

CSP

January 2021

CONCORDIA UNIVERSITY, ST. PAUL VISION 2024

Fiscal Years 2019 - 2024
(July 1, 2019 - June 30, 2024)



Concordia
UNIVERSITY • SAINT PAUL

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CONCORDIA ST. PAUL

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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").

Situated near the Midway District of St. Paul, Concordia University draws a wide range of students from across the Twin Cities metro area and beyond. With a blend of traditional and non-traditional students, Concordia strives to meet the ever-changing needs of students, from young adults just starting out to area professionals seeking high-value, advanced degrees.

Concordia University was established in 1893 as a six-year educational institution of The Lutheran Church – Missouri Synod, patterned after the German Gymnasium, a term used to describe one of the most advanced secondary school models in Germany at that time. The original educational focus was primarily pre-seminary and teacher education. From Concordia's 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, 17).

1900

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.

1950

1959

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.

1962

1967

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.

1971

1991

The college began awarding graduate degrees in 1991. In 1997, the college became **Concordia University**.

Background continued...

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 five colleges, each with its own dean:

- College of Humanities and Social Sciences
- College of Business and Technology
- College of Education
- College of Health Science
- College of Human Services and Behavioral Science

Graduate programs are housed in all five colleges, overseen by an associate vice president. Total enrollment as of the Fall 2020 census was a record 5,569 students. Approximately 465 of 1,600 (headcount) students enrolled in traditional undergraduate programs reside in campus housing.

Concordia is known to have one of the most racially and

ethnically diverse university student bodies in the state of Minnesota based on enrollment data comparison from Minnesota Private College Council. 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. Dedicated in 2019, the Dr. Cheryl Troutman Chatman Diversity Center fosters engagement among students, faculty, and staff to build community and an institutional culture of respect. Concordia is also home to the Center for Hmong Studies and the Hoffmann Institute for Christian Outreach.

The university supports a full range of visual and award-winning performing arts programs. Athletic teams compete at the NCAA Division II level and hold membership in the Northern Sun Intercollegiate Conference (NSIC). CSP teams have netted nine NCAA championships and 25 NSIC championships while student-athletes maintain a strong academic performance with an average 3.29 GPA.

CONCORDIA, ST. PAUL OFFERS:

76

UNDERGRADUATE MAJORS
(AA, BA, BS, BBA, BSN)

14

PRE-PROFESSIONAL PROGRAMS

52

UNDERGRADUATE MINORS

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 defined horizon spanning 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. CSP specializes in helping traditional undergraduate students with good to excellent levels of academic readiness prepare for great opportunities in relevant career fields. The university also specializes in helping adult non-traditional learners with their unique lifestyle needs and demands achieve their aspirations for academic degrees and career outcomes.

Directed toward learner success are five overall strategic goals, a set of measurable objectives or S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, Time-bound) goals. These strategic goals allow creation of tactical plans for achievement against each goal along with measurement and assessment to foster ongoing improvement. The university also uses these metrics to measure progress in 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. The tactics are designed to be affordable and responsive to evolving market demands for academic programs. These tactics include processes to assess and respond to market dynamics and targeted efforts to help faculty increase their effectiveness as educators. At the core, all tactics take into account 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 life. These values include a commitment to empowering students, the university's urban setting, multicultural diversity, a Christ-honoring and all welcoming culture, and the historic Lutheran foundation of the university.

The following sections of this document include:

1. The Mission, Vision, and Promise of the university
2. A brief commentary on the functional areas of organization, operation, admission and marketing, financing, human resources, and technology
3. Description of facilities and current thinking on future facility needs
4. 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 a Christ-centered, nationally prominent Lutheran university known for excellence and innovation that fosters success for all students.

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 composed 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 fundraising.

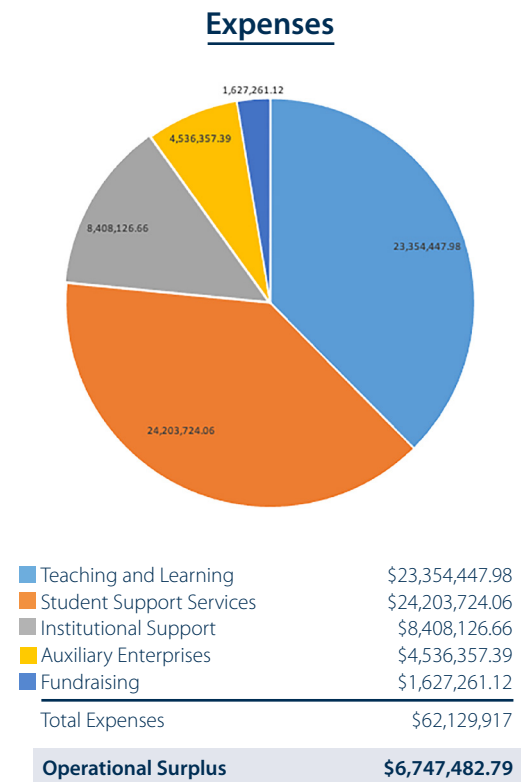
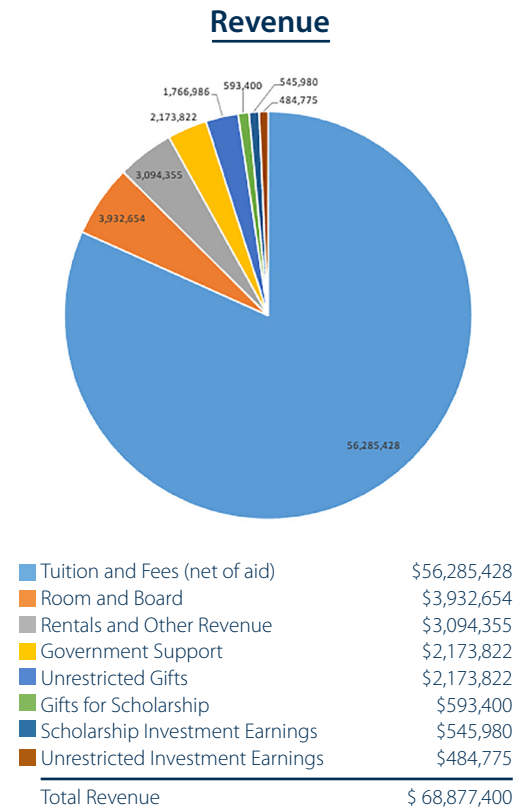
V. ADMISSIONS AND MARKETING

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 (87%), auxiliaries (9%), gifts and grants (3%), and other (1%). Total FY 20-21 revenues are budgeted at \$86.7 million. The university has \$15.3 million in long-term debt and a total endowment of \$34 million. Approximately \$13.7 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 year end revenues and expenses is shown in **Figure A**.

