



CSP

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CONCORDIA UNIVERSITY, ST. PAUL VISION 2024

Fiscal Years 2019 - 2024
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Table of Contents

I. Executive Overview	2-3
II. Foundational Statements	3
III. Organization	3
IV. Operation	3
V. Admissions and Marketing	4
VI. Financing	4-5
VII. Human Resources	5
VIII. Technology	5
IX. Facilities	5-6
X. Goals and Objectives	7-11
XI. Key Metrics	7
XII. Exhibits	11-23
XIII. Diversity Plan	24-25

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I. Executive Overview

Background

The mission of Concordia University St. Paul is rooted in academic excellence and Christian vocation, reflected in the motto: *In litteris proficere volo malo deligere Jesum* ("It is good to be proficient in knowledge, but better to know Jesus").

Concordia University was established in 1893 as a six-year educational institution of The Lutheran Church – Missouri Synod patterned after the German Gymnasium. The educational focus was primarily pre-seminary and teacher education. From the beginning, however, the founders desired "a course of study in which young men who are not preparing for the ministry or for teaching in our parish schools may receive training for secular occupations and professions so that as Christian citizens, they may serve their community, their state, their country, and last but not least, their church" (Kaden, 1993, P. 17).

As the American system of education developed in the early 20th century, the Gymnasium came to be viewed as a four-year high school and two-year college. In 1950 the college became coeducational, and in 1951, began granting Associate in Arts degrees. In 1959, the college was accredited by the North Central Association. In 1962, the college was expanded to offer a four-year degree program, and in 1964 granted the first Bachelor of Arts degrees. In 1967, the Bachelor of Arts program received full accreditation from the North Central Association, and in 1969 the teacher education program received full accreditation from the National Council for the Accreditation of Teacher Education. In 1967, Concordia Academy began merging with St. Paul Lutheran High School, and by 1971 the program had been transferred off the campus. The college began awarding graduate degrees in 1991. In 1997, the college became Concordia University.

The Carnegie classification places Concordia University in the category of Masters colleges and universities (larger), and characterizes the university as private, non-profit, 4-year or above, professional focus, some graduate coexistence. Concordia University is made up of four colleges, each with its own Dean: College of Humanities and Social Sciences, College of Business and Technology, College of Education, and College of Health Science. Graduate programs are housed in all four colleges and are overseen by an Associate Vice President. Total enrollment as of the Fall 2018 census was 5,038 students.

Concordia is known to have one of the most racially and ethnically diverse university student bodies in the state of Minnesota. Students participate in a wide range of clubs and organizations. CSP Ministry is an important aspect of the entire university community and is led by a full-time university pastor. The university supports a full range of visual and performing arts programs. Athletic teams compete at the NCAA Division II level and hold membership in the Northern Sun Intercollegiate Conference. Concordia is home to the Center for Hmong Studies and the Hoffmann Institute for Christian Outreach. Approximately 465 of 1,600 (headcount) students enrolled in traditional undergraduate programs reside in campus housing.

CONCORDIA UNIVERSITY, ST. PAUL OFFERS:

- 76 undergraduate majors (BA, BS, BBA, BSN)
- 52 undergraduate minors
- 14 pre-professional programs
- 29 graduate programs (DPT, MA, MBA, MFA, MS, Ed.D., Ed.S, MAT)

Strategic Plan Summary

A Strategic Planning Team (SPT), facilitated by the President and Provost and Chief Operating Officer, is responsible for the planning process. The current plan (the Plan) covers a planning horizon from academic years 2019 to 2024. The Plan is represented graphically in Exhibit B. It is focused on student success. Goals and measurable objectives are directed toward student success embodied as retention, graduation and career/graduate school transition. Concordia sees itself as selective, but not highly selective. The university specializes in helping traditional undergraduate students with good to excellent levels of academic preparedness prepare for great opportunities in relevant career fields. The university also specializes in helping adult non-traditional 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 measureable 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. Metrics the university uses to measure progress are enrollment, retention, persistence to graduation, credits generated and financial performance of the university (cf. Section XI).

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. Among the highlighted tactics is affordable tactics, 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 often changing higher education landscape and emerging student needs.

Core values found in the university's Promise Statement are meant to be integrated throughout all areas of the educational process and university's community life. These values include a commitment to empowering students, the university's urban setting, multicultural diversity, Christ-honoring and all welcoming, and the historic Lutheran connections of the university.

The following sections of this document: 1) state the Mission, Vision and Promise of the university, 2) provide brief commentary on the functional areas of organization, operation, admission and marketing, financing, human resources, and technology, 3) describe facilities and current thinking on future facility needs, and 4) give further detail on the strategic goals and measurable outcomes of the current planning horizon.

II. Foundational Statements

Mission Statement

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

Vision

The vision of Concordia University, St. Paul is to be acknowledged as the leading Lutheran university offering exceptional opportunities for students from all backgrounds who seek relevant career preparation and a challenging academic experience coupled with the insights of Lutheran theology.

Promise to Students

Concordia University, St. 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.

III. Organization

The organizational structure of Concordia University is shown in Exhibit A. The Board of Regents is comprised of 18 members, ten elected or appointed by the church body and eight appointed by the Board. The president of the Minnesota South District serves as the ex-officio 18th member. Regents may serve up to three, three-year renewable terms. The Board elects the President, in consultation with the Concordia University System and the President of the Synod, to a five-year renewable term. Vice Presidents are appointed by the President and ratified by the Board, and serve at the discretion of the President of the university.

IV. Operation

The university's core business is higher education. The delivery of academic programs is designed around three student populations: 1) traditional college-age students (18 to 24), 2) adult non-traditional learners pursuing undergraduate degrees, and 3) graduate students. A variety of pedagogical models are employed in both traditional classroom settings and non-traditional settings (one night a week, online, hybrid, cohort). The two other economic engines of the university are auxiliary enterprises and advancement.

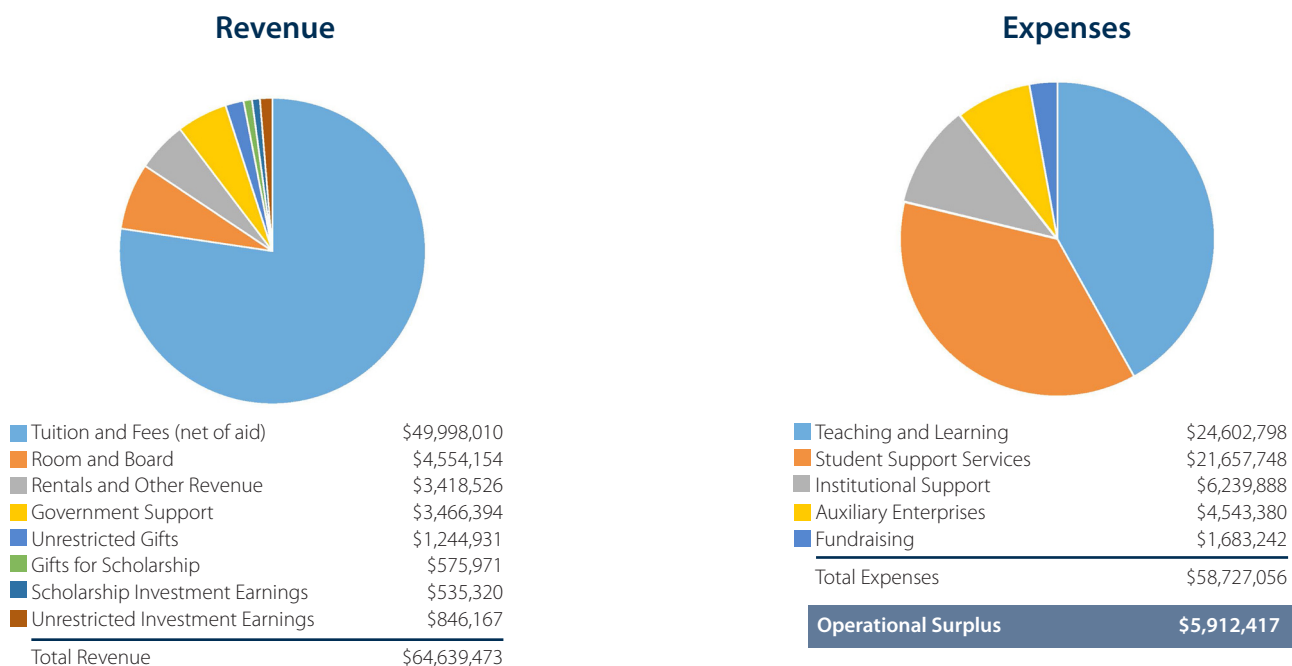
V. Admissions and Marketing

The university's marketing efforts are primarily student-recruitment focused, rather than general visibility focused. The marketing plan implementation includes the internet, direct mail, radio, television, printed publications, electronic mail, and social media. Admissions staff is organized under two departments, one targeting traditional-aged students and the other targeting adult learners at both the undergraduate and graduate levels. Consulting firms are engaged to assist with marketing and enrollment management.

