serves its commitment to meet the educational needs of the multiethnic student body coming from diverse socioeconomic backgrounds.

BIBLICAL FOUNDATIONS STATEMENT

Georgia Central University (GCU) is a Christ-centered institution of higher learning that is unwavering in its belief that the following doctrinal statements are foundational to the educational and spiritual growth of each GCU trustee, faculty, student, and staff member:

- We believe that there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.
- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious atonement through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal and visible return in power and glory.

- We believe that man was created in the image of God, that he was tempted by Satan and fell, and that, because of the exceeding sinfulness of human nature, regeneration by the Holy Spirit is absolutely necessary for salvation.
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life, and by Whom the church is empowered to carry out Christ's great commission.
- We believe in the bodily resurrection of both the saved and the lost; those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.

OBJECTIVES

- To nurture everyone's gift for Christian ministry, leadership in society, and service to the world
- To promote and encourage academic excellence, critical reflection, and involvement in community service
- To integrate cultural differences into effective academic development.

CORE VALUES

- God First, as the owner, creator, and sustainer
- Excellence in Teaching, Research, Scholarship and Management
- Respect for Diverse Societies and to Fight for Justice
- Commitment to Life-Long Learning and Teaching
- Effective Career Development Opportunities

INSTITUTIONAL PHILOSOPHY

Georgia Central University emphasizes and believes in the Triune God: eternal, transcendent, omnipotent, and personal. God the Father, the first person of the Divine Trinity, is infinite, sovereign, and unchangeable in all his attributes. GCU believes in a sinless humanity and the absolute, full deity of Christ Jesus, indissolubly united in one divine-human person since his unique incarnation by miraculous conception and virgin birth. The Holy Spirit, the Third Person of the Trinity, resides among us always.

GCU believes that the Bible is the Word of God, and as such, it is our only infallible rule of faith and practice. We believe in the plenary, verbal inspiration of the Scriptures by the Holy Spirit; thus, we affirm the inerrancy of the original manuscripts whose objective truth is our responsibility to interpret in accordance with the principles of Scriptures and to proclaim in accordance with the imperatives of the Gospel. GCU emphasizes and believes that

the universe is God's creation and his handiwork. We believe that God created human beings in His own image.

PHILOSOPHY OF EDUCATION

Georgia Central University believes that God calls each individual to prepare intellectually and spiritually to share Jesus Christ throughout the world. The University affirms that curriculum is designed to reflect the Spirit of Christ. All academic programs are:

- Christ-centered;
- Based on the Bible;
- Academically relevant to degree programs that are meeting the needs of the world;
- Pursuing academic excellence;
- Taught by faculty who are Christians and comply with the institution's doctrinal beliefs;
- Taught by faculty who are dedicated to quality higher education;
- Taught by faculty who are academically credentialed;
- Taught in an environment conducive to academic and spiritual growth;
- Designed to integrate academic trainmitment; and
- Based on Christian belief in God's mission for the world.

ENVIRONMENTAL SCANNING

The number of U.S. high school graduates has been increasing over the past 20 years. The rate of increase in the number of graduates will slow and gradually decline in the future. The new projections show that the number of graduates is increasing every year, but the rate of increase is expected to slow and then decrease.¹

Relative to the number of white high school graduates in the U.S., the number of multiracial minorities will continue to increase. White public high school graduates are no longer a majority in the United States, and will be down to about 42% of all graduates by 2036.²

The number of graduates reported as multiracial has increased noticeably. Rising numbers of Hispanic graduates and graduates of two or more races largely drive the projected increases in graduates' diversity.³ It will impact everything from university budgets to state/ federal financial aid programs to the job market. Therefore, universities will need to continue to strategically recruit students of various races and prepare educational and financial plans that take their diversity into consideration.

DEMOGRAPHIC ANALYSIS

The projected world population has continually increased. The population on January 1, 2024 increased 0.95 percent from New Year's Day 2023. The U.S. Census Bureau projected the U.S. population was 331.4 million people, representing a 7.4 percent increase since 2010. This rate of growth between 2010 and 2020 continued a slowing trend seen during the two decades between 1990 and 2010. The population grew by 13.2 percent from 1990 to 2000, and by 9.7 percent from 2000 to 2010.⁴

The 2020 Census showed the U.S. population grew older due to a decline in the number of children being born and an increase in the older population. The Census provided data on selected age groups. In 2020, there were more than 73.1 million children under the age of 18 (22.1 percent of the total population), a 1.4 percent decrease compared to 74.2 million (24.0 percent) of this age group in 2010. This decline was most markable among the youngest age groups: the proportion of people under 5 years of age decreased by 8.9 percent, resulting in more than

¹ Rick Seltzer, "Birth Dearth Approaches," December 14, 2020, *Inside Higher Ed*, <https://www.insidehighered.com>, Accessed January 30, 2024)

² Jon Boeckenstedt, "Will Your College Survive the Demographic Cliff?: National trends are interesting — but enrolling students is a local challenge," March 22, 2022, *The Chronicle of Higher Education*, www.chronicle.com, Accessed January 2024.

³ Seltzer, "Birth Dearth Approaches."