Figure A: Revenues and Expenses | FY2020



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 2020, the university received a little over \$4 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.

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 B: Gift Sources | FY2020

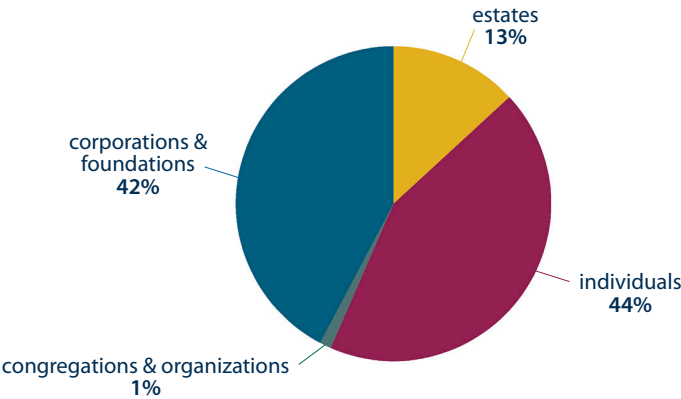
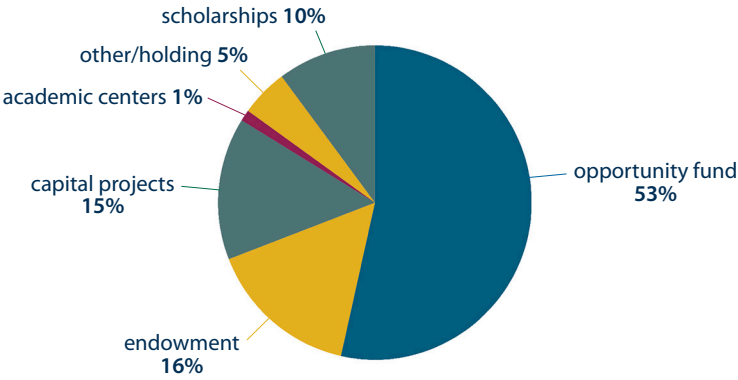


Figure C: Gift Destinations | FY2020



VII. HUMAN RESOURCES

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

	Full-Time	Part-Time
Faculty	125	381
Staff	154	33

The university will enhance employee professional development opportunities to include content area expertise, institutional knowledge, and compliance with its 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, an Aruba wireless network, and Cisco telephone systems

(VOIP), Concordia leverages redundancies in on-site and off-site internet connectivity and key systems. Concordia is a partner with Internet II, 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. Concordia continues to invest in key cybersecurity technologies and partnerships to ensure communication with minimum risk. Academic technology includes such strategies as a full-service Help Desk, online delivery utilizing BlackBoard and ZOOM, and an electronic library infrastructure of full-text journals and other research resources. Future directions include moving to cloud-based computing.

Long-term strategic investment in technology has positioned the university to be able to pivot quickly and adapt learning modes on short notice. This was most evident in 2020 when the university was able to shift to full distance learning in only 24 hours when required to do so, while peer institutions required multiple days or weeks to do the same.



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 with the purchase of the nine-story Central Midway Building, which was dedicated and re-named Ries Tower. 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 33 buildings (Exhibit C), constructed between 1911 and 2009, and comprising roughly 690,000 gross square footage. In addition to its main campus facility, the university provides fully online academic delivery to many students. The university invests some \$900,000 directly each year to address deferred maintenance on the buildings it owns, but recognizes the need to continue 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 the 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, including potential construction or acquisition of a new building for health science and technology, and construction of a new building for education in business and leadership. The latter 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 new buildings to be built after 2021	\$0
• Meyer Hall: entrance, elevator, bathrooms	\$ 3,000,000 (<i>complete</i>)
• Purchased Central Midway Building (Ries Tower)	\$ 10,000,000 (<i>complete</i>)
• Purchase and Renovate President's Residence	\$ 650,000 (<i>complete</i>)
Major renovation/capital improvement (>\$150,000)	
• Remodel laboratories and purchase equipment for five laboratories	\$ 1,000,000 (<i>complete</i>)
• Remodel and renovate space in Ries Tower	\$ 5,000,000 (<i>in process</i>)
Major deferred maintenance projects (>\$100,000)	
• Wollaeger & Luther Halls: 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
New construction or disposal	
• Sell/trade/buy land in Ayd Mill Road expansion	\$0

X. CORE VALUES

For the 2019-2024 planning horizon, the university has five 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. **Christ-centered/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 confessions and practices of the LCMS.

XI. KEY METRICS

The university measures its results in five key areas:

1. Student enrollments, head count
2. Rates of student retention and graduation over four, five, and six-years, Student Achievement Measures
3. Programmatic metrics
 - a. Credits generated in major
 - 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
 - b. Growth in endowments
 - c. Reduction in long-term debt
5. Fulfillment of purpose as a Christ centered university

XII. EXHIBITS

Exhibit A	Organizational Structure
Exhibit B.....	Strategic Plan Concept Map
Exhibit C	Financial Goals and Metrics
Exhibit D	Campus Map



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. 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 2024. 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 in response to market dynamics and demand.

Adult undergraduate enrollment goal: 2,000 headcount by 2024. The target includes adult students who have completed some college. The projected enrollment is based on existing capacity to manage face-to-face, online, and hybrid modalities, attract contracted faculty with deep professional experience in their field of practice, 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 goal: 3,000 headcount by 2024. 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. 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 hybrid course modalities, attract sufficient contracted faculty of practice, add new marketable academic programs and majors, and maintain competitive affordability.

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 the undergraduate transfer population both on-campus and online.
 1. Continue to engage external marketing expertise. The university currently partners with Ruffalo Noel Levitz, Wiley Education Services, K-12 Teacher Alliance, Orbis and Relearnit to assist with strategic enrollment initiatives.

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

- a. Business-related careers and technology-related careers (i.e., computer software, cybersecurity, 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 the international student population to 350 with a diverse representation of countries.
- c. Implement intentional strategies about growth in international students with a target of 350 by FY2024 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 Europe.