VI. Financing

Concordia University's primary revenue streams are tuition (72%), auxiliaries (20%), gifts and grants (2%), and other (6%). Total revenues are budgeted at \$58.9 million. The university has \$17.5 million in long-term debt and a total endowment of \$30.0 million. Approximately \$16.4 million of the debt is associated with the building of Holst Hall, a residence life center that has a direct revenue stream to offset the debt payoff. The university recognizes the need to focus on net revenues as it evaluates current programs and grows new programs. An example breakdown of revenues and expenses is shown in Figure A.

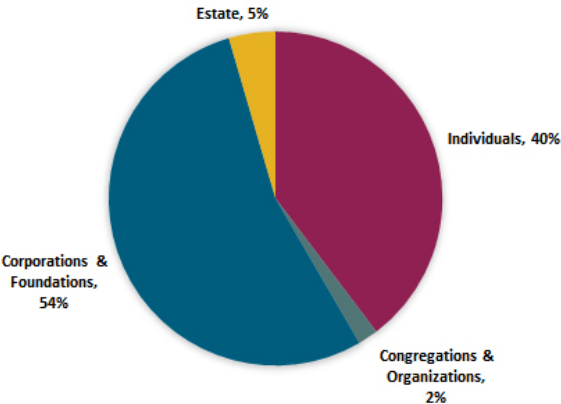
Figure A: Revenues and Expenses (FY2019)



While the day-to-day orientation of management tends to focus on the operational revenue and expenses of the university, gifts to the university (fundraising) represent a substantial source of other additional revenues (i.e., capital, scholarship and endowment gifts). In FY 2019, the university received a little over \$3.1 million from this function. The charts below illustrate:

1) Figure B: The sources of those designated gift revenue (13% from matured estates and 87% from gifts from individuals, corporations and foundations). Over the past five years, gift revenue has been relatively stable but the sources and designations have varied.

Figure B: Gift Sources - FY 2018



VII. Human Resources

Concordia University follows federal, state and synodical employment policies. The current number of employees is:

	Full Time	Part Time
Faculty	112	275
Staff	153	28

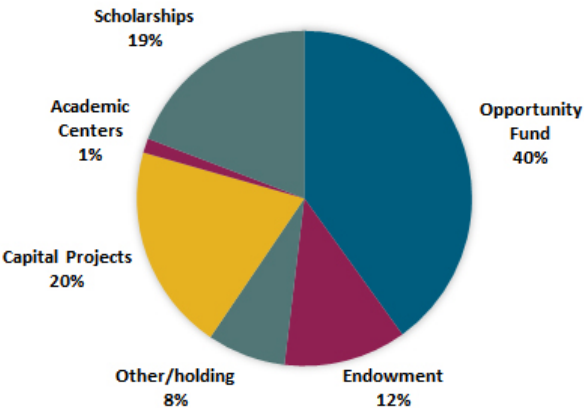
The university will enhance employee professional development opportunities to include content area expertise, institutional knowledge, and compliance with diversity programs to ensure campus constituents are best able to serve the needs of diverse learners

VIII. Technology

Concordia University 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. Concordia is a partner with Internet II, which provides unlimited

2) Figure C: The “Opportunity Fund” and other unrestricted gifts along with gifts made for current use scholarships are the only portion of gift revenue that reflected in the operational budget (Figure A). Restricted or designated gifts are not reflected in Figure A and the proportional relationship between restricted and unrestricted gifts can fluctuate year to year depending on matured estates and capital projects.

Figure C: Gift Designations - FY 2018



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 delivery utilizing BlackBoard and WEBEX, 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.

IX. Facilities

Concordia University 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. The university most recently acquired property in 2019 as it purchased a new residence for the incoming University president, and in 2018 with the purchase of the Central Midway Building (1.2 acres) which is now named Ries Tower. In 2010 CSP added a 2.68 acre site at 1407 Marshall Avenue. The university also evaluates other acquisition opportunities as they arise. The campus has approximately 30 buildings (Exhibit C), constructed between 1911 and 2018, and comprising approximately 800,000 gross square footage. In addition to its main campus facility,

the university serves students in remote sites in rented facilities throughout the State of Minnesota and also online.

The university invests some \$900,000 directly each year to address deferred maintenance on the buildings it owns, but recognizes the need to invest more in facility improvement. The university follows long-term schedules for roof replacement, structural maintenance, sewer and water maintenance, and heating, ventilation and air conditioning system upgrades on all of its buildings, and moderate to short-term schedules for replacement of flooring and updating of furnishings.

The university continually examines five core facilities decision areas:

- 1) Acquisition of new property
- 2) New construction
- 3) Major renovation/capital improvement projects
- 4) Major deferred maintenance projects
- 5) Property disposal through sale of property and reallocation of assets

The university currently has no plans to build new facilities, however may look to purchase land and facilities within the existing plan. Preliminary conversations include major strategic projects that would likely be built or acquired. They are: construction or acquisition of a new building for health science and technology, and construction of a new building for education in business and leadership, which would also house administration functions for enrollment management, admissions, financial aid, advancement, and other departments.

Itemized Summary of Capital Investment Plan (2019-2024)

Description	Initial Financial Projection
Property acquisition targets	
• Property 1	TBD
• Property 2	TBD
• Property 3	TBD
New construction or purchase	
• Begin planning for future new buildings to be built after 2021	
• Meyer Hall: entrance, elevator, bathrooms addition	\$ 3,000,000 (complete)
• Purchased Central Midway Building (Ries Tower)	\$ 10,000,000 (complete)
• Purchase a President's House	\$650,000 (complete)
Major renovation/capital improvement (> \$150,000)	
• Remodel laboratories and purchase equipment for five laboratories	\$ 1,000,000
• Remodel and renovate space in Ries Tower	\$5,000,000
Major deferred maintenance projects (> \$100,000)	
• Wollaeger/Luther Hall: upgrade HVAC, security, furniture	\$ 1,000,000
• Renovate six classrooms	\$ 150,000
• Series of major capital projects	\$6,000,000
Total initial expense projection	\$21,150,000
Property disposal	
• Sell 10 acre plot in Lindstrom	\$ 35,000 (complete)
• Sell/trade/buy land in Ayd Mill Road expansion	TBD

X. Goals and Objectives

For the 2019-2024 planning horizon, the university has four strategic goals, articulated below and represented conceptually in Exhibit B.

The university intentionally incorporates four core values, articulated in its Promise Statement, into the pursuit of all strategic goals:

- 1) **Multicultural.** The university is committed to diversity and actively welcomes, acknowledges, and incorporates in its academic and extracurricular programs, opportunities to help diverse populations engage each other.
- 2) **Urban.** The university 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.
- 3) **Christian/welcoming.** The university is uniquely adept at and intentionally practices expressing the apostolic Christian faith, while welcoming all regardless of religious affiliation or personal belief.
- 4) **Lutheran.** The university celebrates, and invites others to explore and celebrate its Lutheran heritage, grounded in the historic Lutheran principles of *sola gratia*, *sola fide*, *sola scriptura* (grace alone, faith alone, Scripture alone). Worship and spiritual life are expressly crafted and grounded in the traditions of Lutheranism.

