

John Paul the Great Catholic University

STRATEGIC PLAN 2018

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Executive Summary

This strategic plan informs and guides the University's near-term (through 2018) academic, operational and infrastructure planning to ensure that the institution reaches its ultimate vision to graduate innovative and determined students who know and love Jesus and boldly proclaim His Gospel in culture-impacting fields. We do so by forming students as creators and innovators, leaders and entrepreneurs at the intersections of media, business and theology, guided by the teaching of Jesus Christ as preserved by His Catholic Church. It uses a strategic themes framework to structure the plan and arrive at six overarching strategic priorities proposed through 2018. The three themes, informed by many campus and Trustee conversations, underpinned by the founding vision, and influenced by lessons learned since 2003, are:

Form the student, impact the culture, and sustain the university.

Expanding on the three strategic themes:

1. **Student Formation**: The University, which seeks to form students as creators, innovators, leaders and entrepreneurs who can affect great cultural impact for Christ, uses the ***Personal Plan for Success*** (PPS) framework to connect three fundamental pillars of formation: Intellectual, human and spiritual, with the University's mission of formation for impact - to impact culture for Christ. The University uses a ***Student Success Tracker*** (SST) to measure and assess student formation outcomes.
Strategic Priority #1: Create a robust PPS, and a comprehensive, yet simple ***Student Success Tracker*** (SST) tool, which computes a composite score to capture the overall student success in the formation process.
2. **Cultural Impact**: The University recognizes that strengthening our culture comes out of the application of **entrepreneurial thinking** informed by deep **cultural understanding** and the **Gospel known and lived** to create compelling and redemptive projects and businesses. The University has a deep commitment to: enhancing our pedagogy in such a way that cultural impact becomes core in our curriculum; forming students with the essential understanding of what influences and shapes global cultures and ready to create **dynamic engagement** with our society, local and global; and graduating students with a resolve for **deliberate action** through the entrepreneurial companies they will build, the projects they will complete, and the people they will touch.
Strategic Priority #2: Strongly couple curriculum with cultural engagement to impact culture for Christ.
Strategic Priority #3: Build an institutional commitment to service to others through mission and evangelization projects.
3. **Sustainability**: The University seeks to maintain regulatory and fiscal compliance, along with fiscal sustainability, selected growth, increased philanthropy, the pursuit of greatness and the building of a media industry cluster around the University.
Strategic Priority #4: Expand our sustainable financial model with selective growth and increased philanthropy
Strategic Priority #5: Achieve WASC Initial Accreditation
Strategic Priority #6: Build a media industry cluster around the University

The plan details how the University leadership will execute the proposed approaches and defines measurable outcomes using key performance indicators (KPI) to assess progress and demonstrate success. Refinement and course corrections to close outcome gaps will occur as data is gathered and analyzed.

Introduction

As the University grows, it strives to be uniquely positioned to leverage the institution in spiritually dynamic and academically rigorous ways to cause a transformative impact on our culture for Christ.

This strategic plan informs and guides the University's near-term (through 2018) academic, operational and infrastructure planning to ensure that the institution reaches its ultimate strategic and long-term goals. We use a *strategic themes framework* to structure the plan. The three strategic themes "*Form the student, impact the culture, and sustain the university*" were informed by dozens of conversations, which have taken place around campus between October 2012 and June 2014, involving all segments of the University community. They are underpinned by our founding vision and influenced by what we have learned since 2003. The process has helped the University to see more clearly where it is today and how it wants to grow based on our current institutional capabilities and opportunities. Students, faculty, staff, trustees, benefactors and the broader community that we serve, recognize the importance of continuing to establish our position within the Catholic University milieu as an academic leader in culture impacting disciplines.

