

Assurance Argument
Concordia University, St. Paul - MN

3/19/2018

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

The mission of Concordia University, St. Paul, a university of The Lutheran Church—Missouri Synod (LCMS), is to prepare students for thoughtful and informed living, dedicated service to God and humanity, and enlightened care of God's creation, all within the context of the Christian Gospel.

The essence of Concordia University, St. Paul's (CSP) Mission Statement has been in place for thirty years. A Promise Statement and a Vision Statement, added more recently, complement the mission, and all three statements are provided in full on the [University's website](#). The Mission Statement describes what the University *is* ("a university of The Lutheran Church – Missouri Synod") and *does* ("prepare students"). The Promise Statement describes *what students can expect* from the University. The Vision Statement is an aspirational statement of how the University *desires to be perceived*.

While each word in the Mission Statement is important, the phrase *to prepare students* describes CSP's central purpose. It distinguishes the organization as an academic institution, and guides the institution's strategic plan, as seen by the [Strategic Plan Concept Map](#).

The wording of much of the current Mission Statement, which debuted in the 1986-88 Academic Catalog, emerged after a series of presentations and discussions by the faculty on the topic of the institution's identity as a Christian liberal arts college: *The mission of Concordia College is to prepare students for intelligent living, for dedicated service to God and humankind, and for the enlightened care of God's creation*. A series of [essays](#) that guided these conversations were edited by Dr. Robert Kolb and printed in 1984. The Board of Regents [approved the Mission Statement](#) on January 23, 1986.

After the inauguration of the eighth president, Rev. Dr. Robert Holst, in 1991, the Mission Statement was reviewed and edited to the current version, with the exception that the status of the institution was still "college." On October 3, 1996, the [Board of Regents approved the institutional change](#) to "university," and the name change was subsequently made in the Mission Statement.

The Mission Statement was reviewed again after the inauguration of the ninth and current president,

and reaffirmed without change. The new President, Rev. Dr. Thomas Ries, initiated a process to craft a complementary statement called the *Promise Statement*. Consultants from The Lutheran Church--Missouri Synod Foundation were engaged to help guide the process of uncovering CSP's promise and writing the promise statement. The [Uncover the Promise®](#) process was used to ask, "What is compelling, differentiating, and true about the organization?" Asked from the perspective of prospective students, the question is, "What can I consistently expect from this university?"

This five-month process involved surveying stakeholders, analyzing qualitative data obtained from the survey, reviewing the data with a representative focus group of CSP stakeholders, drafting the Promise Statement and sharing it with the University community for review and input, and finalizing the statement. Representatives from the Board of Regents were involved in the promise process, and the final version of the Promise Statement was [presented to the Regents](#) in February 2012.

The [Vision Statement](#) was crafted in 2012 to reflect the aspiration of how the University wishes to be perceived and recognized, largely at the request of the Office of University Advancement. The drafting process included input from a number of faculty. Credit for authorship of the final draft goes to Rev. Dr. David Lumppp, Dean of the College of Arts and Letters at that time.

CSP's enrollment profile is consistent with CSP's vision to be inviting to students of all types and backgrounds. Part of CSP's stated mission is "to prepare students," (Mission Statement) and its vision is to provide educational programs and opportunities for "students from all backgrounds" (Vision Statement). [President Ries' message](#) to CSP alumni and friends in the Spring 2014 *CSP Magazine* highlights how CSP is living out its mission, vision, and promise in the students it serves and the programs it offers.

The [2017 Fall Census Report](#) reflects the variety of students that CSP prepares, showing 39% of students 24 years of age or younger, 61% aged 25 or older, 62.4% women, 37.6% men, 23.8% who identify as people of color, and 3.3% international students. In fall 2017, 303 students were active or veteran military personnel or dependents, and 33.3% were first-generation college students. All 50 states, 2 Canadian provinces, the District of Columbia, and 24 foreign countries are represented. A range of religious faiths are represented as well. Although more than one-third of students do not disclose their religious affiliation, 56.5% identify as being from one of the Christian faiths, 2.4% as Muslim, 3.3% from other faiths, and 4.5% with no religious affiliation. Students who identify as LCMS Lutherans make up 12.2% of "traditional" students, 3.6% of degree completion students, and 3.6% of graduate students.

Given the variety of backgrounds and interests students bring, CSP offers a range of programs designed to provide "relevant career preparation" (Vision Statement) at the undergraduate, master's, and doctoral levels. As the [Census Report](#) shows, CSP students learn in classrooms on campus, classrooms off-campus, online, or in a blend of face-to-face and online. Students choose from among 62 undergraduate and 28 graduate programs. CSP's legacy as "a university of the Lutheran Church--Missouri Synod" (Mission Statement) and an institution that prepares students for professional church work continues with 54 students who are in professional church work programs.

From their inception to their implementation in an individual course, academic programs reflect the mission of the institution. All new programs are evaluated in relationship to the mission and the Strategic Plan, as seen in the [proposal](#) for new programs. The Mission Statement is included in each [course syllabus](#).

As "a university of the Lutheran Church--Missouri Synod" (Mission Statement), CSP prepares its faculty and staff to serve in the context of this Lutheran church body. New full-time faculty and staff

participate together in the semester-long [Lutheran Identity Seminar](#), which introduces new employees to the institutional culture, its Lutheran roots, its role in the context of Christian higher education, and its alignment with mission and promise. This course has been taught in recent years by former CSP president, Rev. Dr. Robert Holst.

For some years, President Ries presented a September convocation to the campus community on an aspect of CSP's mission or promise statement. These presentations were designed to start the academic year with a focus on CSP's commitment to its stated purpose and to inspire actions in support of that purpose. In particular, these sessions were included as part of the [CSP Seminar](#) for first-year students, to orient them to CSP's mission and promise. Mission-focused [convocations](#) have continued in expanded versions, for example, connecting to the Book of the Year, and including alumni speakers.

Beyond career preparation, CSP aims to “[empower students] to discover and engage [their] purpose for life” (Promise Statement) and equip them for lives of “service to God and humanity” (Mission Statement), and promises to engage them in a “dynamic, multicultural, urban environment” (Promise Statement). Campus co-curricular programs provide a rich array of opportunities for students to develop a sense of purpose and to serve God and others. These programs are described in greater detail in Criterion 3.E. CSP's urban, multicultural campus offers academic and co-curricular avenues for engaging in the abundant diversity of the Twin Cities. Criterion 1.C provides multiple examples of these opportunities.

CSP's mission to “prepare students for thoughtful and informed living and enlightened care of God's creation” (Mission Statement) is consistent with the student learning outcomes it sets out across academic programs in the form of [institutional learning outcomes](#), and the learning outcomes for all of its [individual academic programs](#). These student learning outcomes are analyzed more extensively in their role in general education, graduate education, academic majors, and co-curricular programs in Criterion 3.B and 3.E.

Student support services at CSP empower students from all backgrounds to reach their academic goals. Academic advising, counseling, online and face-to-face tutoring and writing center, and services for students with disabilities provide individualized support, instruction, advocacy, and guidance to help students succeed. Career development staff help prepare students and alumni for internships and employment, facilitate connections to employers, and counsel students exploring their vocation and purpose. The argument for Criterion 3.D expounds further on these support services. Faculty support students by showing concern for them as individuals, providing prompt and helpful feedback, and being available. Evidence regarding faculty availability is found in Criterion 3.C. [Satisfaction benchmarks](#) have indicated that students are satisfied with these support services.

CSP's strategic planning process is mission-driven and the strategic plan guides all operational activity of the University. The budgeting process in turn is closely correlated with the Strategic Plan and is approved by the Board of Regents at its May meeting. Additional evidence for how CSP's planning and budgeting priorities support its mission is found in Criterion 5.C.1.

Sources

- 1A1.BOR Minutes Mission Approval 1986
- 1A1.BOR Minutes Mission Update

- 1A1.BOR Promise Statement
- 1A1.Mission Essays 1984
- 1A1.Promise Statement Uncover the Promise
- 1A1.Strategic Plan Concept Map
- 1A2.Census Report Fall 2017
- 1A2.Mission Convocations Book of Year
- 1A2.Mission Convocations First-year Seminar
- 1A2.New Program Proposal
- 1A2.President's Message CSP Magazine Sp2014
- 1A2.Student Support Services Satisfaction
- 1A2.Syllabus Mission Example
- 4B1.SLOs Institutional Outcomes List
- 4B1.SLOs Program Outcomes List
- Lutheran Identity Seminar Information
- Mission-Vision-Promise Website

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Three foundational documents articulate the [mission, promise, and vision](#) of Concordia University, St. Paul (CSP). They are “living” documents in that they are integrated into the University's identity as an institution of higher education and are referenced often in strategic planning, academic programming, internal conversation, and external communication.

The University's Mission Statement serves as a foundation for CSP's work as a student-centered higher education institution. The institution's Lutheran identity frames its commitment to empowering students for future work and service. CSP clearly articulates this mission in its public documents. Examples include the [academic catalog](#), [public website](#), the CSP [Magazine](#), and [undergraduate](#) and [graduate](#) student policies handbooks. The University publicly displays the Promise Statement on [banners and wall displays](#) throughout the campus.

CSP's Mission Statement serves as the foundation for its academic initiatives and community service. In 2011, under the leadership of President Tom Ries, the University began its strategic planning process by developing a [Promise Statement](#). The statement, an expression of CSP's mission, articulates what is compelling, differentiating, and true about CSP, and what students can consistently expect from the University. The Promise Statement continues to serve as a foundational statement of institutional values and informs an ongoing strategic planning process. The resulting [Strategic Plan](#), more fully explored in Criterion 1.A and Criterion 5, affirms the relevance and centrality of the Mission Statement and Promise Statement to all aspects of the University's work. The Board of Regents affirmed the continued centrality of the mission through its February 2018 approval of the [2019-2024 Fiscal Year Strategic Plan](#). CSP's Strategic Planning Council, composed of faculty, staff, and administrative leaders, meets monthly to review and update the University's strategic direction and mission alignment.

President Ries regularly writes in his Official Blog of President Ries on topics that relate to CSP's mission. For example, in his February 2018 blog post entitled, “[The Gathering of Nations](#),” he affirmed the growth of the University's international programs and celebrated the new display of flags from 30 nations. The flags represent the students from countries around the world who are enrolled at CSP. This post is an example of his affirmation of the Promise Statement's “all are welcome.”

The mission documents continue to serve as the foundation for all of CSP's academic initiatives. Faculty justify mission alignment for all new programs through the [program approval process](#) and

evaluate this alignment for existing programs through the [Comprehensive Program Review](#) process. At the course level, the Mission Statement is at the top of the required [syllabus template](#) that faculty use for all University courses. To support faculty and staff in their work within the CSP community, the University requires all new employees to attend the "[Lutheran Identity Seminar](#)," a semester-long seminar that explores the institution's mission and Lutheran identity.

Integration of the mission into various units of the University is further evidence of the relevance and authenticity of CSP's mission. For example, the [College of Business & Technology's strategic plan](#) flows from the mission documents and Strategic Plan. The college's mission states that it "equips and empowers students to lead and succeed in diverse vocations through an exemplary, personalized, and applied education, grounded in Christian principles and a global perspective." Similarly, the [College of Health and Human Sciences' strategic plan](#) builds on CSP's mission, vision, and promise. That college's mission, referencing the University mission, states that the college "supports the University by upholding the core values of collaboration, community, excellence and innovation, professionalism, and vocation."

All approved academic programs and initiatives align, through the appropriate approval process, with the mission, vision, and promise of the University. CSP faculty and students are engaged in a wide range of scholarly, creative, and knowledge-discovery activities. This engagement helps equip faculty fulfill our mission "to prepare students for thoughtful and informed living" and our promise to help students "discover and engage their purpose for life, career, and service." The recently revised faculty [advancement in rank policy](#) defines the importance of scholarly activity to the life of CSP's learning community. Growing emphasis on faculty research is reflected in a wide range of faculty publications in books and academic journals. [Over 140 books](#) have been published by faculty with some receiving special recognition by the Minnesota Book Award, Midwest Booksellers Choice Award, Gisell Award for Literary Excellence, and the American Association for State and Local History. A more extensive discussion of scholarship, research, and creative work is included in Criteria 1.D.1 and 3.B.2.

Also noted in Criterion 3.B.2., student research, building on our promise to help students "discover and engage their purpose for life, career, and service," continues to be an important part of our curriculum. The Science Department's [integration of research](#) into its curriculum is an example of the mission's connection to faculty/student research. The connection between the mission and application of research is evident in the work of senior marketing students in their research and strategy courses. Each year these senior students compete in [national marketing competitions](#) that bring to life the connection between their research and the University's mission and promise.

The fine arts at CSP bring their mission and promise into campus theatres, concert halls, and galleries. For example, the annual [Christmas Concert](#) fully addresses the mission statement's call "to prepare students for thoughtful and informed living, for dedicated service to God and humanity, for enlightened care of God's creation, all within the context of the Christian Gospel."

Service is a central aspect to preparing students at CSP. The University's [Community Action, Leadership and Learning \(CALL\) Center](#) offers service learning and volunteer experiences. Recent [service trips](#) included students volunteering to help preserve threatened leatherback turtles in [Costa Rica](#) and help with [flood relief](#) in Texas. Based on the [2016 Service Learning Annual Report](#) there were 8210 service hours volunteered through the CALL Center. These service projects all directly link to the mission statement's call "for dedicated service to God and humanity, for enlightened care of God's creation." A more extensive explanation of the CALL Center's work to advance student leadership, community service, and study abroad initiatives is included in Criteria 1.D.3, 3.B, and 3.E. The Department of Physical Therapy, as discussed in Criterion 1.D.3, maintains an active [service](#)

[outreach program](#) that includes outreach to lower income populations such as [Indian Health Services](#).

The Department of Theology and Ministry supports the CSP's mission through the delivery of two required undergraduate [Religion and Theology general education courses](#) (Introductory and Intermediate), the theology and ministry courses within the [professional church work programs](#), and additional theological courses and projects. As their [strategic plan](#) delineates, the Department of Theology and Ministry's work is central to the University's mission to prepare students "all within the context of the Christian Gospel." CSP's faith-based mission is also expressed through [CSP Ministry](#). CSP Ministry "is a Christ-centered ministry, rooted in God's Word, that is dedicated to serving Concordia University, St. Paul." Finally, CSP's hosting and collaborative leadership of a regional [festival service](#) celebrating the 500th anniversary of the Protestant Reformation is evidence of the University's commitment to its Lutheran identity and service to the public.

The [Mission, Vision and Promise Statements](#) provide the broad framework of the nature, scope, and intended constituents of the higher education programs and services the institution provides. As noted in the [Strategic Plan](#), the University incorporates four core values, as articulated in its Promise Statement, into the pursuit of all University initiatives. These core values focus on the University's commitment to human and cultural diversity, the institution's urban community, welcoming all, and CSP's Lutheran heritage and principles. Within this framework, CSP has evolved to meet the changing demographics and career needs of its students, which are reflected in its current degree offerings. The [undergraduate offerings](#) are described in the undergraduate portion of the Academic Catalog and the [graduate offerings](#) are described in the graduate section of the Academic Catalog.

CSP has historically perceived itself as a teaching and service institution, but growing emphasis on research and scholarship support the University's Carnegie classification in Master's Colleges and Universities: Larger Programs. Additional evidence of the expansion of CSP research and scholarship is found in Criterion 3.B.5. As CSP evolves in its graduate degree programming and engages qualified faculty, the [perceived quality](#) of its educational offerings also continues to grow.

The Mission Statement's focus to prepare students "within the context of the Christian Gospel" does not limit the nature or scope of the mission, but rather challenges the institution to provide service for a [diverse student body](#). Specifically, CSP has strategically embraced its urban setting and its promise that all are welcome. Since the reaffirmation of the Mission Statement and adoption of the Promise Statement, the University has followed up annually with [convocations](#) and [Book of the Year](#) selections designed to address and unpack how CSP serves and welcomes everyone inclusively as a Christian institution of higher education.

Sources

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- 1B.CBT 2017-18 Strategic Plan
- 1B.Christmas Concert 2017 Program
- 1B.CHS_Planning_2017_2018
- 1B.Costa Rica 2018 Flyer
- 1B.CPR - Mission
- 1B.CSP Ministry
- 1B.CSP Rankings Updated
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- 1B.FH 2.73 Advancement in Rank
- 1B.FH 6.22 New Programs - Mission
- 1B.Lutheran Identity Seminar Information
- 1B.Mission Statement Publicly Displayed - Web
- 1B.Mission_Fall 2017 CSP Magazine_ISSU
- 1B.MPS - Campus Display
- 1B.President's Blog A Gathering of Nations
- 1B.Reformation 500 Program
- 1B.Science Dept Research
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- 1B.Service Learning Annual Reports 2009-2016
- 1B.Spring 2018 census - Diversity
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- 1B.syllabus-template-ffy18
- 1B.Texas 2018 Flyer
- 1D1 2018 Faculty Books Published
- 1D3 DPT Program Outreach Service 2016-2017
- 2B.Convocation Series
- 3B.Book of the Year Program
- 3B.CALL Center
- Academic Catalog CSP 2017-18
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- Academic Catalog CSP 2017-18 (page number 99)
- Graduate School Handbook 2017-2018r
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- Mission-Vision-Promise Website
- Strategic-Plan 2014-18
- Strategic-Plan 2014-18 (page number 8)
- Student Policies Handbook 2017-18
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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

CSP's role in a multicultural society is expressly and intentionally addressed in its Promise Statement to its students: [Concordia University, Saint Paul, empowers you to discover and engage your purpose for life, career and service, in a dynamic, multicultural, urban environment, where Christ is honored, all are welcome, and Lutheran convictions inform intellectual inquiry and academic pursuits.](#)

CSP's Strategic Plan states that multicultural is one of the University's four core values. CSP is "committed to diversity and actively welcomes, acknowledges, and incorporates in its academic and extracurricular programs, opportunities to help diverse populations engage each other." Further, CSP is ["committed to its urban location and environment within the Midway district of the Twin Cities, and seeks to partner with and engage its surrounding population both on the campus and in the community itself."](#)

CSP's commitment to diversity is reflected in its student body composition: CSP presently enrolls one of the most diverse undergraduate populations among Minnesota private (average 20% students of color) and public (20% University of MN and 18% MN State) [colleges and universities](#). In spring semester 2018, students of color represent 31.2% of CSP's traditional undergraduates; an additional 6.4% international students are enrolled. The overall University percentage of students of color for all [student populations is 24%](#).

CSP's [organizational structure](#) also reflects its commitment to diversity. The Executive Vice-President and Dean of Diversity, Dr. Cheryl Chatman, head of CSP's Diversity Affairs office since 2000, reports directly to the president, sits on the Executive Leadership Team and Strategic Planning Council, and leads many of CSP's initiatives and partnerships to advance awareness, understanding, and support of the multicultural experiences among our students, employees, and the University community at large.

The [Office of Diversity Affairs](#) provides vision and leadership for the University's diversity efforts through creative programming, effective consultation, and continuous collaboration with students, administrators, faculty and staff. The office sponsors cross-cultural programs and activities that provide opportunities for meaningful dialogue, interactions, and experiences that increase the knowledge, appreciation, trust, and respect for students from all cultures and backgrounds.

The Office of Diversity Affairs oversees several scholarship opportunities for underrepresented populations. [Building Opportunities for Leadership and Development \(BOLD\) Scholarship Program](#) is for students who have participated in college readiness programs in high school and come from underrepresented student populations. The program provides academic support and financial assistance to students from diverse backgrounds, assists in the development of leadership growth through mentoring opportunities and aims to assist students with a healthy transition into post-

secondary academics by offering individualized attention, communal interaction, and spiritual growth. [The Athwin Foundation Scholarships and Eagle Scholarships](#) are designated for low-income students who often come from underrepresented populations. The Athwin Foundation Scholarships provide [social support](#) and require volunteer service hours. In partnership with nearby Central High School, CSP students participate in Advancement Via Individual Determination with the African American Male Initiative (AVID/AAMI) to encourage African American male students to consider earning a college degree. The Office of Diversity Affairs also publicizes [scholarships available for students of color](#).

Using a grant from the Minnesota State Legislature, CSP's College of Education offers a program to prepare students of color to teach in the [Southeast Asian Teacher Licensure Program \(SEAT\)](#). Qualified students are provided a grant to cover half of their tuition and other financial support. SEAT is enhanced by the [Hmong Culture and Language Program](#), focused on preserving awareness of the Hmong culture and language, but has participation from other ethnic groups as well.

In addition to institutional scholarships, groups focus on dialogue and education, such as the Coalition for Acceptance, Respect, and Equity ([CARE](#)), a group of faculty and staff, who promote equity and encourage mutual understanding and healing through on-campus presentations and activities.

The Diversity Affairs office also provides direct support for [student groups focused](#) on celebrating diversity, including Concordia Hmong Unity Student Association ([CHUSA](#)), United Minds in Joint Action ([UMOJA](#)), Concordia Sisterhood of Empowerment ([CSE](#)), and [Shades of Harmony Gospel Choir](#).

The Student Life division's [Community Action Leadership and Learning \(CALL\) Center](#) coordinates CSP's study abroad and service trip programs, including [International Student Day](#) where students returning from trips abroad share experiences with the campus in a Convocation event. The office also administers all service-learning related events that take place internationally and domestically, including the popular service events held as a part of a city-wide celebration of [Martin Luther King, Jr.](#) in January each year.

The [Center for Hmong Studies](#), established in 2004, promotes the scholarly interest, rich legacy, and complex heritage of the Hmong people. The center is an academic resource unique in its service and commitment as it seeks to track, document, research, develop, and teach the long history, the current conditions, and the future trajectory of an international community in the midst of transition. Since its founding, the center is frequently visited by students, scholars and community members.

CSP is committed to providing an [accessible education](#) to students in compliance with all relevant federal and state laws, including section 504 of the Rehabilitation Act and the Americans with Disabilities Act and the amended ADA (2010).

University Outcomes, student learning outcomes for [all undergraduates](#), embedded across the [general education](#) and academic major curriculum, include a set of "[Global Values](#)" outcomes that "pose critical questions about global issues and articulate arguments from a variety of global perspectives; identify and evaluate a variety of underlying cultural values that influence the diversity of ethics among cultures/countries; and describe and interpret various aspects of other cultures relative to their own culture." In addition, four of students' 48 general education credits are required to be in an identified "[global](#)" course.

The undergraduate teacher education programs include required diversity courses and human relations activity hours that involve work with [diverse populations](#). The [graduate teacher education MA](#)

[programs](#) all include courses in diversity. The [mission](#) of CSP's Educational Leadership Programs (Ed.S. and Ed.D) is to develop equity-focused, ethically-driven, reflective servant leaders through responsive, relevant, and real learning experiences.

The education faculty and students also provide after-school programming at a nearby low-income housing project called Liberty Plaza. Students plan and deliver activities for children in this program known as Playful Learning with University Students ([PLUS Time](#)).

The Office of International Student Services is the result of the institution's effort in recent years to grow the international student population. It is responsible for supporting the over 150 international students on campus through guidance functions, logistics, language support, and tutoring. The three full time staff provide sponsorship for two student clubs, the [Global Student Club](#) and the [Saudi Club](#). The University also provides free English language support services for non-native English speakers through the English Language Lab (ELL), which is housed in the Office of International Student Services. The ELL helps CSP foster the key ingredients for academic success early in a student's academic journey and continues to provide [support through program](#) completion.

The University has also provided its academic platform to build the local immigrant and minority community. For example, the [work of a faculty member on the economic contributions of immigrants and minorities](#) has played an important policy role in Minnesota and strengthened the voice of immigrant and minority communities. Another [faculty member's research](#) focuses on supporting school equity and well-being in the U.S. and internationally. Additional [faculty have published works](#) related to the Hmong people and their diaspora, Hmong Literacy, intercultural communication, and international cultural study.

Sources

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- Faculty Books with Multicultural Focus
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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Concordia University, St. Paul (CSP) acknowledges its public obligation in both its Mission and Promise Statements. CSP's Mission Statement states that students are prepared "for dedicated service to God and humanity and for the enlightened care of God's creation." Underlying the phrase "dedicated service to God and humanity" is a view that individuals are called by God to be part His work in the world. All are called through the needs of others and are educated in order to serve and create positive change in their communities. "Enlightened care of God's creation" implies that education serves the public good by contributing to stewardship of resources, decisions, and people. This sense of stewardship informs both the academic and extracurricular life of the institution. Student preparation for a life of service is affirmed in CSP's [Promise Statement](#) as being empowered and engaged for a life and career of service.