- 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 academic programs are evaluated using “five gates” for opportunity and relevance.

FIVE GATES FOR CONSIDERATION OF NEW ACADEMIC PROGRAMS

Prior to adding any academic program, we ask these specific, challenging questions to ensure value to our students:

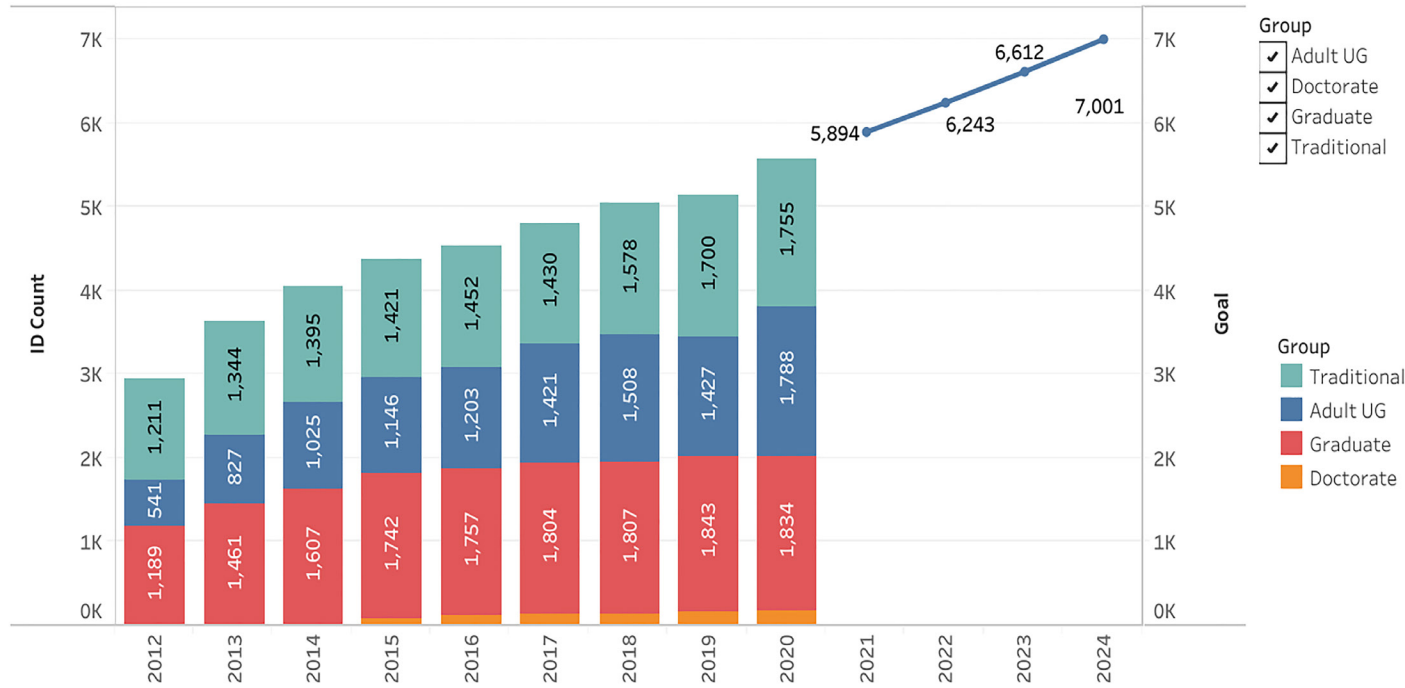
1. Is there a sustainable career market for the graduates? Is there a market for the new program? Are there students interested in the program? Is there regional market saturation of graduates?
2. Does the university have the capacity to deliver the program? If not, does it have a partner to deliver 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?

As new programs are implemented, the university seeks to strengthen partnerships with other colleges, universities, and companies. Beginning in FY2009, the university has formed 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 1: Grow Enrollment

Strategic Goal #1 - Enrollment Goals by Student Type



*2020-2024 goals based set by the following annual increases, 5% Traditional, 5.5% Adult UG, 7.5% Graduate, 9% Doctorate



\$6,000

TUITION COST



Goal 2: Increase Persistence to Graduation

S.M.A.R.T. GOALS

- New Freshmen: 55% 5-year graduation rate
- Transfer: 60% 4-year graduation rate
- Adult Undergraduate: 55% 4-year graduation rate
- Masters: 65% 3-year graduation rate
- Doctorate: 60% in 5 years

COMMENTARY

Affordability has been a primary reason students have discontinued, followed by academic-related issues. Relative to a number of peer institutions in the Minnesota Private College Council (MPCC), the university intentionally attracts students across a wide range of academic profiles and is committed to helping all students across the spectrum thrive. The university also focuses on supporting the full success of those students who may attend Concordia for only a portion of their academic journey to graduation.

The target of 55% five-year degree completion rate in traditional undergraduate students by 2024 is the most assertive 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 establishes a campus-wide culture focused on supporting students to their degree completion goals. The university does plan to increase affordability and broaden academic program options as a way of increasing persistence to graduation.

The target of 60% four-year transfer graduation rate by 2024 is achievable and is, in fact, being achieved by those 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 55% four-year adult undergraduate graduation rate by 2024 is also an assertive goal. By setting such a reach goal, the university is making a statement of the desire to show significant improvement. 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 65% three-year master's graduation rate by 2024 is being achieved now.

The target of 60% five-year graduation rate for doctoral students.

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, career and cultural competency.
- Use partners where appropriate (e.g. Wiley) to improve persistence for undergraduate and graduate students, reduce operating cost to support affordability, and improve service and/or response time.
- Create opportunities for meaningful interactions between students and faculty to foster professional and career connections.
- Continually enhance faculty teaching skills to address the evolving 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. By better understanding the university's role in all student outcomes, including those who only attend Concordia for a portion of their collegiate education, the university can better address the needs of the passport students.
- Utilize the Student Achievement Measure to support student graduation outcomes for transfer students.
 - Utilize the Student Achievement Measure to support student graduation outcomes for passport and transfer students. This measurement allows greater visibility into the graduation outcomes for students who attend the university for their entire degree program, those who transfer in for a portion, and those who transfer to another institution. The university seeks to continually enhance its role in the successful graduation of all students.
- Improve student-athlete targeted retention rates and 5-year graduation rates.