The plan describes our vision; explains how our academic niche evolved in response to forces within the new millennium cultural circumstance; and elucidates why expanding on that niche ultimately moves the institution toward its vision. The plan proposes we plumb deeper within our current realms of academic expertise, namely Entertainment Media, Business and Biblical Theology, while slowly extending our competencies into other culture impacting fields. The strategic planning process revealed that the University must much more tightly couple our curriculum with engagement of the global culture and based on the understandings gained, inform the creation of progressively more impactful content.

Detailed methodologies are described to accomplish the three strategic themes. The implementation plan details how the University leadership (senior management, Board of Trustees and Board of Regents) will execute the proposed approaches and defines measurable outcomes using benchmarks and key performance indicators (KPI) to assess progress and demonstrate success. These assessments allow for refinement and course corrections to close outcome gaps.

Vision, Academic Niche and the New Millennium Cultural Context

Our vision is bold and ambitious. It is to graduate innovative and determined students who know and love Jesus, and boldly proclaim His Gospel in culture impacting fields.

Our world is changing rapidly. Two opposing realities are evident: One, that the entertainment media industry is a **key** cultural influencer, and most often drives the cultural depravity and moral relativism, which engulfs our society; and a Catholic and Christian response which is frequently impaired by an ignorance of Scripture. Our students are preparing to enter a society where there is continuous change at a rapid pace. Our graduates must be equipped with a deep understanding of man, society, and with the gospel known and lived, and capable of applying entrepreneurial thinking for dynamic engagement with our society and deliberate action. To be successful - our students must learn to build better businesses to create a better world. The challenges of integrating the truth of Jesus Christ into higher education curricula with the realities of today's radical individualism have never been greater. We seek to provide students with the opportunity to encounter (that is to acquire a deep and personal knowledge of) Jesus Christ. Catholic ethical, moral, and social teachings provide a guiding compass for formation.

We seek to form creators and innovators, leaders and entrepreneurs at the intersections of media,

business and theology (our academic niche) and guided by the teachings of Jesus Christ as preserved by His Catholic Church to provide creative and entrepreneurial solutions to the world’s problems. We have the talent and resolve to turn this vision and strategy agenda into concrete actions that will enhance the greatness, and the impact of the University in the 21st century. All students, faculty and staff have an important role to play in realizing this vision.

Demographic data clearly shows there is a rapidly growing supply of Catholic students in Southern California. The data in the table below shows that the Catholic population of the diocese of San Diego has grown by a factor of six since 1950, while the overall Catholic population of Southern California has grown by a factor of eight.

Catholics by Diocese	San Diego	San Bernardino	Los Angeles	Orange	Totals
1950	161,000 (15.4%)		832,375 (18.3%)		993,375
1966	328,908 (12.9%)		1,621,101 (18.6%)		1,950,009
1980	474,186 (18.6%)	235,665 (17.3%)	2,069,682 (26.2%)	332,044 (18.4%)	3,111,577
2002	901,172 (30.5%)	943,898 (29.0%)	4,197,635 (38.2%)	1,110,508 (39.0%)	7,153,213 (35.7%)
2009	982,303 (30.5%)	1,201,503 (29.0%)	4,603,000 (39.7%)	1,180,447 (39.0%)	7,967,253

Data: <http://www.catholic-hierarchy.org/>

History of the University



John Paul the Great Catholic University opened in September 2006 with 30 freshmen in a 4,400 sq. ft. leased facility. Creating the new university took three years. On 11/21/2003, the University obtained the consent of Robert Brom, bishop of San Diego, to include the word ‘Catholic’ in the name of the university. On 12/3/2003, JP Catholic was organized as a California nonprofit, non-stock corporation for educational purposes, and the incorporation was approved by the State of California on 2/3/2004.

JP Catholic obtained IRS 501(c)(3) status on 10/25/04 and State tax-exempt status on 1/31/2005. It received temporary Approval to Operate a Degree Granting Institution in California on 10/25/2005. Approval is the legal requirement to recruit and admit students. The accreditation process began just after the university opened and takes 8-9 years.

