

GEORGIA CENTRAL UNIVERSITY



STRATEGIC PLAN 2018-2023

Georgia Central University
6789 Peachtree Industrial Blvd.
Atlanta, GA 30360
(770)279-0507
www.gcuniv.edu

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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

Over the last two decades, US colleges and work force have benefited from a 30% increase in the number of students graduating from high school, but projections show an alarming departure from that trend in the near future¹. Not only will some regions see flat or declining graduation numbers, but the new arrivals on college campuses will be increasingly nonwhite and low income. Colleges must act decisively and change the way they recruit and retain an increasingly diverse student body, or they will face declining enrollments and declining revenue.

DEMOGRAPHIC SHIFTS

Since 1990, there have been demographic shifts in the US, noting particularly a growth in minority populations. According to the U.S. Census Bureau², the US population has increased by more 13%. The Census reports that minority populations are responsible for this large growth. While the number of White people has increased only by a little over 3%, the number of people of color (minority groups) has increased by over 43%. Looking at the numbers more closely, the number of African Americans has increased by over 16%, Hispanic Americans by over 58%, and Asian Americans by over 52%.

This growth in minority populations has occurred unevenly across the 50 states and the District of Columbia. The ten fastest-growing states are in the West and the South. The Hispanic population has more than doubled in twenty-two states, the African-American population has increased by more than 30% in ten states, and the Asian population has increased by at least 85% in ten states. While minorities already make up the majority of the population in California, Hawaii, New Mexico, and Texas, the latest estimates suggest that Georgia is among the next states in line to surpass this threshold behind Nevada and Maryland. According to the Governing calculations of Annual Estimates of the Resident Population at the U.S. Census Bureau, Georgia was ranked 8th in shares of minority populations in 2014 with 45.7%.

The foreign-born population in the US has also been increasing. Atlanta Business Chronicle³, citing recently released Census Bureau data, reports that Georgia is ranked 15th in immigrant population growth since 2010. Data

¹ The Chronicle of Higher Education. Meeting the Challenge of Demographic Change, 2016, www.chronicle.com. Accessed 2017.

² United States Census Bureau. www.census.gov. Accessed 2017.

³ Atlanta Business Chronicle. www.bizjournals.com. Accessed 2017.

from the Census Bureau's latest American Community Survey reveals that while metro Atlanta still has among the lowest percentages of foreign-born population among large metros, it is making up ground quickly. There are now more than 700,000 residents of metro Atlanta who were born in a different country, or about 14% of the population. More than half of those were born in Latin America, with another 29% born in Asia. Within the Atlanta region, the percent of the foreign-born population varies widely from county to county, with a high of 25% in Gwinnett County to a low of 2.7% in Spalding. DeKalb County has the second highest percentage of foreign-born with 16.5%, followed by Hall (15.6%), Clayton (15.3%) and Cobb (15%). Growth in foreign-born population accounts for at least 40% of overall growth in DeKalb (47.5%), Gwinnett (47.1%), and Cobb (40%).

These demographics shifts have made it an imperative for all colleges and universities to do their share to educate and graduate more students of color. Some have developed or scaled up initiatives to provide various types of academic and nonacademic supports and services, and many have worked to increase the diversity of their faculty and their leadership.

Federal and state policy makers also need to demonstrate a shared commitment to dealing with the changing demographics in higher education at the policy level. That means not only ensuring that students are college-ready when they graduate from high school, but also that they have the financial means necessary to enroll and graduate from college as well as the supports inside and outside the classroom to complete a credential in a timely manner.

Given that state economies are more dependent than ever on a work force that is college-educated, investment is critical to ensure that need is met. State funding should be allocated based on formulas that provide more support for low-income, academically underprepared, and minority students and for programs and institutions that drive student persistence and attainment. Since around half of all students of color begin at community colleges, state and institutional policy must create better pathways to ensure successful transfers for those who want to complete a four-year degree.⁴

INCOME DISPARITY

Another factor affecting higher education is income inequality. According to an article by The Washington Post in 2013⁵, it is the major factor contributing to the challenges facing higher education. In the 1970's, the share

⁴ The Chronicle of Higher Education. Meeting the Challenge of Demographic Change, 2016, www.chronicle.com. Accessed 2017.