Goal 2: Increase Persistence to Graduation

Strategic Goal #2 Graduation Rates by Student Type

National Private Benchmark, ACT Institutional Data, 2017



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.

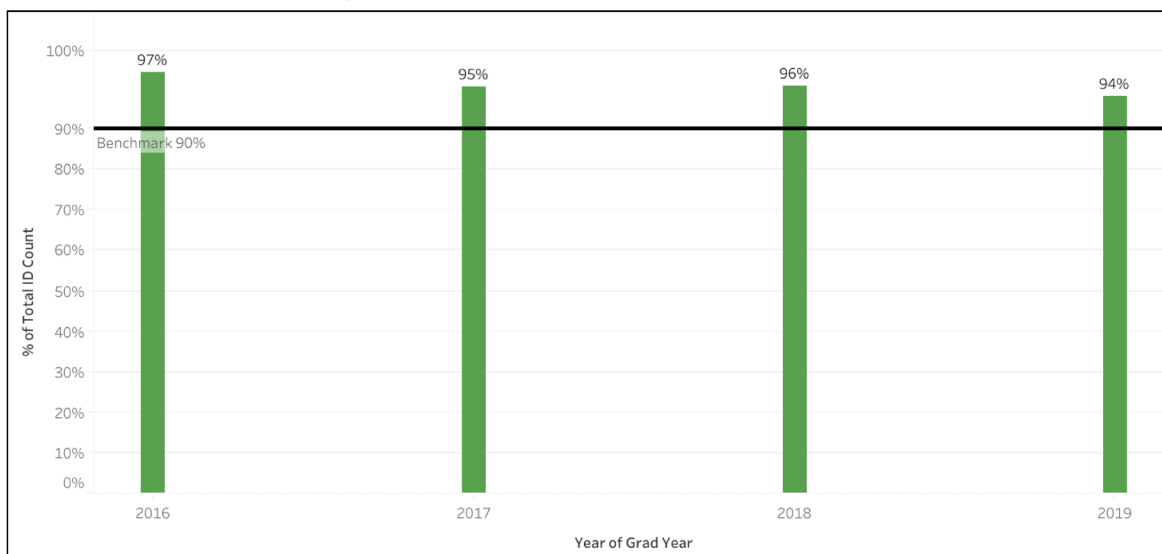
COMMENTARY

Of the five 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 a job or graduate school of their choosing. Facilitating student success is enhanced when academic programs align with market needs.

EXAMPLES OF KEY TACTICS:

- Collect student career outcomes through the university's first Destination Survey. National and regional career outcomes data will be monitored through NACE and MPCC annual trends.
[The NACE First-Destination Survey](#)
- Strengthen assessment for quality improvement in academic programming and student success.
 - Create and implement a process for faculty performance appraisal. (COMPLETE)
 - Continue to implement a process for staff performance appraisal. (COMPLETE)
- 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 majors have internships or experiential learning opportunities embedded in the academic experience to help bridge theory and practice and move students toward their career goals (employment and or graduate schools).
- Strengthen assessment for quality improvement in academic and support programming.

Goal #3 Maintain Quality, Relevant Curriculum to Ensure Transition to Job or Graduate School



Goal 4: Grow Net Assets

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 change 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.
4. Targeting endowment growth, which represents a long-term outlook on financial performance and position.

Endowments are typically (approximately 75%) built through estate gifts, the reception of which is 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 secure endowment gifts from major and principal gift donars.

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 and deepen 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 LCMS 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:

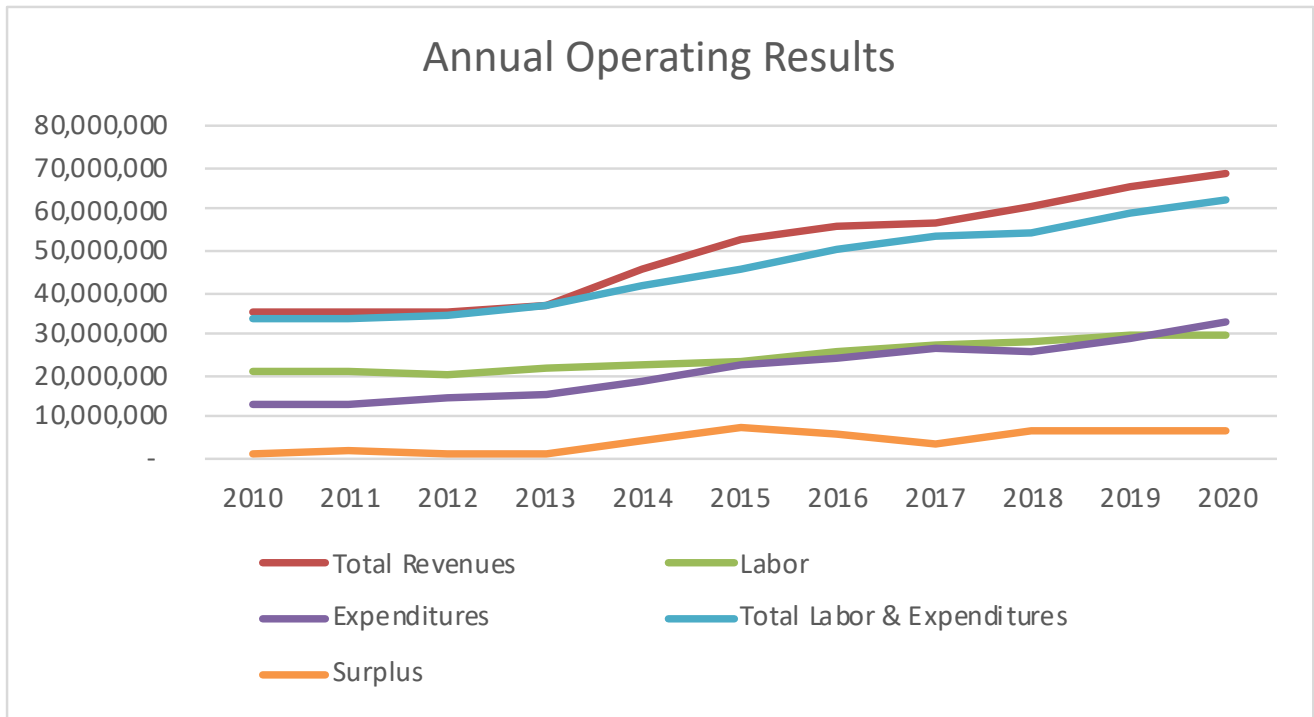
- Achieve annual operating net income of \$1.1 million.
- Grow endowment book value annually by \$3.0 million.
- Assess and address factors contributing to institutional risk.
- Identify and prioritize capital projects and other major capital outlays with strategic objectives.
- Adapt capital projects 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.