Faculty and students generate research and share knowledge publicly to impact the common good. CSP supports faculty research through professional development funds and through [research grants](#) across disciplines. [Books faculty have authored](#) contribute, for example, to knowledge in pedagogy, innovation, theology, intercultural communication, archaeology, family life education, and Hmong literacy. [Faculty research](#) with Fetal Alcohol Spectrum Disorder in the Criminal Justice System is presented to attorneys, members of courts, etc. and is ground breaking, assisting an under-served population. Students present results of their research in a variety of venues, including the University's [Research and Scholarship Symposium](#), Science Department Poster Presentations, which include research partnering with the [Mayo Clinic](#), Scholars at the [Capitol](#) and a Midwest Undergraduate Research [Conference](#). EdD student [dissertation research](#) has focused on incarcerated females and the need for mental health resources in K-12 programs, motivational instructional design, and successful implementation of competency-based education.

CSP Faculty participate actively in professional organizations. Examples include faculty serving as presidents for organizations such as the National Council on Education for the [Ceramic Arts](#) and the National Association of [School Psychologists](#). CSP faculty have also held influential roles and performed service for a variety of organizations. Representative examples include: the [National Council on Family Relations](#), Society for Intercultural Education, Training and Research, the Minnesota Literacy Council, the Foreign Policy Institute and the Twin Cities Down Syndrome Achievement [Center](#). Faculty have also served as [Fulbright Scholars](#) and offered workshops to [partners in Asia](#).

In addition to his [research studying the economic impact of immigrants](#), Dr. Bruce Corrie is currently

on leave to serve as the [Head of St. Paul Planning and Economic Development](#).

[Lectures](#) such as Poehler Faith and Learning, Heginbotham (authors), Bartling (civil and human rights, history), and Reformation Heritage, as well as [convocations](#), [Book of the Year Events](#), and CSP Speakers Series such as Donald Jackson, [The St. Johns Bible](#), are open to the public free of charge.

CSP's [Center for Hmong Studies](#) serves as an international educational resource and has welcomed many visitors from around the world, [hosted visiting scholars](#), and organized and hosted six [international conferences](#) on Hmong Studies. The Center for Hmong Studies also [sponsors exhibits](#), provides collaboration for [media](#), and hosts [educational events](#) for the community.

CSP's [Hmong Culture and Language program](#) teaches children and youth about their cultural heritage through [language and other cultural practices](#) such as singing, dancing, art and cooking. A [Building Cultural Bridges Camp](#) is held in the summer and provides a variety of classes and also involves students in [community service](#).

In serving the public good, CSP has partnered with organizations such as [Prison Fellowship](#) and The [Second Prison Project](#) to sponsor educational panels and [events](#). A free Introduction to Correctional Ministry [class](#) is offered on campus.

The [Network of Executive Women](#) partners with CSP to offer educational events to students. Ongoing [class projects](#) positively impact the community, including business capstone class projects that support local businesses, and marketing students' work in [national competitions](#) that aid companies. Students in a [political science course](#) helped design and pass a bill to provide 2.5 million dollars in tuition to a college that serves students with Autism Spectrum Disorder, the most recent in a series of [successful legislative efforts](#). Internships also serve community needs. For example, a marketing student completed an [internship](#) for Mawu Lolo, a mission based non-profit in Ghana.

CSP alumni lead lives of service in a [variety of arenas](#) and [occupations](#). The University celebrates alumni service with [university awards](#) as well those who achieve recognition such as [MN Teacher of the Year](#). CSP currently is participating in a [NetVUE grant](#) to develop faculty and staff to engage students in discovering their purpose for life, career, and service.

CSP is a non-profit university, focused on its core mission to provide educational access to students to prepare them for meaningful lives of service. CSP [serves students](#) from a wide variety of [racial, ethnic, financial, academic and religious backgrounds](#). In 2013, with a goal to increase access, CSP was one of the [first universities](#) in the nation to [reset its tuition](#) with a one-third [price reduction](#).

The Mission, Vision and Promise statements (previously cited) clearly place the student at the center of the purpose of the university. These documents, in turn, are reflected in the University's current [Strategic Plan](#) that has four main goals (pp. 8-11) all connected to the academic success of the student.

- Goal 1: Grow enrollment
- Goal 2: Increase persistence to graduation
- Goal 3: Increase transition to job or graduate school
- Goal 4: Grow net assets

Goal 1 seeks to increase access by targeting affordability, partnerships, program delivery, etc. Goal 2 supports student degree completion through a variety of tactics that include advising and other support

services and pedagogical strategies focused on learners' needs. Goal 3 facilitates students' transitions, for example, by increasing internships, including career outcomes in majors, enhancing corporate partnerships and being attentive to market needs, Goal 4 increases net assets to support new program development, scholarships and enhanced learning spaces.

Revenues and Expenses (Figure A Strategic Plan, p. 4) or [Revenues and Expenses](#) and [Form 990 \(pp. 1-2\)](#) support the university's primary focus on its educational responsibilities, with the majority of expenses in teaching and learning, student support services, institutional support and auxiliary enterprises such as student housing and food service.

In developing the mission for "dedicated service to God and Humanity" and the promise to students that they will be empowered and engaged for a life of service, CSP students, faculty, and staff are involved in service to local and international communities, national and state educational systems, and the church.

Local and International. Service learning takes place in courses, through [co-curricular activities](#) and through [service trips](#), both national and international. Students in CSP's [Ignite Leadership Program](#) complete [service learning hours](#) as part of their program.

Student Clubs and Athletic teams engage in a wide variety of community service activities that have included [food and blood drives](#), [bone marrow donor drives](#), health education, [multicultural](#) and [professional panels](#), fundraisers for [local and national organizations](#), special projects such as a [well in Africa](#), [Make-A-Wish Minnesota](#), and providing [volunteer hours](#) for local charitable [organizations](#), as well as special service events like [Martin Luther King Day](#).

On its campus, CSP maintains the [Hand in Hand Childcare Center](#), a laboratory school that is open to the community. The University also partners with the community to sponsor a [job fair](#) for students and lists 66 [active community partners](#).

In conjunction with the Twin Cities Housing Development Corporation at the Liberty Plaza Resource Center, CSP operates [PLUS-Time](#), an out-of-school-time program for children that has [positively impacted](#) the children and families served.

Academic CSP Departments also engage with the community. Examples include the Department of Art through offering [community classes](#) in art and exhibitions that focus on [culture](#), [teaching](#), and collaborative art with the [community](#). The Doctorate in Physical Therapy Department uses a [Professional Development Rubric](#) for students that includes a community based needs assessment and consultation with a community partner. DPT maintains [active service outreach](#) with a variety of [partners](#) such as Indian Health [Services](#). The Department of Kinesiology and Health Sciences provides a sport development program for students in [homeschools](#). Faculty members also participate in a wide variety of community service on a [group](#) or [individual](#) level.

CSP engages with its alumni through a [variety of venues](#).

National and State Educational Systems. CSP engages with the national and state educational systems through [memberships](#) in key state, regional and national groups such as: the Minnesota Private College Council, with cooperation on a [wide range of issues](#); the Minnesota Office of Higher Education in efforts to strengthen and monitor [Higher Education policy](#); Minnesota Campus Compact, with service learning and civic engagement; and the [Council of Independent Colleges and Universities](#).

In providing accountability to its external and internal stakeholders the university engages with national, regional and local accreditation agencies such as the Higher Learning Commission (several HLC peer reviewers on staff) and the Minnesota Office for Higher Education as well as specialized accrediting agencies such as [CAPE, CCNE and CAPTE](#).

The Church. CSP is active in a number of church-related educational organizations such as the Lilly Fellows Network, LECNA (Lutheran Educational Conference of North America) and the [Concordia University System](#) as well as communities of the church. CSP actively engages with various bodies of the Lutheran Church--Missouri Synod because of its affiliation with that church body, including congregations and districts, has a Director of Church Relations and a plan for [visibility, relationship and value](#). Activities include [choir](#) and [band tours](#) to congregations, and ensemble participation in [worship services](#), participation in and hosting of [national church events](#) and participation in church [district events](#) such as pastors and teachers [conferences](#) and [Koinonia 2.0](#) as well as in [local congregations](#).

Sources

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- 1D1 5K Second Chances
- 1D1 AB Wright Urban Educators
- 1D1 Alumni Service Awards
- 1D1 Book of the Year
- 1D1 Building Cultural Bridges Camp. picture
- 1D1 Business student outcomes and opportunities CSP Mag 2014
- 1D1 Center for Hmong Studies Accomplishments
- 1D1 Center for Hmong Studies and TPT
- 1D1 Center for Hmong Studies Mission
- 1D1 Competition Results from Senior Marketing Students in research and strategy classes
- 1D1 Convocations
- 1D1 CSP Economist Studies the Economic Impact of Immigrants
- 1D1 CSP Fulbright Scholars
- 1D1 CSP Lecture Series including Poehler, Heginbotham, Bartling, Reformation
- 1D1 Dissertation Research Focus
- 1D1 Dr. Corrie serving as head of St. Paul Planning and Economic Development
- 1D1 Faculty Exchange Brochure for Asia
- 1D1 Faculty Publications J. Brown
- 1D1 Faculty Research Grants from the Quasi Endowment
- 1D1 Hmong Camp Storycloth of our Lives Book
- 1D1 Hmong Community Events
- 1D1 Hmong Culture & Language Program Camp Registration
- 1D1 Hmong Culture & Language Program Camp- Sandwich Project
- 1D1 Hmong History Through Textile
- 1D1 International Hmong Studies Conference
- 1D1 Intro to Correctional Ministry Course
- 1D1 Mission, Vision & Promise CSP Website
- 1D1 MN Life College Legislation
- 1D1 National Association of School Psychologists, International Association of School Psychologists
- 1D1 National Council on Education for the Ceramic Arts

- 1D1 National Council on Family Relations
- 1D1 NetVUE Grant Application
- 1D1 Prof Jayne Jones Description of MCL Bill
- 1D1 Represent and Scholarship Symposium
- 1D1 Representative Examples of Alumni Serving
- 1D1 Research with Mayo Clinic
- 1D1 Saint John's Bible Events
- 1D1 Science Department Poster Sessions
- 1D1 Second Chances Partnership
- 1D1 SIETAR, MN Literacy Council, Foreign Policy Institute, Twin Cities Down Syndrome Achievement Center
- 1D1 Sr. Business Capstone Strategic Planning Projects
- 1D1 St. Thomas Conference List
- 1D1 The Second Prison Project
- 1D1 We are Concordia
- 1D2 CSP Fact Sheet Tuition Reset
- 1D2 CSP Press Release Tuition Reset
- 1D2 Form 990 p 1-2
- 1D2 Form 990 p 1-2 (page number 2)
- 1D2 Providing Opportunity CSP Mag Spring 2014
- 1D2 Revenues and Expenses
- 1D2 Spring 2018 Census Data
- 1D2 Spring 2018 Census Data (page number 2)
- 1D2 Strategic Plan August 2017
- 1D2 Strategic Plan August 2017 (page number 8)
- 1D2 Tuition Reset Document 11.6.15
- 1D3 2018 Christus Chorus Itinerary
- 1D3 Administrators Service to the Church Education
- 1D3 Angel Tree Christmas Letter 2017
- 1D3 Art of Teaching Photography
- 1D3 Band Tour Itinerary
- 1D3 Beautiful Feet Conference Booklet
- 1D3 CAB Activities
- 1D3 Call Center Service Trips and Community Service
- 1D3 Christus Ensemble Schedule 2016
- 1D3 Church Relations Strategic Direction
- 1D3 Community Cultural Art Connections Class and Pictures
- 1D3 Community Engagement - CJ and Soc Club
- 1D3 CSE
- 1D3 CSP Active Partners 2018
- 1D3 CSP Participation in 2017 CIC Conference
- 1D3 Day at the Capitol
- 1D3 DPT Balance Screens Information
- 1D3 DPT IHS Balance Screens
- 1D3 DPT Professional Development Rubric JL International
- 1D3 DPT Program Outreach Service 2016-2017
- 1D3 DPT School Supplies Drive
- 1D3 Email from Alumni Association to Recent Graduates
- 1D3 Football Team and ACR Homes
- 1D3 Hand in Hand Childcare Center

- 1D3 Homeschool Sport & Exercise Schedule Fall 2017
- 1D3 Ignite Leadership Program Description
- 1D3 Ignite Leadership Service Learning Hours
- 1D3 Institutional Memberships
- 1D3 KHS 5K Flyer Water for Africa
- 1D3 Koinonia 2.0 Minnesota South District
- 1D3 Latino Art Migration Postcard
- 1D3 Letter on Impact of PLUS Time
- 1D3 Lumpp, David CV
- 1D3 Mach training Service Dogs
- 1D3 MOHE Edvera Working Group
- 1D3 Network of Executive Women
- 1D3 Part Time Job Fair
- 1D3 PLUS Time Program Description
- 1D3 SAAC
- 1D3 SBS Psych Club Documentation
- 1D3 Service by Dept of Theology and Ministry
- 1D3 Service Learning Annual Reports 2009-2016
- 1D3 Tetra Delta Bone Marrow Donor Drive
- 1D3 Tuthann Godelli
- 1D3 UMOJA
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- Mission-Vision-Promise Website

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Concordia University, St. Paul (CSP) is a mission-driven university. The [Mission Statement](#), which has been in place since 1986, is a living statement, which articulates institutional identity, directs strategic planning, influences curricular formation, academic programming, and extracurricular activities, and guides day-to-day operations.

The mission is continually articulated by CSP's President and senior leaders and is used by other key leaders throughout the campus as a lodestone for college and departmental planning. The Mission Statement is front and center in syllabi and other important academic documents. The President frequently points out three key words in the Mission Statement of the University: to prepare students. These words rally the organization toward its fundamental purpose. Effective mission-driven strategic planning is largely responsible for the recent successes the University has had in enrollment growth, retention and persistence to graduation, student transitions to employment and graduate school, and growth in financial assets.

The University's [Promise Statement](#) supports the Mission Statement. It articulates what is compelling and differentiating about the University and reflects what alumni and others who have been touched by CSP have said is consistently true about the institution. The Promise Statement has provided a constructive basis for a number of important ideological, campus-wide conversations over the last seven years.

Sources

- Strategic-Plan 2014-18
- Strategic-Plan 2014-18 (page number 3)

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Concordia University, St. Paul (CSP) is governed by a Board of Regents (BOR), which operates under the [Lutheran Church--Missouri Synod \(LCMS\)](#) bylaws for Concordia University System Boards of Regents. Further guidance comes from the [Concordia University System](#), whose policies “coordinate operational matters on all of the colleges and universities of The Lutheran Church—Missouri Synod” (p. 4). CSP’s BOR policies and bylaws are outlined in the [Board of Regents Policy Manual](#), including [responsibilities](#) of board members for carrying out their duties in an ethical and conscientious manner. All Regents must disclose any conflict of interest which might affect their role on the Board, and must undertake their Board responsibilities “[with the highest degree of integrity and honesty](#)” (p. 8). In addition, the BOR conducts an [annual self-appraisal](#) of itself and its members and evaluates the results.

CSP is committed to its responsibility to conduct its affairs ethically and in compliance with the law. CSP has established fair and ethical policies for its employees, which it communicates through its [Employee Handbook](#), available to faculty and staff at all times on the CSP website, in addition to its introduction to employees during orientation. In addition to a specific statement on “[standards and ethics](#),” the Handbook sets out policies regarding sexual harassment, termination, Americans with Disabilities Act, immigration law compliance, non-discrimination, etc., which are outlined along with policies around University information systems, property, purchasing, standards of conduct, and compensation. CSP has employment policies in place to assure [equal opportunity to and non-discriminatory treatment](#) of employees and applicants for employment in accordance with all applicable federal, state, and local laws.

The Employee Handbook also details the process for an [employee grievance](#). The grievance procedure provides a fair and ethical process for addressing employee concerns, and states that any employee has the right, without prejudice, to initiate a grievance procedure. CSP’s “[Whistleblower](#)” [policy](#) supports the reporting of possible violations of law, CSP’s employee standards and ethics, or policies. Examples of possible violations include all forms of harassment, discrimination, theft, fraud, workplace violence, etc. The Human Resources website includes clear instructions for reporting under the whistleblower policy.

CSP operates with integrity in its compliance with governmental laws protecting the rights and privacy of its students. Student records privacy is protected as outlined in the [Family Educational Rights and Privacy Act](#) (FERPA) and described in the Student Policies Handbook. CSP’s statement of [non-discrimination](#) is posted on its website along with the contact information of the individual

charged with investigating grievances related to discrimination. Students and the public have access to [campus crime statistics](#) as required in the Clery Act at multiple links on the CSP website.

As part of Title IX efforts to address sexual misconduct on campuses, CSP Student Life staff conducts a [Welcome Week session](#) for new students. In addition, as [part of the first-year seminar](#), staff implemented "Haven," a required online student education program that addresses issues of sexual assault, relationship violence, stalking, and sexual harassment. CSP provides [clear and direct access to reporting](#) of sexual harassment and assault. Faculty and staff, as mandated Title IX reporters, are required to complete an [online training](#) as part of their employment.

Student Accessibility Services ([SAS](#)) assists students in accessing the services and resources that they are eligible for under the Americans with Disabilities Act (ADA). [Policies and procedures](#) for obtaining accommodations, maintaining privacy, and pursuing a grievance are outlined in the Student Policies Handbook.

Students can report any grievance using the [form](#) located on the CSP website. The general grievance process is also outlined in the [Student Policies Handbook](#) (p. 83). This handbook also includes the University's [Equity Grievance Process](#) (pg. 86) for cases of sexual misconduct or other civil rights violations. Students enrolled in CSP's online programs who reside outside of Minnesota can learn their rights under the Higher Education Act to file a complaint with respective state agencies and accreditors on this [page of the CSP website](#).

In order to provide due process in its interactions with students, CSP provides an appeal process for [disciplinary sanctions](#), [academic](#) and [financial aid disqualification](#), and [academic integrity](#).

Faculty governance is carried out with integrity following the [Faculty Constitution](#), which sets out its operating structure and responsibilities. Faculty governance functions with transparency, as Faculty Senate meetings are open to faculty and [meeting minutes](#) are available to faculty through a shared website. Faculty are invited to ask questions, raise issues, and express concerns to Faculty Senate via the "Ask Faculty Senate" link on the same shared website. Academic administration shares the Academic Cabinet's semi-monthly meeting minutes with faculty via the [monthly Faculty Bulletin](#) published by the Office of Academic Affairs.

The administration strives to keep the campus community abreast of campus operations and projects. At the opening of each academic year, the President, Provost/Chief Operations Officer, and Vice President of Finance [address](#) the CSP faculty, staff, and student leaders. They present goals and vision for the new year and report on the latest achievements in the goals of the institutional strategic plan and the overall fiscal health of the institution.

CSP operates its financial transactions with integrity, as evidenced in its [purchasing and expense policies](#) for employees. These policies reflect good stewardship, with the Business Office tracking departmental budget activity, and all purchases and expenses requiring vice president approval. [CSP's annual financial audits](#) and compliance audits for federal financial aid programs have received an unqualified (clean) opinion from the CliftonLarsonAllen (CLA) accountancy firm. In addition, every three years the NCAA requires a review of the finances of Division II athletic programs, conducted for CSP by the CLA accountancy firm, using agreed-upon procedures.

CSP also seeks and values the input of external stakeholders. The [President's Advisory Council](#) brings professional expertise and advocacy to the visioning process for CSP and provides sound guidance to the President. The College of Business and Technology engages an [advisory board](#) that seeks to strengthen the connections among the College, its alumni, and the business

community. Input is sought to enhance programming and advise on strategic opportunities. The [nursing program](#) and [teacher education program](#) also utilize advisory boards to keep the needs of the community, the profession, and industry standards at the forefront of program practices. Departments undergoing a comprehensive program review also enlist an [external reviewer](#) from the discipline or related profession, approved by the college dean, to provide feedback on program quality and effectiveness.

Sources

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- 2A.Advisory Board Teacher Education
- 2A.External Evaluator Qualifications
- 2A.Faculty Bulletin Nov17 p. 7
- 2A.Faculty Bulletin Nov17 p. 7 (page number 8)
- 2A.Faculty Constitution
- 2A.Faculty Senate Minutes
- 2A.HR Website Whistleblower
- 2A.Opening Address
- 2A.President's Advisory Council
- 2A.SAP Policy 2017 p. 3
- 2A.SAP Policy 2017 p. 3 (page number 4)
- 2A.Student Grievance Form
- 2A.Students Clery Act
- 2A.Students Distance Ed Grievance
- 2A.Students Non-discrimination
- 2A.Students SAS Website
- 2A.Title IX CSP Seminar Syllabus p. 3
- 2A.Title IX CSP Seminar Syllabus p. 3 (page number 4)
- 2A.Title IX Reporting Form
- 2A.Title IX Reporting Website Link
- 2A.Title IX Training Faculty All
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- 5A1.2016 and 2017 CSP audited Financial Statements
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- Board of Regents Policy Manual (page number 6)
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- CUS Institution Manual
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- EmployeeHandbook2017
- EmployeeHandbook2017 (page number 15)
- EmployeeHandbook2017 (page number 38)
- EmployeeHandbook2017 (page number 39)
- EmployeeHandbook2017 (page number 63)
- Graduate School Handbook 2017-2018r
- LCMS Handbook 2016 May2017 Edition
- LCMS Handbook 2016 May2017 Edition (page number 160)
- Student Policies Handbook 2017-18
- Student Policies Handbook 2017-18 (page number 4)
- Student Policies Handbook 2017-18 (page number 12)
- Student Policies Handbook 2017-18 (page number 15)
- Student Policies Handbook 2017-18 (page number 22)
- Student Policies Handbook 2017-18 (page number 55)
- Student Policies Handbook 2017-18 (page number 83)
- Student Policies Handbook 2017-18 (page number 86)

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Concordia University, St. Paul (CSP) works to present clear and complete information, through an extensive set of resources, about the institution's programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. These resources include the Academic Catalog, website, and student handbooks. CSP's [website](#) serves as the primary channel for presenting the University to the students and public. Related channels for sharing the University with the public and students include [social media](#) and [CSP Connect](#) (the internal portal for students, faculty, and staff).

Programs

The publicly available [Academic Catalog](#) lists all of the undergraduate and graduate programs of the University. The academic catalog is also available to students through [CSP Connect](#).

Concordia University categorizes the listing of academic programs on the website into undergraduate, adult undergraduate, masters, doctoral, certificates, and online. On the public website students and the public may find information about a program's required courses, course descriptions, academic requirements, professors, and career information. The academic information is drawn from the academic catalog. The following are examples of degree and program information available on the website:

- [Academic Program website with Undergraduate selected](#)
- [Academic Program website with Masters selected](#)
- [Academic Program website with Doctoral selected](#)
- Degree Program Example: [BA in Business Management](#)

CSP clearly articulates on its website its [transfer policies](#) and [articulation agreements](#). Students looking to transfer to CSP can find resources like [Transferology](#) and community college Transfer Guides on the [transfer-admissions webpage](#). The Office of the Registrar also provides answers to students' frequently asked questions in its [webpages](#).

Requirements - Policies

Academic requirements, as noted above, are available through the academic catalog and integrated into the academic program areas of the [public website](#). [Degree Works](#) is a personalized degree audit tool accessible within CSP Connect for students and advisors. Prerequisites and other program requirements are integrated into this tool. The undergraduate student handbook, available on the [public site](#) and within CSP Connect, contains approved policies for [undergraduate students](#). The Graduate Student Handbook is available through [CSP Connect](#). The Graduate Student Handbook contains policies administered through the Graduate School and the Associate Vice President for [Graduate Studies](#).

Faculty and Staff

The Faculty and Staff Directory is publically available at the [CSP website](#). Faculty and staff listings provide position title, department, contact information, and office location. The Campus Directory, also accessible through the website, includes locations of campus offices and facilities via a [map link and contact information](#).