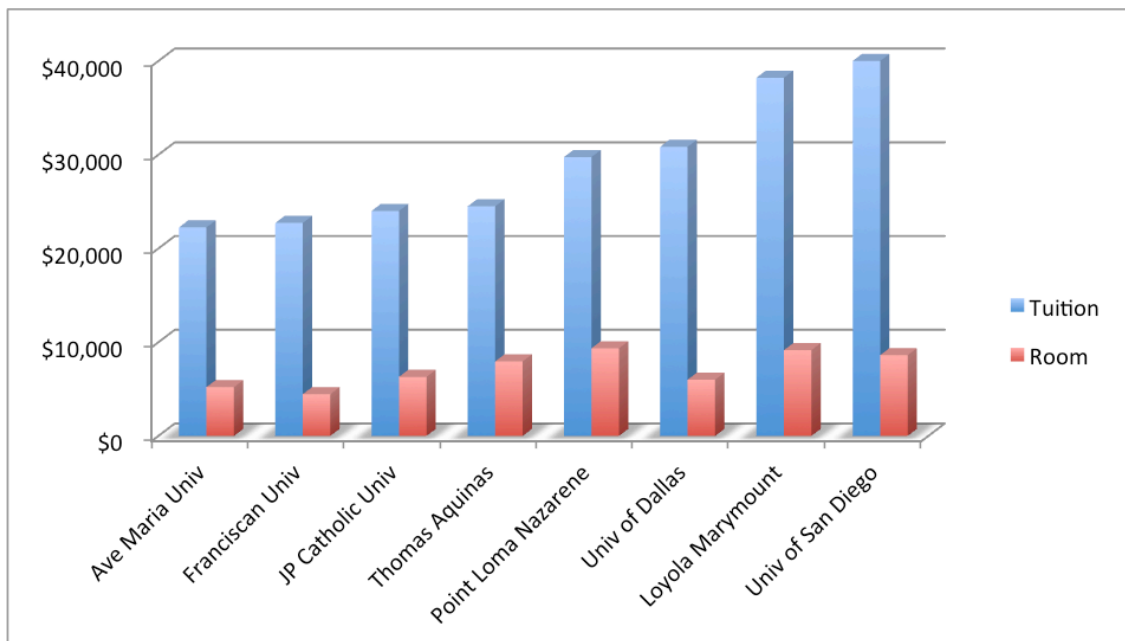
In June 2005, shortly after the death of Pope John Paul II, the University Trustees legally changed its name from New Catholic University to John Paul the Great Catholic University.

The University Today

The University’s current offerings are summarized in the following Table:

Degrees	Area of Emphasis	
BS - Communications Media	Screenwriting Producing Animation New Evangelization Pre-Theology,	Production Acting for Stage & Screen Video Game Design
BS - Business	Entrepreneurship Sales & Marketing	Leadership & Management
MBA	Film Producing	
MA	Biblical Theology	
Other Programs		
Certificates	Philosophy	Catholic Theology
Graduate Certificates	New Testament Theology	Old Testament Catholic

The 2012-13 academic year began with 118 undergraduates, 35 graduate students, and 20 certificate students. Students come from 31 states. It leased 13,000 sq. feet of classroom and administrative space, and 20 apartments. It conferred 19 Bachelor degrees in 2009, 22 in 2010, 24 in 2011, and 21 in 2012. It conferred 12 MBA degrees in 2011 and three in 2012. Total Faculty is 27, with seven full time, 20 adjunct, and two visiting professors. The administrative staff is 18. The graph below shows tuition and room costs shows relative to local and Newman Guide colleges based on data from their web sites.



Initial Accreditation

JP Catholic is currently pursuing *initial accreditation* with WASC, the regional accrediting agency, which accredits public and private colleges and universities in California and the West. Accreditation is a long 8-9 year process. WASC has formal procedures by which institutions move through the required stages that lead to accreditation. The WASC accreditation process involves sequentially earning:

- Eligibility,
- Candidacy,
- Initial Accreditation.