View graphs on pages 19-20 for a full assessment of these goals



Exhibit C: Financial Metrics

C1: Annual Operating Result



C2: Endowment Growth

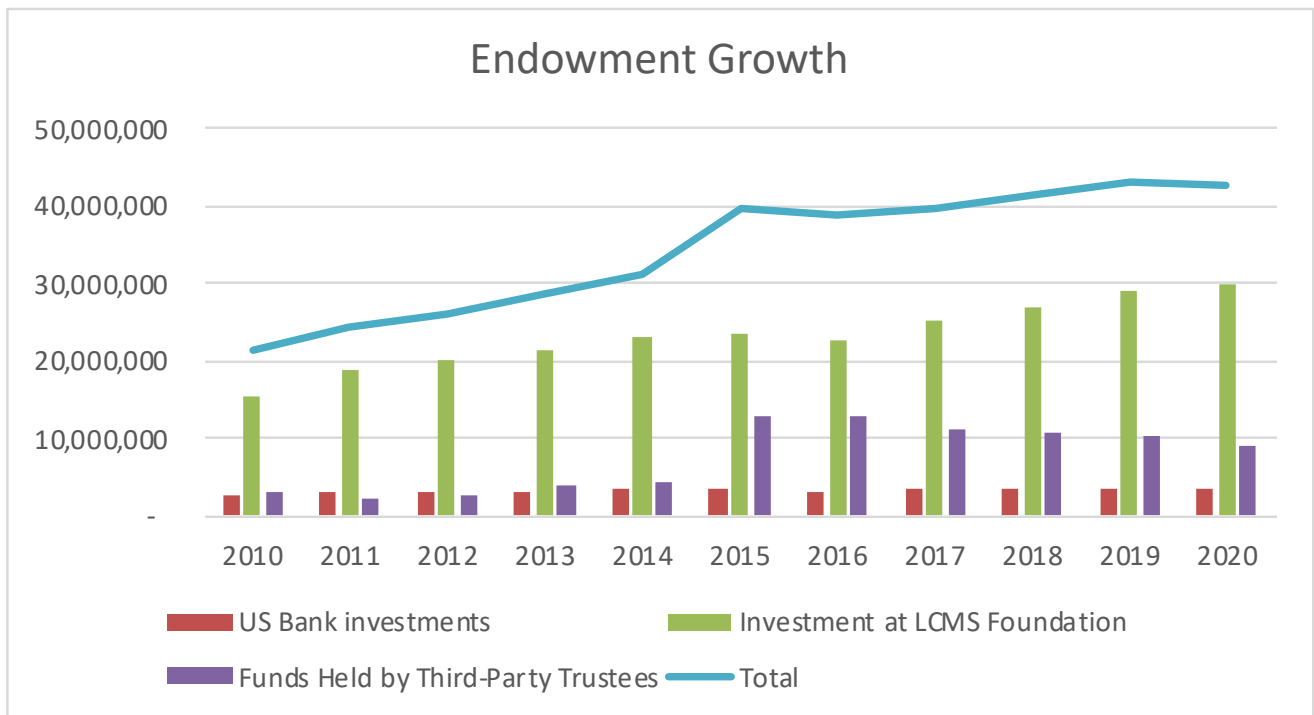
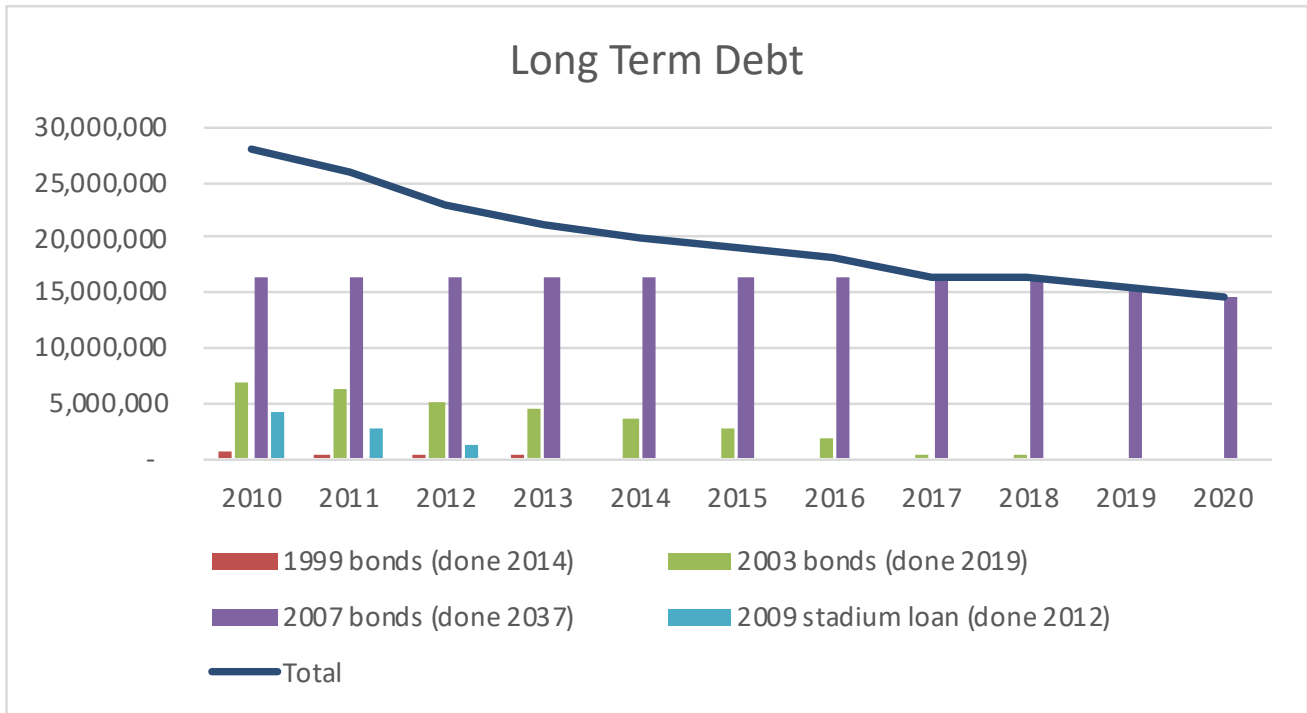
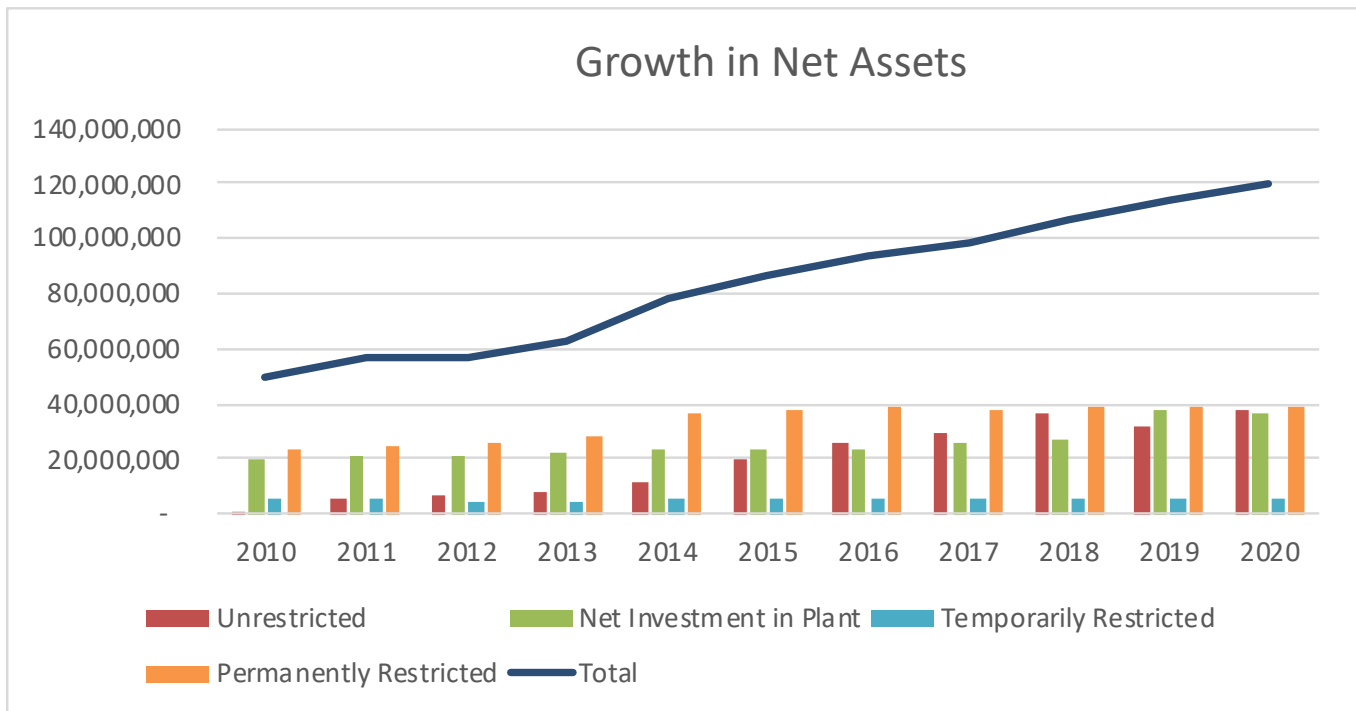