XI. Key Metrics

The university measures its results in four key areas:

1. Student enrollments, both head count and full-time equivalencies (FTE) (Exhibit D1)
2. Rates of student retention (Exhibit D2) and graduation (Exhibit D3) over four, five, and six-years, Student Achievement Measures
3. Programmatic metrics
 - a. Credits generated
 - b. Net revenue
 - c. Five-year average of declared majors
 - d. Five-year average of program graduates
4. Growth in net assets, specifically
 - a. Operating results (Exhibit E1)
 - b. Growth in endowments (Exhibit E2)
 - c. Reduction in long-term debt (Exhibit E3)

XII. Exhibits

Exhibit A	Organizational Structure
Exhibit B	Strategic Plan Concept Map
Exhibit C	Campus Map
Exhibit D	Enrollment Retention Metrics
Exhibit E	Financial Metrics

XIII. Diversity Plan

Concordia University, St. Paul has a long-standing commitment to supporting diversity within its academic community and embracing the multicultural urban environment that surrounds us. This commitment is rooted in our ethos as a Christ-centered university. St. John writes: “We love because he first loved us” (1 John. 4:19). In that spirit, we welcome all.

We recognize that living out this commitment is a perpetual, intentional, and holistic process. Leaders at all levels of the academic community, beginning with the Board of Regents, President, and administrators, steward this process throughout the university. We further recognize that we will never “arrive” in our effort to live out our commitment to diversity. Nevertheless, we embrace the opportunities we have within this university community to learn from, grow alongside, disagree with, and cherish each other amidst our differences.

We believe that our mission “to prepare students for thoughtful and informed living, dedicated service to God and humanity, and the enlightened care of God’s creation, all within the context of the Christian Gospel,” enhances the university’s capacity to engage diversity. Because of our strong commitment to the Christian Gospel and the Bible as the inspired Word of God, we believe God’s love for all of us in Christ provides an ideal context for living with and loving each other. We invite all university stakeholders—regents, faculty, staff, students, alumni, supporters, friends, and community partners—to participate in healthy diversity conversations, which occur within this Christian context and see what great things can happen when love for God and love for each other intersect.

This Diversity Plan portrays our reality, paints a picture of our aspirations, and identifies the gaps that exist in our journey to be the kind of university we want to be from the perspective of diversity. As such, it is a living document that we will review annually so it will both shape Concordia and be shaped by Concordia for many years to come.

GOAL 1: GROW ENROLLMENT

S.M.A.R.T. Goals

- Undergraduate enrollment: 4,000 headcount
- Graduate enrollment: 3,000 headcount

Commentary

The university has experienced steady enrollment growth since 2005, in each of the three student types (cf. Exhibit D1). SMART goals for each of the three student populations have been identified by evaluating both institutional capacity and market demand.

Traditional undergraduate enrollment: 2,000 headcount by 2023. FY 2018 headcount for this delivery system is 1,450, including Post- Secondary Education Option (PSEO) students. The projected enrollment is based on the following: Academic program capacity, capacity in classrooms and residence halls; parking; and auxiliary services. This also takes into account the ability to add new marketable majors towards market demand.

Non-traditional undergraduate enrollment: 2,000 headcount by 2023. FY 2018 headcount for this delivery system is 1,421 and has been increasing since 2011. The 2,000 target includes non traditional students who have completed some college. The projected enrollment is based on existing capacity to manage face-to-face, online, and blended cohorts, attract sufficient adjunct faculty, add new, marketable academic programs and majors, maintain competitive affordability, and the potential to expand capacity to provide undergraduate degree programs to prospective adult students who have completed little or no college.

Graduate enrollment: 3,000 headcount by 2023. Our target allows us to focus on students that have a demonstrated ability to be successful and will benefit from a Concordia University, St. Paul education. FY 2018 headcount for this delivery system is 1,941, and has had the most robust growth since 2005. The 3,000 target includes adults who have completed an undergraduate degree. The projected enrollment is based on existing capacity to manage face-to-face, online, and blended cohorts, attract sufficient adjunct faculty, add new, marketable academic programs and majors, and maintain competitive affordability. In expanding degree programs, the university will pursue new graduate degree levels, adding its current Master of Arts and Master of Business Administration degrees, Master of Science and applied doctorates (e.g. Education Doctorate, EdD; Education Specialist, EdS, Doctor of Physical Therapy, DPT; PhD). In addition, graduate enrollments are projected nationally to have higher relative rates of growth than undergraduate enrollment.

Examples of Key Tactics:

- Increase affordability through pricing strategies and endowment growth. Tuition for adult undergraduate programs and graduate programs will continue to be priced competitively on a net tuition basis.
- Create additional transfer-friendly practices and policies to grow undergraduate transfer population both on-campus and online.
- 1. Engage external marketing expertise. In FY2005, the university began partnering with Noel Levitz for enrollment management services in the traditional undergraduate population. Since FY2008, the university has partnered with K-12 Teacher's Alliance, specialists in marketing graduate education programs. In FY2013, the university began partnering with Wiley, specialists in marketing adult undergraduate and graduate programs in cohort delivery models.

Reemphasize that future academic program growth will occur primarily in three areas:

- a. Business-related careers and technology related careers (i.e., computer software, cyber security, marketing, sales, MS Business Management)
- b. Education related careers (i.e. teaching and administrative licensures, Master level and Doctoral level programs, Ed.D., Ph.D.)
- c. Science and Allied health careers (i.e. engineering, health care professions distinct from medicine, and pharmacy)

2. Enrollment Programming

- a. Continue affordability initiatives
- b. Increase international student population to 350 with with a diverse representation of countries.
- c. Intentional strategies about growth in international students with a target of 350 by FY2020 dispersed across the undergraduate and graduate student populations.

Our target international student has proven English proficiency and academic preparedness. We target a diverse international population from a variety of countries with a specific focus on students from China, India, Saudi Arabia and Africa.

- d. Evaluate current and future practices to attract church vocation students.

• Add new academic programs. A working target is to add a minimum of two new undergraduate majors and two new graduate programs each year.

• The university will engage the use of hiring best practices to secure employees who have mission fit, are highly talented and generate a diverse workforce.

• New and exiting programs are evaluated using five "Gates" for opportunity and relevance.

Five Gates for consideration of new academic programs

1. Is there a sustainable career market for the graduates? Is there a market for the new program? Are there student interested in the program? Is there regional market saturation of graduates?
2. Does the university have the capacity to deliver the program? If not, does it have a partner to deliver the program?
3. If we don't have the internal capacity, who is our external partner?
4. How does it fit with university mission, vision, and promise?
5. Will it contribute to the revenue stream of the University and be financially sustainable?

Strengthen partnerships with other colleges, universities and companies. Beginning in FY2009, the university has been forming strong partnerships with a number of two-year community colleges in Minnesota. The university will also explore additional partnerships with four-year colleges and universities, and business entities wherever mutually beneficial, student- centered relationships can be formed.

GOAL 2: INCREASE PERSISTENCE TO GRADUATION

S.M.A.R.T. Goals

- New Freshmen: 65% 5-year graduation rate
- Transfer: 65% 3-year graduation rate
- Graduate: 80% 3-year degree completion rate

Commentary

In its traditional undergraduate population, the university has experienced declining 5-year traditional undergraduate completion rates during the past six graduation cycles, falling from 49% in 2002 to 42% in 2007. Several factors have contributed to this trend. First, affordability has been the primary reason students have discontinued, followed by lack of desired academic program. Second, relative to a number of peer institutions in the MPCC, the university tends to enroll students with lower incoming academic profiles, describing itself as “selective, but not highly selective,” and sees this population as core to its mission. Third, the university has not accounted for students who discontinue but enroll at another institution and complete their degree program at another institution.

The target of 65% five-year degree completion rate in traditional undergraduate students by 2023 is the most aggressive of all the goals in this strategic plan. The administration anticipates that the university will again see improvement in the rate of persistence to graduation as it has over the last planning cycle. By setting an aggressive goal, the university is making a statement of the desire to show significant improvement. The university does plan to increase affordability and broaden academic program options as a way of increasing persistence to graduation.

The university does not plan to intentionally increase the academic profile of its incoming students, while allowing that the attractiveness of increased affordability and broadened academic offerings may have the residual effect of attracting students with higher academic profiles, as was the case over the last planning cycle. The university also intends to improve its data collection and analysis methods to better track outcomes for students who discontinue.

The target of 65% three-year transfer graduation rate by 2023 is achievable and is in fact being achieved by students who enroll with sufficient credits. The actual performance on this goal over the planning horizon will be affected by the number of students the university enrolls who enter programs with less than the equivalent of two years of college already completed.

The target of 80% three-year degree completion rate in graduate students by 2023 is deemed achievable and is, in fact, being achieved now.