Eligibility is the screening process institutions seeking accreditation must first go through to determine if the institution is eligible to be considered for accreditation. JP Catholic applied for Eligibility in January 2007. WASC reviewed the application and determined, in May 2007, that JP Catholic was eligible to proceed with an application for Candidacy for accreditation.

Candidacy is the first formal step towards initial accreditation. JP Catholic was awarded Candidacy by WASC in March 2011. This status is a preliminary affiliation with the Commission and is awarded for a maximum period of four years. Candidacy is an indication that the institution is progressing toward Accreditation. Candidacy is not Accreditation and does not ensure eventual Accreditation.

Initial Accreditation is critical to the University, its students, parents, faculty, trustees and benefactors. The WASC Initial Accreditation Review team performed a Capacity and Preparatory Review (CPR) in September 2012. Their final visit will be for the Educational Effectiveness Review (EER) in October 2014. Initial accreditation is anticipated in March 2015.

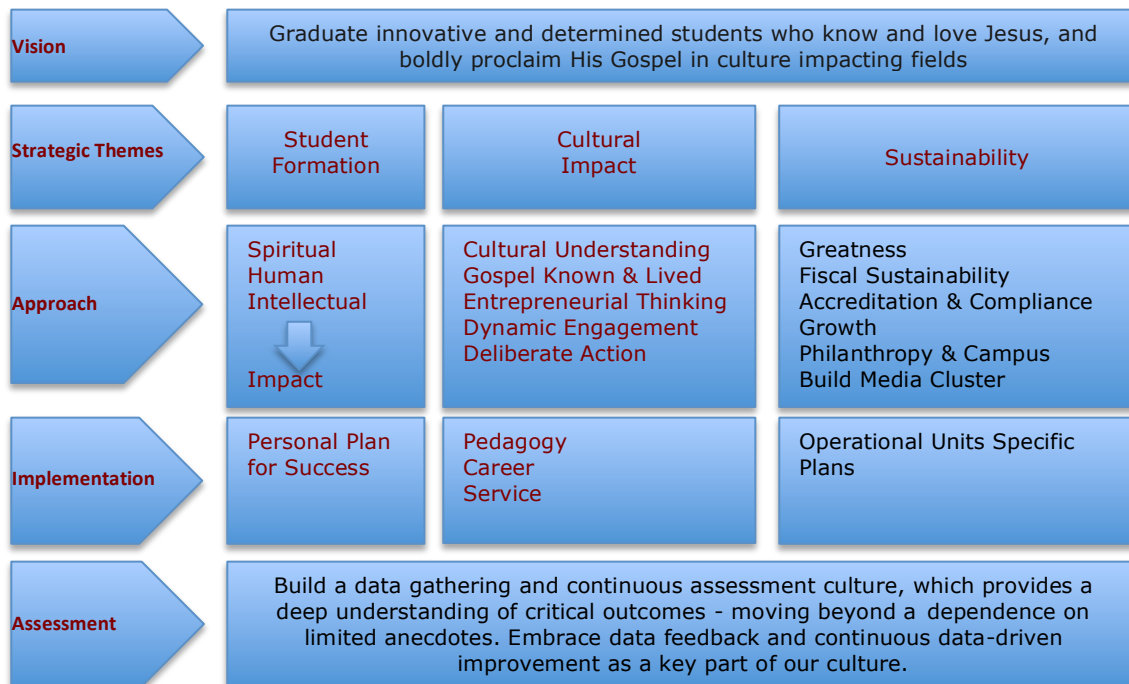
Strategic Theme Framework

A *strategic themes framework* is used to structure the plan. The three themes are:

Form the student, impact the culture, and sustain the university.