Costs to Students

The Tuition & Financial Aid section on the website includes [tuition and financial aid information](#) for undergraduate, graduate, and adult undergraduate students. The section provides comprehensive information on scholarships, financial aid forms and worksheets, payment information, and other related tuition and financial aid information. For example, the undergraduate area of this section includes net price calculators for traditional undergraduate students, FAFSA information, a breakdown of tuition and fees, and an FAQ on the [financial aid process](#). Tuition is approved by the Board of Regents through a [recommendation process](#) that includes the President, Provost, Chief Financial Officer and Associate Vice President of Enrollment Management. The University informs students of any annual tuition changes through the spring distribution of financial aid packages and [notification on the University's website](#).

Control

Concordia University strives to be transparent about the institution's leadership and how academic and organizational decisions are made. The Academic Catalog contains information on the Board of Regents and [executive leadership of the University](#)

Through the "[About](#)" section of the public website, CSP presents its mission, affiliation, President's greeting, and other control information. This section includes the following control-related information and links:

- About Concordia University St. Paul. This page includes affiliation information and the [President's Welcome](#).
- Board of Regents: A listing of the current Board of Regents is included within the main [About website page](#).
- [Mission, Vision, Promise](#)
- [Colleges, Offices, Programs & Institutes](#)

Control of Information

CSP's marketing and public information activities are managed through its Marketing Department. [Marketing efforts](#) are primarily focused on student recruitment. Academic program information on the CSP website is extracted from the Academic Catalog, which follows a multiple step approval process.

The College Dean and Program Coordinator are directly involved with marketing and recruitment plan development and are included in the [approval chain](#) of all materials. In addition, the Marketing Department sends any ideas for updates in materials to the Dean and Program Coordinator for approval to ensure the accuracy of the information being presented to students. In the event that faculty make modifications to coursework or requirements, faculty provide these changes to the College Dean, Registrar, Marketing Department, and Admissions to ensure consistency in the messages being provided to students. By intentional administrative design, the Vice President for Enrollment Management, who is a tenure-track faculty member, oversees the marketing department, thus further ensuring academic and operational alignment.

Accreditation Relationships

Accreditation and partnership relationships are listed in the [academic catalog](#) and on the [University website](#).

Sources

- 2B.About Navigation
- 2B.About Section Website – Affiliation_ Welcome_ _ Regents
- 2B.Academic Catalog - Public
- 2B.Academic Leadership in Academic Catalog
- 2B.Academic Programs - Doctoral
- 2B.Academic Programs - Masters
- 2B.Academic Programs - Undergraduate
- 2B.Academic Requirements Example History
- 2B.Accreditation and Partnerships Website
- 2B.Accreditation-Enrollment
- 2B.Articulation Agreements Website
- 2B.Board of Regents - About
- 2B.Campus Directory Navigation _ Example
- 2B.Colleges and Offices - Website
- 2B.CSP Connect
- 2B.CSP Portal Link to Academic Catalog
- 2B.CSP Website www.csp.edu
- 2B.Degree Example - BA Management
- 2B.DegreeWorks Sample
- 2B.Faculty and Staff Directory Navigation
- 2B.Graduate School Handbook CSP Connect
- 2B.Marketing Approval Plan SOP
- 2B.Planning Forms - CSP Connect Example
- 2B.Social Media Links (1)
- 2B.Transfer Guides
- 2B.Transferring Credit Webpages
- 2B.Tuition and Financial Aid Navigation
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- 2B.Undergraduate Student Handbook - Public Link
- 2B.Undergraduate Tuition and Financial Aid Example
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- Graduate School Handbook 2017-2018r
- Mission-Vision-Promise Website
- Strategic-Plan 2014-18
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- Student Policies Handbook 2017-18

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Board Deliberations to Preserve and Enhance the Institution

Concordia University, St. Paul (CSP) is governed by a [Board of Regents \(BOR\)](#), which operates under the Lutheran Church--Missouri Synod (LCMS) [handbook and bylaws](#) for Concordia University System Boards of Regents. Further guidance comes from the [Concordia University System](#), whose policies "coordinate operational matters on all of the colleges and universities of the Lutheran Church—Missouri Synod" (p. 4). CSP's [BOR policies and bylaws](#) are outlined in the Board of Regents Policy Manual, including [responsibilities](#) of Board members for carrying out their duties in an ethical and conscientious manner. All Regents must disclose any [conflict of interest](#) that might affect their role on the Board, and must undertake their Board responsibilities "with the highest degree of integrity and honesty."

Typical Board meetings occur Thursday afternoon through Friday morning. Thursday afternoon is focused on operational responsibilities, and Friday morning focuses discussion on topics of strategy. Examples are documented here in the BOR agendas for [October 2017](#) and [February 2018](#). The February 2018 meeting, Friday agenda, focused on the strategic initiatives of the potential expansion of the campus with a building purchase and the final draft of the next strategic plan ([Midway building purchase](#), [Strategic Plan Vision 2024](#)).

Board Considers Reasonable and Relevant Constituent Interests During Decision-Making

At each meeting the Board receives detailed reports with internal and external data from the [President](#), [Executive Vice President and Dean for Diversity](#), [Provost & Chief Operating Officer](#), [Vice President for Academic Affairs](#), [Vice President for Finance](#) and [Vice President for Advancement](#). These reports serve to ensure the Board is fully aware of University operations and key performance indicators embedded in their reports. At each meeting, the Regents review these detailed reports at the committee level and have an opportunity to discuss them at the full Board level (e.g., [FY17 Board Agenda](#), [FY17 Board Minutes](#)).

The Governing Board Preserves Its Independence from Undue Influence

CSP has no political relationships or donors who have undue influence on the University.

BOR members and administrators all sign [conflict of interest](#) statements annually. The CSP Board of Regents operates under the [Concordia University System](#), which is governed by the [Lutheran Church Missouri Synod bylaws](#). Aspects of governance in which the BOR does not have 100% autonomy include: [the presidential selection](#), Board member selection of eight of 16 members, those eight elected by the church body's regional and national convention; the selection of faculty in the Department of Theology and Ministry; new majors to be offered by the University ([must be submitted to CUS for approval](#)); independent fiscal oversight in the context of the ability to make the final decision regarding sale or purchase of property; and the decision to purchase or build new campus buildings/facilities.

The Governing Board Delegates Day-to-Day Management

The BOR [delegates](#) administration of the University to the President. Academic oversight flows from the Board and its [academic subcommittee](#) through the President and Provost & Chief Operating Officer to the Vice President for Academic Affairs. Faculty are governed via a representative senate model with topical policy committees, which have roles and responsibilities overseeing academic policies and curriculum. The [faculty handbook](#) defines these academic policies for the University, which are reviewed and overseen by the faculty and their respective committees.

CSP operates in an [embedded administration model](#) designed to facilitate administration and faculty transparency. In this model, tenure-track faculty with administrative appointments serve in key leadership roles, including Provost & Chief Operating Officer, Vice President for Academic Affairs, Vice President for Enrollment Management, Vice President for Finance, Associate Vice President for Student Life, Associate Vice President for Graduate Studies, and the college deans. In these roles, they maintain faculty status, participate in their colleges and departments, and teach annually. This model has worked well for CSP as it ensures administrative leadership is closely connected to the core academic enterprise, as well as the student experience. This embedded model provides faculty-administrators with insight and experience to apply to their day-to-day administrative roles and responsibilities and enables direct access and transparency between faculty and administrative roles.

Sources

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- 2C.Board of Regents Policy Manual p. 13 AdminResponsibilities
- 2C.Board of Regents Policy Manual p. 13 AdminResponsibilities (page number 13)
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- CUS Institution Manual
- CUS Institution Manual (page number 4)
- CUS Institution Manual (page number 10)
- CUS Institution Manual (page number 15)
- Faculty Bylaws2017
- FacultyHandbook-January 2018
- LCMS Handbook 2016 May2017 Edition
- LCMS Handbook 2016 May2017 Edition (page number 128)
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- Mission-Vision-Promise Website
- Strategic Plan Vision 2024
- Strategic Plan Vision 2024 (page number 12)

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Concordia University, St. Paul (CSP) is committed to academic freedom within the guidelines of the Concordia University System (CUS). The [CUS](#) policy describes the opportunities, responsibilities, and limitations of academic freedom in the context of the Christian identity of CUS institutions, as agencies of the Lutheran Church--Missouri Synod (LCMS). The policy's Section 9.3.1 states that faculty have the freedom to present and discuss concepts that conflict with the church's teachings with the corresponding responsibility to encourage "constructive insight and enhanced understanding of the issues" and to refrain from advocating a position contrary to that of the church. In accordance with the [LCMS Handbook](#), the church body's official publication containing its Constitution and By-Laws, these values are conveyed to new faculty at the time of their appointment, and faculty "shall pledge to perform their duties in harmony with the Holy Scriptures as the inspired Word of God, the Lutheran Confessions, and the Synod's doctrinal statements" (p. 167). Acceptance of these responsibilities and limitations is required of all new faculty in the form of a signature on the [CUS Academic Freedom statement](#). The [contract for Contracted Faculty of Practice \(adjunct\)](#) communicates the limitations to academic freedom as does the [tenure-track faculty contract](#).

CSP's [statement of standards and ethics](#) in the Employee Handbook encourages the free and open expression of ideas and opinions: "While the legal authority of CSP resides in the board of regents, faculty and staff as well as students, do play a major role in campus governance. CSP encourages employees to communicate through appropriate channels their opinions, suggestions, ideas and grievances in a spirit of cooperation, trust and openness" (p. 37).

Student input into University governance and operations is invited and encouraged by its inclusion of student membership on [academic policy committees](#) (Undergraduate Policies Committee and the Graduate Policies Committee). The president of the traditional student body is included in Strategic Planning Council and Board of Regents meetings, and meets weekly with the Associate Vice President of Student Life. The Student Association allows for traditional student operation of campus student organizations and campus student social events. As noted in the Student Policy Handbook, one of the [responsibilities](#) of Student Senate is "to provide a medium of expression for the members of the Student Body" (p. 58).

In the pursuit of truth in teaching and learning, CSP faculty members are expected to stay up-to-date with both the scholarship and pedagogy of their disciplines. To that end, [professional development plans](#) are a fundamental part of a faculty member's annual review and professional development. Advanced study, research, and other scholarly activities are essential ingredients for professional growth and quality instruction. CSP encourages such efforts and provides funding for this purpose through department or college budgets and [grants](#) through [quasi-endowment funds](#). Research and scholarship is also encouraged through the [advancement in rank](#) process. Additional discussion of faculty scholarship is found in Criterion 3.B.5.

Research is promoted among graduate and undergraduate students at CSP as well. Students have an opportunity to showcase their research in a poster format at CSP's annual [Research and Scholarship](#)

[Symposium](#). Students in each of CSP's graduate programs must demonstrate achievement of the [Research and Synthesis](#) outcome, the Analysis and Application outcome, as well as the Ethics and Professional Behavior outcome as part of their program activities. Student research is discussed more extensively in Criterion 3.B.5.

Other teaching and learning initiatives that promote the pursuit of truth and the free discussion of ideas include an ongoing [Convocation Series](#). These learning opportunities occur several times during the semester and supplement coursework experience, bringing together faculty, staff, and students to promote an atmosphere of lifelong learning. Guest speakers present their topics during "convo hour," when no classes are scheduled, and include time for questions and discussion with the campus audience. In a similar effort, the [Book of the Year](#) program purpose statement reveals the intention to promote community building around important topics and to have "meaningful conversations and discussions, both inside and outside of the classroom." The Book of the Year committee and library staff provide related resources that can be embedded into courses or other events throughout the year.

Sources

- 1D1 Faculty Research Grants from the Quasi Endowment
- 1D1 Represent and Scholarship Symposium
- 2D.Academic Freedom Adjunct Contract p.2
- 2D.Academic Freedom Adjunct Contract p.2 (page number 3)
- 2D.Academic Freedom CUS Faculty Signature Form
- 2D.Academic Freedom FH 2.71
- 2D.Academic Freedom Policy CUS
- 2D.Academic Freedom TT Faculty Contract
- 2D.Book of the Year Program
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- 2D.Faculty Advancement in Rank p.6
- 2D.Faculty Advancement in Rank p.6 (page number 7)
- 2D.Faculty Development Grant Funding
- 2D.Faculty Development Plan
- 2D.Graduate School Outcomes
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- Student Policies Handbook 2017-18
- Student Policies Handbook 2017-18 (page number 58)

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Concordia University, St. Paul (CSP) faculty, staff, and students receive thorough oversight and appropriate support in the conduct of their research and scholarship.

Human Subjects Research Support: [Graduate faculty policy](#) requires all faculty and graduate students conducting research involving human subjects to complete [CITI Training](#). This rigorous set of online training modules provides foundational training in human subjects research and includes the historical development of human subject protections, ethical issues, and current regulatory and guidance information. The Associate Vice President for Graduate Studies maintains [CITI completion records](#). CSP students and faculty have completed more than 2,300 CITI courses.

All research studies conducted by faculty, staff, or students involving human subjects must be approved by CSP's Institutional Review Board (IRB). Ensuring adherence to all laws and regulations guiding research, the board's policies, procedures, and guidelines support the responsible and ethical conduct of research. Applicants apply using a [form](#) accessible on the [IRB public website](#). The website also outlines all of the policies and procedures regarding human subjects and provides an FAQ section to assist users. An application in [Exercise Science](#) and an application in [Physical Therapy](#) provide two examples of studies that were approved by the IRB. An example of a research study that was [jointly](#) approved by the IRBs of CSP and Hamline University demonstrates inter-university collaboration by CSP's IRB. A [list](#) of active and approved studies is also provided by way of example.

Conflict of Interest Disclosure: Faculty are required to review and certify that they have no conflicts of interest pertaining to their employment at CSP using the [procedure form](#) provided by the Office of Human Resources and to disclose any potential conflicts of interest as they arise.

Students are provided with guidance on how to ethically use information resources through a variety of mechanisms at CPS, including the following:

Syllabus Statement: The Office of Academic Affairs requires the use of the [syllabus template](#) for all courses. Requiring a syllabus section on academic integrity within all syllabi, the Office of Academic Affairs provides [undergraduate](#) and [graduate](#) syllabus appendices to support faculty in writing compliant and appropriate academic integrity course policies and procedures. In addition, the [Syllabus Addenda](#) provides a link to [Academic Resources](#) on the CSP website. The Academic Resources site provides access to the undergraduate Academic Integrity policy. The graduate academic integrity and Graduate Student Code of Conduct policy is included in the [Graduate School Handbook](#).

Writing Center Resources: The CSP Writing Center website provides links to [resources](#) for students on ways to avoid plagiarism when writing.

SafeAssign: This program, incorporated in the the University's learning management system (Blackboard) is a tool used to reduce plagiarism and increase appropriate resource attribution. [SafeAssign](#) allows both faculty and students to check submitted assignments for possible plagiarism.

Library Resources: The CSP Library provides subject guides, like this one for [biology](#) students, that include information on citation resources. Additionally, the Library provides an online [Faculty Guide section](#) that provides information on copyright laws, especially as they relate to teaching practice.

Information Literacy Blackboard Course Module: To help increase information literacy and the ethical use of information resources, faculty can incorporate an [interactive learning module](#) into their courses' Blackboard sites. Created by library staff in collaboration with a faculty member, the module provides faculty with tools to support student research and the ethical use of information

Acceptable Use Policy for Network Usage: As stated in the 2017-18 [Student Policies Handbook](#), students cannot illegally download copyrighted materials, use the network to violate academic integrity rules, distribute computer viruses, worms, bulk emails, or misuse the network in any way. Consequences of unacceptable network usage are included.

CSP applies the following policies on academic integrity:

Undergraduate Student Academic Integrity: The policy addressing undergraduate academic integrity is in the [Faculty Handbook](#) and included in the [Student Policies Handbook](#). This policy defines cheating and plagiarism and outlines procedures for addressing these issues. In addition, the student [Code of Conduct](#), Article III, Proscribed Conduct, lists “cheating, plagiarism, and other forms of academic dishonesty,” (p. 50) as subject to disciplinary sanctions.

Graduate Student Academic Integrity: The policy addressing academic integrity for graduate students can be found in the [Faculty Handbook](#) and in the [Academic Catalog](#).

Faculty Academic Integrity: A [Personal Conduct Statement](#), which states that faculty should “practice intellectual honesty in respect to one’s discipline,” can be found in the Faculty Handbook (policy 2.40, pg 19).

Faculty and staff can report any concerns regarding academic honesty and integrity using the online [undergraduate](#) and [graduate](#) Academic Reporting Forms accessible on CSP Connect, the CSP internet portal. Any reported concerns are forwarded, as per policy, to the appropriate college dean. The dean reviews the case and either confirms the faculty member's finding or continues with additional research. Students receive notification of any violation and an explanation of the appeals process. The appeals process for students appealing an academic integrity sanction is included in the [Academic Integrity Policy](#). An [example](#) of the enforcement of these policies is shown in this incident report from the Vice President of Academic Affairs. The Academic Cabinet regularly reviews, as evidenced in these [Academic Cabinet minutes](#), academic integrity violations summary reports to analyze trends and discuss potential solutions.

Sources

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- 2E1. Academic Resources Screenshot
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- 2E2.Legal Ethical Use of Information BB Module
- 2E2.Library Citation Guides
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- 2E2.Syllabus Academic Integrity p.4&9 (page number 10)
- 2E3.Academic Cabinet Minutes 2018_02_14
- 2E3.Academic Incident Report Form Example
- 2E3.Academic Integrity Catalog Grad
- 2E3.Graduate Student Academic Integrity Reporting Form
- 2E3.Undergraduate Student Academic Integrity Reporting Form
- FacultyHandbook-January 2018
- FacultyHandbook-January 2018 (page number 19)
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- Graduate School Handbook 2017-2018r
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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Concordia University, St. Paul (CSP) is committed to integrity and transparency as it pursues its mission and fulfills its promise to its students. The University has done much to articulate its identity and define its reality, and represent itself accordingly to all of its constituents and stakeholders through an array of communication channels.

The organizational structures of the University support effective and accountable management of the institution and its programs, operations, personnel, and financial resources. Within a policy-based model of governance, CSP's Board of Regents has delegated the management of the institution to its President and his leadership team. Both the senior leadership and middle management teams have long associations with the University, as well as substantial leadership experience at other institutions of higher education, and this expertise and long-term commitment have been of great benefit to the overall health of the organization.

CSP has a strong commitment to the responsible stewardship of its financial resources, with the objective of enhancing the value proposition it makes to its students. As a result, since its last comprehensive evaluation the University has reduced or stabilized the pricing of its academic programs, expanded opportunities for financial aid for students, substantially improved levels of compensation for faculty and staff, and strengthened its overall financial position.

As an institution of higher education, CSP values freedom of inquiry and academic pursuit. As a Lutheran university, its faith commitments expand and enhance the dimensions of academic freedom, and provide a vocationally-influenced basis for excellence in education and the ethical conduct of its students, faculty and staff.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Concordia University, St. Paul (CSP) offers courses and degrees at the undergraduate and graduate levels. The University's Academic Catalog contains distinct sections for the [undergraduate catalog](#) and the [graduate catalog](#). The catalog distinguishes undergraduate (course numbers 100-400) and graduate courses (master's level numbers 500 and doctoral level 7000) through a system of numbering and location within the catalog. [Undergraduate academic policy](#) (6.12) and [graduate academic policy](#) (9.11 and 9.12) provide definitions of their respective degrees. Distinct graduation requirements are noted for students earning [undergraduate](#) and [graduate](#) degrees. In addition, the Graduate School Handbook outlines specific [principles of graduate study](#) that differentiate it from undergraduate study.

Faculty policy guides the creation of new [undergraduate](#) and [graduate](#) courses. Existing courses, all using the required [syllabus template](#), are refreshed and posted on the courses' Blackboard sites. Departments and/or Colleges collect and review [syllabi](#) from each semester. The assessment process and student course evaluations also provide feedback on course relevance and quality. Further details of improvements made in these areas can be found in Criteria 4.A and 4.B.

Proposals for [new undergraduate](#) and [graduate](#) programs require faculty to demonstrate program relevance and that industry or professional standards are met. Current academic programs undergo an [Annual Review](#) and a [Comprehensive Program Review](#) that helps ensure quality and relevance. The assessment process, which informs the Annual Review and Comprehensive Program review, helps drive continual course and program improvement. Additionally, programs are routinely updated to address currency and relevancy. For example, the [MA in Family Life Science](#) completed a course review and updating process to ensure currency and quality. For details of quality improvements made in response to assessment findings, please see Criterion 4.B.

Individual professional programs have demonstrated their relevance and quality through the earning of specialized accreditations. This third-party validation speaks to program quality and student performance. The University's [website](#) and Academic Catalog list [specialized program](#)

[accreditations](#). Performance data from professional programs that require benchmarking and graduate performance indicate that students are well prepared. For example, a [survey of DPT graduates and their employers](#) and pass rates on the [National Physical Therapy Exam](#) (100%) indicate they were well-prepared for clinical service.

Various external organizations, such as college and program guides, have provided [positive ratings](#) for many of CSP's academic programs based on quality and affordability. The listings attest to the growing recognition of the quality of the University's academic programs.

[Embedded Interim Report](#): MFA Creative Writing - Program Workshops

The University's undergraduate, master's, and doctorate degree programs all have program learning outcomes. These outcomes drive the faculty's development of course outcomes. The BA in Business [curriculum map](#) demonstrates the relationship between program and course outcomes. Graduate examples of program learning outcomes include the [MA in Education](#) and the [EdD in Educational Leadership](#).

CSP's general education program incorporates eleven [University Outcomes](#) distributed throughout the program's courses. Besides their discipline specific course outcomes, each general education course teaches and assesses [two University Outcomes](#). More recently, undergraduate degree programs have [incorporated University Outcomes](#) into their curricular planning. Graduate degree programs, besides adopting program specific outcomes, all incorporate required [Graduate School Student Outcomes](#).

The proposal process for [new undergraduate](#) and [graduate programs](#) requires development and adoption of program learning outcomes and an assessment plan. Academic departments formally review their programs and student learning performance through the [Annual Report process](#). All academic programs conduct (typically every five years unless a specialized accreditation requires a different interval) a [Comprehensive Program Review](#). These processes for reviewing program quality are outlined in more detail in Criterion 4.A.

Learning outcomes and quality are consistent across the University's instructional locations and modalities. CSP teaches courses on the University campus, at off-campus locations, in dual-credit programs, and online. Online courses are delivered with a synchronous meeting time, or asynchronously, or in a blended format of face-to-face and online. The approval process for new undergraduate and graduate programs and courses (see evidence cited above) are the same for all modalities and locations. All University courses, including [dual-credit courses](#), utilize the required Syllabus Template. To ensure consistency across all modalities and locations, academic departments retain responsibility for developing and overseeing their academic programs.

HLC's 2015 [Multi-Location Visit Institutional Report](#) demonstrated CSP's proficiency with ensuring program and instructional quality at its various locations. Learning outcomes and assessment procedures for all courses taught across modalities are the same. As seen in this [example](#) from a program that delivers courses in all modalities, all three course types are using the same assessment to measure the same student learning outcomes. Using the eLumen assessment platform allows for reports that compare student performance in online and face-to-face course sections. Two examples are included here, one for [general education](#) courses and the other for an [undergraduate major](#). Up to now, Annual Reports have not prompted departments to make these comparisons, but going forward this analysis will be valuable to exploring the variables that lead to differences in performance across modalities.

Embedded Interim Report: Doctor of Physical Therapy Concern 2

Sources

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- 3A.Graduate School Outcomes Applied Program Examples
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- 3A2.University Outcomes Assessed within the Academic Major
- 3A3.Embedded Interim Report DPT Concern 2
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- 4A1.Annual Report Template
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- 4A4.Dual Credit COM103 HS 2018
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- 4A4.New Program or Course Proposal Form and Assessment Plan Undergraduate
- 4A4.New Program or Course Proposal Form Graduate
- 4A5.Professional Certification Website
- 4A6.DPT NPTE Pass Rate
- 4B1.Syllabus Templates
- 4B1.University Outcomes Mapped Against GenEd Course Requirements 2017
- 4B4.Website Assessment Resources
- Academic Catalog CSP 2017-18
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- MultiLocatVisitReport-Concordia Univ, StPaul

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Concordia University St. Paul's (CSP) [mission](#) is to “prepare students for thoughtful and informed living, for dedicated service to God and humanity, for enlightened care of God’s creation, all within the context of the Christian Gospel.” Guided by this mission, the University, through its undergraduate and graduate programs, builds meaningful learning communities that empower students to live lives of integrated learning and inquiry. The [Promise Statement](#) affirms CSP's commitment to empowering students to reflectively explore purpose and meaning within the University's dynamic multicultural environment.