Examples of Key Tactics:

- Increase affordability through pricing strategy and endowment growth.
- Purposefully engage in professional development for faculty and staff focusing on a deeper understanding of technology, cultural competency.
- Realign organizational structure toward an enrollment management structure, focusing on:
 - Identifying, developing, and marketing academic offerings that are responsive to marketplace demands, relevant to career opportunities and industry needs, and focused on student success.
 - Strengthening partnerships with other colleges and universities and other organizations to deliver academic programming that is responsive, relevant and real.
 - Integrating career development throughout entire student life cycle.
 - Integrating a professional advising model for traditional students.
- Use partners where appropriate (e.g. Wiley) to improve persistence for undergraduate and graduate students, to reduce operating cost to support affordability; to improve service and or response time.
- Create opportunities for meaningful interactions between students and faculty over professional and career connections.
- Develop faculty teaching skills to address the learning needs of students in the 21st century.
- Develop majors and learning experiences that prepare students for meaningful work in their vocation at the undergraduate and graduate levels.
- Enhance and expand community, alumni and professional connections for students.
- Develop targeted retention and graduation rates for student-athletes.
- Develop a “Passport” analysis of students obtaining their degree either from transferring to Concordia or transferring to another institution to more accurately show the overall impact on Concordia.
- Student athletic targeted retention rates and 5-year graduation.
- Utilize the Student Achievement Measure to support student graduation outcomes for transfer students.

GOAL 3: MAINTAIN QUALITY, RELEVANT CURRICULUM TO ENSURE TRANSITION TO JOB OR GRADUATE SCHOOL

S.M.A.R.T. Goals

- Undergraduate: 90% have employment or enrollment in a graduate program related to undergraduate degree within nine months of graduation.
- Graduate: 90% have employment or enrollment in a graduate program related to undergraduate or graduate degree within nine months of graduation.
- 65%: Knowledge rate of graduates' post-graduation career activities
- 100% of students engage in a meaningful career experience as part of their degree program

Commentary

Of the four strategic goals, this is the one over which the university has the least control owing to vagaries in the employment market and admission patterns at graduate schools other than the university's own. The university is improving data collection and analysis of career and graduate study outcomes of its undergraduate and graduate students. This goal represents a key area where the university can add value to students by intentionally facilitating their transition to job or graduate school of their choosing. Conceptually, the facilitation process is enhanced when academic programs are engaged in their appropriate marketplaces.

Examples of Key Tactics:

- Student career outcome and knowledge rate data will be collected through the university's first destination survey. National and regional career outcomes data will be monitored through NACE and MPCC annual trends.
- Further develop data collection to inform goals and tactics.
- Strengthen assessment for quality improvement in academic programming and student success.
 - Create and implement a process for faculty performance appraisal.
 - Continue to implement a process for staff performance appraisal.
- Strengthen continuous improvement of institutional performance on accreditation processes.
- Enhance career services engagement with students entering the workforce.
- Seek to ensure majors are connected to career outcomes in addition to liberal arts concepts.
- Increase number of undergraduate students doing internship, service learning, and credit for life experience.
- Enhance partnerships with corporations for the purpose of hiring the university's graduates or engaging students in internships.
- Ensure that the majors have internships and that the faculty is meaningfully connecting with the students toward their career goals (employment and or graduate schools).
- Strengthen assessment for quality improvement in academic and support programming.

View E5 graph on page 23 for a full assessment of these goals.

GOAL 4: STRENGTHEN FINANCIAL POSITION

S.M.A.R.T. Goals

- Grow total net assets by \$5.0 million per year
- Reduce long term debt by \$900,000 per year

Commentary

The university has demonstrated improvements in operating results and growth in net assets. In today's highly competitive higher education marketplace, financial stability is a critical element to ensuring, first of all, institutional survival and, secondly, an institution's capacity to proactively pursue strategic priorities. The administration believes that the clearest indicator of success in both areas is positive changes in net assets.

The university intends to strengthen its financial position in four ways: 1) Budgeting for and managing toward positive operating performance of 3% as measured by the net operating revenue ratio, 2) Increasing fundraising generally, and in particular for the unrestricted Opportunity Fund, 3) Consistently reducing long-term debt and leveraging any future debt so that assets grow, and 4) Targeting endowment growth, which represents a long-term outlook on financial performance and position.

Endowments are typically (approximately 75%) built through estate gifts, which are difficult to predict in any given year. Therefore, a robust, ongoing gift-planning program is essential to the success of this goal. The university has been the beneficiary of past gift planning work, and intends to continue to prioritize gift planning into the future. The university also intends to enlist endowment gifts from principal donors who are able to make gifts in excess of \$25,000.

While the university traditionally has budgeted conservatively for direct gift fund raising, it will need to improve results in this area by cultivating a culture of philanthropy on campus, broadening the base of donors, and deepening the number of university leaders who are engaged in the fundraising process. To both improve direct gift results and grow endowment, the university will broaden the base of donors and continue to strengthen gift planning.

The characteristics of the typical Concordia donor will likely change over and beyond the planning horizon, as the number of traditional supporters who are members of congregations affiliated with The Lutheran Church – Missouri Synod declines and the university gains a higher profile in non-church related populations and graduates greater numbers of non-Lutheran students.

Examples of Key Tactics:

- Achieve annual operating net income of \$1.1 million.
- Grow endowment book value annually by \$3.0 million.
- Reduce long-term debt annually by \$900,000 per year.
- Assess and address factors contributing to institutional risk.
- Identify and prioritize capital projects and other major capital outlays with strategic objectives.
- Adapt capital projects and other major capital outlays, as well as ongoing operational needs for unrestricted support and scholarships into a case for support.
- Evaluate actual changes in net assets against projected changes.
- Increase support from alumni and friends. Focus on estate planning, growing the endowment and gifts to the Opportunity Fund.