Expanding on the three strategic themes:

1. Student Formation: JPCU seeks to form students as creators, innovators, leaders and entrepreneurs who can affect great cultural impact for Christ.
2. Cultural Impact: JPCU seeks to create an institution where students acquire a deep understanding of culture, cultivate an entrepreneurial thinking mindset, appreciate what constitutes dynamic engagement, and gain a propensity for deliberate action. Students are thus prepared to significantly impacting culture.
3. Sustainability: JPCU seeks to maintain regulatory and fiscal compliance, along with fiscal sustainability.



1. Our Approach for Student Formation

Our critical differentiated value proposition to students and their parents is our student formation process, which is oriented toward impacting culture for Christ. We recognize that impact is only possible when the following three fundamental pillars are in place:

- a) Human formation: Develop human qualities, which include: Prudence and Discretion – the ability to exercise good judgment and common sense; Freedom and Self-Discipline; and the Spirit of Service and Communion – the desire to imitate Jesus, who “did not come to be served, but to serve” (Mark 10:45).
- b) Spiritual formation: Nurture the desire to come to know and love Jesus Christ and His Church. It requires prayer, obedience, and sacrifice. It reflects a commitment to live out the University’s honor code to love in action and in truth.
- c) Intellectual formation: The desire to see their studies as their primary vocation and duty each day. It instills the virtue to rise above mediocrity in academic performance and to

endeavor to reach their full intellectual potential.

Strategic Priority #1: Create a robust PPS, and a comprehensive, yet simple **Student Success Tracker** (SST) tool, which computes a composite score to capture the overall student success in the formation process.

Implementation: The University uses the **Personal Plan for Success** framework to connect the three fundamental pillars of formation with the University mission to form for impact - to impact culture for Christ. The student writes a self-reflection essay on progress on intellectual, spiritual, human and impact formation. Freshmen and sophomores create a typical weekly schedule to demonstrate time allotted to their intellectual, human, and spiritual formation. Juniors and seniors create a career plan, resume and LinkedIn profile. Faculty advisors and the student life team direct the process.

Assessment: The University uses a **Student Success Tracker** (SST) to measure and assess student formation outcomes. It assesses:

Intellectual Formation: Academic performance - GPA
Spiritual Formation: Weekday Mass and Adoration; engagement in community mission and evangelization projects
Human formation: Commitment to live out the honor code to love in action and in truth ; awareness of residential rules and best practices; involvement in student life, student government, and other campus organizations.
Formation for Impact: Career plan, resume and LinkedIn profile; Financial Literacy; Time Management

The University is developing more robust and measureable indicators of spiritual and human formation and preparing students for success in projects demonstrating deliberate action toward mission and evangelization.

We rigorously assess all pillars of the student formation process, regularly engaging the formation process owners (student life staff and faculty mentors) and use the data gathered during mentoring sessions to close the gaps in the desired formation outcomes. Assessment of the formation activities is a critical step in the process, and it must drive the continuous improvement of student formation. Remedial action for a student is triggered by analysis of the data gathered from each formation component assessment.

2. Our Approach for Cultural Impact

There is growing recognition that the solution to our cultural decline will come out of the application of entrepreneurial thinking informed by deep **cultural understanding** and the **Gospel known and lived** to create compelling and redemptive projects and businesses. Our students and many of our faculty have a strong interest in transforming our culture through media and business. There is a significant opportunity to develop our pedagogy in such a way that cultural impact becomes core in our curriculum. We must form students with: the essential understanding of what influences and shapes global cultures; **an entrepreneurial thinking** mindset; a sense of how to create **dynamic engagement** with our society, local and global; and a resolve for **deliberate action** through the entrepreneurial companies students will build, the projects they will complete and the people they will touch.

Our challenge is to develop a pedagogy, which will enhance our curriculum and our integrated, practice-based teaching approach, whose outcomes are measurable, and whose success will expand

the reach and impact of the University. Building the brand of the University is closely tied to success in developing a strong intellectual basis and applied competency in cultural understanding, engagement and impact.