The mission of the general education program, as stated in the [Faculty Handbook](#), notes the program is an expression of the University’s mission. The general education program invites students to explore content areas central to the liberal arts and to cultivate skills related to intellectual and professional endeavors. [Graduation requirements](#) for the Associate of Arts Degree (AA) and all bachelor degrees (BA, BBA, BFA, BS and BSN) all include the course requirements of the general education curriculum.

The Academic Catalog states that the purpose of the general education program is to provide students the opportunity to explore unfamiliar information, think critically, utilize technology for problem solving, and to express new insights. The content of the general education program centers around course requirements distributed in the areas of fine arts, history and political science, communication, global studies, social and behavioral science, health and physical education, literature, mathematics and natural science, religion and theology, and writing. Additionally, the [University Honors Program](#) provides an alternative approach to meeting general education requirements. The Honors Program provides opportunities for students to become leaders in academic research and in service to others while engaging in constant conversation with the Christian Gospel -- all academic expressions of the University’s mission.

The general education program is built on the intersection of the faculty approved content areas and [University Outcomes](#). The University Outcomes include critical thinking, information literacy, oral communication, quantitative reasoning, writing, aesthetic values, civic values, global values, interpersonal values, physical values, and spiritual values. While the University Outcomes are integrated and assessed throughout the undergraduate curriculum, they also serve as a required and assessed component within each general education course. A general education [course map](#) illustrates that each course, as approved by the General Education Committee, teaches and assesses at least two of the University Outcomes. The prescribed University Outcomes, course content-related outcomes, and a statement explaining the purpose of the general education program are required components of all [general education course syllabi](#). The intentional intersection of content areas and University Outcomes provides a robust and flexible general education curriculum that imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that advance student success.

Each undergraduate degree program is guided by faculty-approved and implemented program-level Student Learning Outcomes (SLOs). Program-level outcomes map to a program's discipline specific courses. Critically, all [undergraduate degrees](#) also require completion of the University's general education requirements. As noted earlier, the University Outcomes are integrated and mapped within the general education program. A [content review](#) of these outcomes demonstrates that students completing the general education program engage in synthesizing information, mastering modes of inquiry or creative expression, and developing adaptable skills.

University Outcomes are also integrated, as appropriate, into the major courses of undergraduate degree programs. This integration is evident in these [examples](#) of University Outcomes assessment in the major. The scaffolding of University Outcomes within general education and major courses reinforces the importance of these outcomes within the University's undergraduate degrees. Curriculum maps for [history](#) and [nursing](#) demonstrate how undergraduate degrees integrate student engagement in synthesizing information, mastery of modes of inquiry or creative expression, and development of adaptable skills.

The National Survey of Student Engagement (NSSE) annually surveys first-year and senior students about their participation, engagement, and what they gain from their college experience. In the 2016 NSSE report, student responses were compared to summary data from the Minnesota Private College Council (a coalition of 17 private liberal arts colleges) and Minnesota public universities. A number of the questions in the survey address engagement and outcomes associated with working with data, inquiry, creative expression, and cultural or organizational change. In the [2016 NSSE survey](#), CSP seniors reported more engagement than both private and state colleges and universities in the following areas:

- Attending an art exhibit, play or other arts performance
- Giving course presentations
- Participating in an internship, co-op, field experience, student teaching, or clinical placement
- Doing community service or volunteer work.

[Graduate School policy](#) requires that all graduate degree programs include a research course, ethics course, and a capstone component approved by the Graduate Policies Committee. The required curricular components are supported by the [Graduate School Student Outcomes](#) that focus on research, inquiry, practice, critical analysis, real world problem-solving, ethics, respectful communication, and lifelong learning. A [content review](#) of these outcomes demonstrates that CSP graduate degree programs engage students in synthesizing information, mastering of modes of inquiry or creative expression, and developing adaptable skills. As an example, the assessment rubric for the

[MA in Criminal Justice](#) demonstrates this integration and engagement.

As noted in the CSP [Promise](#), the University embraces its mission within its “dynamic, multicultural, urban location where Christ is honored and all are welcome.” CSP “celebrates the ever-changing, or dynamic, quality of our location.” CSP's recognition of human and cultural diversity is evident through curricular and co-curricular offerings. The [Office of Diversity Affairs](#) provides vision and leadership for the University’s diversity efforts through creative programming, effective consultation, and continuous collaboration with students, administrators, faculty and staff.

CSP’s [enrollment demographics](#) are evidence of the institution’s support for human and cultural diversity. For example, 31% of traditional undergraduates are people of color and 55% are white. In Minnesota, according to the [Minnesota State Demographic Center](#) people of color comprise 19% of the total population and non-Hispanic white Minnesotans represent the remaining 81% of the statewide population. Additionally, in the spring of 2018 CSP enrolled 129 international students from 25 different countries. The [Office of International Student Services](#) supports these students through a range of academic services.

[Global Values](#) is one of 11 University Outcomes that serves as a foundation for curricular development. Students explore critical global issues, cultural diversity, and personal reflections on their own cultural experiences and interactions. The general education program requires students to complete a minimum of one four-credit course from a selection of [Global Studies courses](#) approved by the General Education Committee. Global Studies courses explore global interdependence, cultural connections, and “enhance student’s abilities to work constructively with a people, language, or culture other than their own.” In addition, as a [General Education curriculum map](#) demonstrates, the Global Studies courses assess the Global Values outcome from the University Outcomes framework.

All graduate programs include coursework that meets the third Graduate School Student Learning Outcome requiring students to “model ethical and professional behaviors to guide inquiry and practice in a global and diverse society.” [ED 507 Diversity in Education](#) within the MA in Educational Leadership program models student exploration of human and cultural diversity.

The University’s [Community Action, Leadership and Learning \(CALL\) Center](#) offers service learning experiences and service trips that interact with diverse cultural groups. The center also coordinates the University’s study abroad program. As noted in the Academic Catalog, [study abroad programs](#) encourage students to broaden their cultural awareness. The study abroad program includes short term travel seminars for both [undergraduates](#) and [graduate students](#) led by CSP faculty. [Semester-long programs](#), offered in partnership with other higher education institutions, allow students to enroll in multiple courses while immersed in a different culture. As noted in the [2016-17 Study Abroad Report](#), 94 students participated in study abroad experiences in 17 different countries and 38% of these participants were students of color. The CALL Center also offers the [Ignite Leadership Program](#). [Participants](#) of this program also reflect CSP’s rich diversity.

CSP’s academic commitment to cultural diversity is also evident through its [Center for Hmong Studies](#). The center serves as an academic resource center for students, scholars, and community members to promote the scholarly interest, the rich legacy, and the complex heritage of the Hmong people. The annual [International Conference on Hmong Studies](#) is an example of the center’s scholarly work.

The [Southeast Asian Teacher \(SEAT\)](#) licensure program demonstrates CSP's recognition and appreciation for the human and cultural diversity within its community. The initiative, supported in part by state funding, addresses the scarcity of fully-licensed Southeast Asian educators in Minnesota

schools by delivering an accelerated teacher licensure degree program.

In addition to academic programming, CSP advances human and cultural diversity through a number of co-curricular activities and initiatives. [Student clubs and organizations](#) promote cultural understanding, community service, and vocational exploration. For [example](#), CSP Hmong United Student Association (CHUSA) and United Minds of Joint Action (UMOJA) are examples of two clubs that focus on cultural understanding. [Convocations](#), sponsored by the Faculty Scholarship Center, and the annual [Book of the Year](#) program also provide platforms for exploration of cultural and human diversity.

CSP faculty and students are engaged in a wide range of scholarly, creative, and knowledge discovery activities. The recently revised [faculty advancement in rank policy](#) prominently recognizes and defines the importance of scholarly activity for the life of the University's learning community. The University supports scholarly activity through [Faculty Development Grants](#). Administered by the Faculty Development Committee, these grants support a wide range of [faculty projects](#). The Office of Academic Affairs regularly announces recent undergraduate and graduate faculty scholarship through the [Faculty Bulletin](#) and maintains a [listing of faculty-authored books](#). The Graduate School annually gathers [faculty scholarship agenda](#) updates from graduate faculty. The Associate Vice President for Graduate Studies shares these plans with the college deans for integration into faculty development plans and performance review conversations.

CSP celebrates undergraduate research at its annual [Research and Scholarship Symposium](#). The Science Department continues to [integrate research](#) into their biology and chemistry curriculum. [Students share](#) these student and faculty/student research projects through campus poster sessions, at the Minnesota State Capitol, and at science conferences. The Department of Communication Studies annually shares [capstone student research](#) at a regional communication conference for university students. [Graduate faculty policy](#) requires all graduate programs to include research and capstone courses. For example, the [mapping of graduate student outcomes](#) within the Ed.D. curriculum demonstrates, in part, the expectations for scholarly activity of our doctoral students. The description of the dissertation requirements from the [CSP Dissertation Manual](#) provides further insight into doctoral research at CSP.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

In 2017-18, Concordia University St. Paul (CSP) employed 112 full-time faculty in tenure-track (N=86) and term or full time Professors of Practice (N=26) ranks. Of the tenured or tenure-track faculty, 72 (84%) have earned the terminal degree in their field and an additional four faculty will complete their terminal degree by May, 2018, raising the total to 88%. Currently, 34 [faculty](#) have been at CSP for 5 years or less, 19 faculty have been employed for 6 to 15 years and 32 faculty have served 16 plus years. Excluding retirements, an average of 2% of faculty leave CSP each year, providing strong [continuity](#). A faculty-student ratio of [17:1 in 2017](#) demonstrates that CSP has an appropriate number of faculty in order to carry out teaching responsibilities in its colleges and departments. CSP also employed 345 [Contracted Faculty of Practice](#) in 2016-17.

As stated in the [faculty job description](#), “A faculty member at Concordia University will have responsibilities in some or all of the following areas: teaching, curriculum development, assessment, student advising and mentoring, professional scholarship (research and creative activities); administration, service to the life of the university, the church, the profession and/or the community.” [Graduate faculty](#) also have additional expectations for scholarship. Expectations for non-classroom roles of faculty are stated in [point 4](#) in faculty contracts.

CSP’s academic programs at the undergraduate and graduate levels are staffed with a faculty [department chair or program chair](#) responsible for oversight of curriculum and faculty. Chairs report to college deans and also collaborate with each other as well as with faculty to finalize curriculum and address student performance.

New undergraduate majors, minors, certificates and endorsements must be approved by the faculty’s policy committees: [Undergraduate Policy Committee](#) and [Graduate Policy Committee](#). Evaluation criteria include the fit with the institutional mission, program and student learning outcomes, established need for program, sufficient resources, assessment plans, and use of data for

improvement.

Faculty present expectations for student performance in the course syllabus, using a university template for [general education courses](#) and for [non-general education courses](#). Grading policies are clearly stated in the [Student Handbook](#), which is updated annually, and incorporated into the course syllabus.

Departments prepare assessment plans for [majors and new programs](#), including curriculum maps, student learning outcomes, and assessment rubrics, which are approved by the [Assessment Council](#) and [implemented](#) using the assessment management platform, eLumen. Additionally, departments prepare yearly assessment reports (now Annual Reports) that are reviewed by each college dean. Faculty in all modalities are required to enter student assessment data in the eLumen database at the end of each term for courses where program or University Outcomes are being measured. The resulting data is analyzed at the department level, with assistance from College Assessment Coordinators, and curriculum and instruction is modified based on conclusions from the data. Findings and plans for improvement are reflected in departments' Annual Report. Faculty roles and responsibilities, from establishing student learning outcomes to using assessment outcomes for instructional improvement are highlighted in the [Assessment Wheel](#). For additional information on the faculty's role in assessment, see Criterion 4.B. Faculty also participate in [comprehensive program reviews](#). For additional information about CSP's program review process, see Criterion 4.A.

[The Academic Cabinet](#), the leadership team for Academic Affairs, has the following membership: Dean of the College of Humanities and Social Sciences, Dean of the College of Business and Technology, Dean of the College of Health and Science, Dean of the College of Education, the Associate Vice President for Graduate Studies, Chair of Faculty Senate, Associate Vice President of Assessment and Accreditation, Vice President of Marketing and Enrollment, Director of the School of Continuing Studies, Vice President of Academic Affairs, and the Provost. The Academic Cabinet engages in academic strategic planning in [collaboration](#) with the [colleges](#), Strategic Planning Council, Assessment, Faculty Senate, and Faculty Development. The Academic Cabinet additionally reviews data and provides feedback for [continuous improvement](#).

The academic credentials required for a [new faculty member](#) are determined at the department level, based on established need. A [request and justification](#) for a new hire is then reviewed by the college dean and VPAA office prior to being approved and [posted](#). CSP uses a detailed and transparent [hiring process](#) and follows HLC's guidelines for determining qualified [faculty](#).

CSP faculty provide mentoring for students in a variety of venues and capacities, both informal and formal. CSP's MBA program, for example, provides [six mentoring sessions](#) across a two year program that focus on academic support, personalized coaching, and integration of academic and professional experiences. Data gathered to date indicates that "[Ninety-two percent](#) of mentored graduates report broader, richer, and [deeper business acumen](#) in their professional settings."

Full-time and Contracted Faculty of Practice (adjunct faculty) are all required to meet the faculty credentials required in [undergraduate](#) and [graduate](#) policies, based on the Higher Learning Commission's Assumed Practice B.2 Hiring Process Outline. The standards for faculty teaching in online programs are the same as for on-campus programs, including [dual credit](#). As part of the recruitment and hiring process, Human Resources validates the academic credentials of all applicants prior to their employment as faculty. For additional discussion of faculty credentials, see Criterion 4.A.

The [Faculty Handbook](#) mandates an annual performance review ([APR](#)) of each full-time faculty

member. These individual APR's are conducted at the department level, and results are forwarded to respective deans for evaluation and any necessary action. The APR process gives each faculty member the opportunity to highlight scholarship, teaching, and service, note areas for improvement, and elaborate future goals. All program chairs and deans attend a formal performance review training [workshop](#) on administering an APR.

Student [course evaluations](#) are completed each term for all locations and delivery systems – on-campus, online, and off-campus. Data from these evaluations are automatically tabulated, then shared with the faculty member, department chairs, and deans. Course evaluation averages by college for 2016-2017 show the following item ranges on a 5 point scale:

[College of Business and Technology](#), undergraduate (4.4-4.6), Master's (4.4-4.7);

[College of Health and Science](#), undergraduate (4.4-4.7), Master's (4.4-4.7), Doctoral (4.2-4.5);

[College of Humanities and Social Sciences](#), undergraduate (4.4-4.7), Master's (4.4-4.8);

[College of Education](#), undergraduate (4.4-4.7), Master's (4.4-4.7), Doctoral (4.0-4.8).

In addition to student course evaluations, faculty also receive [class observations](#) from their peers.

All faculty applying for advancement in rank (AiR) participate in a thorough performance review as part of the advancement process. The Chair of the Faculty Senate oversees the process and a University committee reviews the materials submitted by the applicant after department chair and dean recommendations. The Faculty Handbook describes the criteria and guidelines for [AiR](#) and [tenure](#).

[Embedded Interim Report:](#) Doctor of Physical Therapy Concern 1

CSP works to ensure instructors keep current in their disciplines, with a broad range of activities.

A [Professional Development fund](#) makes monies available annually to all full-time faculty and is administered through the respective college deans. Activities supported include [conference presentations, research, workshops, etc.](#) A [quasi-endowment fund](#) supports a Faculty Development Award program; this also allows support of research-related travel and activities. Administered by the [Faculty Scholarship Center](#), there is an application process and two cycles of awards each year. The Faculty Development Committee meets monthly to review quasi-endowment and sabbatical applications using an established [protocol](#) for selection. All tenure-track faculty are eligible for a [sabbatical leave](#), with eligibility based on time in service. Once eligible, the faculty member must complete an [application form](#) and have her/his specific project approved by the VPAA office. Contracted Faculty of Practice (adjunct faculty) are also [eligible for professional development funds](#) from Academic Affairs with an application supported by their dean and approved by the VPAA.

CSP also provides resources and training that helps faculty stay adept in their teaching roles. An annual [May Faculty Professional Development Workshop](#), presented by the Faculty Development Committee (FDC), explores pedagogical topics. The [August faculty workshop](#), sponsored by the Office of Academic Affairs, covers a wide range of themes such as publishing essentials, online learning strategies, etc. The FDC also presents faculty training throughout the year on topics suggested by faculty and determined by the FDC. One such activity is an online [Monday Morning Mentor](#) learning opportunity available to all faculty. The [International Student Services](#) office gives presentations during college and department meetings on how to effectively work with international students and non-native speakers. CSP's Learning Management System staff provide a [video](#)

[Blackboard training series](#) for faculty. Additional workshops are available through [The Learning House](#) and through the [Blackboard Exemplary Course](#) program. CSP Student Health and Wellness and [Library professionals](#) also present workshops to faculty throughout the year.

New full-time and part-time faculty receive [orientation](#) in the fall and at various times during the year, with [online resources](#) available for [Blackboard training](#) and [course facilitation](#). Departments also provide adjunct orientation and training in the forms of [handbooks](#), [PowerPoints](#), [WebEX sessions](#) that cover requirements and best practices, and targeted Blackboard training for [PSEO instructors](#). Some departments, such as the Department of Nursing, provide comprehensive [handbooks](#) for all faculty. [Contracted Faculty of Practice](#) have additional benefits and professional development opportunities as well.

Currently, CSP is designing a [Curriculum and Instruction Center](#) to provide [instructional design support](#) to online faculty. (See also Criterion 4.C.3 for additional information about instructional design support.)

Additionally, CSP has received grants from the Council of Independent Colleges that develop faculty [individually](#) and as a [group](#). A current professional development grant from the Network for Vocation in Undergraduate Education (NetVUE) is focused on developing faculty and staff understanding of [vocation](#) to prepare them for work with students.

As discussed in Criterion 1.B.2, a [Lutheran Identity Seminar](#) offered each year engages new faculty and staff in CSP's mission and develops knowledge of its Lutheran heritage.

CSP faculty are required to be [accessible for students](#) and to respond to inquiries in a timely manner. All syllabi must include [contact information](#) and a means and/or time for student access. For on-campus faculty this frequently means [regular office hours](#), which must be listed in syllabi, posted on Blackboard, and outside offices; email is also frequently used. Faculty teaching in online programs make use of [various technologies](#) to ensure students receive responses, and post times they will be accessible for discussions or to work with students. For online programs, faculty are expected to respond to students [within 24 to 48 hours](#). This practice is standard across CSP's colleges. In online courses, faculty also have response [expectations](#) for reviewing online posts and grading written assignments with helpful feedback and in a timely manner.

For on-campus students, communication also takes place during [posted office](#) hours (a minimum of 6 required per week), as well as during informal meetings, student activities, or lab and field experiences.

All staff providing [student support services](#) possess relevant degrees, certifications and experience. Each of these positions has a specific [job description](#) that details duties, expectations and necessary qualifications.

Staff are required to participate in certain [training courses](#) provided by the Office of Human Resources, e.g., FERPA and Title IX, that are critical to competence in higher education. Staff are also eligible to participate in training courses offered by the CSP [Staff Organization](#) for staff professional development. Student support staff have [professional development funds](#) available in their budgets. Some departments arrange for additional, specific training, e.g., financial aid, disability services, or student conduct, for example. Staff are also included in some grant-funded professional development activities, such as the [NetVUE Professional Development grant](#). Staff participated in the [Intercultural Effectiveness Survey](#) and [training](#) November 2017.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Concordia University St. Paul (CSP) provides all students, traditional, online, and graduate, with a wide range of academic services designed to help students succeed during their program at Concordia. These include:

Academic Advising: Five on-campus staff advisors and eight online staff advisors answer questions about transfer credits, assist with course selection, registration, and withdrawal, help with readmission to the University, and provide consultations with faculty on students of concern. (See additional details below.)

Career Development: Two staff provide individual career coaching, assessments, career classes, specialized programs and events, an online job board, employer recruiting, job fairs, and customized programs for department and majors. This office serves traditional and online undergraduates and graduate students.

Health and Wellness: CSP has partnered with an outside mental health provider to offer short-term on-campus personal counseling for students. Walk-in hours and appointments with a licensed counselor are available. Health resources and information about area providers are available on the website. All students are expected to carry health insurance.

International Student Services: Four staff provide a broad range of services, including recruiting, academic advising, academic support/tutoring, immigration advising and support, document processing, and fostering relationships among the student, sponsor, and the University. (More details below.)

I.T. Help Desk: Help Desk staff assist students with access to and compatibility with University technology infrastructure and software, including CSP email and Blackboard.

Library: The Library supports students and faculty in their learning and teaching with a full range of services, resources, and technology, both online and in-person. (More details below.)

CSP Ministry: A Lutheran pastor, a Director of Christian Education (DCE), peer ministers, and student leaders provide a Christ-centered ministry of worship, Bible study, prayer, fellowship groups and events, and spiritual counseling.

Office of Diversity Affairs: The Dean of Diversity, the Coordinator of Diversity Affairs, and student leaders provide vision and leadership for CSP's diversity efforts through creative programming, effective consultation, and continuous collaboration with students, administrators, faculty, and staff. Cross-cultural programs and activities provide opportunities for meaningful dialogue, interactions, and experiences that increase knowledge, appreciation, trust, and respect for individuals from all cultures.

Student Accessibility Services: The Director and part-time Coordinator support registered students who have a documented disability with appropriate accommodations to reduce barriers to success. (More details below.)

Student Financial Services: Each student is assigned a financial aid counselor for managing their student account, billing, and financial aid information.

Tutoring Services: Several offices provide on-campus peer-to-peer tutoring for students seeking additional academic assistance. The Student Success Center/[Tutoring Services](#) provides subject-area tutoring except writing. The Writing Center (see below) provides academic writing help. The English Language Lab provides language-related tutoring for non-native English speakers. Traditional and online CSP students can also access [Brainfuse](#), which provides online help for students in most subject areas.

Student Success Center: The Center is a centrally located campus space where students gather for one-on-one subject area tutoring, group study, study skills assistance, or computer station use. The Director, the Academic Success Coordinator, and peer Student Success Coaches help students explore their learning styles and discover appropriate study skills and learning methods to help them build academic confidence and success. Subject-area tutoring is managed out of the Center.

Veterans Resource Center: This center serves as a single point of contact for information and assistance regarding the benefits and resources available for all veterans and/or dependents.

Welcome Weekend Programs: This orientation weekend before the start of fall semester provides academic meetings and advising opportunities, service events, start of CSP Seminar (first-year student academic orientation course), Student Success Panel, campus involvement fair, and residence hall move in days.

Writing Center: Tutors provide one-on-one writing support for assignments, specific questions, and general writing skills. Available through face-to-face sessions, online (synchronous), and email (asynchronous).

Behavioral Intervention Team: This group of student development professionals meets two to three times per month to address issues of concern regarding students who have been identified by faculty, staff, or fellow students as needing some kind of support or intervention. When a community member submits a Concerned Student Form, the Maxient system automatically sends the form to the team members, including Dean of Students, Associate Dean of Students & Director of Residence Life, Director of Student Success, Director of Security, Director of Counseling and Student Accessibility Services, Campus Pastor, and the Counseling liaison from Nystrom & Associates. As soon as a report is received, team members discuss concerns informally and an appropriate staff reaches out to the

student as needed. Scheduled meetings review what is being done to assist the student by whom, and any additional follow up that needs to occur. Outcomes and plans are recorded during meetings within the Maxient case file system.

CSP provides the resources and supports needed for its all of its students to be successful regardless of their academic background.