⁵ The Washington Post. Higher Education's Biggest Challenge is Income Inequality. www.washingtonpost.com. Accessed 2017.

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%.

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. Tying 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.⁶ 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

⁶ Value Colleges. The Best Colleges, The Best Costs, The Highest Returns, 2017. www.valuecolleges.com. Accessed 2017

of high school graduates in the poorest quarter of families attend college.

According to Value Colleges⁷, 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.

Enrollments 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 Doors⁸, 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 hosts⁹. 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 countries¹⁰.

According to the Institute of International Education's 2005 Open Doors report¹¹, 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,

⁷ Value Colleges. The Best College, The Lowest Costs, The Highest Return. www.valuecolleges.com. Accessed 2017.

⁸ Inside Higher Ed. New International Enrollments Decline, 2017. www.insidehighered.com. Access 2017.

⁹ 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.

¹⁰ 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.

¹¹ 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.

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%).

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 technology¹². 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's¹³ 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.

¹² 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.

¹³ The Lawlor Group. Intelligent Marketing Solutions for Education, 2017. www.thelawlorgroup.com. Accessed 2017.

- 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.
- 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 SACS COC accreditation.

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
<u>Objective 1.1:</u> Improve the quality and effectiveness of the curriculum Timeline: Ongoing	<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>
<u>Objective 1.2:</u> Achieve a satisfactory student to faculty ratio by recruiting and maintaining more qualified, full-time faculty. Timeline: Ongoing	<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, SACS COC 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>
<u>Objective 1.3:</u> Restructure and strengthen faculty organization Timeline: Short Term	<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>
<u>Objective 1.4:</u> Improve the faculty development process	<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 researches and publications of faculty members Increase budget for faculty development	Faculty performance evaluation Faculty publications		
Objective 1.5: Acquire SACS COC accreditation Timeline: Long Term	Establish a self-study committee to complete the application process Accomplish the necessary tasks for accreditation – comply with standards	SACS COC application, 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 SACS 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 Term	Apply for available grant projects Secure the institution's FAFSA eligibility Make scholarships available to students (need-based and merit-based) and secure endowments for scholarships and program developments	Scholarship and Financial Aid recipient database	Grant writing staff Financial Aid staff \$100,000.00	Director of Financial Aid BOT

GOAL 3: EXPAND ACADEMIC PROGRAMS AND SERVICES.

Objectives	Activities	Assessment	Resources Needed	Responsibility
Objective 3.1: Provide new learning opportunities Timeline: Long Term	Establish new degree programs for global leadership, Christian Counseling, and spiritual training Develop short period programs/courses (Realtor, TOEFL, GRE, etc.) Provide courses in English and Spanish, and establish various continuing education programs and general education courses Hire a point person for English language programs and for Spanish language programs respectively	Annual Admission statistics Annual Enrollment statistics Annual Reports (for internal review) (Schools, Extensions, and Departments) Course evaluations Student satisfaction surveys	Faculty Students Senior staff Board of Trustees \$30,000.00	Deans of Schools President BOT
Objective 3.2: Establish ATS-approved extension sites Timeline: Medium Term	Evaluate the overall operation of other course-offering sites and decide whether to continue them. Maintain educational quality control focused on excellence to meet ATS standards. Hire appropriate staff for extension sites	Course evaluations Annual Reports (for internal review) (Schools, Extensions, and Departments) ATS Annual Report Periodical assessment of the extension sites (3-year cycle) Student satisfaction survey	Faculty Staff Students Senior staff Board of Trustees \$100,000.00	President Dean of SD
Objective 3.3: Strengthen and expand online education Timeline: Short Term	Establish various online programs and maintain online program educational background quality control focused on excellence. Hire online learning staff, including administrator and IT specialist.	Course evaluations Student satisfaction survey Annual Reports (for internal review) (distance education) ATS Annual Report Periodical assessment of distance education (3-year cycle)	Faculty Online program staff Online students \$20,000.00	Director of Online Education
Objective 3.4: Provide quality library services Timeline: Medium Term	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	Student satisfaction survey Library resources survey Library staff performance evaluation	Students Library staff Senior administrative staff	Librarian Director of Literature and Information

