Criterion One – Mission and Integrity: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- University Mission Statement was adopted by the Board of Regents in 1998 and reaffirmed in 2004, after input from faculty/staff committees. The Vision Statement and Core Values were added in 2006 with similar input given before adoption. ([Overview Intro, Overview #1, 5P1]
- The interview process and the orientation for all new faculty and staff includes a discussion of the mission, vision, and core values [4P4]
- Mission Statement is included in all course syllabi, university documents, and are prominently displayed in faculty/staff offices [Overview Intro, 4P7]
- Four “mission specific” courses(IDS 1970, IDS 4970, plus two theology courses) are required as a part of the general education requirements for all undergraduate students [2R2, 9P7]
- Key institutional measures include an assessment of Mission and Vision [Overview #5, 7P6]

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Mission Statement guides the university to equip students to serve in a diverse, interconnected, and increasingly urban church and world [Overview Intro, 5P1]
- All education programs include a requirement of coursework in multicultural education as well as a courses in non-western world studies [1R3]
- The University builds and maintains relationships with key stakeholders through a variety of campus events and activities. [3P4, 3R2, 3R3, 3R5]
- Student diversity is valued and differences are respected as reported in the Climate Surveys and the NSSE [Overview Intro, 1R5, 2R3, 4R2, 6R2, 8R4]

Core Component 1c: Understanding of and support for the mission pervade the organization.

- Goals for student learning are grounded in the Mission Statement [Overview Intro, Overview #1]
- The requirement of four “mission specific” courses for all undergraduate students communicates the mission to all students [2R2, 9P7]
- Student and Faculty Climate Surveys and other key institutional measures assess how the university has accomplished its mission [4P13, 4R2, 5R2]
- Orientation of new staff and faculty includes an extensive discussion of the mission, vision, and core values. These documents are shared with adjunct faculty during the CAFÉ event each fall [4P4]
- Yearly staff evaluations (form revised in summer 2006 to reflect the core values) as well as faculty reappointment and advancement in rank procedures assess the level of understanding and commitment to the university mission [2P3, 4P10]
Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- Leadership structure is aligned with board policies which are driven by the Mission Statement [Overview Intro, Overview #4]
- The Strategic Plan includes measurable objectives that emanate from the University mission and data collected helps determine the extent of successful completion of these objectives. [Overview #5, 8R1]
- University planning processes are governed by the University Mission Statement [5P1, 8P1, 8P4, 8R2]
- The various University committees, councils, and taskforces allow the faculty and staff to collaboratively function to fulfill the mission. [Overview #9, 5P7, 6P1, 6P3, 6P4]

Core Component 1e: The organization upholds and protects its integrity.

- University leaders “walk the talk” as they carry out their responsibilities [2P5, 5P7, 5P8, 5P10]
- Academic, social, and personal satisfaction of students has been documented by Student Climate Surveys, NSSE results, and the Noel-Levitz Survey. [1R2, 2R3, 8R4]
- University courses and student activities include required and voluntary community service and spiritual life activities. With the addition of a full-time Director of Academic Service Learning, the mission of the University has been greatly enhanced through service activities. [2R4, 9I1]
- Short and long term strategies are aligned with the mission and vision [7P2, 8P1]

Criterion Two – Preparing for the Future: The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

- New courses and programs must include a market and cost analysis before they can be presented to the appropriate policy committee [1P3, 1P4]
- Fiscal models are utilized to determine program viability [1P3, 1P4, 1P13, 7P6, ]
- Fiscal considerations are included as one of the four measures for assessing and tracking effectiveness [1P13]
- Short and long range strategies are aligned with the mission and include fiscal requirements [Overview #8, 8P1, 8P2]
- Two of the six Critical Targets (Finances and Enrollment) insure that these factors strongly influence decisions related to new programs. [1P13, 8P2]
- Departments regularly evaluate programs using fiscal data in addition to input from professional organizations and accrediting agencies [1P14, Overview #9]

Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Although the University is tuition driven institution, recent strategic planning has identified this concern and formulated several objectives to address them [Overview #8, Overview #5, 7R3]
- Short and long term strategies have been put in place to insure the university maintains ongoing fiscal viability [8P1, 8P2, 8P6, 8P7]
• Critical Targets have been established to track the university’s ability to maintain and strengthen programs [1P13, 8P1, 8P2]

• Increasing enrollments in the graduate cohort programs have provided the university with additional funding to support institutional operations [Overview #5, 3R6]

Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

• University selects, manages, and uses data to support student learning and providing student services. [6P1,6R2, 6I1, 7P1, 7P2]

• Centralized database maintained in Banner provides information allowing the university to compare itself with other Concordia University System schools [5P6, 7P1, 7R3]

• The addition of a VP for Strategic Planning and Research has improved the current evaluation and assessment process [8P4, 8P5, 8R2, 8R4]

• Tracking of the Critical Targets on a yearly basis allows for continuous improvement [8P1, 8P2, 8R5]

Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

• Short and long term strategies and the Critical Targets which determine effectiveness are derived and aligned with the Mission Statement [8P1, 8P2, 8P5]

• University planning process is organized to insure the University Mission is the focus [8P1, 8P2, 8P3, 8P4]

• Key institutional measures track the university’s attainment of its mission [Overview #5, 8P1, 8P2, 8R1]

Criterion Three – Student Learning and Effective Teaching: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

• Learning objectives of all colleges are established to reflect and extend the mission [Overview #1, 1P1, 1P2]

• College of Education and College of Graduate and Innovative Programs and have established the UAS to collect data needed to evaluate program effectiveness [1R1, 1R3,1R6, 1I1, 7P1]

• Various evaluation instruments allow faculty, department chairs, and administration to determine the effectiveness of educational programs [1P11, 1P12, 2R2, 3P1, 3P6, 3R2, 7R2]

• Use of portfolios in graduate and undergraduate programs provides an ongoing assessment tool for programs [1P18, 1P17, 1P18, 1R1, 7P1]

Core Component 3b: The organization values and supports effective teaching.