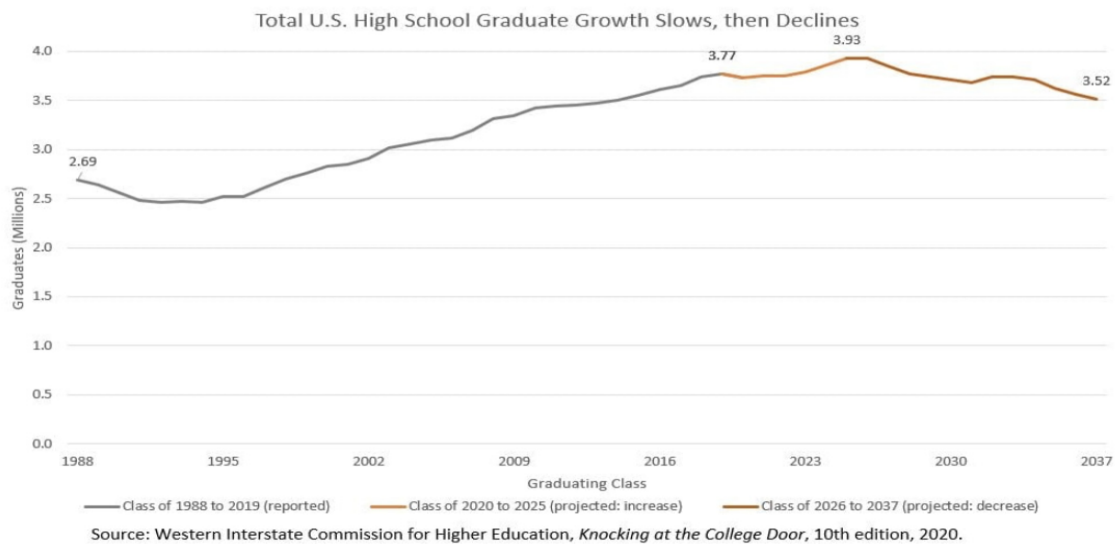
⁴ Paul Mackun, Joshua Comenetz, and Lindsay Spell, "Around Four-Fifths of All U.S. Metro Areas Grew Between 2010 and 2020," August 12, 2021, *United States Census Bureau*, <https://www.census.gov>. Accessed January 2024.

1.8 million fewer children.⁵

The number of high school graduates has increased every year, but the rate of increase will slow and then decrease in the future. According to projections released by the Western Interstate Commission for Higher Education, the number of graduates nationwide is expected to peak at 3.93 million in 2025. This is about 4% more than the 3.77 million high school graduates in 2019. After 2025, the size of graduating classes is expected to decline modestly over 12 years. That is mainly caused by families with low fertility rates amidst the economic disruption caused by the Great Recession.⁶

The last time college enrollment increased in the United States was 2014-15, even before the pandemic, and there has been on a slow, steady decline since then. 2020 took a toll on us. Enrollment fell by nearly 700,000 students, or 4 percent, in one year and was estimated to decline another 3 percent. The Western Interstate Commission for Higher Education shows 3.5 million in 2025 and federal data shows 3.4 million in 2026. Both data sets agree, as far as the projections go, we will see a steady decline. The federal data shows 3.2 million in 2030, and the commission says there will be 3.3 million in that year, but for good measure, they project all the way to 2036, when that numbers drop to 3.2 million. The total number of U.S. high school graduates in 2037 is expected to be 3.52 million. This data will affect everything from university budgets to state financial plans to the job market.⁷

Figure 1. Total U.S High School Graduate Growth Slows, then Declines⁸



⁵ United States Census Bureau, “Census Bureau Releases New 2020 Census Data on Age, Sex, Race, Hispanic Origin, Households and Housing,” May 25, 2023, <https://www.census.gov>, Accessed January 2024.

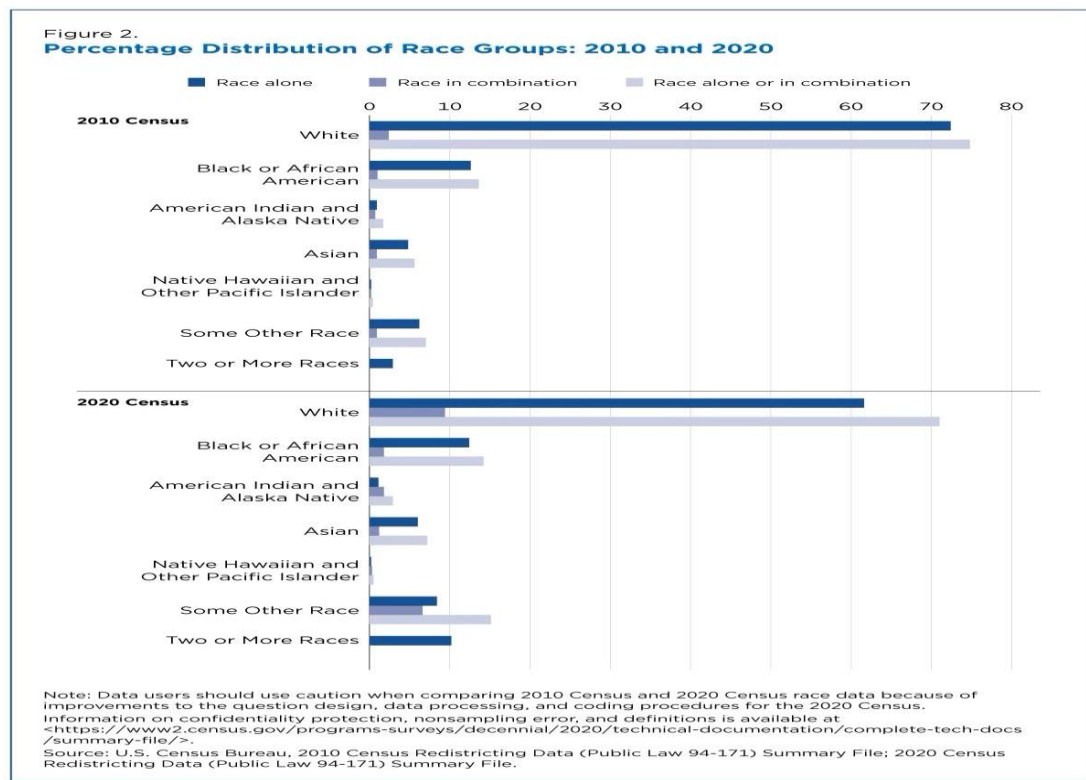
⁶ Seltzer, “Birth Dearth Approaches.”

⁷ Boeckenstedt, “Will Your College Survive the Demographic Cliff.”

⁸ Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th ed. 2020.