Formation for Impact inspires in the student the desire to acquire the skills and attitudes necessary to effectively communicate truth, goodness and beauty to the world in order to impact culture for Christ. The University's mission to shape innovators and creators, leaders and entrepreneurs at the intersections of media, business, and theology demands students to move beyond merely passing grades and satisfactory performance. Students should come to desire for culture what Christ himself desires. This takes passion, commitment and hard work. Formation for impact involves not only practical and technical skills, but also the desire that 'everyone be saved and come to the knowledge of the truth' (*1 Tim 2:4*). Students should learn to work in communion with one another in the Church, recognizing the gifts that each one brings to the Body of Christ.

Strategic Priority #2: Strongly couple curriculum with cultural engagement to impact culture for Christ.

Strategic Priority #3: Initiate an institutional commitment to service to others through mission & evangelization projects.

Implementation: We are at the early stages in the implementation of this critical strategic theme, which requires the collaborative involvement of faculty, student life staff and administration. Our initial implementation is in three critical areas: Pedagogy, service and preparation for the workplace.

- a. Pedagogy. Our teaching/learning environment must integrate faith and reason along with business principles and practice into our entire curriculum. Curriculum must be tightly coupled with engagement of the global culture to create progressively more impactful projects based on the intellectual understandings gained. Our initial forays into impactful media creation - namely **BUMP+**, **Pillars of Catholicism**, and **Redline** - were very successful. Faculty must demonstrate thought leadership in cultural understanding and engagement. The University must strive to produce theology, media and business conferences that engage our community with the Gospel. Student forays into impactful business creation include: **Yellow Line Media**, **Creative Rhetoric**, **Wedding Tales** and **Oak Hills Brewery**.
- b. Service. Mission and evangelization projects must be integrated into the culture of the University and become an essential part of students' learning experiences, contributing to their spiritual, intellectual, and human formation. Service, for the benefit of others, must provide students the opportunity to use their gifts and talents to help those in need. Service must foster personal growth and self-esteem in the student and provides insights and understanding of the local community needs and helps foster empathy. Service must provide a framework for students' roles as members of local, regional and global communities. Service must provide opportunities for students to complete tasks and reach goals.
- c. Preparation for the Workplace: The most significant 'dynamic engagement' and 'deliberate action' must happen when graduate joins the workplace. Career Services must focus students, who have had robust spiritual, intellectual and human formation, outward from the University so that students will reach the satisfaction of fulfilling careers while living the mission of impacting culture for Christ.

Assessment of the broad effect of cultural engagement and impact is just one piece of the puzzle. Component (pedagogy, service, and preparation for the workplace) assessment is essential both for piecing together the larger picture and for ensuring that institutional goals are met. We are at the early stages of assessing cultural impact and don't expect to have significant data until mid 2014. In faculty discussions, the factors to consider include: the types of cultural impact case studies that are available and what are those that need to be developed by our faculty to connect our curriculum

with cultural outcomes; the current academic understanding of the role of entertainment in cultural shifts, and influence of regional, national and global forces; and the consistent engagement by faculty and students to gauge impact of media content emerging out of our classrooms as well as from co-curricular and service activities. Adding culture-impacting outcomes assessment to our media and business projects is a critical step to continuously improving engagement and impact.

3. Our Approach for Sustainability

Student formation and cultural impact activities must fulfill our aspirations and happen within the constraints of our resources. That requires examining our business model and making sure it remains viable and sustainable.

- a) Greatness: The University must: commit to being a great institution to teach and learn at, to work for, connect to and recruit from; attract the best faculty, staff, and students; maximize the competitiveness of our students in the job market; create curricular and co-curricular programs, which develop creativity and innovation skills; and inspire faculty, staff, and students to enhance the daily experience.

- b) Financial Sustainability: The University must maintain our sustainable operating model by increasing our focus on the optimum use of faculty, facilities and of financial resources. We must perform ongoing and systematic reviews of our revenues and costs, informed by longer-term views of our enrollment, affordability and value trends. We must continue to insure appropriate faculty and staff compensation, workload, and working conditions enabled by an institutional financial model, which has long-term sustainability. We must manage our campus (classrooms and apartments) growth while maintaining positive cash.