Exhibit C: Financial Metrics

C3: Long Term Debt



C4: Growth in Net Assets



Goal 5: Accent our Christ-centered purpose as a Lutheran University

S.M.A.R.T. GOALS

- Communicate with confidence what makes CSP distinct as a Christ-centered Lutheran university committed to serving a diverse population.
- Increase overall LCMS enrollment by 10%.
- Increase opportunities for faculty, staff, and students to discover and develop their professional and vocational callings.
- Re-conceptualize CSP University Ministry for student engagement traditional and adult undergraduate students.

COMMENTARY

The university is committed to its deep, historical connections to its founding Lutheran principles. Maintained for generations, the university is inextricably linked to its LCMS roots, which remain the driving force in all that the university does. Currently, however, only 5% of Concordia University, St. Paul students identify themselves as members of LCMS congregations. There is opportunity for the university to prepare more LCMS-affiliated students for careers and vocational leadership in the context of the Christian Gospel and the university's desire for our students to know Jesus.

A unique aspect of Lutheran theology is the fundamental component of vocation, or calling, that comes from God and brings fulfilling dimensions to life, career, and service. The university will direct efforts toward enhancing existing churchwork programming and aligning learning opportunities for students, faculty and staff to discover and live out their callings. Emphasis on this Scriptural teaching supports growth in service-learning and invigorates students' persistence toward graduation, while also cultivating a stronger faculty and staff.

While the university will continually seek to grow among all student populations, it also must never lose sight of this critical role in supporting the needs of those who are in the LCMS community. Striking such a balance as it grows, the university is uniquely positioned to support the career goals of students, including those seeking vocations in the church alongside all students pursuing careers in Humanities and Social Sciences, Business and Technology, Education, and Health Sciences.

EXAMPLES OF KEY TACTICS:

- Create consensus of stakeholders around CSP's core values and points of distinction.
- Define audiences and tailor specific messaging and mode(s) of communication to each.
- Model leading-edge ministry within a diverse urban setting to the church-at-large.
 - Expand relationships with LCMS entities dedicated to urban ministry to create in-roads or establish CSP expertise
 - Build relationships with Concordia Seminary, St. Louis and Concordia Theological Seminary, Ft. Wayne for partnership opportunities
- Align church work programs to LCMS criteria and strengthen current programs or add majors and minors that support ministry and vocation, as necessary.
 - Expand marketing of all degree programs (associates, on ground and online undergraduate, masters, doctoral) and urban ministry preparation to LCMS constituents.
 - Target alumni for graduate/post-graduate programs
 - Increase engagement with top-of-funnel LCMS influencers (pastors, DCEs, teachers, deaconesses, alumni, and parents).
- Increase engagement with LCMS districts, congregations, and schools in the seven-district region and the church-at-large.
- Establish, fund, and mobilize a Center for Biblical Studies.
- Develop a system of ongoing professional development for faculty and staff in what it means to serve at a Christ-centered Lutheran university.
- Provide ongoing opportunities for students to discover their sense of purpose and grow hearts for serving.
- Engage students, faculty, and staff in sharing how faith and learning intersect at CSP.
- Determine ministry team impact across co-curricular areas and address additional opportunities.
- Implement ministry plan for CSP campus in Portland.
- Implement a ministry plan for online students.