The 2020 U.S. Census notes particularly a growth in minority populations of the two or more races population as multiracial population between 2010 and 2020. The White alone population decreased by 8.6% since 2010, but the White in combination population saw a 316% increase during the same period. The number of the multiracial population was measured at 9 million people in 2010 and is 33.8 million in 2020, considerably increased up 276%. The Some Other Race alone or in combination group increased 129%. The Black or African American alone population grew 5.6% since 2010 and the Black or African American in combination population grew 88.7%. The American Indian and Alaska Native alone population grew by 27.1% since 2010, and the American Indian and Alaska Native in combination population grew by 160%. The Hispanic or Latino population grew 23%, while the population that was not of Hispanic or Latino origin grew 4.3% since 2010. The Asian alone population grew by 35.5% between 2010 and 2020, and the Asian in combination population grew by 55.5%. The Native Hawaiian and Other Pacific Islander alone population grew by 27.8% between 2010 and 2020, and the Native Hawaiian and Other Pacific Islander in combination population grew by 30.8% since 2010.⁹

Figure 2. Percentage Distribution of Race Groups: 2010 and 2020¹⁰



⁹ Nicholas Jones, Rachel Marks, Roberto Ramirez, and Merarys Ríos-Vargas, “2020 Census Illuminates Racial and Ethnic Composition of the Country,” August 12, 2021, *United States Census Bureau*, <https://www.census.gov>, Accessed January 2024.

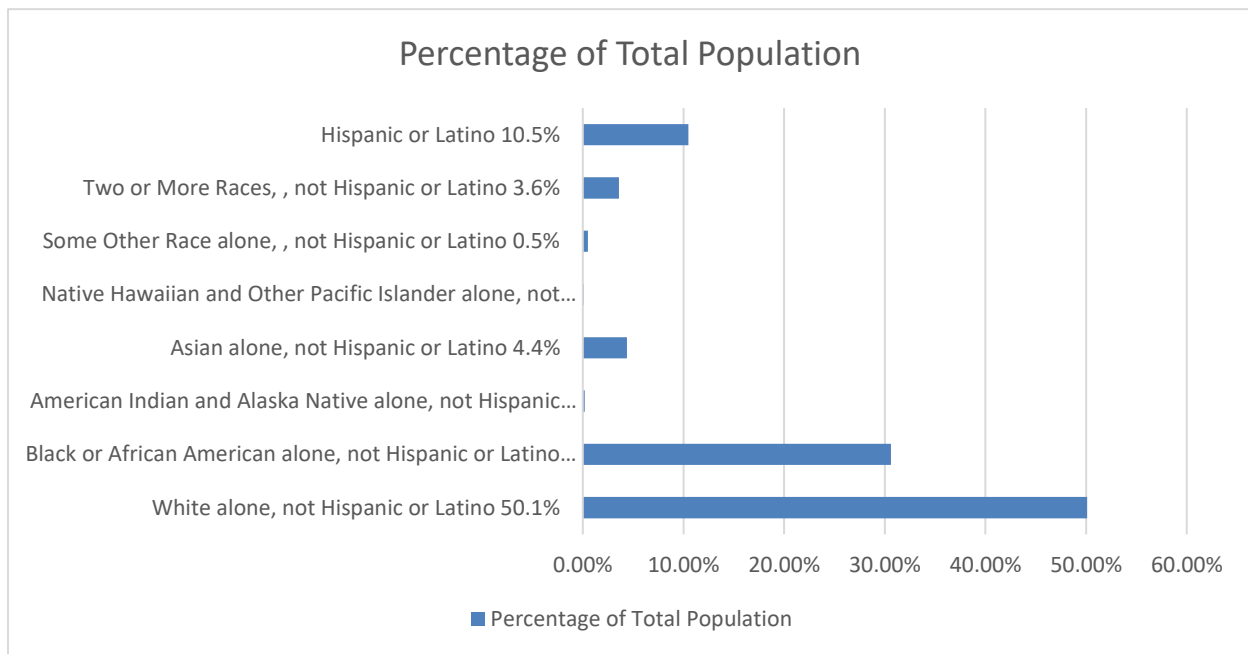
¹⁰ U.S. Census Bureau, "2010 Census Redistricting Data (Public Law 94-171) Summary File," February 03, 2011, www.census.gov, Accessed January 2024.

As with the national census, the number of multiethnic groups is expected to continue to increase in Georgia, where the school is located. According to the Diversity Index(DI) by State: 2020, there was a 61.1% chance in the United States in 2020--the chance that two people chosen at random will be from different racial and ethnic groups. Also, The DI tells us a 64.1% in Georgia in 2020. The chance increased from 58.8% in 2010 to 64.1% in 2020. Here is Percentage of Total Population in Georgia:

Georgia, 2020

Diversity Index: **64.1%**

Figure 3. Percentage of Total Population in Georgia¹¹



INCOME DISPARITY

Another factor affecting higher education is income inequality. According to an article by The Washington Post in 2013¹², it is the major factor contributing to the challenges facing higher education. In the 1970's, the share earned by the country's top 10% of the income distribution was about 33% of total income. By 2011 that share had grown to a little more than 48%.

¹¹ U.S Census Bureau. "Racial and Ethnic Diversity in the United States: 2010 Census and 2020 Census." www.census.gov. Accessed 2024.

¹² The Washington Post. Higher Education's Biggest Challenge is Income Inequality. www.washingtonpost.com. Accessed 2017.

This rise in income inequality has contributed to increased tuition, increased spending, and greater financial aid at many colleges and universities. Increased access to higher education would help moderate the expansion in income inequality over time. Yet the increasing inequality itself presents obstacles to achieving this goal.

While the highest-income families are able and willing to pay the full tuition no matter how high it is, low-income families see it as a huge hurdle. Schools compete for high-income students by supplying the services that they desire, and this drives up costs.

Many schools are committed to recruiting and educating a socioeconomically diverse student body. At private, nonprofit institutions, this commitment has been supported through financial aid policies. At public institutions, low tuition has historically supported access. But the lagging incomes of families that earn less escalate the need for financial aid.