- c) Accreditation & Compliance: The University must continue to pursue initial accreditation with WASC; approval from the State of California BPPE; and maintain compliance with the US Department of Education. Voluntary, non-governmental, institutional accreditation is a unique characteristic of American education. Institutions are not required to seek accreditation; however, because of the recognized benefits, most eligible institutions seek to become accredited. The accreditation process assists JP Catholic in developing and sustaining effective educational programs and assures the educational community and the general public that high standards of quality and effectiveness have been met. In addition, WASC provides accreditation assistance and emphasizes the importance of institutional structures, processes, and resources. The WASC Commission accredits institutions, not individual programs.

Target goal: Initial accreditation by Spring 2015.

Growth: Our current programs represent the most substantive opportunities for revenue growth. Thus, the University must first grow our current academic programs to capacity by enhancing our existing offerings. We do not anticipate new degree program offerings during this Strategic Plan window. Before adding new programs, post accreditation, we must validate compatibility with our market niche and a careful assessment of market opportunity they represent. **Target goals for 2018 include** (details are in Appendix 2):

1. 222 undergraduate students in our BS degree programs.
2. 20 graduate students in our MBA program.
3. 38 graduate students in our MA program.
4. 59 online Theology certificate students.

Year	Undergrad Students	MBA New Graduate	MA New Students	Certificate Students	Total Students
2006	30	0	0	0	30
2009	90	10	10	40	150
2012	120	20	25	30	195
2014	148	10	22	55	238
2018	222	14	38	59	333

- d) **Philanthropy:** The University must develop critical fundraising competencies to attract additional financial resources by expanding our national networks.

The current campus consists of 30,000 sq. ft. of classroom and 10,000 sq. ft. of leased space. This is three times the amount of space leased in our prior campus. Using the average of 125 sq. ft. per student, the current campus will serve our needs through this Strategic Plan period. Should our growth exceed our plans, there is a plentiful supply of commercial space available in and around downtown Escondido.

Target goals: The fundraising goals are listed in the following Table. The funds raised will support student scholarships, new equipment for educational purposes, enabling new faculty hires, and beginning to build an endowment

Fundraising Goals				
2013/14	2014/15	2015/16	2016/17	2017/18
\$0.7M	\$0.8M	\$0.9M	\$1.0M	\$1.1M

- e) **Media industry cluster:** Critical to success is to create a vibrant Media industry cluster fueled by companies formed by faculty and students. This requires investment in faculty, facilities and ideas. Currently, a number of media related companies are being incubated in the University's Do.School and the hope is to build many more. In hiring faculty, we are particularly interested in people that have an interest in entrepreneurship and working with students to form companies. Also, the MBA in Film Producing fuels the innovation and entrepreneurship engine with more mature and well-prepared graduates.

Target Goals: 1-3 new companies per year formed through 2018.

Strategic Priority #4: Expand our sustainable financial model with selective growth and increased philanthropy

Strategic Priority #5: Achieve WASC Initial Accreditation

Strategic Priority #6: Build a media industry cluster around the University

Implementation: Other plans have been developed and will continue to be refined in support of this strategic plan, including a facilities plan, technology plan, academic plan, and financial plan. Our Financial plan is well developed, with a high degree of complexity in financial forecasting revenues from tuition, housing and fundraising and the myriad of expenses. Our roadmap to WASC accreditation has great depth and is carefully planned through the October 2014 EER visit. Our Academic Plan is also robust and has been the subject of much faculty analysis during the strategic planning process. Our permanent campus model requires the staged philanthropy, as described in the Table above.

The remaining two plans – our commitment to greatness and to growing a media industry cluster is still organic and will evolve and greatly accelerate as we develop a new and larger business incubator in our Escondido campus.