First-time college students encountering the expectations and academic culture of the University receive transitioning support in [SSS101 CSP Seminar](#), a two-credit course designed to connect students to their peers, faculty or staff, and the institution and its culture. All traditional college students with fewer than 20 credits are enrolled in this course, which employs trained peer advisors and student support staff. Online-only students can enroll in a similar course to prepare them for college learning online, [SSS125 Student Success Strategies](#). This three-credit course is a required first course for online students who have no previous college credit or who are admitted on academic probation. SSS125 is highly recommended for students who have never taken an online course or have been out of school for more than three years.

First-year traditional students who have been admitted on academic probation, not having met the minimum admission requirements, are supported by Student Success Staff and peer [Student Success Coaches](#) in the Academic Development Program. These students are together in the same sections of the CSP Seminar, taught by Student Success Center staff. They also take an additional two-credit course, [SSS110 College Reading](#), which teaches strategies for getting the most out of college-level texts and managing the significant amounts of reading college requires.

Traditional students who transfer to the CSP campus from other institutions can also enroll in an orientation course designed to help them integrate into the processes and culture of the University. [SSS201 Transfer Transitions](#) is a one-credit course that connects new transfer students to campus resources and opportunities for engagement. It is required for transfer students admitted on academic probation.

Another in the series of student support courses is [SSS120 College Turning Points](#), a two-credit course for students on academic probation. This course is designed to develop life management skills and promote future planning.

In order for students to be enrolled into courses for which they are adequately prepared, ACT and SAT [test scores](#) are initially used to place them into the appropriate math and English courses as a first-year student. For students whose math placement from test scores and/or the departmental Math Placement Exam is below the minimum course for general education credit, there are up to four [preparatory courses](#) available depending on the student's ultimate math goals. Students must complete the [preparatory math](#) courses with a C- or better to progress to the next course.

For first-time college students whose test scores indicate a need for greater preparation to be successful in the required College Writing course, there are two [preparatory courses](#) provided, one for non-native speakers of English (ENG112) and the other for native English speakers (ENG100). Students must pass either of these courses in order to enroll in ENG120 College Writing, a general education requirement.

International students, who arrive with a unique set of needs, have a range of support services available from the [International Student Services \(ISS\) office](#). Help with visas, allowable work, and travel issues, is provided. English language support and academic and cultural support can be found at the [English Language Lab \(ELL\)](#). The ELL employs peer Global Mentor Tutors to work with students

requiring additional reading, listening, speaking and writing support. ISS staff meet with and advise international students to help them be successful in their classes, and also offer support to faculty in teaching international students. A regular Faculty Roundtable Series shares helpful information for working with international students in the classroom and online.

Students who enroll at CSP with a documented disability can arrange appropriate classroom, learning, and residence hall accommodations through the [Student Accessibility Services](#) office. The staff provide ongoing guidance and support to students with physical, learning, and psychiatric disabilities, as well as those with temporary disabilities due to injury or illness. Both on-campus and online students are served by this office.

CSP provides academic advising for its undergraduate traditional and online students and for graduate students.

Traditional undergraduate students are assigned to an on-campus academic advisor, and online students an online academic advisor, based on intended major. [Academic advisors](#) assist with course selection and registration, program planning, and resource referrals. They assist students in using CSP's degree audit system, [DegreeWorks](#), to monitor and manage degree requirements. Each student also has a faculty advisor, assigned by major, whose role is to mentor students through their academic program and career and internship planning process.

CSP has partnered with Learning House to provide [academic advising services](#) for its online students. Learning House online advisors use a [tracking system](#) to intervene with students who meet "at-risk" or "borderline at-risk" criteria by providing support, problem-solving, and resource referrals. Contact strategies for advisors are outlined in the [Standard Operating Plan](#). Please see Criterion 4.C.2 for more details regarding how online advising contributes to retention efforts.

CSP provides the facilities and resources required to support effective teaching and learning for all undergraduate and graduate students.

Library

The Library provides access to a wide variety of electronic and physical materials to support student and faculty research and scholarship. The [Library's collections](#) include monographs, journals, media, and artifacts of historical importance in physical form as well as monographs, journals, media, and other digital objects in electronic form. Collection development decisions (both additions and removals) are based on the needs of new and existing academic programs, faculty recommendations, and the requirements of outside accrediting organizations. Electronic collections are generally accessible by students, faculty, and staff 24x7 from any geographic location. Concordia maintains membership in a number of library consortia, providing students and faculty with efficient access to physical materials beyond Concordia's collections, including Cooperating Libraries in Consortium (CLIC), a cooperative of six local academic institutions, and Minitex, a collaborative which facilitates resource sharing among academic, public, state government, and special libraries within Minnesota, North Dakota, and South Dakota.

The Library building is [regularly open](#) more than 80 hours per week, providing students and faculty access to the Library's physical collections, research assistance, various academic technologies, instructional spaces, as well as ample space to collaborate and study. Computers, wireless internet access, printers, scanners, and other relevant technologies are available for use in the Library. Research assistance is provided by Library staff via one-on-one consultations (both walk-up and scheduled), email, phone, and chat 50 hours per week. The Library also provides 24x7 chat research

assistance via a national cooperative during times when a Concordia Librarian is not immediately available to provide assistance.

[Funding](#) and [staffing](#) for the Library has steadily increased over the past seven years. The increase in resources has allowed Concordia to strategically enhance collections (both electronic and print), invest in the Library's physical space, expand existing services, implement new technologies to aid in the management and discovery of Library resources, as well as pursue new services and tools to preserve and promote digital scholarship and embed Library services and collections within the University's learning management system (Blackboard).

Technology infrastructure

CSP's technology infrastructure supports learning, instruction, and administration, and is continually upgraded to remain current, secure, and reliable. Please see Criterion 5.A.1 for details regarding technology resources.

Laboratories and Clinical Practice Sites

Laboratories support effective teaching and learning in several disciplines, including biology, chemistry, kinesiology, physical therapy, and nursing.

Biology and Chemistry programs use nine laboratories: two biology teaching labs, two chemistry teaching labs, one physics lab/classroom, and one anatomy and physiology lab, each accommodating 24 students. Two research labs are available for 10-15 at a time. Five to eight lab assistants serve both biology and chemistry. CSP also has a [cadaver lab](#) used by more than 100 students each academic year from programs in Biology, Kinesiology, Exercise Science, Pre-Med, Psychology, Art, Honors and Physical Therapy.

Safety and procedures manuals are in place for these science labs, including the [Chemical Hygiene Plan \(CHP\)](#), Apparatus, the [Apparatus Standard Operating Procedures](#), and course-based [Laboratory Manuals](#) for each course in the Department of Science. All faculty and lab assistants are required to complete [online laboratory safety trainings](#). In addition, all chemistry students must read and sign the [Chemistry Laboratory Safety Agreement](#).

The Department of Kinesiology and Health Science has three spaces with [laboratory](#) and teaching equipment. The Human Performance Lab includes a treadmill, two stationary bikes, and four metabolic carts for VO₂max testing. The Motion Analysis Lab has an HTC Vive virtual reality system, a force plate for power analysis, a force plate for balance/sway analysis, several video cameras, a motion analysis software program, a Wingate bike for power testing, and a Bod Pod for measuring body composition. One classroom also contains various pieces of weight equipment, anatomical models, and other learning materials.

The Department of Nursing maintains [simulation labs](#) for its pre-licensure nursing program that meet Minnesota Board of Nursing and Commission on Collegiate Nursing Education (CCNE) standards. The Department of Physical Therapy resources are in alignment with Commission on Accreditation in Physical Therapy Education (CAPTE) standards, and include a research lab and equipment that are sufficient in number, in safe working order, and available when needed. [Clinical practice sites](#) for the Doctor of Physical Therapy and the Nursing Programs are sufficient to support effective teaching and learning in those programs and adequate for the numbers enrolled. Both programs are accredited by their respective professional organizations, CAPTE and CCNE.

Galleries

The [CSP gallery program](#) provides spaces for students to directly engage with original works of art. The Concordia Gallery hosts a minimum of five professional art exhibitions a year, plus a student juried competition. These range from solo exhibitions by local or national artists to professionally curated international group exhibitions. The H. Williams Gallery presents student, alumni and faculty exhibitions, and other educational offerings, including work drawn from the CSP Collection as complements to professional exhibitions. The Buetow Music Center Gallery and the Graebner Memorial Chapel lobby are also used for cross-departmental endeavors, such as the annual Christmas Concert Exhibition.

Notably, CSP students and faculty are able to make regular use of community assets like the Minneapolis Institute of Art, The Walker Art Center, the Weisman Museum, and the Minnesota Museum of American Art, which are all a short distance away. CSP is also a founding member of Forum: College Art Gallery Cooperative, and hosts events and other educational exchanges with the many colleges in the area.

Performance Spaces

CSP's Buetow Music Auditorium is a 400-seat, handicapped accessible auditorium, which had a \$1.2 million renovation in 2016. The Graebner Memorial Chapel is also frequently used as a performance space for the music department, with a seating capacity of 275. The E.M. Pearson Theatre is a 300-350-seat theatre with features that have made it a desirable venue for theatre and opera companies in the Twin Cities. In addition, the Westlund Black Box theatre seats 100 for smaller, often student-led, productions. The [schematic and list](#) of performance and instructional spaces and resources provided lay out the performance spaces, classrooms, faculty offices/studios, workspaces, storage rooms, and public spaces for each building, along with the instruments, equipment, and technology in each.

Center for Hmong Studies

This on-campus [Hmong cultural center](#) exists to advance a comprehensive and holistic understanding of the Hmong people and the important role they have played in the shaping of the modern world. Housed in the former President's House, the Center for Hmong Studies currently offers the following programs for students, scholars and community members: biennial International Conference on Hmong Studies; a minor in Hmong Studies; exhibits and lectures relating to the Hmong experience; academic and community tours to China and Southeast Asia; resource library and artifact collections. For additional information about the Center for Hmong Studies activities, see Criterion 1D1.

CSP provides instruction and guidance to students in the effective use of research and information resources in several ways. One of CSP's University Outcomes for undergraduate students is [Information Literacy](#). This set of student learning outcomes is explicitly addressed and assessed in nine [general education courses](#), three of which are required of all students taking general education courses from CSP. Graduate School programs also have a shared set of [student learning outcomes](#) that address research and synthesis skills.

Library staff are critical to the teaching and learning of effective use of research and information resources at CSP. Library staff assist students and faculty in identifying, locating, evaluating, and effectively using information in both electronic and physical formats. Librarians use the Association of College & Research Libraries (ACRL) [Framework for Information Literacy for Higher Education](#) to guide the instruction of information literacy concepts and critical thinking skills through a variety of platforms, including course integrated instruction, one-one-one instruction in the Library,

and online tutorials and guides. In order to serve the growing number of students at CSP, librarians utilize many online tools to provide research assistance and instruction. For example, in 2015 Library staff developed online information literacy [tutorials](#), which can be embedded into courses in Blackboard for both traditional and online students. Librarians also create dozens of [online research guides](#) for specific courses and programs, which highlight library resources and research skills that are most appropriate for a given discipline or assignment.

Course integrated instruction occurs in both on-campus and online classes, across all disciplines and levels. These instruction sessions are created in collaboration with faculty and designed to teach students information literacy skills generally as well as research skills specifically related to their current courses and programs. Librarians meet with classes in classrooms, in the Library, as well as via WebEx and other online conferencing tools. In 2017, Librarians conducted 97 course integrated [instruction sessions](#), in multiple departments and programs. Additionally, all incoming first-year students participate in a library session as part of the required [CSP Seminar](#) course.

In addition to course integrated instruction, Librarians teach information literacy skills through one-on-one instruction and research assistance as needed in the Library. These one-on-one consultations allow Librarians to work with students across all disciplines, teaching them to find and use information effectively. One-on-one guidance occurs in person and via phone, online chat, and email. In 2017, Librarians answered [2250 questions](#) from students, faculty, and staff.

Sources

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- 3D1.Career Development Website
- 3D1.Concerned Student Reporting Form
- 3D1.CSP Ministry and Spiritual Life Webpage
- 3D1.Health and Wellness
- 3D1.International Student Services Webpage
- 3D1.IT Help Desk Webpage
- 3D1.Library Webpage
- 3D1.Military Services Webpage
- 3D1.Office of Diversity Affairs Webpage
- 3D1.Student Accessibility Services Webpage
- 3D1.Student Financial Services
- 3D1.Student Success Center
- 3D1.Tutoring Services All
- 3D1.Tutoring SSC
- 3D1>Welcome Week Webpage
- 3D1.Writing Center Webpages
- 3D2.Brainfuse Online Tutoring
- 3D2.English and Math Placement Process
- 3D2.English Language Lab (ELL) Webpage
- 3D2.Math Placement Pathway w.Scores
- 3D2.Preparatory Courses Math
- 3D2.Preparatory Courses Writing
- 3D2.SSS Courses College Turning Points

- 3D2.SSS Courses Reading
- 3D2.SSS Courses Transfer Transitions
- 3D2.SSS101 CSP Seminar
- 3D2.SSS101 CSP Seminar (page number 9)
- 3D2.SSS125 Student Success Strategies
- 3D2.Student Success Coach
- 3D2.Students with Disabilities2
- 3D3.Degree Audits CSP Connect
- 3D3.DegreeWorks Views
- 3D4.Center for Hmong Studies
- 3D4.Chemical Hygiene Plan
- 3D4.Chemical Hygiene Plan (page number 24)
- 3D4.Chemistry Laboratory Safety Agreement
- 3D4.Clinical Sites DPT-Nursing
- 3D4.CSP Galleries-Photos
- 3D4.Laboratories Kinesiology
- 3D4.Laboratory Cadaver
- 3D4.Laboratory Manual
- 3D4.Laboratory Nursing Simulation
- 3D4.Laboratory Training Modules
- 3D4.Library Collections
- 3D4.Library Expenditures
- 3D4.Library Hours
- 3D4.Library Staff
- 3D4.Performing Spaces 2018
- 3D5.Framework for Information Literacy
- 3D5.Graduate School Outcomes Rubrics
- 3D5.Information Literacy Rubric
- 3D5.Library Guides
- 3D5.Library Reference Stats
- 4C2.CSP Online At-Risk 201802
- 4C4.Best Practices Learning House Services
- 4C4.Best Practices Student Success SOP

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Concordia University St. Paul's co-curricular programs are [mission-based](#) and provide opportunities that foster personal, interpersonal, and spiritual growth. Being part of a “university of the Lutheran Church--Missouri Synod,” whose mission is grounded in the Christian Gospel (Mission Statement), [CSP Ministry](#) provides co-curricular programming, worship, and spiritual care that lives out the Gospel and helps students grow their faith and discover and engage their purpose. [Chapel opportunities](#) using various forms of Lutheran worship occur nine times a week, day and evening. CSP Ministry staff mentor and equip student leaders to provide [Peer Ministry](#), a ministry of presence, prayer, support, listening, and outreach by students for fellow students. Annual events, like the [Beautiful Feet Conference](#), engage students from multiple Concordia University System campuses in exploring a Christian mission vocation and serving as conference leaders. CSP Ministry also supports a number of [student ministry clubs](#) that focus on various Christian faith enriching experiences, including Bible study, praise, fellowship, and discipleship.

The Office of Student Life oversees many of CSP's co-curricular programs and helps facilitate CSP's [student development goals](#). These goals address social and emotional growth, responsibility and accountability, appreciation of difference, civic engagement and social responsibility, and leadership exploration and development.

CSP aims to “[empower students] to discover and engage [their] *purpose* for life,” (Promise Statement) and to equip them for lives of “service to God and humanity.” (Mission Statement). The Community Action, Leadership and Learning ([CALL](#)) Center was established in 2009 to help achieve these missional goals. The CALL Center coordinates service-learning programs, the [Ignite Leadership](#) program, student clubs and organizations, an [alternative spring break program and study abroad opportunities](#). Several flagship events offer students opportunities to engage with the larger community outside the campus, including [Welcome Weekend](#), [MLK Service Day](#), and [Student Leadership Day](#).

The [Ignite Leadership](#) program engages a diverse set of students with the aim of helping them discover and engage their purpose for life, career, and service in the context of a welcoming, multicultural, dynamic urban environment (Promise Statement). Each year the Ignite Leadership program offers trainings and leadership development workshops on topics such as ethics, goal-setting, social justice, self-awareness, Strengths-Finder assessment, etc. In addition, the program holds two key events, Student Leadership Day and the fall break [Leadership Retreat](#). During the 2016-17 academic year, 55% of [Ignite participants](#) were students of color, which highlights how significant this program is to building bridges among CSP's diverse student body.

Traditional students also have a myriad of opportunities to get involved in CSP's more than 27 clubs and organizations. During 2017-18, over 70% of the traditional student body engaged in one or more of these [clubs and activities](#). Three examples of highly active clubs are UMOJA (United Minds of Joint Action), CHUSA (Concordia Hmong Unity Student Association), and CAB (Concordia Activities Board). Students are also encouraged to propose [new clubs and organizations](#) that fit within CSP's missional goals.

The CALL Center also offers opportunities to expand students' worldview through international programs and service-learning. These programs align with CSP's mission to "prepare students for thoughtful and informed living" in the larger world by moving students outside their comfort zones into the world beyond their own communities, increasing their self-awareness, and promoting an appreciation for human differences. The annual [study abroad report](#) illustrates how CSP has expanded international opportunities for its students. The CALL Center also partners with over 60 non-profit organizations in the St. Paul/Minneapolis community to create service-learning activities, which offer students experience beyond the classroom and provide personnel support to [area nonprofits](#). In the 2016 National Survey of Student Engagement ([NSSE](#)), CSP students reported having completed or planning to complete an average of 4.6 hours of community service or volunteering, more than one and a half times the average for Minnesota comparison institutions.

As all traditional first-year and second-year students are required to live in University housing, this population of students is exposed to the mission-based programming that Residence Life staff provide. The 17 Resident Assistants are required to host 3-4 programs or on-campus events each semester. On average, Residence Life hosts more than 100 programs or events each year. Resident Assistants meet with supervisors and the Assistant Director of Residence Life to develop programming that promotes mission, learning, growth, and identity development. Residence Life has hosted events such as: "[Class Registration Help](#)," an event supporting first year students registering for the first time; "[Donut Panic](#)," an event focused on stress management and study skills; and "[Social Justice Ice Cream Social](#)," an event highlighting the intersectionality of identity, religion, and purpose on CSP's Campus. Seeking to serve students effectively, Residence Life evaluates each of its programs. Throughout four months of programming, events averaged 31.92 students per event, with a total of 1,213 students attending programs. Further data on Residence Life program participation can be found in the [Residence Life Executive Summary](#).

The University also has a robust program of NCAA Division II intercollegiate athletics. As a member of the Northern Sun Intercollegiate Conference (NSIC), CSP provides student-athletes the chance to compete in 16 varsity sports. CSP's student-athletes have collectively and [individually achieved](#) significant academic recognition, earning the President's Award for [Academic Excellence](#). CSP's Student-Athlete Advisory Committee (SAAC) assembles intercollegiate athletes for [community service](#) opportunities and provides a platform for students to utilize their [leadership skills](#) to [foster school spirit](#) and build community among themselves while they are [serving others](#).

The [Office of Diversity Affairs](#) promotes CSP's mission and contributes to students' learning and development through cross-cultural programs and activities that provide opportunities for meaningful dialogue, interactions, and experiences that increase the knowledge, appreciation, trust, and respect for individuals from all cultures. [Examples](#) of diversity programming include the annual Hmong War Simulation event, Black History month events, and "Can We Talk?" sessions. In addition, students have a Diversity Center where they feel comfortable and welcomed and a staff coordinator who can provide information about student resources and leadership opportunities. The Building Opportunity for Leadership Development (BOLD) Scholarship Program is coordinated by this office, and has been in place for more than 12 years. The [BOLD program](#) helps enable student's academic persistence using scholarships, academic resources, campus engagement, and leadership development.

Sources

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- 3B.CALL Center
- 3E.Athletics Academic Success
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- 3E.Athletics Community Service
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- 3E.Athletics SAAC It's On Us
- 3E.Athletics SAAC Make-a-Wish
- 3E.CSP Ministry Beautiful Feet
- 3E.CSP Ministry Chapel Times
- 3E.CSP Ministry Peer Ministry
- 3E.CSP Ministry Student Clubs
- 3E.CSP Ministry Website
- 3E.Diversity Affairs Website and Brochure
- 3E.Diversity BOLD Program
- 3E.Diversity Events Fliers
- 3E.Ignite Leadership Brochure
- 3E.Ignite Participation
- 3E.Leadership Retreat 2017
- 3E.MLK Day of Service 2017
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- 3E.Res Life Class Registration Evaluation
- 3E.Res Life Donut Panic!
- 3E.Res Life Executive Summary Fall 2017
- 3E.Res Life Social Justice Ice Cream Social
- 3E.Service Learning Active Partners
- 3E.Student Clubs and Orgs 2017
- 3E.Student Clubs and Orgs Advisor Manual
- 3E.Student leadership day training schedule
- 3E.Study Abroad and Service Trip Webpages
- 3E.Study Abroad Report 2016-17
- 3E.Welcome Weekend 2017
- 4B1.Student Development Outcomes and Rubrics 2015
- Mission-Vision-Promise Website

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Concordia University, St. Paul (CSP) employs clear policies and rigorous processes to shape new academic program development and ensure that existing programs and courses meet standards for quality and are relevant to student expectations. These policies, processes, and standards are applied to programs for both undergraduate and graduate education, and the varied delivery systems employed by the University.

Lutheran convictions inform intellectual inquiry and academic pursuits at CSP, and the Lutheran tradition includes a strong aspiration for academic excellence as well as broad exposure to learning across races, ethnicities, cultures, and religions. A rich multicultural exposure is frequently cited by alumni as one of the benefits of a CSP education.

Faculty and staff are enlisted for their expertise in their respective disciplines and fit with the CSP culture. The University emphasizes continued professional development, and has put in place a structured leadership development program built around both internal professional growth opportunities and external options which include generous exposure to professionals from other institutions of higher education. CSP has invested heavily to increase levels of compensation for faculty and staff during the last eight years, in order to attract and retain top-quality professionals to the institution.

Since its last comprehensive review, CSP has made significant improvements in systems of academic support for both U.S. and international students, including the use of university personnel, peer tutors, and external partners for academic support, writing skill development, personal counseling, and spiritual support.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

In 2016-17, as part of its [Quality Initiative](#), Concordia University, St. Paul (CSP) implemented a formal institution-wide Comprehensive Program Review ([CPR](#)) process for academic programs. Programs with professional accreditations, e.g., nursing, conduct accreditation reviews in place of the CPR. The CPR involves an extensive self-study submitted to a review panel composed of an external reviewer, a CSP faculty member outside the department, and the college dean. The CPR outline includes: program link to mission and strategic plan; external demand; internal demand; quality of program inputs; quality of program outputs; revenue and resources; priorities, opportunities/gaps, goals/action steps; and distinctiveness and value.

Colleges schedule each department to undertake a CPR every five years. Colleges review new programs and programs being monitored after three years. Upon completion of their review, departments receive feedback from their review panel and respond to their college dean with an [action plan](#). Utilizing the same document, the dean makes a recommendation to the Vice President for Academic Affairs and Provost. The Academic Cabinet, in the final step in the review process, provide feedback and acceptance or rejection of dean recommendations. Examples from [Theology and](#)

[Ministry](#), [Master of Business Administration](#), and [Nursing](#) document this review and approval process.

Five departments completed the new CPRs in 2016-17 and four conducted professional accreditation reviews. Ten departments are scheduled to complete their CPRs in 2018. Examples of these CPRs and accreditation reviews include [Department of Theology and Ministry](#), [Master of Business Administration](#), and [Baccalaureate Nursing](#).

Beginning in 2016, as part of its Quality Initiative, CSP incorporated the long-standing annual assessment report process (see Core Component 4.B. for discussion of this assessment process) into a departmental [Annual Report](#). The report includes an administrative section focused on key performance indicators, e.g., enrollment and graduation rates, and annual goals. Supported by [faculty policy 6.40](#), this annual reporting process incorporates key performance data provided by the Office of Academic Computing. Annual Reports by the [Department of Mathematics](#) and [Department of Music](#) are recent examples of this annual reporting process.

The Annual Report and CPR findings inform departmental goals and strategic plans, as shown in the following examples from the [College of Business and Technology](#), [Master of Business Administration program](#), and [Nursing program](#).