In order to ensure college access for students of all backgrounds, especially low-income students, the federal government has threatened to reduce public support to colleges and universities that do not slow down tuition increases. However, because income inequality keeps increasing in favor of higher-income families, slow tuition growth without an increase in financial aid will continue to hurt low-income students, benefit high-income students, and reinforce income inequality. To address this issue, the federal government has proposed incentives to help ensure that the education system contributes to future income equality by continuing to educate a socioeconomically diverse student body. Trying access to government subsidies to the education of low-income students would help accomplish this.

US HIGHER EDUCATION STANDING IN THE WORLD

Access to higher education and affordability also affect the US higher education standing in the world. While the US used to be the global leader in producing a talent pool of college graduates, it now ranks 12th in the world for young adults with a college education, behind South Korea, Japan, Canada, Russia, Ireland, United Kingdom, Norway, Luxemburg, New Zealand, Israel, and Australia.¹³ The U.S. suffers from a college attainment gap, as high school graduates from the wealthiest families are almost certain to continue on to higher education, while only half of high school graduates in the poorest quarter of families attend college.

¹³ Value Colleges. The Best Colleges, The Best Costs, The Highest Returns, 2017. www.valuecolleges.com. Accessed 2017

According to Value Colleges¹⁴, from 1984 to 2015 the cost of attending private four-year institutions has risen from \$12,716 to \$31,231, while costs for in-state students attending public four-year institutions rose from \$2,810 to \$9,139, a 146% and 225% increase respectively. However, the median household income in the United States has only risen \$6,710, from \$47,181 in 1984 to \$53,891 in 2014. In this situation, students inevitably turn to financial aid in the hope of finding some way to fund their higher education.

This, in turn, creates another problem: Students graduate from college with a significant amount of debt. Value Colleges estimates that in 2012-2013, \$238.5 billion in financial aid was distributed to undergraduate and graduate students in the form of grants from all sources. In that same year, students borrowed approximately \$8.8 billion from private, state, and institutional sources. Today, the United States has over \$1.2 trillion of student loan debt with 7 million borrowers in default.

Enrollment of international students represents another challenge for US colleges and universities. After years of growth, enrollments of this category of students at American universities started to flatten in fall 2016, with a decline of 7% according to Open Doors,¹⁵ a comprehensive annual survey of more than 2,000 universities and colleges. UNESCO data indicates that the United States is host to about one quarter of all internationally mobile students with nearly 600,000 international students. Among leading host countries, the United States' share is 40%, more than double the number hosted by any other leading hosts¹⁶. Reasons for the decline, however, include difficulties in obtaining student visas, social and political environment in the U.S., rising U.S. tuition costs, and vigorous recruitment activities by other English-speaking countries.¹⁷

According to the Institute of International Education's 2005 Open Doors report¹⁸, Asia is the largest sending region to the U.S with 58%, followed by Europe (13%), Latin America (12%), Africa (6%), the Middle East (6%), and North America (5%). India is the largest sending country; China is the second largest, followed by Korea, Japan, and Canada. The report also indicates that 40% of all international students studying in the United States were enrolled in just 3 fields of study: business and management (18%), engineering (17%), and computer sciences (9%).

¹⁴ Value Colleges. The Best College, The Lowest Costs, The Highest Return. www.valuecolleges.com. Accessed 2017.

¹⁵ Inside Higher Ed. New International Enrollments Decline, 2017. www.insidehighered.com. Access 2017.

¹⁶ Daniel Obst & Joanne Forster. "Perception of European Higher Education in Third Countries: Outcomes of a Study by the Academic Cooperation Association." Institute of International Education, 2014. Web. 9 Sep. 2014.

¹⁷ Ibid.

¹⁸ Ibid.

Because international students play an important part in U.S. higher education, this decline is taken seriously both at the government and educators' levels. Not only do international students contribute more than \$13 billion to the U.S. economy every year, but also many academic programs rely on them to conduct research and serve as teaching assistants in key fields of science and technology¹⁹. In addition, their diverse perspectives help internationalize American classrooms and enhance the quality of teaching, research, and discussion.

TRENDS IN HIGHER EDUCATION

As students and families of all income levels become more intentional about determining what they are willing to pay for college, the higher education marketplace is highly attuned to return on investment (ROI). Accordingly, The Lawlor Group's¹³²⁰ Trends for 2017 report, "Three Focal Points in the Private Higher Education Marketplace," examines the three primary variables that students and families factor into their value equation: the price to attend, the quality of the educational experience, and the resulting outcomes of the degrees. The group's extensive research notes the following:

- Sticker shock affects even families with the ability to pay. Most undergraduates attend a four-year institution with tuition and fees of \$11,730 or less, but the average sticker price at private colleges is almost three times that, and has doubled during the past 27 years, even after accounting for inflation.
- Families are more price-sensitive and cost-conscious. Most families cross a college off their consideration list due to its published price before applying to it, presumably before knowing what their actual net cost would be. Student loan debt is viewed negatively, so families are holding out for more merit aid.
- Reputation does matter, and people check it out online. A strong academic reputation has consistently been the top reason students select their college, more important even than the college's price. Families turn most frequently to third-party online sources to research colleges and their rankings.
- High sticker price drives expectations of high quality. To gauge the quality of colleges lacking national name-brand recognition, families consider the personal attention they provide. Student satisfaction is highly correlated with receiving support and guidance from faculty and staff in a welcoming environment.

¹⁹ Obst, Daniel & Forster, Joanne. "Perception of European Higher Education in Third Countries: Outcomes of a Study by the Academic Cooperation Association." Institute of International Education, 2014. Web. 9 Sep. 2014.

²⁰ The Lawlor Group. Intelligent Marketing Solutions for Education, 2017. www.thelawlorgroup.com. Accessed 2017.