EXHIBIT A: ORGANIZATIONAL STRUCTURE

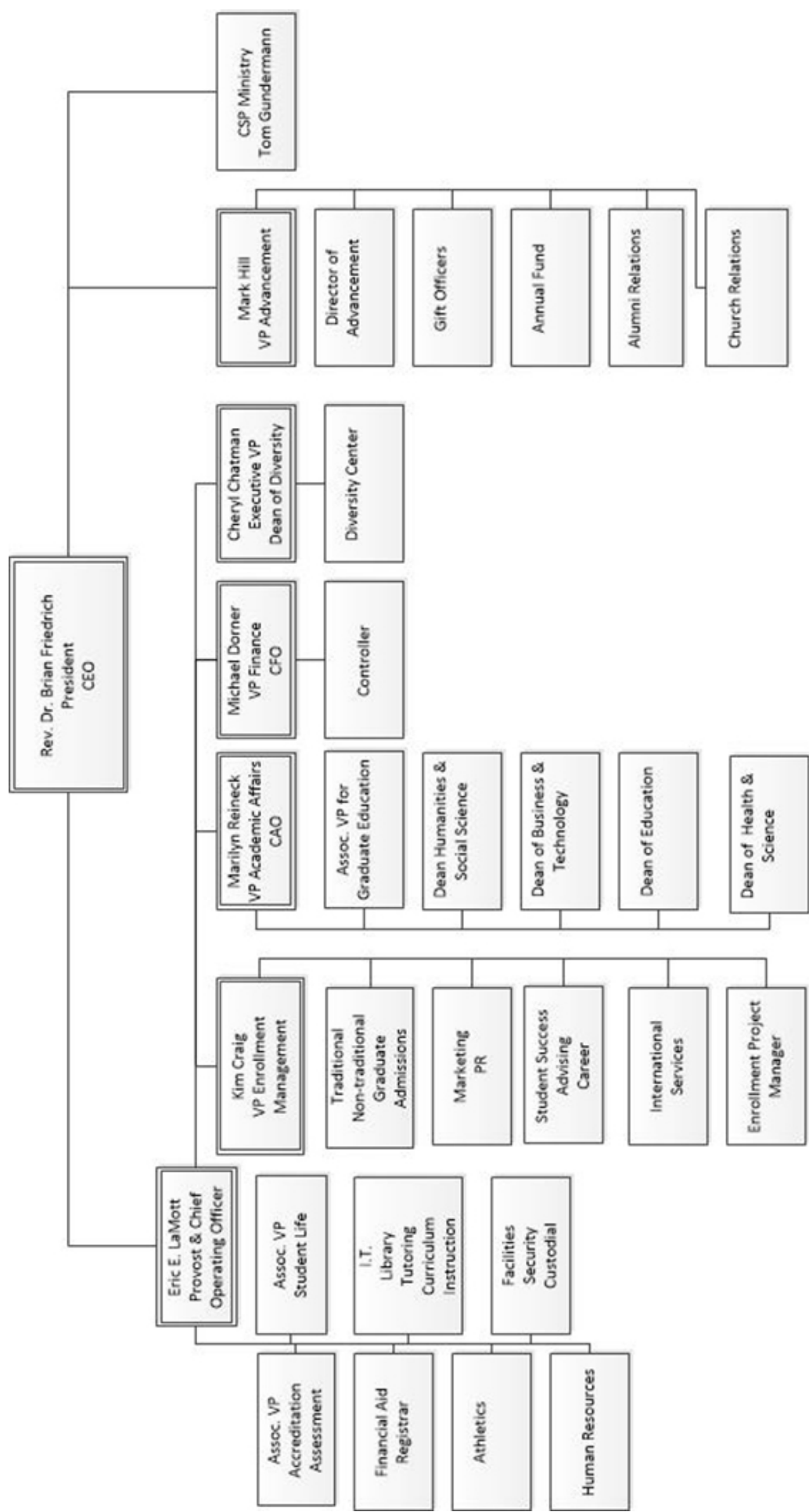
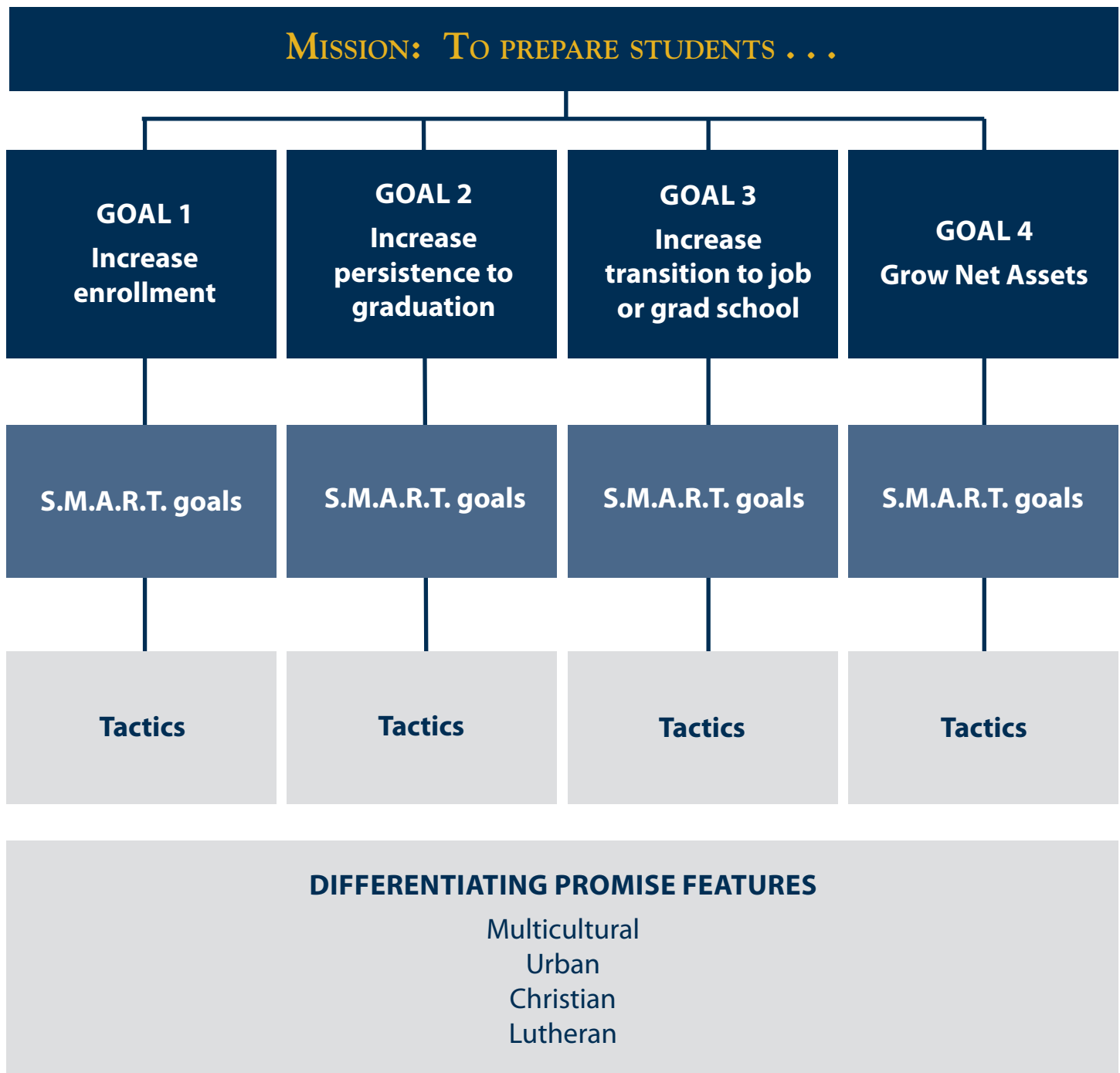


EXHIBIT B: STRATEGIC PLAN CONCEPT MAP



GOAL 1: GROW ENROLLMENT

S.M.A.R.T. GOALS BY 2024

Undergraduate:	4,000 headcount
Graduate:	3,000 headcount

TACTICS

- 1) Increase affordability through pricing strategy and endowment growth.
- 2) Engage external marketing expertise to market program outcomes under a unified brand.
- 3) Add new relevant academic programs (two undergraduate & two graduate annually).
- 4) The university will engage hiring best practices to secure employees who have mission fit, are highly talented and generate a diverse workforce.
- 5) Create additional transfer-friendly practices and policies.
- 6) Create 4+1 and 3+2 pathways for students.
- 7) Build a standardized internship/research/practical experience.

GOAL 2: INCREASE PERSISTENCE TO GRADUATION

S.M.A.R.T. GOALS BY 2024

New Freshmen: 65% Five-year completion

Transfer: 65% Three-year completion

Graduate: 80% Three-year degree completion

TACTICS

- 1) Increase affordability through pricing strategy and endowment growth.
- 2) Improve academic and administrative support programs that facilitate persistence.
- 3) Enhance and expand community, alumni and professional connections for students.
- 4) Create opportunities for meaningful interactions between students and faculty over professional and career connections.
- 5) Purposefully engage in professional development for faculty and staff focusing on deeper understanding of technology and cultural competency.
- 6) Develop majors and learning experiences that prepare students for meaningful work in their vocation.
- 7) Utilize the Student Achievement Measure to assess effectiveness of support student graduation outcomes for transfer students.

GOAL 3: MAINTAIN QUALITY, RELEVANT CURRICULUM TO ENSURE TRANSITION TO JOB OR GRADUATE SCHOOL

S.M.A.R.T. GOALS BY 2024

Undergraduate: 90% have employment or enrollment in a graduate program related to undergraduate degree within nine months of graduation.

Graduate: 90% have employment or enrollment in a graduate program related to undergraduate or graduate degree within nine months of graduation.

65%: Knowledge rate of graduates' post-graduation career activities.

100% of students engage in meaningful career experience as part of their degree program.

TACTICS

- 1) Ensure majors are content rich and relevant with internships that are meaningfully connected to students toward their career goals (employment and or graduate schools).
- 2) Increase number of undergraduate students engaged in internship, research, and credit for life experience.
- 3) Ensure all majors are embedding liberal arts concepts are connected to career outcomes with embedded liberal arts concepts in the context.
- 4) Student career outcome and knowledge rate data will be collected through the university's first destination survey. National and regional career outcomes data will be monitored through NACE and MPCC annual trends.
- 5) Enhance career services engagement with students entering the workforce.
- 6) Enhance partnerships with corporations for the purpose of hiring the university's graduates or engaging students in internships.
- 7) Strengthen assessment for quality improvement in academic and support programming.