The General Education Committee, in accordance with [Faculty Bylaws](#), reviews the General Education program on a periodic basis. The committee last [reviewed](#) General Education course syllabi between 2015 and 2017. One result of that review was the development of a [syllabus template](#) specific to general education courses. The mandatory syllabus template includes General Education purpose statements, learning outcomes, and assessments.

CSP has [academic policies](#) and practices to ensure that all transfer credits it transcripts are properly evaluated and meet standards set forth by CSP faculty. Based on faculty approved course descriptions, course learning outcomes, and course syllabi, the Office of the Registrar, with input from deans, department chairs, and the General Education Committee, is responsible for evaluating credit and course equivalencies. The Academic Catalog outlines these [transfer policies for students](#). [Faculty policy](#) also allows for articulation agreements, which include credits accepted by CSP or by the receiving institution, as this [nursing program example](#) illustrates. The CSP website lists the [articulations](#) that are in place for 23 colleges and universities by institution and program.

CSP also participates in several programs whereby students can obtain college-level credit or advanced placement by examination: Advanced Placement Program (AP), College-Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and International Baccalaureate (IB). The Academic Catalog describes the [process for obtaining credit](#). Faculty in relevant subject areas review and affirm or increase the cut-scores recommended by the American Council on Education (ACE). [Credit equivalencies for these exams](#) are posted on the CSP website.

International students are directed to obtain an evaluation of their foreign transcript from an approved member of NACES (National Association of Credential Evaluation Services). Those evaluations include the course title in English, US equivalent credit hours, and grades earned. The [CSP website](#) provides a link to this service. The Registrar and appropriate academic department then determine any course equivalencies for transfer.

Academic departments maintain authority over the courses in their programs and requirements for student achievement, including prerequisites, expected learning outcomes, and rigor. As required by faculty policy, each [new course](#) must be approved by the department and the college dean. The

approval process requires the establishment of student learning outcomes that are evaluated for course and degree level rigor and appropriateness. Courses that seek to meet General Education requirements must also be approved by the [General Education Committee](#). [Several examples](#) of recent course proposals illustrate the process.

Course prerequisites are determined during the course development and/or review process by the academic departments. Prerequisites are communicated to students in the [academic catalog](#), Degree Works degree audit platform, during the [registration](#) process, and in [course syllabi](#). The registration system automatically enforces prerequisites during the registration process by preventing registration for a course for which the student has not completed the prerequisite. In addition, the Registrar's office runs a list of the students at the end of each semester who did not pass a prerequisite and [notifies them that they must retake the course](#) in order to continue to the next level. Some majors also have prerequisite courses, which are determined during program development and/or review, and displayed as part of the program requirements, as in this example from the [Accounting](#) Bachelor of Arts (BA) program in the academic catalog.

The appropriate department, college, and faculty academic committee (Graduate Policy Committee or Undergraduate Policy Committee) reviews and approves each new [graduate](#) or [undergraduate](#) major, minor, emphasis area or concentration. The Provost, Vice President for Academic Affairs and associate vice presidents for enrollment management, graduate studies, and assessment/accreditation all review and endorse new program proposals. The program approval form includes a section where proposers describe necessary learning resources, such as [library resources](#), laboratory, software, and hardware equipment, and how they will be made available to students. The proposals for the [Master of Fine Arts](#) in Creative Writing and the [Bachelor of Science in Nursing](#) serve as examples of the approval process. Changes to curricular requirements must be approved according to the process outlined in the academic policy for making curricular changes for [graduate](#) or [undergraduate](#) programs.

The University communicates [program requirements](#) to students via the Academic Catalog and in their individual degree audit. Program or course modifications or catalog edits are processed using the [Academic Change Form](#). Any change is approved at three levels: by the Department Chair, the Dean, the Vice President of Academic Affairs, and the Registrar. Approved updates to program requirements are reflected in the Academic Catalog and in the degree audit system with the appropriate effective date. Both the Catalog and the degree audit interface with the student information system (BANNER), which ensures consistent and accurate information.

In support of academic quality and honesty, faculty have adopted an academic integrity policy at both the [undergraduate](#) and [graduate](#) levels. Incident reports of academic integrity violations are received by the Associate Dean of Students and distributed to the Vice President for Academic Affairs, who distributes them to the appropriate college dean for review and sanctioning. Appeals of the dean's decision are made to the Vice President of Academic Affairs for undergraduate students, and for graduate students, to the Associate VP for Graduate Studies, followed by the VPAA. Additional evidence for how CSP supports academic integrity planning can be found in Criterion 2.E.

Faculty hired as full-time or part-time instructors must meet the qualifications outlined in the policies enacted by the [Undergraduate](#) Policies Committee and/or the [Graduate](#) Policies Committee. These policies are based on the Higher Learning Commission's Assumed Practice B.2. Hiring Process Outline. The procedure by which departments determine faculty qualifications for all courses, outlined in the "Determining Credentialing Degrees" section of the previously mentioned policies, is currently in progress using the [Faculty Qualifications Form](#). Nursing faculty currently complete a comprehensive [Faculty Curricular-Specific Self-Assessment](#) document providing evidence of

experiential and academic preparation for each course taught.

CSP has participated in Minnesota's Post-Secondary Education Option (PSEO) -- dual credit program -- for more than twenty-five years. The University requires that CSP courses taught in participating high schools use the same course syllabus, including the same learning outcomes, rigor, and assessments, as the courses offered on the CSP campus. By way of example, syllabi are provided from the on-campus courses and courses in high schools for Communication Studies ([COM campus](#) and [COM HS](#)) and Health Science ([KHS campus](#) and [KHS HS](#)). In addition, the University assigns dual credit instructors the same tasks in the assessment process as other CSP instructors. If student learning outcomes and assessments are assigned to their courses, dual credit instructors, like on-campus instructors, submit the required student rubric scores into [eLumen](#), the University's assessment system.

High school faculty teaching PSEO courses for CSP must meet the same credentialing requirements as outlined in the undergraduate faculty qualifications policy referenced above. The hiring process follows the same verification and approval steps as for adjunct faculty, as shown in these [documents](#).

A number of CSP programs have established their quality, rigor, and professional standards by means of specialized program accreditations or certifications. A [list](#) of these professional certifications can be found on the CSP website. The undergraduate teacher preparation program is approved by the Minnesota Board of Teaching and accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#) - previously the National Council for Accreditation of Teacher Education/NCATE), with the next site visits for each in 2022. In April 2017 the Commission on Accreditation in Physical Therapy Education ([CAPTE](#)) accredited CSP's Doctor of Physical Therapy program for five years, with a follow-up Compliance Report submitted in August 2017 and Request for Additional Information due in March 2018.

The pre-licensure Bachelor of Science in Nursing (BSN) has been approved by the Minnesota Board of Nursing. Both the pre-licensure BSN and Registered Nurse to Bachelor of Science in Nursing (RN to BSN) programs are accredited by the Commission on Collegiate Nursing Education ([CCNE](#)). The addition of the pre-licensure BSN track in August of 2017 required a substantive change notification to CCNE. The substantive change notification was submitted in September of 2017. A review of and response to the change notification is anticipated in Spring of 2018.

Upon recommendation of the National Commission on Orthotic and Prosthetics Education (NCOPE), the University's Master of Science in Orthotics and Prosthetics program is accredited by the Commission on Accreditation of Allied Health Education Programs ([CAAHEP](#)). The program submitted its self-study in December of 2017. A review of and response to the self-study, including the scheduling of a site visit, is anticipated in Spring of 2018.

Several programs have approvals for curriculum by licensing boards or professional organizations. The Minnesota Board of School Administrators ([BOSA](#)) has approved CSP's administrative licensure programs for K-12 Principal and Superintendent preparation and Director of Special Education preparation, with the next audit being in 2022. The Bachelor of Arts (BA) and Master of Arts (MA) programs in Family Science have met the curriculum standards for the National Council on Family Relations ([NCFR](#)) since 1999 and 2000, respectively. The BA in Family Science is up for renewal May 2019, and the MA in Family Science is eligible for renewal in August 2020. The BA and MA programs in Human Resource Management align with the curriculum guidelines of their professional organization, the Society for Human Resource Management ([SHRM](#)). SHRM validated the Master's in Human Resource Management program through 2022 and the Bachelor's through 2021.

CSP's [third strategic goal](#) focuses on increasing the number of graduating students transitioning to jobs or graduate school. This commitment of resources demonstrates the University's commitment to student success. CSP's Office of Institutional Research has conducted the [First-Destination survey](#), developed by the National Association of Colleges and Employers (NACE), to capture information regarding how all new graduates (both graduating undergraduate and graduate students) fare in their careers after graduation. With oversight of the survey recently moving to the Office of Career Development, [survey items](#) and methodologies are benchmarked against NACE [best practices](#). Response gaps are followed up by staff using LinkedIn, faculty connections, and other sources to learn current employment status. [Strategic Planning Council](#) and the Academic Cabinet review survey results to inform tactical decisions. The University shares results with prospective and current students on the [CSP website](#) to advance recruiting and retention efforts.

Enrollment Management staff also research Minnesota Department of Employment and Economic Development (DEED) and Minnesota Office of [Higher Education databases](#) for employment information on CSP graduates. [Analysis](#) of this data shows that CSP bachelor degree graduates are among the highest salaried of alumni from Minnesota colleges and universities; alumni of CSP's graduate programs rank in the top ten for earnings among alumni from Minnesota colleges and universities; CSP undergraduate business graduates earn the highest salaries among alumni from private Minnesota colleges and universities; CSP undergraduate criminal justice graduates rank in the top three for earnings among alumni from Minnesota colleges and universities; graduates of CSP's undergraduate marketing program earn the highest salaries among alumni from Minnesota colleges and universities; and graduates of CSP's MA in Criminal Justice Leadership program earn the highest salaries among alumni from Minnesota colleges and universities. Earnings data are likely affected by the fact that many of CSP's graduates obtain their degrees as working adults with prior professional work experience.

The University interviewed alumni as part of the "We Are Concordia" project. The purpose of the project was to gather and share personal alumni accounts about where their CSP experience has taken them. Their stories are found on the "We Are Concordia" [website](#) and in the "[Concordia St. Paul Magazine](#)." These alumni stories are examples of the fulfillment of CSP's mission "to prepare students for thoughtful and informed living, dedicated service to God and humanity, and enlightened care of God's creation, all within the context of the Christian Gospel."

In addition to these institution-wide data collection efforts, individual programs also survey their graduates on program effectiveness and compile other indicators of graduate success. [Teacher education graduates](#) and their [current supervisors](#) are surveyed during graduates' first year of teaching. Program alignment with Interstate New Teacher Assessment and Support Consortium (InTASC) and Council for the Accreditation of Educator Preparation (CAEP) standards enables these surveys to provide benchmark program effectiveness measures. Since recent response rates for these surveys had been fairly low, faculty in 2017 implemented a "Circles of Support" program to provide mentoring and support for program graduates during their first year of teaching. Impact measures from this new program are forthcoming. The findings from the surveys are reviewed by departmental faculty during the twice-a-year "[data days](#)."

In addition to surveying first-year teachers and their supervisors, the teacher education program monitors and reports licensure test pass rates to meet Title II requirements. These outcomes are included on the [CSP website](#).

CSP's new pre-licensure BSN program is required by the Minnesota Board of Nursing and its professional accreditor (CCNE) to monitor and report licensure pass rates for the registered nurse licensing exam (NCLEX). Since the program is in its first year pass rate data does not yet exist.

The Doctor of Physical Therapy (DPT) program also administers a [program-specific survey](#) of its graduates. The program [surveyed 2017 graduates](#) in January of 2018 about their employment, professional activities, and effectiveness of the DPT curriculum for career preparation. An additional measure of graduate success and program effectiveness is the National Physical Therapy Exam (NPTE). The first graduating class passed at a [rate of 100%](#).

The Lutheran Church--Missouri Synod (LCMS) coordinates the placement of CSP church work students into LCMS employment settings through CSP's Office of LCMS Placement. Recent summary data of church work graduate placement is reported in the [Department of Theology and Ministry CPR](#).

The Science Department surveys its [graduating seniors](#) to track their post graduation plans and assess their experience with the department and the curriculum. Alumni [survey results](#) provide the department with data for potential program improvement. As part of an effort to incorporate career preparation into the biology curriculum, the senior survey includes questions to determine how well the department prepared students for their next steps beyond college. Based on each year's responses, the department has adapted the [career preparation portion of the curriculum](#) to meet student needs. For example, all students in BIO120 General Biology I now complete a project to examine a career of interest and what it would take to obtain that desired career. Further, in BIO130 General Biology II, students develop resumes and cover letters, and then refine those in the special topics course as they prepare to graduate. The department works closely with the Office of Career Development to deliver appropriate content for these activities, as well as partners with them to conduct an annual [career round table event](#) as part of the department's #iamsience monthly seminar series. This event alternates in focus every other year, one year on careers that require graduate school and the next on science careers that can be obtained with a bachelor's degree.

The Comprehensive Program Reviews, as demonstrated by this example from [Communication Studies](#), include departmental information on program outcomes. As a part of its current Comprehensive Program Review, the [Science Department surveyed](#) 2015-2017 graduates for current employment or graduate school status. A secondary goal of the survey was to solicit participation in alumni events and/or departmental events sponsored for current students. While many departments have not systematically sought alumni feedback or tracked employment, the First-Destination Survey will provide more employment data for departments going forward. The Comprehensive Program Review requirements may also prompt more alumni outreach by academic departments.

As required by Federal guidelines, the University provides gainful [employment disclosures](#) for Certificates and other programs on its website.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

At Concordia University, St. Paul (CSP) the Associate Vice President for Assessment and Accreditation, along with the Assessment Council, coordinates University assessment of student learning. The Assessment Council is comprised of four College Assessment Coordinators (one faculty representative from each college), and representatives from Student Life/Services, Learning Management Systems, and Institutional Research. The [Assessment Council](#) reports to the Vice President for Academic Affairs.

The foundations for CSP's assessment practices were established in 1996-97 and outlined in the [Revised Assessment Plan](#). The plan was based on recommendations from the North Central Association (HLC) as articulated by Celia Lopez in *Opportunities for Improvement: Advice from Consultant-Evaluators on Programs to Assess Student Learning*, from *Principles of Good Practice for Assessing Student Learning*, published by the American Association for Higher Education (1992), and other [higher education literature on assessment](#).

All academic programs at CSP develop student learning outcomes (SLOs) that guide curriculum and assessment within the program, along with rubrics that describe levels of quality of student achievement for each SLO. Each program maps where SLOs are taught and measured across the curriculum, as illustrated in examples from [Theology](#), [English](#), and [EdD](#) programs. The approval process for new programs includes a proposed [Assessment Plan](#), which must be approved by the Assessment Council. All of the learning outcomes that have been established for academic programs are compiled in a [report from eLumen](#), CSP's assessment management platform.

CSP's [University Outcomes](#) express the academic skills and habits of mind developed across the undergraduate experience. For additional discussion and evidence on University Outcomes please see Core Component 3.B. General education courses assess at least two [University Outcomes](#). Examples from [Communication Studies](#) and [Theology](#) identify and describe the assessment of the two department-selected University Outcomes for their General Education courses. The General Education Committee reviews the above mentioned assessment plans. Undergraduate majors also include assessments of at least two University Outcomes throughout the major courses, as the particular examples from [Theatre](#) and [Math](#) illustrate. [All course SLOs and assessments apply](#) whether the course is taught face-to-face, online, or in dual-credit courses.

Graduate School Outcomes, which reflect CSP's common expectations for students in its graduate

programs are embedded and assessed across program curricula, as seen in examples from [MA in Education](#), [Master of Business Administration](#), and [Doctor of Physical Therapy](#).

All syllabi include, as required by the University [syllabus templates](#), course SLOs and any program or University SLOs that are addressed or assessed in the course.

CSP has also established student learning outcomes for co-curricular programs. All of the departments in the Student Life division share a set of staff-developed [Student Development Outcomes](#), which they assess across programs and activities. Examples of this co-curricular assessment include [Residential Life](#), [Study Abroad](#), and the [Ignite Leadership Retreat](#).

All of the institutional-level (beyond single program) student learning outcomes are presented in the eLumen report listing all [institutional learning outcomes](#).

The Assessment Council's protocol, [Assessment Process Outline with Appendices](#), outlines the assessment process for academic programs. The protocol includes forms and processes for SLO development, outcomes assessment, and curricular improvements.

Academic departments have been conducting annual reviews of student learning through department assessment reports since 1998. Examples of these annual program reviews include [Communication Studies \(2000\)](#), English (2003 and 2012), [Psychology \(2011\)](#), [Theology and Ministry \(2016\)](#), and [Kinesiology \(2016\)](#). Although the format of assessment reports has evolved over the years, all contain: 1) student learning outcomes (SLOs); 2) method of assessing those outcomes; 3) results of those assessments; 4) analysis of results; and 5) plans for needed improvements to curriculum, pedagogy, supports, and other program components.

University Outcomes are assessed using course embedded assessments. The results are analyzed as part of the department annual assessment reporting process. A 2013 [document](#) by the General Education Committee is a compilation of department reports on the University Outcomes assessment in general education course offerings. After 2014, academic departments, utilizing eLumen reports of student performance, reviewed the University Outcomes results. As an example, a report from the [Department of English](#) demonstrates analysis of University Outcomes.

With the development of learning outcomes and assessments in its co-curricular programs, Student Life departments are also using a year-end review process to analyze the results of assessment efforts. This analysis informs plans for improvements, as the [two examples](#) from Residence Life and Study Abroad show.

A feature in CSP's assessment platform, eLumen, allows for setting institution-level achievement targets in programs. In addition to rubrics, which set standards for "Meeting or Exceeding" each learning outcome, there are [targets](#) for the proportion of students meeting the outcome. As a result of reported difficulties with student compliance and effort, CSP programs have moved away from national subject tests, such as ETS Major Field Tests. While other forms of benchmarking are limited across the University, the Departments of Music and Business Administration continue to use the [ETS Major Field Test](#) as a way of benchmarking student achievement.

CSP Assessment Reports have historically included a section where departments link plans for improvement to assessment findings. Assessment Reports from 2011 onward had programs reporting progress on previously planned improvements. Reports since 2016, including new Annual Reports, also include a formal section for departments to describe previous improvements, like this example for [Kinesiology and Health Science](#). The eLumen assessment system provides one means of tracking

improvements to programs by using Action Plans, which are illustrated in this [document](#) with examples from Human Resource Management, Exercise Science, and Music. The nursing programs follow a program evaluation plan ([PEP](#)) that uses a regular curriculum committee review of student achievement and feedback for each course every seven weeks when it is offered. Action steps and improvements are noted for each course in the curriculum committee [meeting minutes](#). The Comprehensive Program Review also requires a summary of quality improvements based on assessment, as seen in this example from the [Department of Music Comprehensive Program Review report](#).

In an effort to improve student performance on the Information Literacy outcomes, one history faculty member collaborated with CSP Library and Learning Management System staff to build a [Blackboard module](#) to teach foundational information literacy skills, which can be incorporated into courses by any department. More follow-up is required to determine how widespread the use of this module is and the degree of its effectiveness for improving information literacy.

Professional accreditation reviews also result in improvements to curriculum and program standards. The undergraduate teacher education program's latest Council for the Accreditation of Education Preparation (CAEP) accreditation review provides many [examples](#) of such improvements.

As in the academic departments, Student Life staff use the results of their assessments to help plan program enhancements and initiatives. The [Student Life Annual Assessment and Review matrix](#) illustrates this process.

The Department of Doctor of Physical Therapy's [program assessment matrix and report](#) demonstrates CSP's use of assessment data to inform program improvements. These Commission on Accreditation in Physical Therapy Education (CAPTE) required program and curriculum assessments also serve as evidence in support of CSP addressing Concern 3 of the Embedded HLC Interim Report for the Doctor of Physical Therapy program.

CSP will continue to refine the documentation of links between assessment outcomes and program improvements. As academic departments across the University complete the new Annual Report and Comprehensive Program Review processes, faculty will increasingly implement data-informed program improvements.

CSP assessment processes are based on the [best practices](#) outlined in the literature cited in the 1998 Executive Summary of Assessment of Student Learning and Development. Because assessment occurs primarily at the course and program levels, nearly all full-time and part-time faculty are involved in evaluating student achievement on established SLOs at some time or other. In addition, because assessment at CSP is faculty-driven, faculty determine the SLOs and assessments used, and all department members participate in an annual review of student achievement and any planning for improvement. All departments submit an annual assessment report.

As evidenced in these examples from a 2011 [Theatre](#) report and 2012 [Math](#) report, the Assessment Council provides [feedback](#) on departmental annual reports. The goal of the feedback is to improve student learning through improvements of CSP's assessment processes and integration of best practices. Currently, the [college dean](#) provides feedback to the department on Annual Reports. Assessment Council members also provide support and instruction for faculty on the use of eLumen, the University's assessment management system. The council also maintains a [website](#) that provides faculty with assessment and program review resources.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

In its Strategic Plan, Goal Two, CSP defines targets for student persistence to graduation that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. The 2014-2018 [Strategic Plan](#) is reviewed [annually](#) by the Strategic Planning Team and updated to be relevant for the populations being served.

The 2014-2018 Strategic Plan outlines the following goals for completion:

Goal 2 Persistence to Graduation

- Traditional undergraduate: 60% 5-year completion rate by 2018
- Adult undergraduate degree completion: 75% 5-year BA completion rate by 2018
- Graduate: 85% 3-year degree completion rate by 2018.

The proposed [2019-2024 Strategic Plan](#) has adjusted the targets for Goal Two to be more attainable based on graduation rate data.

Goal 2 Persistence to Graduation

- Traditional undergraduate: 65% 5-year completion rate by 2024
- Adult undergraduate degree completion: 70% 5-year BA completion rate by 2024
- Graduate: 80% 3-year degree completion rate by 2024

These goals are ambitious for its traditional on-campus undergraduate population when [compared to trends](#) from 1997-2011 freshmen, but attainable, especially when coupled with the University's tuition re-set. This tuition reset has made a college degree more financially viable for students who may not have previously considered a private college. This goal also reflects CSP's mission to serve the student populations of the Twin Cities and the region.

Currently CSP is working with [enrollment projections](#) to create fall-to-fall retention goals for first-year students and term over term for all undergraduate students, including retention by majors. With CSP's new [Analytics for Learn](#) module for Blackboard, CSP will be better able to monitor this information and use it to develop more detailed course- and program-level retention targets by May 2018.

The Office of Institutional Research produces [Census Reports](#), which include retention and graduation data, every fall, spring and summer semesters. Each fall [Retention Reports](#) are created to track first year retention rates for the freshmen cohort of students. Two separate graduation summaries are produced in the fall. The first summary includes [graduation counts](#) by majors and the second summary reports on the four, five and six year [completion rates](#) for the freshmen cohort and various subsets of students. Census, Retention, and Graduation Reports are shared with Deans, Vice Presidents, Associate Vice Presidents, Registrar, Marketing, Advising, Alumni, and Admission Directors. The Reports are also made available to the CSP community on the [Office of Institutional Research's](#) secure web page.

Standard completion data using first-time students over six years at the same institution do not account for the vast numbers of students who transfer among schools and graduate successfully. CSP participates in Student Achievement Measures (SAM), a third-party system for tracking student movement across post-secondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system, enabling a clearer understanding of the progress of transfer students across institutions. [SAM](#) shows the completion data for a cohort of first-time or transfer students within four, five, and six years, including those who transfer to a different institution.

Since 2006 CSP has enlisted Ruffalo Noel Levitz (RNL) for advanced financial aid services and enrollment management consulting. Advanced financial aid services include a weekly analysis of CSP student demographic information, financial need, and academic ability. This information is compiled annually to provide [fall-fall retention reports](#) that are analyzed with enrollment staff and a RNL consultant. The previously mentioned information and industry best practices inform recruitment, financial aid leveraging, and student support initiatives. In addition to consulting and data analytics from RNL, enrollment staff regularly receive industry reports and attend annual conferences to stay current in best practices for retention and student success.