- Academic alignment with job demand is important. The most important reason students give for attending college is “to be able to get a better job,” so families put a premium on clear paths to employment success, knowledge and skills that are relevant to the job market, and experiential learning outside the classroom.
- Worth is ultimately based on post-graduate results. Due to heightened demands for accountability, college outcomes by institution have become more accessible. Time to graduation, employment/graduate school results, starting salaries, and student loan debt loads are all factors for determining whether a degree is worth its cost.

The three ROI focal points in the higher education marketplace (price, quality, and outcomes) require private colleges and universities to likewise focus on their value proposition and how they deliver ROI, especially in the context of differentiating themselves relative to their key competitors.

Other recommendations:

- Showcase value to overcome sticker shock
- Provide aid to surmount both inability and unwillingness to pay
- Serve many different student niches to ensure adequate revenue streams
- Continuously improve the educational experience to boost retention
- Deliver outcomes that result in satisfied alumni

FACTS ABOUT HIGHER EDUCATION IN THE ATLANTA REGION

The Atlanta region enjoys a concentration of colleges and universities matched by few U.S. metropolitan areas, landing in the top tier across more than 20 measures of higher education. And Atlanta-area colleges and universities offer an extraordinary mix of missions and campus settings, from internationally renowned research institutions to small liberal arts colleges, from comprehensive universities to specialized schools of art, theology, technology and medicine.

A highly educated population means a better pool of workforce talent, higher incomes and a broader tax base. A wealth of degree programs means something for everyone, from entering freshmen to adults seeking advanced degrees. And campuses across the region bring arts and entertainment, commerce, research, and community service to their neighborhoods.

Key facts about higher education in the Atlanta region:

- 57 colleges and universities
- Almost 1,800 distinct programs of study at the associate's, bachelor's, master's, doctorate and professional levels
- More than 250,000 students enrolled each year
- 7th in student enrollment among America's largest urban areas
- 6th in annual college graduates (at the bachelor's level or higher)
- Among the top 7 urban centers in number of degrees awarded in fields including engineering, computer sciences, math, physical, biological sciences, health professions, business, arts and theology.

Economic impact - Colleges and universities in the Atlanta region:

- are a significant sector of the economy, generating a \$10.8 billion impact on the state, 3.2% of Georgia's annual gross product, from spending by institutions, employees, students and visitors, plus the impact of capital expenditures.
- create 130,000 jobs across all industries in Georgia
- yield \$3 billion in state and local taxes paid by Georgians who graduated from or are employed by the region's colleges and universities.
- draw 5.7 million visits annually, 1.5 million of them overnight, for campus tours, commencement, alumni events, arts and culture, athletic events and conferences.

Research center:

- Only five U.S. metro areas totaled higher education research spending of \$1 billion or more in 2005. Atlanta was one of them.
- Three local institutions, Georgia Tech, Emory, and UGA, ranked among the top 50 U.S. universities for research and development spending in FY 2005, according to the National Science Foundation.

Smart Place:

- Atlanta is a national leader in attracting college-educated 25-34-year olds, according to the Metro Atlanta Chamber of Commerce¹⁴.

¹⁴ Metro Atlanta Chamber of Commerce, 2017. www.metroatlantachamber.com. Accessed 2017.

- In the city of Atlanta, 39.9% of adults hold at least a bachelor's degree, and in metro-Atlanta the figure is 33.3%. The U.S. level is 27.0%.
- A Census Bureau analysis ranked the city of Atlanta 6th among cities nationally in the percentage of people 25 and older who have completed bachelor's degrees.

S.W.O.T. ANALYSIS

INTERNAL ASSESSMENT

Strengths

- Main Campus location in metropolitan Atlanta
- Diversity in people and program
- Affordable tuition
- Available Space
- J-1 program
- KAPC Partnership

Weaknesses

- Insufficient and poor quality in-class English instructions
- No separate Financial Aid office
- Lack of formal internal communication
- No regional and secular accreditation
- No Admissions appointments
- Unbalanced ratio of full-time faculty
- Insufficient and poor library collection
- Poor governance and authority
- Lack of financial resources
- Lack of institutional knowledge to take advantage of government resources
- No I-20 (International)
- Not enough Students

EXTERNAL ASSESSMENT

Opportunities

- More programs
- Change the name of School (advertise)
- Experienced staff members
- I-20 (More international students in the future)

- SACS (Provide more core classes - Community college)
- Alumni Association
- ECKAM Partnership

Threats

- Low name recognition
- Bad reputation
- Too much competition
- Too small a pool of qualified adjunct instructors in the local community
- Potential reduction in international students

ACCOMPLISHMENTS IN PREVIOUS CYCLE

The University is now widely recognized to be among the most rapidly advancing and improving higher-education universities, and with growing confidence and vision of achieving solid foundation for immigrant education. Our progress can be measured by our achievements in many areas: innovative, effective, clear, and popular learning communities; an expanding number of academic programs of recognized distinction specifically designed for immigrants in the community; major contributions through regionally-recognized research in Christian Education, Theological Studies, Music, and Business Administration.

Our success is due to the hard work and creative contribution of our dedicated and highly talented faculty, students, and administrative staff. This configuration of the Strategic Plan reflects the heightened expectations, the sense of momentum, and the awareness of new opportunities that drive an expanded vision of excellence.

President/Founder Dr. Paul C. Kim has encouraged the University community to fulfill these greater expectations and has adopted an agenda that will build on our momentum and provide an aggressive forward push to a new level of distinction within assumption of a new visibility as a major source of intellectual contributions to the regional communities.

These expectations include:

- Building a culture of excellence across the University to become an eminent public university with an emphasis on Christian Higher Education;
- Offering an enriched educational experience to all students that takes full advantage of the special strengths of a research university and prepares them to be productive members of society;
- Enhancing external funding, the internal financial system, and administrative effectiveness in order to make the University more competitive and expand our services to the students and the community.
- Engaging in a range of partnerships with congregations and private corporations, government agencies and laboratories, and other research universities in the region to make the University a major driving force in the spiritual, economic, and artistic development and well-being of the foreign-born immigrants.