	Hire qualified staff for the library, including director Align library's cataloging system with the ATLA system	Annual Reports (for internal review) (library services) ATS Annual Report Periodical assessment of library services (3-year cycle)	\$60,000.00	
Objective 3.5: Establish a Career Center Timeline: Short Term	Provide training in job search skills in the development of entrepreneurial skills Establish partnerships with various local church & business employers	Job placement database Annual report Study of local demographics	Job placement staff	Director of Student Affairs

GOAL 4: ENHANCE ADMINISTRATIVE EFFICIENCY.

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

GOAL 5: EXPAND INVOLVEMENT IN AND WITH THE COMMUNITY.

Objectives	Activities	Assessment	Resources Needed	Responsibility
Objective 5.1: Provide community service Timeline: Ongoing	<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>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>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>
Objective 5.2: Provide diverse learning opportunities for local Christian leaders Timeline: Medium Term	<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>Participants 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>
Objective 5.3: Establish and strengthen partnerships Timeline: Ongoing	<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>
Objective 5.4: Officially follow through with the name change Timeline: Short Term	<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>

MID-YEAR ASSESSMENT MARCH 2019

ACCOMPLISHMENTS TO DATE

A. Objective 1.1: Improve the quality and effectiveness of the curriculum

1. Development of a new and more effective method to conduct reviews and improvement of educational programs. This new method is described in the newly developed GCU Assessment Handbook.
2. GCU's relationship with the Spiritual Officers Academy has officially terminated.
3. Creation of new Transfer Credit Policy for the School of Divinity that meets ATS Standards.

B. Objective 1.2: Achieve a satisfactory student to faculty ratio by recruiting and maintaining more qualified, full-time faculty.

1. Employment of 3 new faculty members to strengthen the School of Divinity, particularly the PhD program in Intercultural Studies, whose approval by ATS is still pending.

C. Objective 2.2: Establish a fundraising system

1. Creation of an event to recruit financially supportive Board members.
2. Establishment of annual fundraising goal to support the School of Divinity.
3. Creation and establishment of a periodic event to raise funds.
4. Participation in KAPC General Assembly event with the opening of a booth.
5. Application for KAPC Southeast Presbytery Scholarship.
6. Application for Ohsan Scholarship.
7. Application for KAPC General Assembly Scholarship
8. Creation of a Pledge card for fundraising (Targets: BOT members, Korean community, Local churches, local business owners).
9. Creation of a fundraising written communication requests.

D. Objective 2.3: Secure financial assistance for students

1. Application for KAPC Southeast Presbytery Scholarship.
2. Application for Ohsan Scholarship.

3. Application for KAPC General Assembly Scholarship

E. Objective 3.1: Provide new learning opportunities

1. Submission of the University's petition for its PHD Program in Intercultural Studies to ATS.
2. Scheduled ATS focus visit in November for this purpose.

F. Objective 3.2: Establish ATS-approved extension sites

1. Official closure of the Virginia Extension Site.
2. Submission of a School Closure Form for Georgia Christian University in Sunnyvale and Brea.
3. Submission of a new application for Georgia Central University School of Divinity in Brea with ATS accreditation.

G. Objective 3.4: Provide quality library services

1. Employment of a Head Librarian who meets the standards set by accreditation agencies in terms of academic credentials and professional experience.
2. Access to the GALILEO-GPALS database for the institution and its faculty, staff, and students.