CSP has partnered with Learning House to provide [advising and retention services](#) for online students. Learning House advisors use a [tracking system](#) to intervene with students who meet "at-risk" or "borderline at-risk" criteria by providing support, problem-solving, and resource referrals. Contact strategies for advisors are outlined in the [Standard Operating Plan](#). Learning House also produces a [retention report](#) using "DFW" rates (rate of students receiving a grade of D, F, or W) for courses with a high rate of student failure or drop-out. Any undergraduate program that falls below 70% retention or graduate program that fall below 80% retention is flagged for a retention review session with the program coordinator, dean, enrollment staff, and Learning House consultant. The purpose of the review is to devise an action plan to reach retention rates set in the strategic plan. One possible resulting action is to evaluate the course using the [course development rubric](#) and, where needed, re-engineer the course with professional instructional design staff. For example, a new [Science](#) course was evaluated using the course development rubric to recommend improvements that would impact retention.

Based on retention, persistence, and completion data, analyzed according to numerous demographic variables, CSP has created a number of initiatives to increase retention and completion and to support the learning needs of students.

For traditional on-campus students, there are many [examples](#) to illustrate how the traditional student enrollment team continually improves student support programming to enhance the on-campus student experience and promote retention and completion. The Concordia Connections orientation program, Transfer Transitions, on-campus residency requirements, professional advising, and Veterans Resource Center were initiated to impact retention in a positive way. Efforts are also made to engage commuter students, who typically retain at a lower rate, in campus life by promoting campus events and services with an [email newsletter](#). Students of color on their path toward completing their degree receive mentoring, scholarship support, internships and support initiatives from the [Diversity Affairs Office](#). To address language barriers that might impact academic progress and retention, the [English Language Lab](#) provides English language tutoring for non-native speakers of English, either international students or recent immigrants.

In support of increasing completion rates for transfer students, CSP is part of the Transferology network. [Transferology](#) is a web-based course transfer system that helps students determine how courses taken at other institutions will transfer to CSP. This system can also be used by current students to explore options for courses closer to home (e.g., during summer) that would transfer back to CSP, contributing to their progress toward graduation.

One of CSP's most recent efforts to retain low income, underrepresented students is the 2017-2019 Dash Grant from Great Lakes Higher Education Guaranty Corporation. The [grant](#) is intended to help underrepresented students stay on track to graduate despite unexpected financial emergencies. A [CSP student survey](#) provided supportive evidence that financial struggles can derail a student's progress toward a degree. Implemented by the University in August of 2017, the [Great Lakes College Success Program](#) serves students through faculty mentoring, comprehensive graduation planning, payment of a stipend for program participation, and access to emergency grants. Future evaluations of outcomes (retention, graduation) for this student population will provide evidence of the program's effectiveness.

To promote retention in online programs, in addition to the advisor interventions and course redesign process described above, CSP provides an [online orientation](#). The orientation introduces new students in those programs to the resources they need to navigate CSP's online environment. CSP also requires a [standard template](#) for all syllabi and course set-ups in Blackboard to make course navigation clearer and more consistent for students. The University's support for developing best practices in online instruction is demonstrated through faculty access to [Learning House](#) workshops on online teaching and course development and [training videos in Blackboard](#). Furthermore, CSP will partner with The Learning House to provide [instructional design](#) support to online faculty through the development of the [Instructional Design Center](#).

In response to an evaluation of student completion trends and competitor graduation requirements, CSP, beginning with the 2017 fall semester, implemented two academic policy changes. The first was the change in the minimum credits required for an undergraduate degree from [128 to 120](#) credit hours. An analysis of students with degrees pending due to insufficient credits in the fall of 2017 found 78 of 191 who had 120-127 credits. These 78 students would not have been awarded under the 128 credit requirement. Additionally, 26 of those 78 students were from previous terms and needed additional elective credits to reach 128. With the move to the more standard 120 credit minimum these students were awarded their degree. The second academic change was to require a minimum of 2.0 [cumulative GPA](#) in both the major and all other courses. Previously, the requirement for graduation was a 2.5 GPA in major courses and 2.0 GPA across all other courses. Both of these policy changes are in alignment with local and regional higher education institutions.

CSP uses a number of sources for collecting and analyzing information on retention and completion, including both on-campus staff and contracted consultants. On campus, CSP's [Office of Institutional Research and Academic Computing](#) is responsible for extracting, reconciling, and collating raw data according to IPEDS definitions from institutional databases. This recent [retention report](#) is an example of retention information available to faculty, staff, and administration. Enrollment data is reported internally to decision makers at the department, college, and executive leadership levels. The [Vice President for Enrollment Management's report](#) on retention to the Academic Cabinet is an example of sharing and analyzing data with decision makers. Data compiled by the Director is also reported externally to various organizations, such as Higher Learning Commission, Minnesota Private Colleges Council, College Board, Princeton Review, and U.S. News and World Report, and state and federal governments (Minnesota Office of Higher Education and IPEDS).

As evidence above has shown, partner firms Ruffalo Noel Levitz and Learning House analyze enrollment and retention data as part of their consulting role. These firms apply industry standards and use best practices in enrollment management.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Concordia University, St. Paul (CSP) is committed to providing a high-quality educational experience for each student. The University intentionally and operationally monitors, evaluates, and continuously improves both its curricular and extracurricular offerings through rigorous oversight of the development and maintenance of academic programs and policies, continuous assessment of student learning, and a strategic focus on student retention and persistence to graduation.

Program quality is positively influenced by comprehensive program reviews, departmental annual reports, a general education program review, transfer credit policies that are both exacting and student friendly (often clearly defined through articulation agreements with partner institutions), proactive administration of advanced placement and Post-Secondary Education Options (PSEO), specialized assistance for international students, attention to program-specific faculty qualifications, achievement and maintenance of program-specific accreditations, and continual attention to the institution's comprehensive accreditation.

Regular assessment is a strategic tactic directed at continuous improvement of student learning and student outcomes. Among the metrics used to assess outcomes are internal data, provided through the Office of Institutional Research, rates of retention and persistence to graduation, and post-graduation transitions to jobs and graduate school. External data provided by the state's Department of Economic Activity and Office of Higher Education are also used in evaluating outcomes. Student successes, both as a group and individually, are regularly celebrated and used to inspire prospective students to achieve their own similar successes.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Resources and Infrastructure

Concordia University, St. Paul (CSP) has demonstrated ongoing commitment to efficiently utilizing and strengthening its financial and human resources and physical and technological infrastructure to best serve the educational needs of its students. CSP does so in alignment with its mission, vision, and promise. The statements below, supported by institutional records, demonstrate that the University strategically evaluates and prioritizes its expenditures to recruit, train, and retain highly qualified faculty and staff and to create an educational environment that supports its students toward their educational objectives.

Fiscal Resource Management

CSP carefully and systematically manages its financial resources ([YTD Report](#)). From fiscal year 2007 to fiscal year 2017, CSP's unrestricted net assets grew from -\$41,000 to \$30 million ([Net Assets 2007-2017 Graph](#)). Further, CSP makes operational decisions to execute the educational mission and yield budget surpluses (Audits FY [17](#), [16](#), [15](#), [14](#)). As a part of [strategic plan goal #4](#), increasing University net assets, the University has been paying down long term debt from a high of \$26 million to \$16 million ([Debt Graph](#)). CSP's Financial Responsibility Composite Score (also known as the DOE Composite Score), as calculated by the Department of Education, has been above the threshold, and for the last three published years, has been at its highest calculation possible of 3.0 ([DOE Composite Score Graph](#)).

Recognizing the changing higher educational market conditions, CSP strategically chose to expand

and [diversify its revenues](#) by the delivery of education across multiple degree levels and academic delivery modalities. CSP analyzes its market position by evaluating data from numerous sources including the [Minnesota Private College Council financial ratios](#), Council of Independent Colleges' [Annual Ratio Analysis](#) along with [data and insights](#) from CSP's audit firm CliftonLarsonAllen.

Human Resources

CSP complies with all federal and state employment laws and regulations, which ensures fair and equitable work conditions. The University has sufficient employees in academic and administrative programs to deliver a high quality education program. CSP annually updates the Strategic Plan with the faculty and staff employee data and previous year's fiscal performance ([Annual Provost Campus Presentation](#)).

All academic programs follow the [HLC faculty credentialing policy](#), and those that have third-party credentialing requirements are validated by the appropriate third-party accrediting agency (e.g., [CAEP](#), [NCOPE](#), [CAPTE](#), [BOSA](#), [CCNE](#)).

The University has an [employee handbook](#) governing all employees (faculty & staff). The primary [employee on-boarding](#) experience occurs through the human resources office. In addition, individual departments provide training specific to their roles (enrollment management, academic affairs, etc.). All full-time employees participate in the [Lutheran Identity Seminar](#) offered each spring for new employees to help the employee transition into CSP's culture. To further help new employees acclimate to the University, the Vice President for Academic Affairs assigns [faculty mentors](#) to all new faculty.

Full-time faculty typically have contracts for 24 teaching workload units. Additional faculty employee expectations are defined in the general [faculty job description](#).

All full-time employees undergo annual performance reviews ([Employee Performance Review Form](#) and [Faculty Performance Review Form](#)). Administrators and supervisors have the role and responsibility to ensure employees are appropriately skilled to perform assigned job requirements and that ongoing evaluation and professional development advance the University's mission.

Faculty performance reviews center around the faculty policy for [advancement in rank](#). In alignment with this policy, the review evaluates faculty on teaching, scholarship and service and results in a faculty development plan.

CSP's Faculty Development Committee hosts regular mini-workshops to expose faculty to the capabilities of various on-campus technologies and resources and best practices in teaching and learning. This committee, as noted in [meeting minutes](#), also facilitates the quasi-endowment Faculty Development Grant program. Further faculty training occurs with CSP's developing [Curriculum Instruction Center](#). The center, a CSP initiative in partnership with Learning House, a third-party higher education services firm, will provide best-practice-based instructional design training and support for the development and implementation of online courses.

CSP has developed an institutional program for leadership development and succession planning called [Equipping Leaders](#). Modules include mission and strategic planning, budget management, human resource management, the state of higher education, and diversity. The first cohort completed in FY 17 and the second cohort will complete in May 2018.

In addition to these improvements, CSP has also executed a 3% regular cost of living salary increase every year for the last seven years (2012-2018).

Physical Infrastructure

CSP owns a 41-acre campus, located at 1282 Concordia Avenue, Saint Paul, Minnesota 55104, and a small acreage just north of the Twin Cities metropolitan area. In 2010 the University acquired a 2.68 acre site at 1407 Marshall Avenue. A number of potential commercial property additions contiguous to and to the west of the campus are under consideration. The University also evaluates other acquisition opportunities as they arise. The [campus](#) has approximately 35 buildings, constructed between 1911 and 2009, comprising approximately 760,000 gross square footage. CSP has sufficient physical plant resources to meet its educational mission. Utilizing a [space allocation model](#) and data such as [classroom usage reports](#), CSP effectively and purposefully plans to use all available space for academic, athletic, administrative, and student life needs.

As per the [Strategic Plan](#), CSP has dynamically invested in growth programs in the health sciences and business. Recent program additions include a Doctorate in Physical Therapy (DPT) and Bachelor of Science Nursing. Leveraging under-utilized campus space, CSP [renovated those spaces](#) to facilitate the launch of the DPT program. The University has leveraged its location and leased space at the [Central Midway Building](#), a nine-story building near the campus across Interstate 94. Currently hosting program and faculty/staff office space for the DPT, Nursing, EdS/EdD, and Business graduate programs, the Central Midway Building is a unique opportunity that gives CSP the capacity for strategic and fluid growth in new programs and expansion of current programs without the major capital investment inherent in new construction.

CSP continues to optimize existing [campus](#) physical assets for current and future needs. As evidenced by the [Campus Master Plan Summary](#) and the [Campus Master Plan Update](#), the University works to optimize campus spaces through renovation of buildings no longer suited for their original function. Examples of these renovations include the old Student Union to the Art Center and [Thompson Hall](#) (\$1.5 million), and an apartment building refitted for the new DPT program. The DPT program quickly outgrew Thompson Hall, which now serves as the home for Kinesiology & Health Sciences. The [Arndt Science Building](#) has undergone significant updating including adding a cadaver lab and several classrooms and laboratory space for joint faculty and student research projects. New buildings include the [Library Technology Center](#) (\$9.2 million), [Holst Hall](#) (\$17.2 million residence hall), and [Seafoam Stadium](#) (\$7 million). CSP built the stadium with funds generously donated, thereby generating no new debt. Remodeling projects include the [Winget Center Dining Hall](#) (\$1.5 million), suite-style [Hyatt Village](#) student residence building (\$500,000), [Buetow Music Auditorium](#) (\$1.2 million), [Athletic Performance Center](#) (\$1.2 million), and [500th Reformation Anniversary Bell](#), tower and landscaping. The University received a \$500,000 [Cargill grant](#) to upgrade health science labs and teaching facilities to meet the growth in demand for applied health sciences majors.

Physical building security is managed by [G4S professional staff](#). To allow for greater control, access security, and tracking, CSP has moved away from a key system for building access to a more secure card system. CSP has systematically trained faculty and staff in how to respond to a variety of crises and places [C.A.R.E. Guides](#), instructions on how to respond in emergency situations, in all public classrooms and offices. The Crisis Response Team has all [core documentation](#) accessible both in a secure cloud folder and on paper. Scenarios for severe weather, active shooter, campus power outage, and other scenarios have been tested.

Technical Infrastructure Resources

CSP continues to be a leader in higher education technology, utilizing current operational systems, including the industry standard administrative system [Elucian](#), a fifth-generation Cisco network, wireless, and telephone systems (VOIP), and on-site and off-site redundancies of key systems. CSP is a partner with an Internet provider, which provides unlimited bandwidth for an academic sharing ring with all Minnesota private colleges. The University's technology needs include basic services such as email, internet, general ledger accounting, and general office software. Academic technology includes such strategies as a full service [Help Desk](#), online course delivery utilizing [Blackboard](#) and [WebEX systems](#), and an [electronic library infrastructure of full-text journals](#) and other research resources. Future directions include moving to cloud-based computing and building redundant data lines into the campus for disaster recovery. The [Information and Technology Standard Operating Procedure](#) details the role and responsibility of Information Technology Services and includes examples of information technology and network monitoring reports.

With over 50% of CSP students engaging the campus from off site, CSP has moved toward cloud-based servers to ensure availability of core operations with primary focus on student interaction centers; Blackboard learning management systems; email communication via Google Apps; and Ellucian administrative system. Moving to the cloud model enables the University to focus on-campus technical infrastructure needs on providing stable and redundant internet access. [CSP provides its staff with laptop/desktop technology](#) with a rollover period every three or four years. This cycle has proven to be effective at ensuring that all employees have current and effective hardware and software.

To support University operations, numerous software programs are used to manage its processes effectively and efficiently, including: administrative and student processes ([Elucian/Banner](#)), classroom space management ([Ad Astra](#)), management of face-to-face and online classes ([Blackboard](#)), online class discussion ([WebEx](#)), assisting students with academic planning ([DegreeWorks](#)), and reporting and adjudicating student academic and residential misconduct ([Maxient](#)).

CSP is moving to automate as many services as possible across the campus to better serve students and allow them 24 X 7 access to their learning tools ([Blackboard](#), [Library databases](#)) and institutional tools (Advising, Financial aid, [Registrar](#)). The new [Curriculum Instruction Center](#) will have three full-time employees, along with the Learning House partnership team, to provide new and ongoing faculty professional development with tools such as [Blackboard](#) and [WebEx](#).

CSP's public profile is managed carefully through the Office of Marketing and Communication. The office coordinates efforts through partners such as The Lawlor Group, Ruffalo Noel Levitz, Learning House, and Knowledge Teacher Alliance to assist with student recruitment. CSP maintains direct management and oversight of its marketing and branding efforts via the Vice President for Enrollment Management, a tenure-track faculty member with enrollment management expertise. This intentional structural design helps ensure alignment with faculty and staff operations.

Resource Allocation

CSP applies its budgeted resource allocation through a "roll forward" centralized budget model. [The Budget Standard Operating Process](#) (Budget SOP) document describes the process for defining the budget. The University first analyzes and budgets its projected revenues and then allocates its labor and expenses supporting those revenue streams. CSP is a tuition dependent institution with the bulk of revenues coming from tuition.

Due to the academically embedded administrative design, academic leadership is heavily engaged in

the dynamic budgeting process. Academic leadership is engaged in the process, all of whom are tenure-track faculty, include the Provost & COO (chair), Vice President for Academic Affairs, the four college deans, Associate Vice President of Graduate Studies, Vice President for Enrollment Management, and the Vice President for Finance. This model ensures that the academic enterprise is in the forefront of all budget and administrative decisions.

The University's budget model recognizes that the majority of the revenue is generated from tuition and the expense budget is largely labor related. Consequently, year-over-year budgeting begins from a “roll over” from the previous year’s budget with targeted adjustments based upon revenue changes and their associated expenses. Remaining available dollars are allocated toward a target of 3% salary increases and growth in other operating costs (e.g., academic and student support expenses).

The Provost annually reviews each academic program, in conjunction with the Vice President for Academic Affairs and the relevant college dean, for its financial performance toward the budget over and against its number of declared majors and graduates. As an example of this process, this [credits-generated summary](#) report is an analysis of academic departments based on their enrolled credit hours, tuition revenue, direct expenses, and allocated dean's expenses to calculate net tuition revenue per credit hour. Key performance indicators in the analysis include total credits generated, revenue, discounted revenue per credit, direct salary and expenses, allocated dean’s expenses, net revenues by program, net revenue per credit. Each academic program engages in annual program reviews and more extensive periodic [Comprehensive Program Reviews](#). These reviews are shared with the appropriate college dean, Vice President for Academic Affairs, and Provost. These reviews inform resource allocation toward current and future programming. Please see Criterion 4.A for an in-depth discussion of the program review and evaluation processes.

At their annual spring meeting the Board of Regents approve the following year’s budget, which is summarized in the Board Budget Presentation. This report is presented at each board meeting to the finance committee and describes [year-to-date revenues](#), labor and expenses for the current budget, and the projected future budget.

University Budgeting Process

Revenue Budgeting

The projections for traditional tuition and room and board revenues is generated by a team consisting of the Vice President for Enrollment Management, Director for Undergraduate Admissions, Ruffalo Noel Levitz (RNL) partner representative, the Provost and Chief Operating Officer, and Vice President for Finance. This group reviews data associated with admission funnel activity, retention data and regional demographics. Examples of data sources include [Internal FTE Traditional Analysis Projection](#), [Lawlor CSP Tuition Environmental Scan 2012](#), [RNL Keys to Successful Pricing](#), [RNL Tuition Financial Aid Report](#), [RNL Tuition Competitor Analysis](#), [RNL First Year Transfer Tuition Financial Aid Model 17-18](#), and [Office of Institutional Research Retention Projection 2018](#).

The non-traditional undergraduate and graduate tuition budget generation team includes the dean associated with the academic program, Vice President for Enrollment Management, Knowledge and Teaching Alliance (KTA) partner representative, Learning House partner representative, the Provost and Chief Operating Officer, and Vice President for Finance. Examples of data sources include [Office of Institutional Research Retention Projection Reports](#) and [Competitor Tuition Rates](#).

Auxiliary revenues are modeled off of the previous year’s performance and consultation with the respective oversight area.

Labor Budgeting

The labor budget is built from the previous year's budgeted labor of the roll-forward model and adjusted accordingly with planned salary and benefit increases. Each college dean generates a full-time faculty workload that couples with the annual course offerings. The net difference from full-time teaching workload and remaining course offerings defines the academic area adjunct budget. Positions added associated with growth for staff or faculty are reviewed and approved by the Vice President for Finance and Provost and Chief Operating Officer. See the [Budget SOP](#) for a description of the budget task force and how CSP develops its annual operating budget.

Expense Budgeting

The expense budget is built from the previous year's budgeted expense of the roll-forward model and adjusted accordingly for over under activity and growth cost expectations. Requests for increasing expenses are approved through the area vice president with final approval by the Vice President for Finance and Provost and Chief Operating Officer. See [Budget SOP](#) for additional information on expense budgeting.

Revenue and expense budget adjustments are made directly in the Ellucian budget builder by either the Provost & Chief Operating Officer or the Vice President for Finance. Labor budgets are entered into the Ellucian labor budget after final approval of budgeted labor adjustments (e.g., percentage of raise, costs associated with benefits).

Using the [Strategic Plan](#) and its four goal-centered principles, final budget balance decisions are made by the Vice President for Finance and Provost and Chief Operating Officer. Area vice presidents are consulted in the process as is the Director of Human Resources. The Institutional [2017 Form 990](#) ([see pages 2 & 10](#)) show that expenditures (derived from the budget) do primarily target the educational related elements of the enterprise. This practice, affording the University the ability to be dynamically responsive in its highly competitive market place, has proven to be effective for CSP.

CSP does not have a super-ordinate entity with which it shares or disburses its revenue.

The Strategic Plan's realistic goals utilize key [performance indicators](#), as noted in the appendices, to ensure accurate goal alignment and metrics for annual adjustments. These key performance indicators are updated annually. The Provost and Vice President of Finance annually deliver presentations to the campus community on the state of higher education and an update on institutional performance. Recent examples of these reports include the [Provost 2016 Annual Review](#), [VP of Finance FY 16 Annual Review](#), and [VP of Finance FY17 Annual Review](#).

CSP leverages data and insights from partners such as Ruffalo Noel Levitz, The Lawlor Group, Learning House and the Knowledge and Teaching Alliance to evaluate, strategize, and execute strategic plans and goals within the regional market conditions. Ruffalo Noel Levitz's [annual review presentation](#) describes how CSP is performing over and against regional competitors.

CSP tracks completion of mandatory training in the administrative computing software. Mandatory trainings include Title IX, FERPA, sexual harassment, etc. Background checks are conducted on all employees, and faculty degree information is verified through Human Resources. An [on-boarding program](#) has been implemented to accommodate [departments](#) and ensure employees have the proper documentation for hire. Training on software specific to a position is provided for all employees both by the IT department and supervisors. The University recognizes [department-wide skills](#) and encourages employees to attend conferences, seminars, and training to enhance the University's

talent.

Budget Monitoring

Vice President for Finance and Provost and Chief Operating Officer monitor the budget throughout the year and work with area vice presidents for mid year budget adjustments and to build the next year's budget. Utilizing the [Ellucian administrative system](#), all budget area supervisors have online access to up-to-date labor and expense budgets via the Argos tool. This [budgeting drill-down example](#) demonstrates how a budget supervisor can obtain the annual budget data and transactions using the CSP Connect online budget reporting tool. CSP uses this online access in place of any printed budget status reports. Directors, deans and vice presidents are required to sign-off on all purchase orders, [expense reports](#), invoice payments, and position requests. Such integration of local budget supervisors and their administrative unit's oversight minimizes overspending budgets. In the event that mid-year adjustments are needed, a unit area leader can bring a request through the area vice president and then to the Provost and Vice President for Finance for decision and action. To ensure that the Board of Regents and the Finance Committee ([Board of Regents Policy Manual](#)) are up-to-date on the budget, the Vice President for Finance leads a budget monitoring presentation at each meeting that includes [financial data of YTD](#) against budget and year-end estimate.

The CSP budgeting process, as defined in the [Budget SOP](#), effectively enables the University to adapt to current year fluctuations and the dynamic higher education environment.

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- FacultyHandbook-January 2018
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- Hyatt Village
- Lutheran Identity Seminar Information
- Sea Foam

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Concordia University, St. Paul's [2018 Strategic Plan](#) includes the institution's foundation statements, board governance, and operational structure. The CSP [Board of Regents' Policy Handbook](#) defines policies governing the operations of that body.

Board of Regents

The Board of Regents (BOR) meets three times a year. Effective governance and administrative structures are evident within its [handbook](#) and through its meeting proceedings. As described in the [Board of Regents' Policy Handbook](#), the Board of Regents divides itself into subcommittees appointed by the chair. Subcommittees are responsible to and report to the Board of Regents. The following are examples of recent proceedings and reports.

