

INSTITUTIONAL PLANNING

EAP Form 1.10 (Rev. 11/18)



STATE OF WISCONSIN
EDUCATIONAL APPROVAL PROGRAM
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The Educational Approval Program (EAP) is a postsecondary education agency that employs a regulatory model focused not only on compliance, but also institutional effectiveness. To facilitate an environment in which schools seek to be effective organizations that improve over time, the EAP requires schools to submit evidence that appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAP and school officials to engage in a dialogue over time about the effectiveness and future of the school.

Schools that already have some type of strategic or business plan (e.g., schools that have either a corporate or accreditation plan) must adapt these documents to the following requirements and focus on Wisconsin operations and students. The EAP does not expect any school to divulge any sensitive, proprietary business information. The information must address the five elements identified below and provide the information requested.

I. SCHOOL INFORMATION

Name of School:

Concordia University, Irvine, California

II. PLANNING ELEMENTS

A. MISSION. Describe your school's mission and vision, which identifies its purpose and its core values.

Mission

Concordia University Irvine, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.

Vision

Concordia University Irvine will be among the finest, distinctively Lutheran liberal arts universities in America, preparing wise, honorable, cultivated citizens, informed by the Gospel of Jesus Christ, for the Church and world.

B. MARKET. Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

Please see the attached document for answers to these questions.

C. MANAGEMENT. Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.

CUI is governed by a Board of Regents, all of whom are members of congregations of The Lutheran Church—Missouri Synod. CUI's President reports to the Board and leads a Cabinet that includes the chief operating officer (who also oversees enrollment and student affairs), the chief financial officer, and the provost/chief academic officer. The President also leads an Executive Council consisting of 18 mid-level and senior administrators, including the Cabinet, the deans of CUI's five schools, and vice presidents and department heads representing all sectors of the university. The Cabinet and Executive Council both meet weekly to address items related to management and leadership. CUI's faculty governance system, which includes an Academic Council comprised of members selected from each of CUI's five schools, helps to establish and revise academic policy and approve curricular offerings. CUI has a comprehensive assessment program and a regular program review cycle, in which faculty/staff assess departmental objectives and learning outcomes and review program viability and resourcing, with the assistance of external consultants.

The President's Advisory Council and the School of Business Advisory Board consist of local leaders in business, education and philanthropy who advise university leadership on a variety of topics, including new academic programs and community outreach efforts.

D. SWOT ANALYSIS. Identify your school's strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:

- 3 to 5 goals for strengths/weaknesses and how they will be addressed by your school.
- 3 to 5 goals for opportunities/threats and how they will be addressed by your school.

The goals should have specific objectives, defined results, a timeline for completion and metrics (some type of evaluation or measurement) by which the institution can evaluate/measure their success. In developing its goals, the school may wish to refer to the Elements of Effective Institutions graphic that is included on the back page of this form.

Please see the attached document for answers to these questions.

D. SWOT ANALYSIS *(continued)*

E. FUTURE VISION. Describe your school 5 years from now. What will it look like and how will it be positioned in the marketplace.