GOAL 4: STRENGTHEN FINANCIAL POSITION

S.M.A.R.T. GOALS BY 2024

Grow total net assets by \$5.0 million per year

Reduce Debt by \$900,000 per year

TACTICS

- 1) Achieve annual operating net income of \$1.1 million
- 2) Grow endowment book value annually by \$3.1 million
- 3) Reduce long-term debt annually by \$900,000 per year

EXHIBIT C: CAMPUS MAP



CAMPUS MAP & DIRECTORY

1282 Concordia Avenue | St. Paul, MN 55104-5494

CAMPUS PARKING

- | | |
|--|---|
| LOT A
Between Lutheran Memorial Center and Winget Student Life Center
Enter from Concordia Ave | LOT D
West of Gangelhoff Center
Enter from Marshall Ave |
| LOT B
Between E.M. Pearson Theatre and Lutheran Memorial Center
Enter from Hamline Ave | LOT E & H
Next to Fandrei Center
Enter from Hamline Ave |
| LOT C
Behind Gangelhoff Center
Enter from Hamline Ave | LOT F
In front of Holst Hall
Enter from Carroll Ave |
| | LOT G
Next to Marshall building
Enter from Marshall Ave |

DIRECTIONS FROM INTERSTATE 94

HEADING EAST

Exit Snelling Avenue and continue on Concordia Ave. Turn right on Hamline Ave. University will be on your left, and Gangelhoff Center will be ahead on the right (near the Holiday Station).

HEADING WEST

Exit Hamline Ave and take a left. Concordia University will be located on your left side once you cross Concordia Ave.

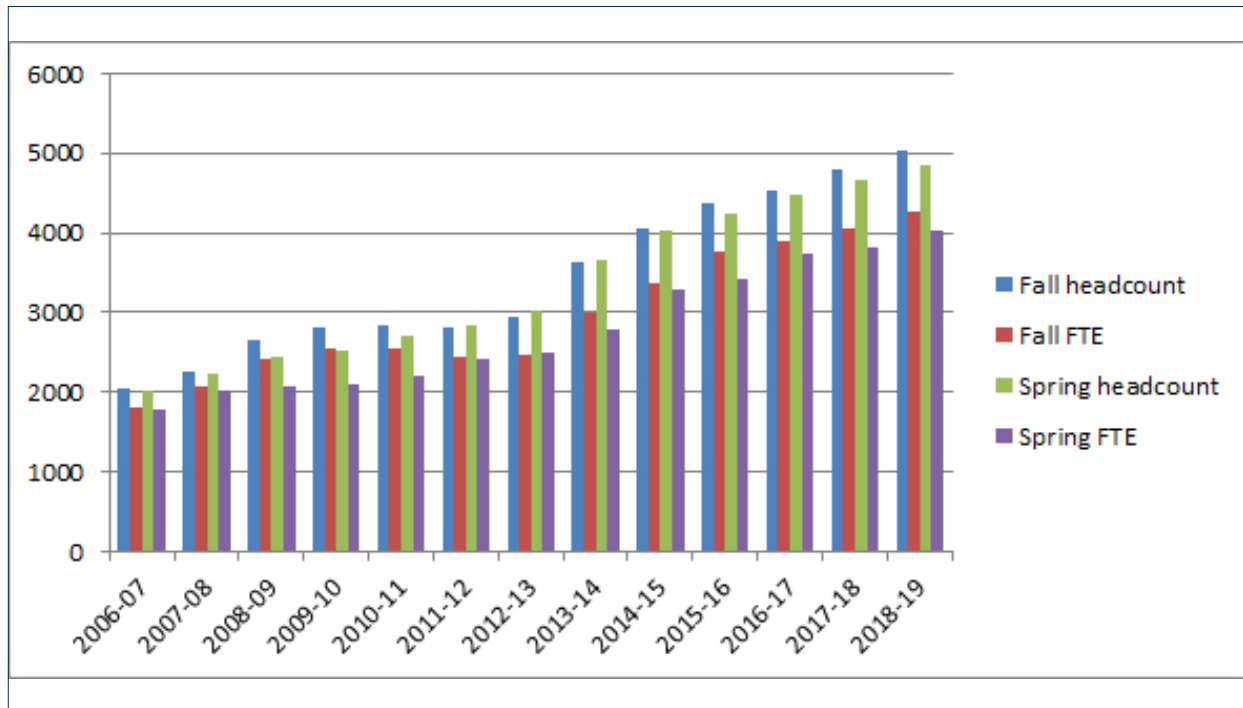
- | | |
|--|--|
| Admissions Office
Lutheran Memorial Center | Pedestrian Bridge
Connecting Griggs Street |
| Green Line
Hamline Ave Station | Metro Bus Stops |
| Martin Luther Statue | |

CSP CAMPUS BUILDINGS:

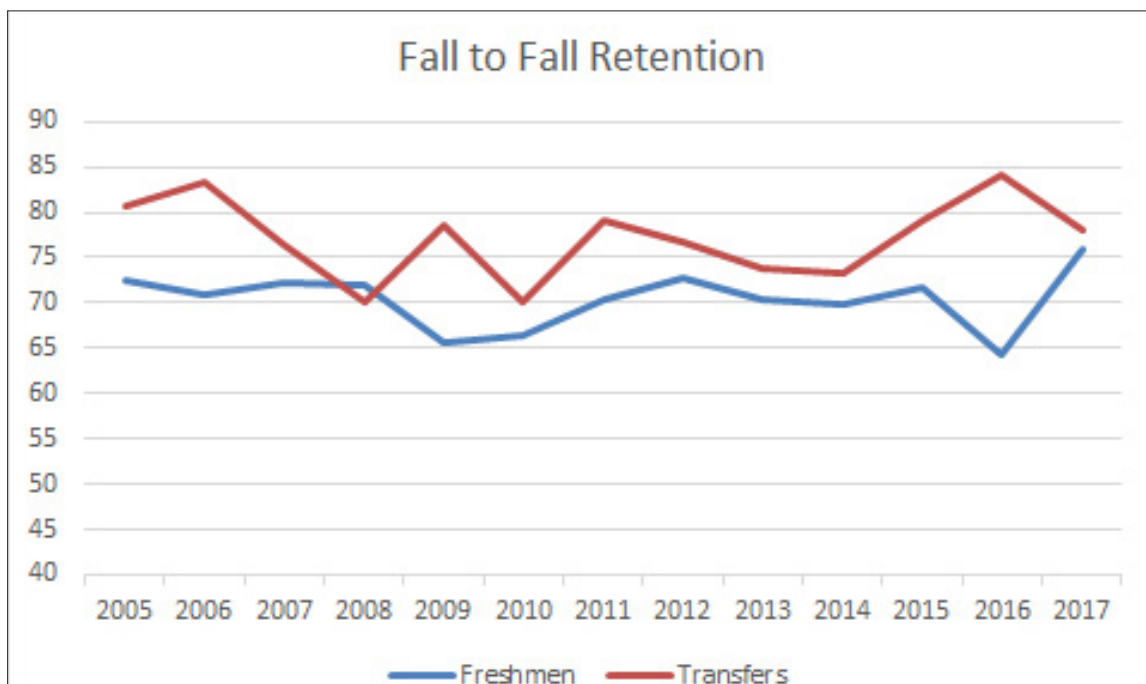
- | | | | |
|--|-------------------------------------|--|---|
| 1 Arndt Science Hall | 9 Cross of Christ Fellowship Center | 19 Library Technology Center
Help Desk: LTC 114 | 25 Meyer Hall
Security: MH 124
Mailroom: MH 128 |
| 2 Athletics Performance Center | 10 E.M. Pearson Theatre | 20 Luther Hall
Advising: LU 110 | 26 Pearson Commons |
| 3 Bob Barnes Field | 11 Fandrei Center | 21 Lutheran Memorial Center
Admissions: LMC 100
Financial Aid: LMC 100
Registrar: LMC 119 | 27 Poehler Administration Building |
| 4 Buenger Education Center
Bookstore: BEC 102 | 12 Frauenschuh Amphitheatre | | 28 President Residence |
| 5 Buetow Music Center | 13 Gangelhoff Center | | 29 Ries Tower |
| 6 Carlander Field | 14 Graebner Memorial Chapel | | 30 Sea Foam Stadium |
| 7 Center for Hmong Studies | 15 Holst Hall | | 31 Thompson Hall |
| 8 Concordia Art Center | 16 Hyatt Village | | 32 Winget Student Life Center |
| | 17 The Knoll | 22 Marshall Building | 33 Wollaeger Hall |
| | 18 Kohler Building | 23 Martha Hall | |
| | | 24 Mary Hall | |