To move to the next level of distinction, the University intends to accelerate the pace of its advancement and expand the breadth of its excellence. Spreading excellence across the campus requires that we move beyond our previous accomplishments and concentrate our efforts and attention on several areas.

To us, a faculty of the highest caliber is not the single most important resource in determining a university's quality

and the effectiveness of its teaching and outreach activities. We strongly believe that campus culture is formed and sustained in strength by tri-force among faculty, staff, and students. Excellence in the creation of knowledge must be aligned with excellence in transmitting that knowledge, and we must increase efforts to expand to all students the kind and quality of education programs that reflect the special strengths of a comprehensive university. Our initial Strategic Plan was to develop programs that would attract highly motivated students, an effort that has met with great success. In recent years, we have recruited students of such talent and diversity that they have become a major strength of the University. As a result of expanding and adding innovative undergraduate and graduate programs, increasing numbers of outstanding undergraduates, in-state and out-of-state, are enrolling in the University. The next step is to spread across the University programs that build on the strength of our diverse student body and challenge and engage all students in the research culture.

The role of the university is being redefined in today's complex knowledge-based society, and we are embracing a new vision of engagement that requires us to turn increasingly outward and expand the range in which we are an important presence including up-to-date curriculum for updated education to create a spear-headed workforce for the community, and to promote Christianity among multinational demographics of enrolling students. As we strive to achieve greater excellence in our research and instruction, we will also build on the strengths that are special to GCU. One of the University's recent goals has been to build a model multi-racial, multi-generational, multi-ethnic community. Our commitment to excellence in our faculty and educational programs has been matched by a strong belief that diversity among faculty, staff, and students is a central part of that excellence and is a priority of the University community. Through numerous campus-wide activities to achieve greater diversity and inclusiveness, the University has built a solid foundation from which to create a campus that thrives on diversity.

Finally, we take pride in planning on establishing most fit facilities, with predominantly on-campus instruction, and with a large number of resident and commuting students who participate fully in the life of the campus. We intend to enhance the opportunities for intellectual, cultural, and social interactions outside the classroom and to encourage efforts to make our surrounding neighborhood a more stimulating one; to enhance interactions among faculty, students, and staff; and to increase engagement with the community at large.

STRATEGIC GOALS AND OBJECTIVES

GOAL 1:

Pursue academic excellence by enhancing faculty and student competency.

- Objective 1.1: Improve the quality and effectiveness of the curriculum.
- Objective 1.2: Achieve a satisfactory student to faculty ratio by recruiting and maintaining more qualified, full-time faculty.
- Objective 1.3: Restructure and strengthen faculty organizations.
- Objective 1.4: Improve the faculty development process.
- Objective 1.5: Acquire ABHE COC accreditation and ATS reaffirmation

GOAL 2:

Enhance external funding and internal financial system.

- Objective 2.1: Restructure the internal financial management process.
- Objective 2.2: Establish a fundraising system.
- Objective 2.3: Secure financial assistance for students.

GOAL 3:

Expand academic programs and services.

- Objective 3.1: Provide new learning opportunities.
- Objective 3.2: Establish ATS-approved extension sites.
- Objective 3.3: Strengthen and expand online education.
- Objective 3.4: Provide quality library services.
- Objective 3.5: Establish a Career Center.

GOAL 4:

Enhance administrative efficiency.

- Objective 4.1: Streamline job duties and responsibilities for more efficiency.
- Objective 4.2: Improve inter-office communication.
- Objective 4.3: Restructure GCU organization and governance.

GOAL 5:

Expand involvement in and with the community.

Objective 5.1: Provide community service.

Objective 5.2: Provide diverse learning opportunities for local Christian leaders.

Objective 5.3: Establish and strengthen partnerships.

Objective 5.4: Officially follow through with the name change.

ACTION PLAN

GOAL 1: PURSUE ACADEMIC EXCELLENCE BY ENHANCING FACULTY AND STUDENT COMPETENCY.

Objectives	Activities	Assessment	Resources Needed	Responsibility
<p><u>Objective 1.1:</u></p> <p>Improve the quality and effectiveness of the curriculum</p> <p>Timeline: Ongoing</p>	<p>Regularly review curriculum and course sequencing for all programs</p> <p>Evaluate the Spiritual Officer Academy program and reset its purpose</p> <p>Create a variety in the format of the Institutional Requirement, particularly for online students</p>	<p>Course Evaluation (student feedback)</p> <p>Curriculum map to ensure alignment within the entire university</p> <p>Course portfolios (including faculty feedback and student work samples)</p> <p>Student Satisfaction Survey</p>	<p>Students</p> <p>Faculty</p>	<p>Deans of Schools</p>
<p><u>Objective 1.2:</u></p> <p>Achieve a satisfactory student to faculty ratio by recruiting and maintaining more qualified, full-time faculty.</p> <p>Timeline: Ongoing</p>	<p>Evaluate and revise the faculty recruitment process</p> <p>Hire more faculty</p> <p>Establish and implement a more competitive faculty compensation and benefit system</p>	<p>Annual Admission statistics</p> <p>Annual Enrollment statistics</p> <p>Annual Reports (for internal review) (Schools, Extensions, and Departments)</p> <p>Mandatory Annual Reports for the relevant accrediting agencies (ATS, ABHE etc.)</p>	<p>Office of Admissions</p> <p>Office of Academic Affairs</p> <p>Office of Institutional Effectiveness</p> <p>\$30,000.00</p>	<p>VP</p> <p>Deans of Schools</p>
<p><u>Objective 1.3:</u></p> <p>Restructure and strengthen faculty organization</p> <p>Timeline: Short Term</p>	<p>Evaluate the effectiveness of Faculty Standing Committees, discontinue standing committees that do not serve a purpose</p> <p>Strengthen and establish relevant committees by granting them more autonomy in the accomplishment of their tasks</p> <p>Evaluate and strengthen faculty governance to meet ATS and SACS COC standards</p>	<p>Meeting minutes for each faculty standing committee at all levels</p>	<p>Faculty</p> <p>Senior administrative staff</p> <p>\$10,000.00</p>	<p>President</p> <p>VP</p>
<p><u>Objective 1.4:</u></p> <p>Improve the faculty development process</p>	<p>Develop faculty training in new methods of delivery</p> <p>Establish faculty mentoring system</p>	<p>Faculty workshops/retreats</p> <p>Faculty annual report (including self-evaluation)</p>	<p>Faculty</p> <p>Senior administrative staff</p> <p>\$10,000.00</p>	<p>Deans of Schools</p>