Assessment: Constant monitoring and driving continuous improvement in processes and discipline must be used to systematically assess the ongoing sustainability of the institution, regularly engaging the operations managers to gather data on critical activities to gage the gaps in performance and set annual targets for improvement. Reports and dashboards will keep the President, senior management and Trustees apprised of trends in the business and ultimate sustainability.

Key Performance Indicators (KPI's)

The Trustees will monitor, review, and assess the key performance indicators (KPI's) and other performance metrics for each strategic theme, to ensure that the ongoing activities are within the parameters of the agreed upon strategic objectives and that all activities are consistent with University's vision and mission. Internal and external changes may demand revisions to the KPI's, or affect the ability to achieve the objectives. The KPI's are:

Strategic Theme - Formation			
Strategic Priority	Outcome	Owner	Key Performance Indicator – Current & Goal
Student Formation	JPCU seeks to form students as creators, innovators, leaders and entrepreneurs who can affect great cultural impact for Christ.	Dean of Students	Create a mean composite score (range 0-4) to capture overall student formation success. Refine measurement rubric. 2014/15: 50% ≥3.0 2017/18: 65% ≥ 3.0

Strategic Theme - Impact Culture for Christ			
Strategic Priority	Outcome	Owner	Key Performance Indicator – Current & Goal
Pedagogy	Construct metrics for evaluation of impacting culture for Christ and develop institutional targets for impact - collect data from students, alumni, faculty & staff. Develop strategies on gap closure.	Provost; Chairs; Senate	Review annually to measure and assess strategies for gap closure in composite impact metric.
Service	Build an institutional commitment to service to others through mission & evangelization projects.	Dean of Students; Dir. for Mission & Evangelization	Develop frameworks and rubrics Initiate projects and begin data gathering 2014/15 > 30% student participation 2017/18 > 50% student participation

Strategic Theme - Sustainability			
Strategic Priority	Outcome	Owner	Key Performance Indicator – Current & Goal
Sustainability	Improve our sustainable financial model by selective growth and increased philanthropy	CFO; VP Advance VP Admissions	Refine Growth & Philanthropy plan Functional dashboard to monitor progress
Accreditation & Compliance	WASC Initial Accreditation	President; Provost	Achieve initial accreditation by Spring 2015
Media Cluster	Media cluster around the University	President	Companies in Incubator > 3 in 2014/15 > 6 in 2017/18

Dissemination of the Strategic Plan

Dissemination of the Strategic Plan is the responsibility of the senior management and the Board of Trustees. Dissemination to the University community, both internal and external requires a detailed understanding of what it contains, its strategic themes and their rationale, and the benefits of using

the plan to guide the institution in its short-term growth. What starts with awareness can end with celebrating achievements.

Appendix 1: Projected Student Population

Undergraduate - Projected Enrollment & Retention						
	2013	2014	2015	2016	2017	2018
Business	10	11	12	13	14	15
Comm Media: Film / TV	38	40	43	46	49	52
Comm Media: Gaming/Animation	8	15	17	19	21	23
Comm Media: New Evangelization	7	6	7	8	9	10
Year 1 Total	63	72	79	86	93	100
Retention	0.74	0.74	0.75	0.75	0.75	0.75
Year 2 Total	37	47	53	59	65	70
Retention	0.80	0.80	0.80	0.81	0.81	0.81
Year 3 Total		30	37	43	48	52
Undergraduate Total		148	170	188	205	222

Graduate - Projected Enrollment						
MBA - Film Producing	17	10	11	12	13	14
MA - Full Time	5	6	8	10	12	14
MA - Part Time	10	16	18	20	22	24
MA - Total New Enrollees	15	22	26	30	34	38
Graduate Total	32	32	37	42	47	52

Theology Certificates - Projected Enrollment						
Theology Certificates Total	53	55	56	57	58	59

Total Student Headcount		235	263	287	310	333
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