EXHIBIT D: RETENTION MAPS

D1: Enrollment by Student Type and FTE



D2: Traditional Retention



D3: Four-, Five- and Six-Year Graduation Rates

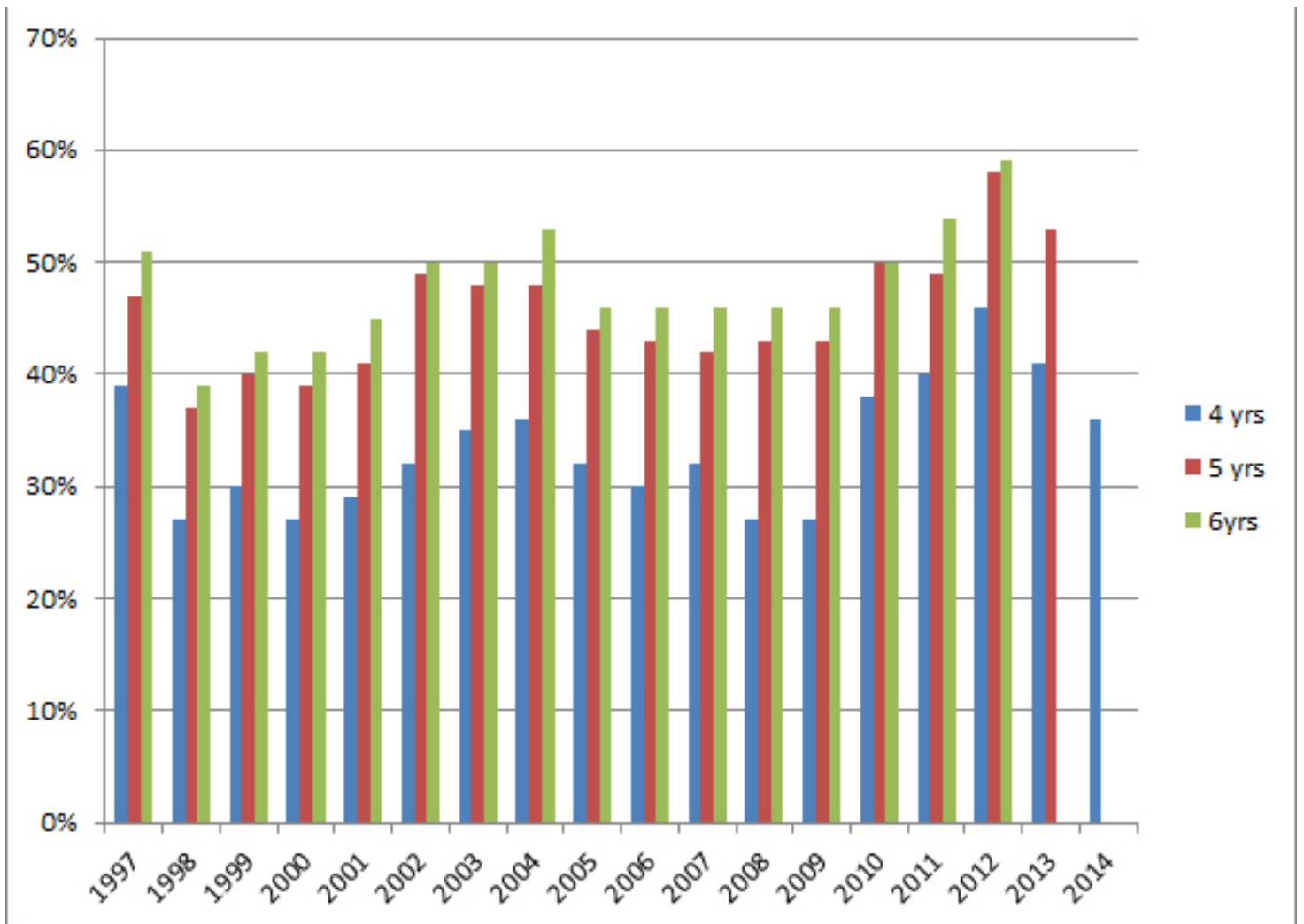


EXHIBIT E: FINANCIAL METRICS

E1: Operating Results

	2007	2008	2009	2010	2011	2012	2013	2014
Total Revenues	30,231,535	30,835,000	33,883,000	35,232,000	35,619,000	35,481,000	37,173,000	45,213,000
Labor	19,165,400	18,602,000	20,161,000	20,902,000	20,630,000	20,395,000	21,385,000	22,386,000
Expenditures	11,556,900	12,592,000	13,544,000	12,906,000	13,256,000	14,269,000	15,114,000	18,842,000
Total Labor & Expenditures	30,722,300	31,194,000	33,705,000	33,808,000	33,886,000	34,664,000	36,499,000	41,228,000
Surplus 0 Contingency/(Deficit)	(490,765)	(359,000)	178,000	1,424,000	1,733,000	817,000	674,000	3,985,000

(continued)	2015	2016	2017	2018	2019			
Total Revenues	53,000,000	55,770,000	56,553,000	60,656,000	65,216,000			
Labor	23,700,000	25,900,000	27,098,000	28,381,000	29,485,000			
Expenditures	22,200,000	24,200,000	26,227,000	26,027,000	29,242,000			
Total Labor & Expenditures	45,900,000	50,100,000	53,325,000	54,408,000	58,727,000			
Surplus 0 Contingency/(Deficit)	7,100,000	5,670,000	3,228,000	6,248,000	6,489,000			

E2: Growth in Endowments

	2007	2008	2009	2010	2011	2012	2013	2014
US Bank Investments	3,489,804	3,240,698	2,503,936	2,612,327	3,057,176	3,069,692	3,153,558	3,530,574
Investment at LCMS Foundation	17,460,601	16,175,944	13,973,762	15,596,539	18,755,739	20,232,491	21,556,547	23,001,131
Funds Held by Third-Party Trustees	3,223,453	3,035,711	2,962,989	3,220,735	2,488,299	2,678,597	4,052,974	4,606,075
Total	24,173,858	22,452,353	19,440,687	21,429,601	24,301,214	25,980,780	28,763,079	31,137,780
Annual Percentage Increase		-7.12%	-13.41%	10.23%	13.40%	6.91%	10.71%	8.26%

(continued)	2015	2016	2017	2018	2019			
US Bank Investments	3,402,250	3,221,507	3,447,942	3,447,942	3,572,088			
Investment at LCMS Foundation	23,457,161	22,729,725	25,136,010	27,113,193	29,129,495			
Funds Held by Third-Party Trustees	12,788,212	12,926,854	11,107,468	10,764,159	10,432,067			
Total	39,647,623	38,878,086	39,691,420	41,325,294	43,133,650			
Annual Percentage Increase	27.33%	-1.94%	2.09%	4.39%	4.11%			

EXHIBIT E: FINANCIAL METRICS

E3: Reduction in Debt

	2007	2008	2009	2010	2011	2012	2013	2014
1999 Bonds (done April 2014)	821,082	721,115	615,832	504,948	388,167	265,174	135,639	-
2003 Bonds	8,325,000	7,925,000	7,470,000	6,950,000	6,365,000	5,220,000	4,500,000	3,695,000
2007 Bonds	16,435,000	16,435,000	16,435,000	16,435,000	16,435,000	16,435,000	16,435,000	16,435,000
2009 Stadium Loan (done Dec. 2012)	-	-	-	4,150,757	2,769,757	1,200,000	-	-
2007 Chapel Loan	500,000	424,640	364,000	-	-	-	-	-
Total	26,081,082	25,505,755	24,884,832	28,040,705	25,957,924	23,120,174	21,070,639	20,130,000
Annual Percentage Decrease		2.21%	2.43%	-12.68%	7.43%	10.93%	8.86%	4.46%

(continued)	2015	2016	2017	2018	2019			
1999 Bonds (done April 2014)	-	-	-	-	-			
2003 Bonds	2,810,000	1,885,000	125,000	125,000	-			
2007 Bonds	16,435,000	16,435,000	16,435,000	16,435,000	15,535,000			
2009 Stadium Loan (done Dec. 2012)	-	-	-	-	-			
2007 Chapel Loan	-	-	-	-	-			
Total	19,245,000	18,320,000	16,560,000	16,560,000	15,535,000			
Annual Percentage Decrease	4.40%	4.81%	9.61%	0.00%	6.19%			