III. SUBMISSION

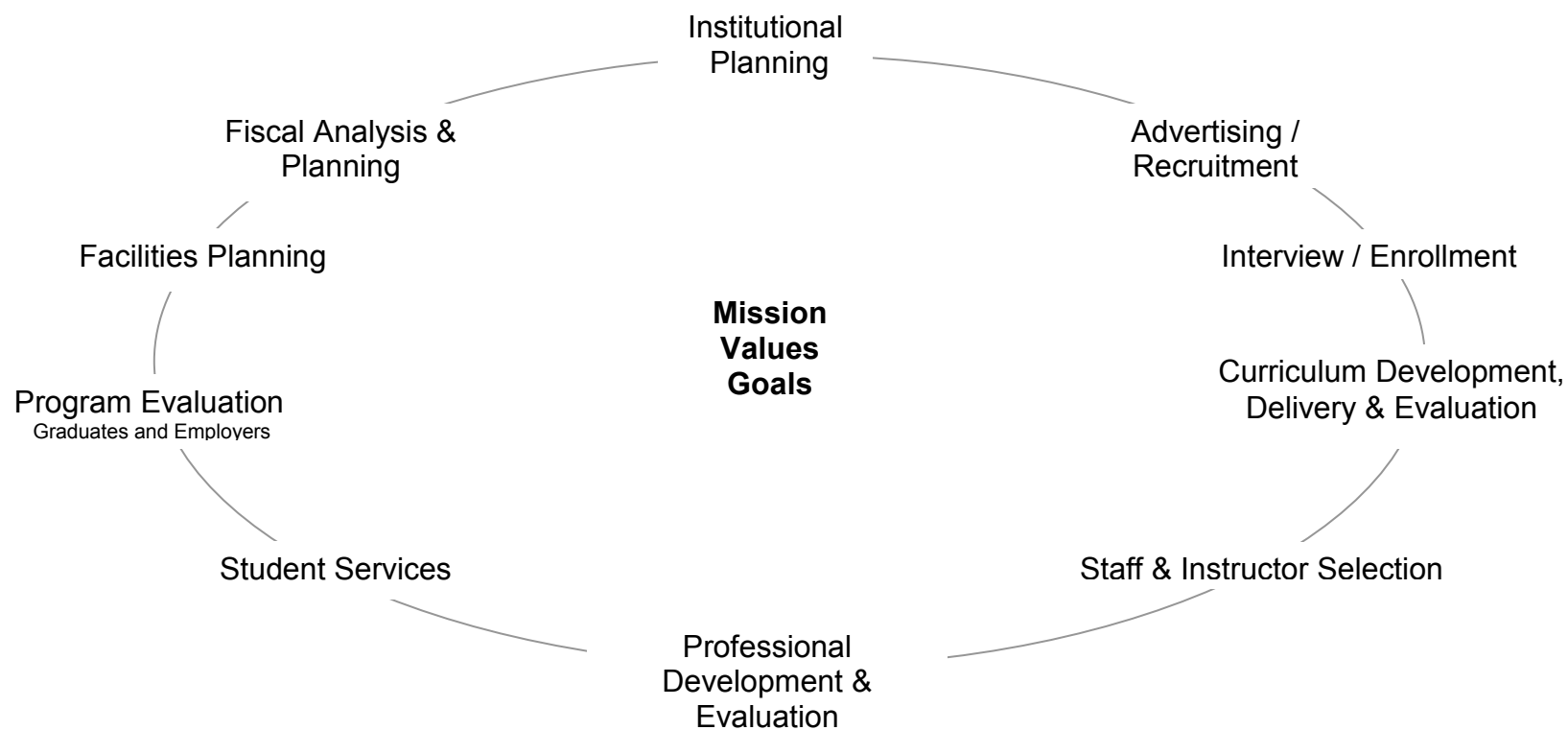
I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.

Signature of Authorized School Official:

Print or Type Name and Title of Authorized School Official:

Date:

INSTITUTIONAL SYSTEMS



B. MARKET. Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

Concordia University Irvine (CUI) is a private, non-profit, church-related university. It offers traditional face-to-face undergraduate education in roughly 30 majors to approximately 1,500 students in its 70-acre Southern California location. It also offers several adult degree completion programs, more than 15 master's degrees, and a doctorate in educational leadership to more than 2,700 students; many of these programs are offered fully online. Affiliated with The Lutheran Church--Missouri Synod, CUI admitted its first class in 1976; it is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). Please see <https://www.wscuc.org/institutions/concordia-university-irvine> for the 2014 Commission action letter and visit team report, as well as information about CUI's academic programs, leadership team, and additional California locations.

CUI's undergraduate program is distinctive because of its nationally recognized Enduring Questions & Ideas (Q&I) Core program, and its Lutheran heritage that provides a thoughtful and caring Christian community that lives out the theology of "Grace Alone. Faith Alone."

CUI's graduate and adult degree completion programs are known for their high quality approach to online education, their strong focus on professional preparation, and their emphasis on Christian ethics in their respective fields.

CUI recruits a few traditional undergraduate students from Wisconsin each year; drawn by CUI's Lutheran identity, they enroll primarily in the university's church work and music programs, which are marketed through direct mail and email, and by sending admissions counselors to college fairs at faith-based high schools in the state. Our undergraduate programs compete primarily with other faith-based universities in California, and to a lesser extent with Lutheran colleges and universities in the Midwest.

CUI recruits a small number of online graduate and adult degree students from Wisconsin, primarily by using search engine marketing and search engine optimization strategies. They enroll primarily in the master's degree programs in coaching and athletics administration (<https://www.cui.edu/academicprograms/graduate/coaching>), and in the master's degree programs offered through the university's Townsend Institute for Leadership and Counseling (<https://www.cui.edu/en-us/online/townsend>). These students are attracted primarily by the opportunity to study these subjects in a fully online program. These graduate programs compete primarily with online programs in these disciplines offered by other institutions.