H. Objective 4.1: Streamline job duties and responsibilities for more efficiency

1. Employment of a new Designated School Official (DSO) and Alternative Responsible Officer (ARO).
2. Appointment of a new Principal Designated School Official (PDSO) for the New Jersey Extension Site.

I. Objective 4.3: Restructure GCU organization and governance

1. Appointment of a new Chair for the Board of Trustees.
2. Appointment of new Board members and removal of some others.
3. Restructuring of the Board of Trustees.
4. Restructuring of the University's Organizational Chart.
5. Official phasing out of the MACE and MSAOM programs.
6. Addition of the newly created School of Computer Science.
7. Official name change for the School of Business to School of Business Management.

J. Objective 5.1: Provide community service

1. Appointment of newly elected Alumni Association President as alumni representative to the Board of Trustees.

K. Objective 5.3: Establish and strengthen partnerships

1. Modification of MOU with the Koran American Presbyterian Church Reformed Presbyterian University & Seminary (KAPC-RPUS) to meet ATS standards.
2. Renewal of MOU with Galilee College.
3. Appointment of Public Relations Committee members.
4. Orientation of Public Relations tasks towards supporting the School of Divinity, as well as the entire institution.

L. Objective 5.4: Officially follow through with the name change

1. Name change approval by GNPEC, ATS, USDE, SEVP.
2. Name officially changed on all institutional contracts, agreements, and other official documents.
3. Name changed on all institutional publications, including catalogs, handbooks, manuals, and marketing tools.

END-OF-YEAR ASSESSMENT AUGUST 2019

ACCOMPLISHMENTS TO DATE

A. Objective 1.1: Improve the quality and effectiveness of the curriculum

1. The new program review process has been implemented. Following the Assessment calendar, the following programs were reviewed this academic year:
 - a. The Bachelor of Arts in Christian Education
 - b. The Master of Arts in Christian Education
 - c. The Master of Divinity
2. The results of the review and of other assessment activities are currently being compiled and analyzed in order to develop an improvement plan whose implementation will be monitored until the next assessment cycle.

B. Objective 1.2: Achieve a satisfactory student to faculty ratio by recruiting and maintaining more qualified, full-time faculty.

1. Employment of a new Dean of the School of Music and a new professor of Theology.

C. Objective: 1.5: Acquire SACS COC accreditation

1. The objective has been revised. Even though the institution plans to seek this accreditation in the future, for now the focus is on obtaining accreditation with ABHE.
 - a. GCU as been granted Applicant Status.
 - b. GCU has hosted a mandatory ABHE staff visit. Recommendations were made, and a timeline was suggested to help the institution fast-track the Candidate Status and Accreditation Status process.
 - c. A progress report is due by November 15.

D. Objective 3.1: Provide new learning opportunities

1. PHD Program in Intercultural Studies has been approved by ATS.

E. Objective 3.2: Establish ATS-approved extension sites

1. The authorization of the New Jersey Extension site expires this year in September. A petition for re-licensure

has been submitted.

2. The petition has passed the initial review stage and is now being review by other institutions in New Jersey.
3. GCU intends to gradually hire some faculty and staff according to the growth of the extension site.

F. Objective 3.3: Strengthen and expand online education

1. A Distance Education Handbook has been developed to create a better structure for online programs.
 - a. The handbook contains relevant policies and procedures pertaining to online programs.
 - b. Missing policies and procedures are gradually being added to the handbook.

G. Objective 3.4: Provide quality library services

1. The Library Handbook is currently being reviewed and updated to meet ABHE library guidelines.

MID-YEAR ASSESSMENT MARCH 2020

END-OF-YEAR ASSESSMENT AUGUST 2020

MID-YEAR ASSESSMENT MARCH 2021

END-OF-YEAR ASSESSMENT AUGUST 2021

MID-YEAR ASSESSMENT MARCH 2022

END-OF-YEAR ASSESSMENT AUGUST 2022

FULL CYCLE REVIEW MARCH 2023

REVIEW OF THE PLANNING PROCESS AUGUST 2023