E4: Permanently Restricted Net Assets

	2007	2008	2009	2010	2011	2012	2013	2014
Beginning Balance	18,557,875	21,269,024	21,432,214	22,014,743	23,000,145	24,576,572	26,307,342	27,877,426
Gifts	1,742,754	509,668	613,446	795,115	1,296,064	1,611,137	1,061,705	384,985
Income	17,589	17,248	18,547	14,463	13,450	19,949	32,139	14,075
Changes in Value	950,806	(363, 726)	(49,464)	175,824	266,913	99,684	476,240	8,759,295
Net Change	2,711, 149	163,190	582,529	985,402	1,576,427	1,730,770	1,570,084	9,158,355
End Balance	21,269,024	21,432,214	22,014,743	23,000,145	24,576,572	26,307,342	27,877,426	37,035,781
Annual percentage increase		0.77%	2.72%	4.48%	6.85%	7.04%	5.97%	32.85%

(continued)	2015	2016	2017	2018	2019			
Beginning Balance	37,035,781	37,649,135	38,656,926	37,677,957	38,513,395			
Gifts	520,972	810,472	481,179	846,405	365,351			
Income	14,149	15,719	16,187	17,142	19,317			
Changes in Value	78,233	181,348	(1,476,335)	(28,109)	(117,457)			
Net Change	613,354	1,007,539	(978,969)	835,438	267,211			
End Balance	37,649,135	38,656,674	37,677,957	38,513,395	38,780,606			
Annual percentage increase	1.66%	2.68%	-2.53%	2.22%	0.69%			

EXHIBIT E: FINANCIAL METRICS

E5: Growth in Net Assets

	2007	2008	2009	2010	2011	2012	2013	2014
Unrestricted	(41,000)	(2,057, 000)	(3,524,000)	1,248,000	5,352,000	6,215,00	7,766,000	11,871,000
Net Investment in Plant	19,575,000	19,163,000	19,570,000	19,935,000	21,307,000	20,724,000	22,190,000	23,698,000
	19,534,000	17,106,000	16,046,000	21,183,000	26,659,000	26,939,000	29,956,000	35,569,000
Temporarily Restricted	3,523,000	3,130,000	7,920,000	6,057,000	5,326,000	3,883,000	4,380,000	5,659,000
Permanently Restricted	21,269,000	21,432,000	22,014,000	23,000,000	24,577,000	26,308,000	27,878,000	37,036,000
Total	44,326,000	41,668,000	45,980,000	50,240,000	56,562,000	57,130,000	62,214,000	78,264,000
Annual Percentage Increase		-6.00%	10.35%	9.26%	12.58%	1.00%	8.90%	25.08%

(continued)	2015	2016	2017	2018	2019		
Unrestricted	19,548,000	25,660,000	30,007,000	36,239,021	31,232,919		
Net Investment in Plant	23,546,000	23,272,000	26,142,000	26,537,741	37,465,819		
	43,094,000	48,932,000	56,149,000	62,776,762	68,698,738		
Temporarily Restricted	5,756,000	5,668,000	5,287,000	5,678,931	5,963,716		
Permanently Restricted	37,649,000	38,657,000	37,678,000	38,498,451	38,780,606		
Total	86,499,000	93,257,000	99,114,000	106,954,144	113,443,060		
Annual Percentage Increase	10.52%	7.81%	6.28%	7.91%	6.07%		

E6: Assessment of Transition to Job or Graduate School

	Emp FT	%	Emp PT/ Intern	%	Cont Ed	%	Volu	%	Military	%	Total	Emp %
Trad	115	74.68%	2	1.30%	25	16.23%	1	0.65%	1	0.65%	144	93.51%
UGC	161	82.20%	5	2.56%	21	10.77%	0	0.00%	0	0.00%	187	95.41%
UGC	355	90.36%	4	1.02%	11	2.79%	0	0.00%	3	0.76%	373	94.91%
TOTALS	631	84.93%	11	1.48%	57	7.67%	1	0.13%	4	0.54%	707	94.75%

PURPOSE OF THE DIVERSITY PLAN

The Diversity Plan of Concordia University, St. Paul, an institution of the Concordia University System of The Lutheran Church – Missouri Synod, articulates a plan for a clear, integrated, strategic, university-wide approach to our inclusion and diversity efforts. The plan challenges the university to fulfill its promise of creating a dynamic and engaging environment in our multicultural, urban and technology-rich setting. It is a living document that will change to reflect the growth of the university. Moreover, the plan is this community's effort to acknowledge, celebrate, and claim our beliefs that differences are assets to what the university is, and that diversity provides immeasurable benefits to us as individuals and as a collective academic community. It enhances and embodies the mission, vision, and promises of the university. Diversity is an important part of our history, our present, and our future.

Concordia University, St. Paul affirms that God has created all people in His image and has offered salvation to all in Jesus Christ. We welcome and desire to serve all students and empower them to achieve their academic and career goals. It is our responsibility as a university of The Lutheran Church—Missouri Synod to create an academic culture that respects, values, and celebrates diversity. As such, CSP celebrates and embraces the rich dimensions of unique gifts, talents and abilities God has given to each member of the Concordia community. CSP is proud to be one of the most diverse private universities in the state, and our goal is to ensure success for all students.

SCOPE OF THE DIVERSITY PLAN

Concordia University encompasses staff, faculty, administrators, and students that are local and global, face-to-face, hybrid and online, undergraduate, graduate and those seeking certificates. The Diversity Plan seeks to support and be relevant to all of these populations—lifting up and enhancing the work and learning environment for each and every member of the Concordia University community. It is our expectation that all faculty create and deliver a curriculum that reflects our student population, use instructional strategies that welcome and affirm all members of our student community, and that all staff exhibit a welcoming and success oriented work environment.

The word, “campus” has a variety of definitions and connotations. The traditional understanding of “campus” defines it as an area of land where a university has its buildings and facilities. This definition of “campus” most often references our traditional undergraduate student populations who attend face-to-face classes in St. Paul. The initial scope of the plan begins by placing emphasis on this student’s experience at Concordia University. Initially it seeks to create a supportive and respectful environment for the populations that are studying and living within the walls of the traditional campus. However, we understand that Concordia University is not only defined by the traditional campus experience.

GOALS/OBJECTIVES/STRATEGIES

Goal 1: Retention and Graduation Rates for Diverse Students

Objective 1: Increase the completion rate by 10 percent for students from diverse populations to graduate.

Objective 2: Monitor and assess retention strategies to increase persistence for underrepresented students to graduate.

Goal 2: Recruitment and Development of Staff and Faculty

Objective 1: Continuously develop diversity and equity training to increase the knowledge, awareness, and skills for strengthening faculty and staff in their work with our diverse community of learners.

Objective 2: Increase recruitment and retention of underrepresented faculty, staff and community partners at all levels of the university by 10 percent.

Goal 3: Strengthen Curriculum and Instruction

Objective 1: Strengthen faculty and staff's ability to enact culturally responsive pedagogies.

Objective 2: Support and encourage faculty to integrate the Curriculum Internationalization Objectives, developed in consultation with faculty by the Office of International Student Services, in order to meet the cultural, intercultural, and curricular dimensions and perspectives in their course offerings.

Goal 4: Campus Climate

Objective 1: Review campus spaces that are reflective of our welcoming, academically excellent and culturally rich environment.

Objective 2: Provide ongoing support in leading the university community in supporting our welcoming and culturally rich environment.

ASSESSMENT AND REPORTING

A. Assessment

As part of the five-year plan, we will track various metrics that represent important factors in assessing progress toward our goals. In the near-term, we will track our progress on plan-related action steps such as implementation and participation in programs, development of partnerships and resources, and increased awareness. Longer-term measures not only will include trends in the demographic composition of our campus over time, but also will take into account shifts in climate, faculty/staff/student intercultural competencies, and curriculum changes.

1. Sample Categories for Assessment:

Goal Area Key Performance Indicators

Demographic diversity of:

1. Faculty/staff/partners

2. Students – retention and completion rates

Intercultural Effectiveness Scale (IES) for Faculty/Staff/Students

Curriculum Integration Review

B. Reporting

The diversity committee will review and assess the reports created by the goals and key performance indicators. The committee consists of the following leaders who have the role and responsibilities associated with the plan goals:

- Executive Vice President and Dean of Diversity
- Director of Diversity Center
- Staff/alumni
- Faculty Development Director
- Student Representative
- Vice President for Enrollment Management
- Human Resource Director
- Campus Pastor

Reporting Plan

- Yearly Review
- Evaluate progress of the five-year plan