Exhibit A: Organizational Structure

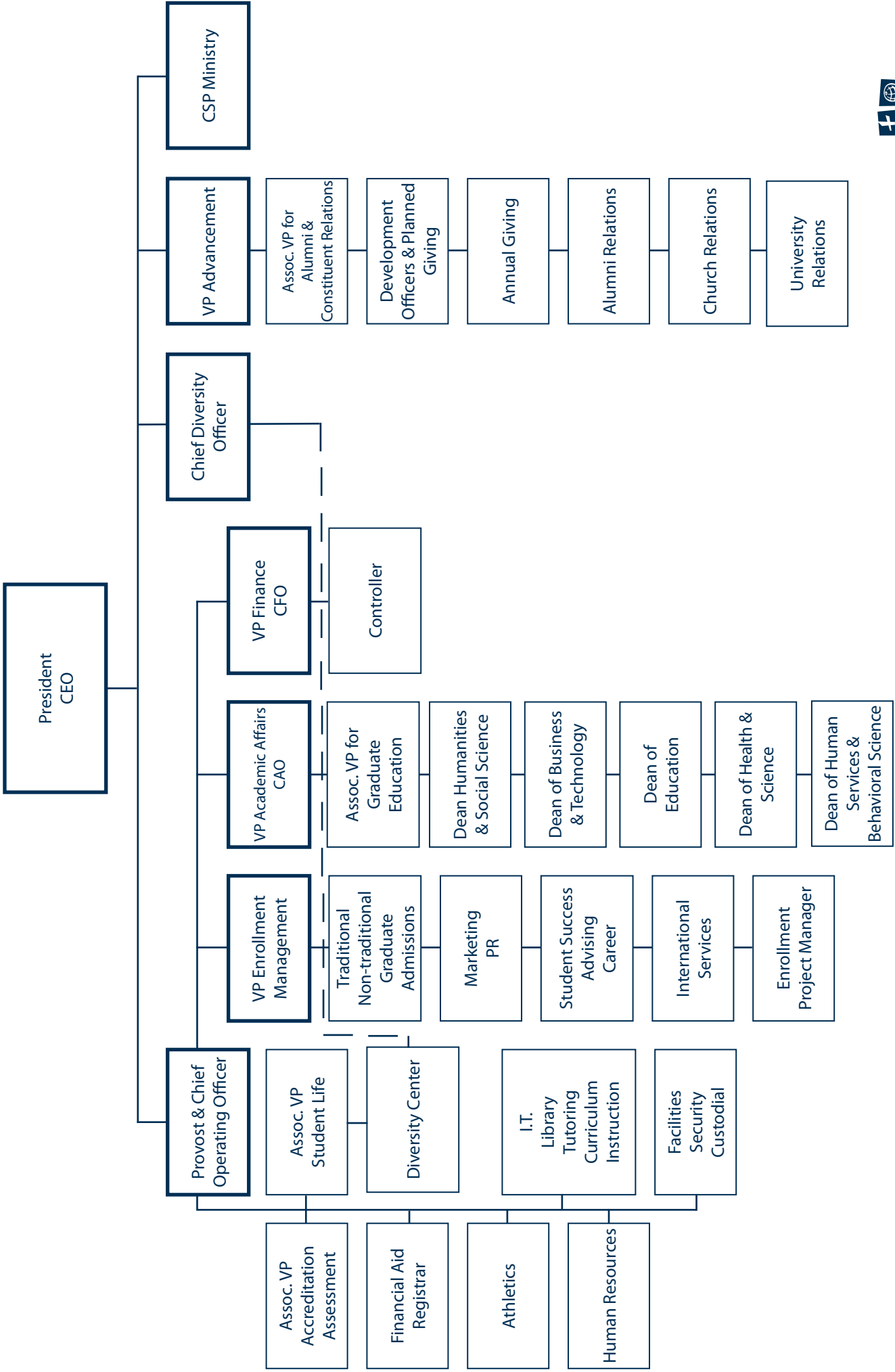
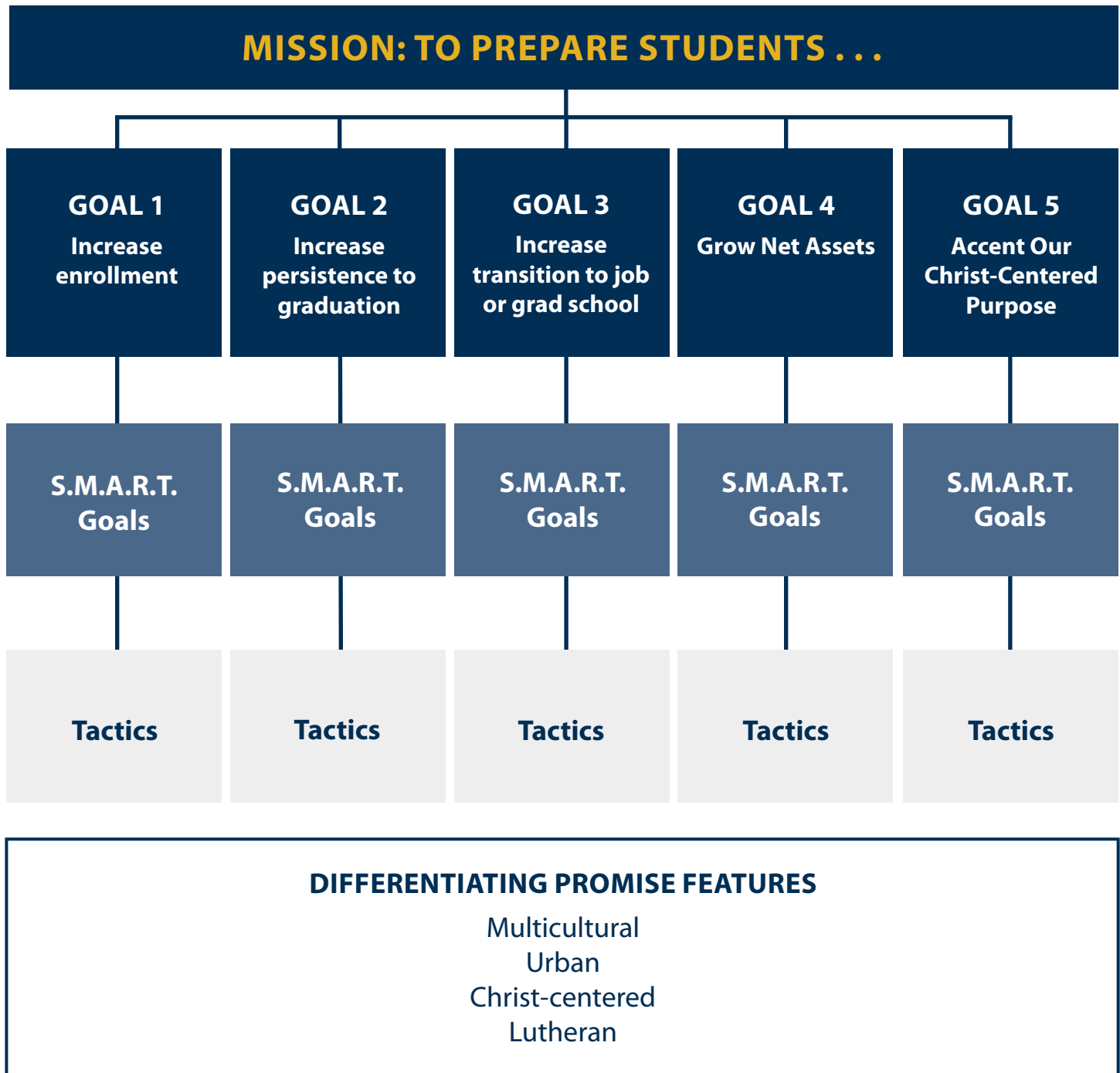