BOR Agenda	BOR Minutes
February 2017	February 2017
May 2017	May 2017
October 2017	October 2017

Subcommittee Minutes May 2017

[Academic Subcommittee](#)

[Finance Subcommittee](#)

[Advancement Subcommittee](#)

President and Vice President Reports October 2017

[President](#)

[Executive Vice President](#)

[Provost & Chief Operating Officer](#)

[Vice President for Academic Affairs](#)

[Vice President for Finance](#)

[Vice President for Advancement](#)

Faculty Governance

Faculty governance flows from the Board of Regents, to the President, to the Provost & Chief Operating Officer, to the Vice President for Academic Affairs, and to the faculty in general through the Faculty Senate governance structure. CSP, through its faculty, defines these governing relationships through the [Faculty Constitution](#) and [Faculty Bylaws](#), [Faculty Handbook](#), and [Graduate School Handbook](#). Faculty further govern themselves, as mandated within the bylaws, with a grouping of committees with targeted roles and responsibilities: Undergraduate Policies Committee, Graduate Policies Committee, Faculty Policies Committee, and Faculty Development Committee. [Faculty Bylaws](#) define the role and responsibilities of each committee.

Faculty Senate Meeting Minutes

A representative sample of Faculty Senate proceedings:

[September 2017](#)

[November 2017](#)

Faculty Committee Minutes

A representative sample describing faculty engagement in academic matters:

Undergraduate Policies Committee

[September 26, 2017](#)

[October 24 2017](#)

Faculty Policies Committee

[March 2017](#)

[December 2017](#)

Graduate Policies Committee

[September 2017](#)

[October 2017](#)

Faculty Development Committee

[September 2017](#)

Student Participation in Governance

Students participate in the faculty governance committees. Additionally, the Student Body President participates in meetings with the University's Board of Regents. Students are governed in and out of the classroom through policies listed in the [Student Policies Handbook](#). Student life is overseen by the Associate Vice President for Student Life. That office is intentionally a tenure-track faculty member of the College of Business and Technology to further support the integration of co-curricular experiences and the academic mission of the University.

Representative Student Senate Meeting Minutes

[October 2017](#)

[November 2017](#)

Example of Student Input

Each Student Senate Senator is assigned a group of students with whom they communicate and from whom they seek input as part of the representative process. As an example, intramural activity and direction was aligned with [student input](#). The campus smoking policy is also under review following [student feedback](#).

Participation in Setting Academic Requirements

The management of the affairs of CSP, including academic policies and practices, are vested in the [Board of Regents](#) (BOR). The BOR's responsibility is delineated in the institution's Articles of Incorporation, Bylaws and Appendices. As noted above, the BOR carries out these responsibilities through a committee structure that includes committees on academics, finance, and advancement. In conjunction with BOR meetings, the committees meet three times annually. The Academic Subcommittee has the primary responsibility for reviewing and providing insight and oversight of the University's academic matters. Recent [Academic Subcommittee minutes](#) demonstrate this oversight.

The Finance Subcommittee receives and reviews financial reports ([FY 18 January YTD financial report](#)) and activities in documents from the Chief Financial Officer and the Provost and Chief Operating Officer ([Provost Board Report](#) and [VP Finance Board Report](#)). Furthermore, the Finance Subcommittee approves the proposed budget, tuition rates ([Tuition Rate Approval Form](#)), and the annual audit report. In turn, upon their recommendation, these items are presented for action to the full Board of Regents.

Strategic Planning

A Strategic Planning Team (SPT), facilitated by the President and Provost and Chief Operating Officer, is responsible for the strategic planning process. The [current strategic plan](#) covers a planning horizon from academic years 2014 to 2018. The plan, focused on student success, flows from the University's central purpose, "to [prepare students](#)." Strategic goals and measurable objectives are directed toward student success, defined as retention, graduation, and career/graduate school transition. CSP sees itself as selective, but not highly selective. The University specializes in helping traditional undergraduate students with good to excellent levels of academic preparedness ready themselves for opportunities in relevant career fields. Additionally, CSP specializes in helping adult learners, with their unique set of lifestyle needs and demands, achieve their aspirations for academic

degrees and career outcomes.

Directed toward learner success are four overall strategic goals, a set of measurable objectives or [S.M.A.R.T.](#) (Specific, Measurable, Attainable, Realistic, Time-bound) goals by which progress toward each strategic goal is measured, and a set of tactical plans leading to the achievement of each goal. Key performance metrics the University uses to measure progress include [enrollment, retention, persistence to graduation, credits generated](#) and [financial performance](#) of the institution.

While tactical plans are not comprehensively stated in this document, since they tend to be the most flexible and adaptable over time, a number of key tactics related to student success are highlighted. [Examples of key tactics](#) include implementation of a tuition reset designed to increase affordability, development of efficient processes to assess and respond to market demands for academic programs, and targeted efforts to help faculty increase their effectiveness as educators amidst the quickly changing higher education landscape.

Core values found in the University's [Promise Statement](#) are meant to be integrated throughout all areas of the CSP educational process and community life. These values include commitments to empowering students, the University's urban setting, multicultural diversity, Christ-honoring and all-welcoming, and the historic Lutheran connections of the University.

The [Strategic Plan](#) includes the [Mission, Vision, and Promise](#) of the University, brief commentary on the institution's functional areas, a description of current and future facility needs, and the strategic goals and measurable objectives for the current planning horizon.

In August 2017, the campus community began the process of updating its strategic plan for the next five years. This [process](#) mirrored the 2013 strategic planning process. A SWOT analysis process involving students, faculty, staff, and Board of Regent members served as a campus-wide opportunity to gather planning ideas and input. An opening session shared information from a [President's report](#) and an update on the [strategic goal](#) progress. Participants gathered in [fourteen subgroups](#), each looking at the four [strategic goals](#) from unique lenses (e.g., [Business and Technology](#), Arts & Humanities, Church work, Healthcare, [Career](#)).

The Strategic Planning Team then divided into strategic goal work teams to prioritize and synthesize the community's SWOT feedback into actionable S.M.A.R.T objectives. The resulting [S.M.A.R.T objectives](#), after further refinement, were validated and unanimously approved by the Strategic Planning Team. The next step operationalized these S.M.A.R.T objectives into key tactics. The Strategic Planning Team unanimously approved the new plan. The Board of Regents endorsed the Strategic Plan at their [February 2018 meeting](#). [Vision 2024](#) aims to continue the University's strategic growth and build upon the the successes and experience from the [2018 Strategic Plan](#).

Student Input

The Office of Enrollment Management [surveys](#) students to gather insights into student satisfaction and experiences with admissions, financial aid, advising, career services, registrar, and tutoring. Questions that on average rate below 4.0, on a scale of 1 to 5, are analyzed further by the appropriate unit area. Resulting action items from this analysis are implemented to improve student experiences with services from the [Office of Student Success](#) and the [Office of Admissions](#).

On a biannual basis CSP gathers and analyzes data on freshman class through participation in the [National Study of Student Engagement](#) (NSSE) survey. This information is shared and analyzed with enrollment management and academic leadership.

CSP conducts annual academic program reviews and more intensive Comprehensive Program Reviews on a five-year cycle. Review processes include input and evaluation from student assessments, faculty reflections, and external review committee members. Program reviews provide insight and input on program quality and outcomes. These reviews, coupled with the [five gates](#) metrics used for program consideration and [annual credits generated/net revenue reports](#) inform continuation, augmentation or reduction of resource allocation. Please see Criterion 4.B. for a complete discussion of program review and improvement processes.

All proposals for new academic programs follow the appropriate faculty policy for new [undergraduate](#) and [graduate](#) programs. These processes help ensure that a new program is a viable academic opportunity for the department, college and University.

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- Strategic-Plan 2014-18 (page number 3)
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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

The current [Strategic Plan](#), informed by the [Mission, Vision and Promise Statements](#), designates the institutional priorities of projects and resources allocated within Concordia University St. Paul (CSP). The operating budget is created via a collaborative process as described in the [Budget Process Standard Operating Procedure](#) (Budget SOP). This process includes engaging enrollment management, college deans, senior leadership, and the centralized budget team. Please see Criterion 5.A for additional details of the budgeting process.

Through the planning that contributed to the institutional Strategic Plan (see Criterion 5.A. for planning specifics) and the internal monitoring of the plan's designated benchmarks, the centrality of the academic programming was kept at the center of the process. In order to do this, faculty, staff and administrators contributing to strategic planning work were charged to review their budgets for needs to execute their role and responsibilities. These adjustments were evaluated in the [budgeting process](#) and implemented with the University priorities.

CSP's planning and budgeting demonstrate continuity and integration. Institutional leaders have consistently been guided by its mission as a University serving church and community. Decisions flow from the [CSP Mission Statement](#) and into the general operational requirements of the University. This approach is articulated in a concrete way through the strategic plan and entrusted to administration, faculty and staff to implement. The [Strategic Planning Council](#) includes members from a wide range of constituencies including faculty, staff, and administration.

Examples of strategic goal budget allocations beyond the normal year-to-year additions include:

- New academic program development: [Doctorate in Education](#); [Bachelor of Science in Nursing](#); [Master of Science in Information Technology Management](#)
- [Concordia Tuition Reset](#)
- New athletic programs : [Women's Lacrosse](#) [Lacrosse Revenue Projections](#)

Operationally, the University has reorganized its staff structure from a silo-based model of admissions, advising, financial aid, student accounts, and registrar into a cohesive [Enrollment Management Structure](#). This integrated model focuses on student services supporting the student life-

cycle rather than a model of stand alone support offices.

The University acts entrepreneurially in seeking partnerships that not only increase service to the student but do so in a fiscally responsible manner. For example, CSP has partnered with [Nystrom and Associates](#), a local mental health services provider, creating a strong partnership that provides high quality services. The resulting partnership delivers services to students at a higher level than the comparable University expense and delivery could provide.

Linking of Assessment, Operations, Planning, and Budgeting

CSP assesses student learning through an [assessment process](#) that includes curriculum development centered on learning outcomes, course design, assessment of learning outcomes, collection of assessment data, analysis and review of the data, and instructional/curricular adjustments to address gaps. This [cycle of continuous improvement](#) is supported through the Office of Assessment and Accreditation. Operationally, eLumen, an assessment management system, supports the assessment through its database management tools and reporting. While the [assessment of student learning program](#) is primarily implemented at the course instructor and department level, the program has links to operations and planning. College deans review assessment reports and provide operational feedback. Criterion 4.B includes an extensive discussion of CSP assessment of student learning.

The [annual program reporting](#) process and the more intensive [Comprehensive Program Review](#) process both include analysis and reviews of student learning. Departments and college deans develop departmental and college goals in response to these reviews. These goals inform planning and budgeting at the department and college level. The [College of Business and Technology's](#) strategic planning process is an example of the integrated link between student learning, assessment, departmental goals, and college planning and budgeting. Within this process departments set goals and determined strategies based, in part, on the assessment of learning. The [departmental goals and strategies](#) were compiled by the dean and thematically integrated into the College's [strategic plan](#). Demonstrating the link between assessment of learning, the plan was shared with the Office of Academic Affairs, the Provost, and the Academic Cabinet. Human resources decisions, faculty development infrastructure, facility planning, and budget allocations are based, in part, on plans such as these. For example, the [hiring of new faculty](#) must be justified, in part, by using assessment-based data.

Through the [SmartEval](#) course evaluation system, students have an opportunity to reflect and examine their own learning at the end of each course. The evaluation system consists of online surveys that include questions regarding student personal and academic growth. Instructors and department chairs receive the survey results within two weeks of the close of the course and use them to inform and adjust instructional practices. Course evaluations are also an integral component of the contract renewal and [advancement process](#). College deans review performance evaluations and use them to inform labor budgeting and planning decisions.

The Academic Cabinet, which includes the academic and enrollment management leadership, serves as a hub for linking assessment to operations. The members of the Academic Cabinet are also part of the Budget Planning Team, as detailed in the [Budget Process Standard Operating Procedure](#). The Associate Vice President for Assessment and Accreditation, who reports directly to the Provost and Chief Operating Officer, shares regular reports with the Academic Cabinet. [Academic Cabinet strategic planning](#), led by the Vice President for Academic Affairs, incorporates University-wide goals that relate to multiple forms of assessment. The Provost and Chief Operating Officer is a member of the Academic Cabinet.

Evaluation of Operations, Planning, and Budgeting

[Enrollment management](#) staff conduct annual student evaluation surveys of all its services, including admissions, financial aid, international services, registrar, career services, tutoring, and [academic advising](#) (Office of Enrollment Management survey results [FY15-16](#) [FY16-17](#)). Each department then compiles the data for self review in annual reports to the enrollment leadership ([Traditional Undergraduate Year in Review](#), [Graduate non traditional undergraduate annual review](#), [Academic Advising Response](#), [International Student Support Services](#), [Career Services Review](#)). When student average response rates are below an average of four on a five-point Likert scale, the department develops action strategies to improve the score and service. For example, the [Graduate and Undergraduate Annual Review](#) includes discussion and goals for improving service to students. The evaluation process informs the operation's services, planning of their work, and associated budget allocations.

Academic departments utilize information from a number of different sources to inform operational improvements. Faculty receive student course evaluations through the [SmartEval](#) course evaluation platform. CSP's assessment management system, eLumen, facilitates the compilation and analysis of student assessment data. As previously noted, faculty use assessment data for academic planning, discussing it at department level meetings, and planning improvements, documented on meeting agendas and Annual Reports. The Department of Doctorate of Physical Therapy's [Assessment and Evaluation Matrix Report](#) provides an example of how assessments and evaluations inform operational improvements at the department and program level.

The evaluation of the operation, planning, and budgeting process has proven to be effective as is evident in the improving [CIC Financial Indicators Tools Ratios](#) and [CIC Financial Ratio Trends](#). CSP's auditor, CliftonLarsonAllen, presented a review of the University's [audited financial condition](#) with comparisons to a similar institution.

The University's [Strategic Plan](#) documents the strategic planning process which the University implements to engage internal and external constituencies. The Board of Regents is [updated regularly](#) regarding the Strategic Plan and key measurement metrics. The [Provost and Chief Operating Officer](#) and [Vice President for Finance](#) annually update the University's staff, faculty, and student leaders on the status of higher education and CSP.

A key external constituency is the University's denominational affiliation with the [Lutheran Church-- Missouri Synod \(LCMS\)](#). In addition, CSP is part of the [Concordia University System \(CUS\)](#), a separate corporation comprised of 10 colleges and universities affiliated with The Lutheran Church— Missouri Synod. The core mission for CUS is to provide guidance to the LCMS colleges and universities. On an approximately three-year cycle, CUS sends a campus review team to CSP. The campus review team, upon completion of their visit, shares their operational observations and recommendations to the CUS Board of Directors and to CSP's Board of Regents and Executive Leadership Team.

CSP utilizes external advisory councils to learn about emerging trends, gain stakeholder feedback, and share strategic initiatives.

- [President Advisory Council](#) - Council members are key thought leaders and financial benefactors.
- [College of Business and Technology Advisory Council](#) - Comprised of regional business leaders, the Council supports the college's strategic initiatives.
- [Alumni Advisory Council](#) - The Council supports initiatives to connect and engage alumni with

the University.

Several academic programs have advisory panels (e.g., Nursing, Doctorate of Physical Therapy, and Teacher Education) that assist with program reviews. Criterion 4.A defines the annual program review processes associated with academic program improvement.

Academic programs also have external accreditation reviewers providing insight into program outcomes ([CAEP](#), [CAPTE](#), [Board of Nursing](#), [NCOPE](#)). See Criterion 4.A for a discussion of these agencies and their oversight roles with CSP academic programs.

CSP is an active member of the Minnesota Private College Council. Comprised of 17 Minnesota private colleges, the council advocates for public policy that meets student needs, enhances private higher education, and strengthens Minnesota's economic and civic fabric.

The University is [engaged](#) with its local community through neighborhood groups (LexHam, Union Park District, FrogTown) and the City of St. Paul (e.g., requested representation by the mayor on the Major League Soccer Stadium project in CSP's neighborhood).

All of these participatory partnerships allow CSP to be meaningfully engaged and informed by its local, regional, and national constituencies.

Marketplace Analysis

The responsive management at CSP allows it to be nimble in the competitive marketplace. CSP constantly monitors area dynamics with its ongoing partnerships with the two-year regional institutions, its enrollment management partners of The Lawlor Group ([Lawlor 2017 Trends](#)), The Learning House, Ruffalo Noel Levitz (RNL) ([Financial Aid Leveraging](#)) and Knowledge Teacher Alliance (KTA). Further, CSP closely engages with the Minnesota Private College Council. The council engages in pricing [demographic studies](#) of likely-to-enroll populations.

CSP partners with the Minnesota Private College Council to help share the story of the benefit of state funding in the private higher education sector. Additionally, the University engages local regional and national representatives to share the value of federal and state dollars going toward students. Minnesota Private College Council reports on [market share comparisons](#), [tuition and financial aid](#), [graduation rates comparisons](#), and [Minnesota demographics](#) all guide decision-making and risk management. The continuous monitoring of the budget by administration keeps the changing marketplace and its implications in the forefront of daily decision-making. Additionally, this monitoring guides longer term decisions, such as new program approvals. To prioritize growth programs, CSP enrollment management [utilizes several data sources](#) to evaluate opportunities for new academic programs.

CSP continually scans emerging factors, such as technology, demographics shifts, and globalization, through various departments. Partners such as The Lawlor Group, RNL, KTA and Learning House all provide external analysis and support to the University. Sample reports for these partners include the [RNL Annual Report](#), [Lawlor 2017 Trends Report](#), and a [Learning House program analysis](#). The University strongly believes that utilizing external agencies to validate its strategy helps manage risk and increase the probability of success. As noted above, enrollment management units undergo an [annual student survey](#) as apart of their self-evaluation of unit goals. Each department generates a annual report to document current and future tactical actions. Examples of resulting review reports include: [International Student Services](#), [Career Development Center](#), and [Traditional Admissions](#).

The [Concordia Tuition Reset](#) is an example of how the University utilized internal data and external data to execute the affordability strategic objective.

The Department of Information Technology [tracks student technology use and needs](#). Key technology services monitored include campus email, [Blackboard](#) (the University's primary learning management system), and [WebEx](#). The move to Google Mail (Gmail) is an example of a technology change that resulted from monitoring the technology needs of students. As an additional example, since students and faculty continue to utilize more of Blackboard's enhanced features (as evidenced in this [Blackboard usage report](#)), the University continues to update the product to its most current version.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Concordia University, St. Paul (CSP), in its efforts to improve organizational and unit effectiveness, develops and documents evidence of operational performance.

The academic area uses assessment of student learning outcomes, annual program reports, and Comprehensive Program Reviews to document performance. As evident in program reports for [Math](#), [Nursing](#), and [MBA](#), academic units use the review process to develop goals and strategies for program and service improvement. Please see Criterion 4.A for additional evidence on the use of the program review process to drive improvement. CSP leverages accrediting agencies (e.g., [BOSA](#), [CAEP](#), [CAPTE](#), [CCNE](#)) to validate program performance and quality.

The Office of Enrollment Management conducts an [annual survey](#) to gather student feedback on the performance of its service units. In the online advising unit, for example, survey results inform action plans for inclusion into the unit's [Student Success Department Standard Operating Procedure](#). As an additional example, CSP chose to partner with FA Solutions, a company that processes financial aid, after [student survey feedback](#) indicated student dissatisfaction with delays in the Federal Verification process. [FA Solutions evaluated](#) the administrative system and recommended several changes. The operational changes and partnering with FA Solutions for service resulted in reductions of Federal Verification processing times by seven days and are continuing to improve ([FA Solutions Verification](#)). The academic advising office used the feedback from the enrollment management survey to generate office [service enhancements](#) on low scoring areas.

In addition to third-party national surveys, the University has developed its own assessment tools. CSP uses the [First Destination Survey](#) to inform the University and its programs on initial experiences of recent graduates. The Doctorate of Physical Therapy, in compliance with accreditation requirements and departmental commitments to continuous improvement, developed this [Assessment and Evaluation Matrix](#) report. The report demonstrates the link between evaluation, analysis, action plans, and program improvement. [Credits Generated Analysis](#) is used to evaluate the fiscal viability of individual majors and programs. As an example, this data, along with retirement data, has been used in fiscal year 2018 for adding two new faculty in the College of Business and Technology (marketing and accounting) as well as the consolidation of two faculty positions within the Department of Human Services.

CSP utilizes [DegreeWorks](#), [Brainfuse](#) (online tutoring), and a campus-wide academic early warning system to monitor student success. The University leverages technology to archive faculty/staff development training sessions, [blackboard learn training](#), and [WebEx](#). The University's Office of Human Resources retains detailed records on [performance appraisals](#), benefits, contracts, annual raises, position request forms, job descriptions, professional development, [training attendance](#), [onboarding](#), exit interviews, performance improvement plans, and [leadership development plans](#).

CSP annually assesses program needs, campus utilization, and [enrollment projections](#) as well as facility preventive maintenance to create a [campus master plan](#). The University uses [Banner](#), a robust higher education administration software platform, to track operations, donations, and expense disbursements. Banner enables CSP to effectively monitor cash flow and enforce budget permissions down to the program level.

Over the last decade, CSP has secured partnerships, to better serve student needs, with key partner companies to provide food, custodial, and [security services](#). Through marketplace research and feedback from students, faculty, and staff, CSP recognized that improvements needed to be made to these services. CSP then searched for alternative solutions and found excellent partners. For instance, [Learning House advises students](#), [FA Solutions processes financial aid](#), and [Brainfuse](#) tutors students through online writing services and live sessions. The aforementioned partnerships have allowed CSP to more than double its enrollment over the last decade, improve student services, and control labor expenses.

When CSP has seen a gap in its own operations, the University has created new organizational units to address those needs. As an example, CSP formed [International Student Services](#) to academically support the growing number of international students attending the University.

As CSP has grown its nontraditional and online programs it has seen a need to continue to train its faculty in relevant and meaningful pedagogical techniques. The Faculty Development Committee and the Office of Information and Technology continue to sponsor seminars in pedagogy. In addition, CSP created an Online Task Force, in collaboration with Learning House, to build the instructional design capability of its faculty. In January 2018, CSP began a search for two positions that will support the developing [Curriculum and Instruction Center](#).

Using external resources such as The Chronicle of Higher Education's Great Colleges to Work For survey, a program that provides data about employee engagement at colleges and universities, CSP collects data to improve system operations and services. The Great College to Work For reports provide evidence of [improvements](#) in scores [over time](#) as well as [benchmarking](#), demonstrating CSP's commitment to collecting and analyzing performance data for institutional improvement.

For example, in 2014, [Faculty, Administration and Staff Relations](#) had an overall score of 47%, scoring below the Carnegie Masters comparison group. In 2017, the [score increased](#) to 70%, a 23 point gain, rating 9 points above the comparison group. Several initiatives were instituted, including an [HR newsletter](#), President Tom Ries' [Blog](#) on CSP Connect, [TOMtalks](#) conversations, increased communication from senior leaders and staff at the [fall workshop](#), publishing Academic Cabinet minutes in the [Faculty Bulletin](#), and Human Resource [Coffee Breaks](#) development [sessions](#) for faculty and staff.

A comparison of CSP scores from 2014 to 2017 on the Great Colleges to Work For survey shows improvement in every category. Benchmarking against Carnegie Master's universities shows CSP scored above this comparison group in 10 out of 15 categories.

As demonstrated in these examples, CSP uses data collected for insights into systems operations and improvements, a key aspect of the University's continuous improvement journey.

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- 5D2 Concordia University 2014 Great Colleges to Work For survey
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- 5D2. Recognition Score Card Great Colleges to Work For

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Since its last comprehensive evaluation, Concordia University St. Paul has exhibited growing strength in financial resources, and is continually investing in the improvement of a quality educational experience for its students. [Net assets](#) have more than doubled in ten years, [long term debt](#) has declined substantially, and cash assets have increased to the point where the University has adequate working capital to carry out its operation and pursue its mission. CSP has exceeded its [goals for asset growth](#) in each of the last seven years.

CSP compensates for a relatively small endowment with superb management of its financial and capital resources. [Annual audit results](#) are consistently excellent, and reflective of processes that provide for operating on a sound financial basis. Deferred maintenance has been reduced and the University has effectively reallocated facilities to keep up with enrollment growth and program development. Seasoned leaders in the area of finance and operations have a long collective tenure with the University. CSP regularly receives the highest possible financial responsibility score from the [U. S. Department of Education](#).

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