D. SWOT ANALYSIS.

Strengths:

- A 42-year history of successful non-profit operation, with a current annual operating budget of approximately \$75 million, an endowment of \$35 million, \$27.9 million in liquid assets, eight consecutive years of budget surpluses, and total indebtedness of only \$24.2 million
- A strong commitment to Lutheran higher education as part of the Concordia University System, affiliated with a church body with a 150+ year history of higher education
- A strong academic reputation – in 2018, CUI has been named a Top Tier Regional University by US News and ranked 37th in the Western US
- A beautiful physical campus in an excellent location in southern California

- A new 38,000 square foot music/worship/theology building slated for completion in late spring 2019; nearly \$26 million of the \$30 million for the building has already been raised

Weaknesses:

- Fewer academic majors and programs than many of our competitor institutions
- Relative lack of name recognition and brand awareness outside of Lutheran circles
- High cost of living and labor in southern California creates expense pressures
- Relatively flat enrollment over the past three years

Opportunities:

- In 2013, CUI founded an Office of Innovative Instruction and eLearning (OIIE), which develops high-quality hybrid and online programs that reflect CUI's mission
- The distinctive Enduring Questions and Ideas core curriculum for traditional undergraduates, which sets CUI apart from many of its competitors
- An increasingly diverse student body (48% students of color in 2018; 24% Hispanic students) that reflects the diversity of southern California
- A search for a new university president is currently underway; the position will be filled by summer 2019

Threats:

- Disruptive innovators such as Grand Canyon University, which has recently increased recruitment efforts in California and competes directly with CUI for students
- A legislative climate in California that is not supportive of faith-based institutions on religious liberty issues; this could threaten the Cal Grant, currently provided to low-income California residents to attend any in-state public or private institution they choose
- Increased competition in California among faith-based institutions for a shrinking pool of traditional undergraduate students

Goals related to Strengths and Weaknesses

- Add new academic majors and programs at a rate of 2-4 per year, in an effort to recruit more students
 - We have been doing this for the last 3-4 years; we assess progress annually, and we regularly update our 3-year program development plan
- Continue our campaign to increase brand awareness of CUI in our market and revitalize recruitment efforts
 - We have recently hired a new Director of Undergraduate Admissions and set new enrollment goals for August 2019
 - We are aggressively recruiting more music students for August 2019 in anticipation of opening our new state-of-the-art building
 - A recent success on the graduate side involves co-branding with the Townsend Institute; we continue to set aggressive but attainable enrollment targets for this and other graduate programs
- Conduct a compensation review for faculty and staff, and generate recommendations
 - Consultant hired and task force formed in fall 2018; results expected by late spring 2019

Goals related to Opportunities and Threats

- Continue to use OIIE to build innovative online and hybrid programs
 - We monitor this through our program development plan, which includes both traditional and non-traditional programs and is updated and assessed annually
- Mobilize a task force to improve CUI's ability to recruit and retain students of color, particularly Hispanic students, and prepare to apply for Hispanic Serving Institution status (and funding) when our Hispanic population reaches 25%
 - HSI strategy was approved by Executive Council and the Board in spring 2018; task force is at work, and results will be assessed in spring 2019
- Collaborate with other faith-based institutions to develop a strategy for protecting religious liberty, while we emphasize CUI's continuing commitment to serve all students, regardless of their religious beliefs (or lack thereof)
 - Monitored by the Cabinet and the Office of the General Counsel; CUI participates in regular meetings and discussions with other faith-based institutions; strategy will be updated by late spring 2019
- Successfully complete the presidential search; bring in a president who will launch a new strategic planning process and provide visionary leadership
 - Presidential search will be concluded by summer 2019; search committee is currently soliciting nominations

E. FUTURE VISION. Describe your school 5 years from now. What will it look like and how will it be positioned in the marketplace.

By 2023, CUI will have completed an updated strategic planning process and implemented the first phases of the plan. This plan will most likely continue some of the initiatives of our current plan: 1) modest undergraduate enrollment growth, fueled by new leadership in undergraduate admissions, recruitment of new students involved in music, and new majors such as computer science;

2) aggressive graduate and adult degree enrollment growth, fueled by expanded recruitment efforts in the Townsend Institute, the Master of Arts in Education, the MBA, the Master's programs in Coaching and Athletics Administration, and new programs such as the hybrid Master of Arts in International Studies and other graduate degrees currently under development.

CUI will continue to improve its Irvine campus by executing the next phases of its campus master plan; next steps include a support building for our athletics fields, field lights, and a new science/nursing building, for which planning and fundraising will be well underway by 2023.

CUI will continue its mission as a faith-based institution of higher learning that serves all qualified students who enroll, and it will expand its recruitment efforts to more diverse student populations. Its online and hybrid programs will expand their reach as well, so that by 2023, CUI will be generally recognized as one of the finest Lutheran liberal arts universities in the US, and one of the finest private universities in the western region.