Timeline: Ongoing	Provide institutional support for the research and publications of faculty members Increase budget for faculty development Provide ongoing training for online teaching	Faculty performance evaluation Faculty publications		
Objective 1.5: Acquire ABHE COC accreditation and ATS reaffirmation Timeline: Long Term	Establish a self-study committee to complete the application process Accomplish the necessary tasks for accreditation – comply with standards	ABHE application, ATS reaffirmation, site visits, reports, and the Commission’s decisions	Faculty, Staff Students Senior administrative staff Board of Trustees \$20,000.00	Director of Planning Director of Institutional Effectiveness ABHE & ATS Steering Committee President

GOAL 2: ENHANCE EXTERNAL FUNDING AND INTERNAL FINANCIAL SYSTEM.

Objectives	Activities	Assessment	Resources Needed	Responsibility
Objective 2.1: Restructure the internal financial management process Timeline: Medium Term	Make each school/department financially independent by allowing them to manage and operate under their own budget Hire a full-time CFO who can be present on campus at all times in order to oversee financial management Make the budget planning and operation transparent; add revenue sources and net income	Audited financial statement Individual school/department financial statement and Annual Report	Staff Senior administrative staff Board of Trustees \$30,000.00	President CFO
Objective 2.2: Establish a fundraising system Timeline: Ongoing	Regularly send out fundraising letters to local churches and alumni Recruit Board members who can support GCU financially	Annual budget plans Auditor’s report Financial statements	Promotional materials Fundraising or grant writing staff \$5,000.00	BOT President Director of Planning
Objective 2.3: Secure financial assistance for students Timeline: Medium	Apply for available grant projects Secure the institution’s FAFSA eligibility Make scholarships available to students (need-based and merit-	Scholarship and Financial Aid recipient database	Grant writing staff Financial Aid staff \$100,000.00	Director of Financial Aid BOT

Term	based) and secure endowments for scholarships and program developments			
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GOAL 3: EXPAND ACADEMIC PROGRAMS AND SERVICES.

Objectives	Activities	Assessment	Resources Needed	Responsibility
<p>Objective 3.1:</p> <p>Provide new learning opportunities</p> <p>Timeline: Long Term</p>	<p>Establish new degree programs for global leadership, Christian Counseling, and spiritual training</p> <p>Develop short period programs/courses (Realtor, TOEFL, GRE, etc.)</p> <p>Provide courses in English and Spanish, and establish various continuing education programs and general education courses</p> <p>Hire a point person for English language programs and for Spanish language programs respectively</p>	<p>Annual Admission statistics</p> <p>Annual Enrollment statistics</p> <p>Annual Reports (for internal review) (Schools, Extensions, and Departments)</p> <p>Course evaluations</p> <p>Student satisfaction surveys</p>	<p>Faculty</p> <p>Students</p> <p>Senior staff</p> <p>Board of Trustees</p> <p>\$30,000.00</p>	<p>Deans of Schools</p> <p>President</p> <p>BOT</p>
<p>Objective 3.2:</p> <p>Establish ATS-approved extension sites</p> <p>Timeline: Medium Term</p>	<p>Evaluate the overall operation of other course-offering sites and decide whether to continue them.</p> <p>Maintain educational quality control focused on excellence to meet ATS standards.</p> <p>Hire appropriate staff for extension sites</p>	<p>Course evaluations</p> <p>Annual Reports (for internal review) (Schools, Extensions, and Departments)</p> <p>ATS Annual Report</p> <p>Periodical assessment of the extension sites (3-year cycle)</p> <p>Student satisfaction survey</p>	<p>Faculty</p> <p>Staff</p> <p>Students</p> <p>Senior staff</p> <p>Board of Trustees</p> <p>\$100,000.00</p>	<p>President</p> <p>Dean of SD</p>
<p>Objective 3.3:</p> <p>Strengthen and expand online education</p> <p>Timeline: Short Term</p>	<p>Establish various online programs and maintain online program educational background quality control focused on excellence.</p> <p>Hire online learning staff, including administrator and IT specialist.</p>	<p>Course evaluations</p> <p>Student satisfaction survey</p> <p>Annual Reports (for internal review) (distance education)</p> <p>ATS Annual Report</p> <p>Periodical assessment of distance education (3-year cycle)</p>	<p>Faculty</p> <p>Online program staff</p> <p>Online students</p> <p>\$20,000.00</p>	<p>Director of Online Education</p>

<p>Objective 3.4: Provide quality library services Timeline: Medium Term</p>	<p>Make Missiological database, GALILEO database, Kyobo scholars’ database, and libraries of other theological schools and seminaries in Korea and the US available to students at all times</p> <p>Hire qualified staff for the library, including director</p> <p>Align library’s cataloging system with the OCLC system</p> <p>Collaboration between the librarians and information technology personnel.</p> <p>Evaluation of learning resource utilization.</p> <p>Curricular requirements, instruction, and reference services designed to teach information literacy skills to the learning community.</p>	<p>Student satisfaction survey</p> <p>Library resources survey</p> <p>Library staff performance evaluation</p> <p>Annual Reports (for internal review) (library services)</p> <p>ATS Annual Report</p> <p>Periodical assessment of library services (3-year cycle)</p>	<p>Students</p> <p>Library staff</p> <p>Senior administrative staff</p> <p>\$60,000.00</p>	<p>Librarian</p> <p>Director of Literature and Information</p>
<p>Objective 3.5: Establish a Career Center Timeline: Medium Term</p>	<p>Provide training in job search skills in the development of entrepreneurial skills</p> <p>Establish partnerships with various local church & business employers</p>	<p>Job placement database</p> <p>Annual report</p> <p>Study of local demographics</p>	<p>Job placement staff</p>	<p>Director of Student Affairs</p>
<p>Objective 3.6: Enhance student enrollment Timeline: Short Term</p>	<p>Increase the student number other places included overseas.</p> <p>Keep good relationships with the Atlanta Korean society and churches.</p> <p>Care regularly about the GCU website, Blog, social media, and Online student recruitment advertisement.</p> <p>Appoint GCU families including alumni as honorary ambassadors</p> <p>Participate in the local community activities and University Fair.</p>			<p>Registrar</p> <p>Dean of Academic Affair</p> <p>Director of Admission</p>

GOAL 4: ENHANCE ADMINISTRATIVE EFFICIENCY.