Exhibit B: Strategic Plan Concept Map



XIII. DIVERSITY PLAN

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, codifies 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.



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: Embrace our diverse student populations by delivering academic and co-curricular offerings through the lens of our Christ-centered, Lutheran identity.

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 will not only 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.

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:

- University President
- Provost
- Chief Diversity Officer
- Director of Diversity Center
- Staff/alumni
- Faculty Development Director
- Student Representative
- Vice President for Enrollment Management
- Human Resource Director

DIVERSITY PLAN: ASSESSMENT

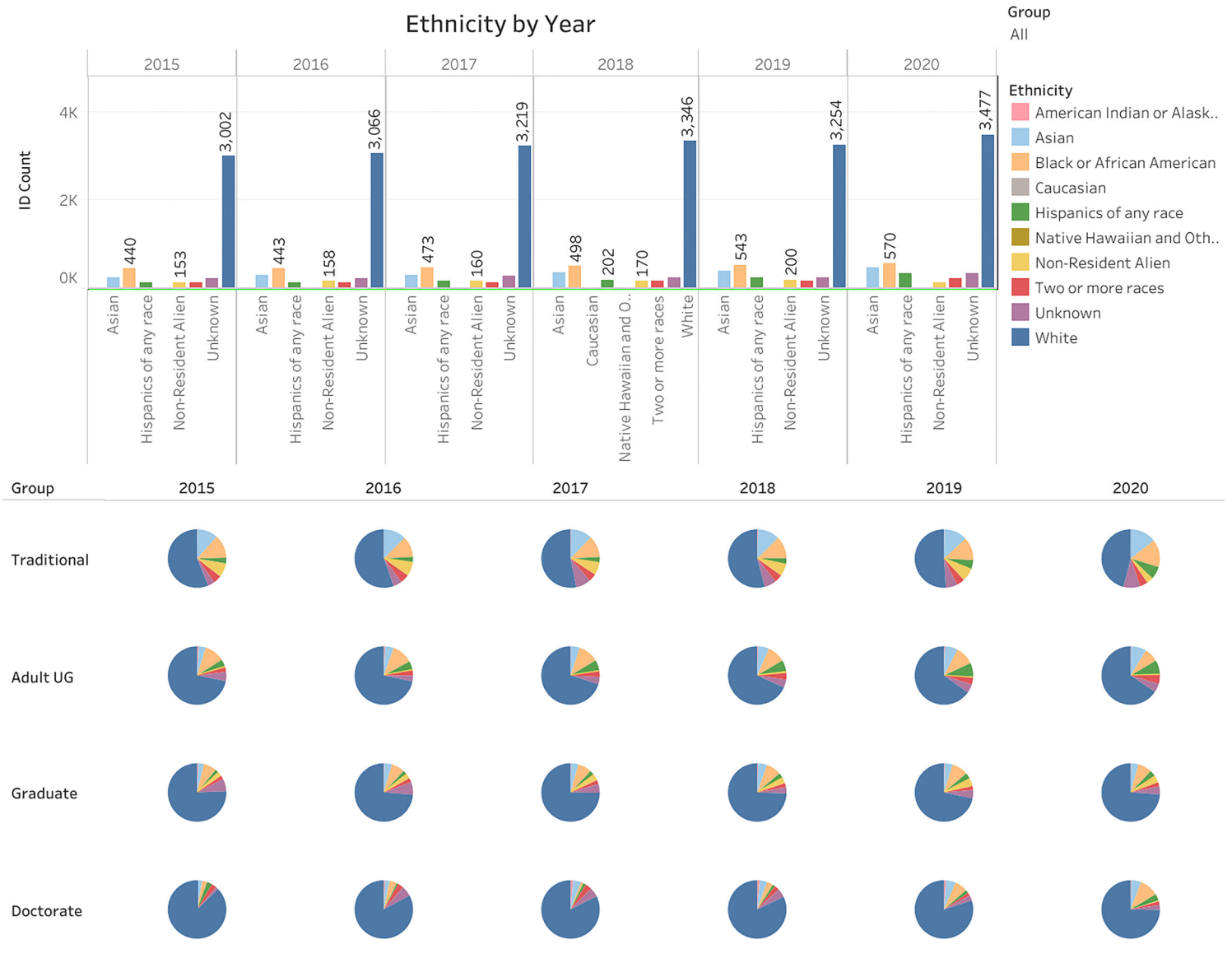


Exhibit d: Campus Map

CAMPUS BUILDINGS:

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