Objectives	Activities	Assessment	Resources	Responsibility
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			Needed	
<p>Objective 4.1:</p> <p>Streamline job duties and responsibilities for more efficiency</p> <p>Timeline: Short Term</p>	<p>Add more staff with proper job descriptions</p> <p>Ensure that all staff are familiar with, and properly implement all policies and procedures</p> <p>Provide regular on-site workshops and staff meetings</p>	<p>Staff self-evaluation</p> <p>Performance Evaluation</p> <p>Staff satisfaction survey</p>	<p>Staff</p> <p>Senior administrative staff</p> <p>\$80,000.00</p>	<p>VP</p> <p>Dean of Academic Affairs</p>
<p>Objective 4.2:</p> <p>Improve inter-office communication</p> <p>Timeline: Short Term</p>	<p>Create and publish non-conflicting work schedules</p> <p>Establish newly hired staff training and mentoring system</p> <p>Develop an intranet website for internal communication</p> <p>Hire staff to manage the website</p>	<p>Posted work schedules</p> <p>Staff satisfaction survey</p> <p>Faculty satisfaction survey</p>	<p>Staff</p> <p>\$20,000.00</p>	<p>VP</p> <p>Dean of Academic Affairs</p> <p>Director of IT</p>
<p>Objective 4.3:</p> <p>Restructure GCU organization and governance</p> <p>Timeline: Short Term</p>	<p>Appoint a new Chair for the Board of Trustees</p> <p>Reshape GCU leadership structure and the decision-making process</p> <p>Reshape the structure of GCU schools</p>	<p>Revised Organizational Chart</p>	<p>Senior administrative staff</p> <p>Board of Trustees</p>	<p>BOT</p> <p>President</p>

GOAL 5: EXPAND INVOLVEMENT IN AND WITH THE COMMUNITY.

Objectives	Activities	Assessment	Resources Needed	Responsibility
<p>Objective 5.1:</p> <p>Provide community service</p> <p>Timeline: Ongoing</p>	<p>Communicate regularly with the alumni association and local churches to keep them up-to-date with current university situations.</p> <p>Encourage the Alumni Association to get actively involved in the school’s programs</p> <p>Sponsor or co-sponsor conferences and seminars</p> <p>Participate in cultural events and create relationship with other schools</p>	<p>Community and alumni feedback obtained via survey</p> <p>Annual Report (for internal review) (community services)</p> <p>Faculty annual report</p>	<p>Alumni</p> <p>Public Relations</p> <p>Marketing staff</p> <p>Senior staff</p> <p>Faculty</p> <p>\$50,000.00</p>	<p>Director of Public Relations</p>

	<p>Communicate and collaborate with local communities, and identify and meet their needs</p> <p>Invite local government officers to school events, especially graduation ceremonies.</p>			
<p>Objective 5.2:</p> <p>Provide diverse learning opportunities for local Christian leaders</p> <p>Timeline: Medium Term</p>	<p>Develop a sample lecture for student recruiting</p> <p>Provide theological English program (ESOL) for pastors</p> <p>Launch Ministry enrichment seminar for local Christian leaders</p>	<p>Course evaluations</p> <p>Participant’s statistics</p> <p>Student satisfaction surveys</p>	<p>Marketing staff</p> <p>Faculty</p> <p>Staff</p> <p>Public Relations</p> <p>\$20,000.00</p>	<p>Deans of Schools</p> <p>BOT</p>
<p>Objective 5.3:</p> <p>Establish and strengthen partnerships</p> <p>Timeline: Ongoing</p>	<p>Visit local churches, introduce our school, and ask for support.</p> <p>Strengthen partnership with GCU alumni and friends</p> <p>Participate in cultural events and create relationship with other schools</p>	<p>Community and alumni feedback obtained via survey</p> <p>Interview with local churches</p>	<p>Alumni</p> <p>Public Relations</p> <p>Marketing staff</p> <p>\$20,000.00</p>	<p>Director of Public Relations</p>
<p>Objective 5.4:</p> <p>Officially follow through with the name change</p> <p>Timeline: Short Term</p>	<p>Change school name on logos, signs, gifts, brochures, etc.</p> <p>Make appropriate changes to official documents on GCU-sis</p>	<p>Use of new logo, signs, gifts, brochures, official documents, etc.</p>	<p>Staff</p> <p>Senior administrative staff</p> <p>Marketing staff</p> <p>\$5,000.00</p>	<p>President</p>

END-OF-YEAR ASSESSMENT August 2024

MID-YEAR ASSESSMENT March 2025

END-OF-YEAR ASSESSMENT August 2025

MID-YEAR ASSESSMENT March 2026

END-OF-YEAR ASSESSMENT August 2026

MID-YEAR ASSESSMENT March 2027

END-OF-YEAR ASSESSMENT August 2027

MID-YEAR ASSESSMENT March 2028

END-OF-YEAR ASSESSMENT August 2028

MID-YEAR ASSESSMENT March 2029

END-OF-YEAR ASSESSMENT August 2029

FULL CYCLE REVIEW August 2029

REVIEW OF THE PLANNING PROCESS August 2029