• Faculty summative evaluations, formative evaluation, and GAP analyses are available every semester to assist faculty in improving teaching effectiveness [1P1, 1P13, 1R3, 3P1, 3R2]

• A revised program review process (Current AQIP Action Project) will allow for an improved evaluation of academic programs. [1P1, 7P6]

• Faculty reappointment, advancement in rank, and tenure procedures require the documentation of effective teaching [1P11, 4P10]
● Student support services are designed to support effective teaching and student learning [6P1, 6P2, 6P4, 6R3, 6R4, 6I1]

Core Component 3c: The organization creates effective learning environments.
● Goal of “life-long learning” is reflected in the goals of the colleges [Overview #1, 1P6, 2R2]
● Increased use of the cohort delivery model fosters student learning communities for graduate students [3P1, 3R1, 3R, 3I1]
● The structure of IDS 1970 Freedom and Responsibility and IDS 4970 Values and Virtues where faculty and student mentors are utilized creates an effective leaning community [1P6, 1P18, 9P7]
● Frequency of faculty and course evaluations helps to insure that effective teaching and learning occurs [1P11, 2P3, 3P1]

Core Component 3d: The organization’s learning resources support student learning and effective teaching.
● Library services provided at two distinct locations provided greater access to learning materials [Overview #2, 1P15, 6P1, 6P4]
● Student support services are in place to support student learning [Overview #2, 1P8, 1P15, 1R3, 6P1, 6P4, 6R2]
● University assesses the effectiveness of student support services using formal and informal means [2R3, 3P1, 3R2, 6P1, 6P2, 6R2]
● Advising and placement services are in place to support student learning [Overview #2, 1P6, 1P7, 9R3]

Criterion Four - Acquisition, Discovery, and Application of Knowledge: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
● Office of Career Services yearly surveys graduates to assess continuing education in graduate schools [1R4, 9P2, 9R3]
● Faculty and staff are provided numerous opportunities to engage in continuing education activities [4P3, 4P8, 4P9, 4P10, 4R2]
● Adopted program goals stress the importance of service and continuous learning [Overview #1, 2R4, 5P8]
● University offers programming for college seniors to remain life-long learners [Overview #3, Overview #8, Overview #9, 2R2]
● University offers courses to local senior citizens (60+ Program) to continue their life-long learning [1P10]

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
● Goals of undergraduate general studies identify a breadth of knowledge [Overview #1, 1P1, 7R2]
● Student support service provide additional learning opportunities and assistance for students to acquire knowledge and skills [1P15, 1P16, 1R5, 2R3, 6R2, 8R4]
Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Graduate Cohort Survey assess the level to which the university prepares students to live in a diverse and increasingly urbanized church and world [3R2]
- Teaching, Learning, and Technology Committee and CougarNet assesses current and future technology needs for the students and faculty [1P15, 6P1, 6P4, 6R1, 6R2, 6R4, 6I1, 6I2]
- Campus Banner Team meets regularly to update data needs [7P3, 7P7, 7R2, 7R3]
- Recent Fall Faculty Seminar discussed Presidential charge “Adopt a Global Orientation” to expand the curriculum for a global and diverse society [5P9, 5I2]

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- University maintains a respectful intellectual climate for faculty and students [2R2, 3R2, 4R2, 8R4]
- The content and approaches used in IDS 1970 Freedom and Responsibility and IDS 4970 Values and Virtues create a climate of trust and respect [1P6, 1P9, 2R2]
- Opportunities for service to others are provided for students, staff, and faculty [Overview #8, 2R2, 2R4, 4P10]
- Various evaluation tools indicate students grow in the areas of academics, spirituality, vocation, and civic responsibility [2R2, 2R3, 3R2, 8R4]

Criterion Five - Engagement and Service: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Concordia University System monitors and compares enrollment and financial data from the ten participating schools [5R3, 7P1, 7P2, 7P5]
- The institution assesses key institutional measures from external stakeholders [Overview #7, 7P2, 9R1, 9I1]
- University has in place means to identify, analyze, and respond to changing stakeholders needs [3P1, 3P3, 3P5, 3P6, 3R1, 3R4, 3I1, 3I2]
- Formal and informal means are used to create relationships with stakeholders that will allow for communication on its programs [3P4, 3P6, 3R5, 9P5, 9R2, 9I1]

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- University uses various methods to insure collaborative relationships are maintained [2R4, 2I2, 9P1, 9P2, 9P4, 9P5, 9I1]
- Measures of the effectiveness of relationships with external stakeholders are formal and informal [3R1, 3R4, 3R5, 9R2]
- Internal communication between levels and units of the organization are regularly assessed [5P7, 5P8, 5P9, 5R2]
● Communication about scheduled University events are provided to the external stakeholders [2P1, 2P3, 3P4]

● University has identified the needs of the key stakeholders [Overview #9, 3P3, 3P4, 3P5, 3P6, 3R1,3R4, 3R5]

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

● University has partnered with the community to host several yearly events (i.e. Makin Tracks 5K, Community Awards Dinner) [3P4, 3R4]

● The University builds collaborative relationships for our students [9P1, 9P2, 9P5]

● Academies of the College of Graduate and Innovative Programs, as well as the advisory councils, help address the needs of church, community and educational professionals [3P1, 3P2, 3P3, 3P4, 3P5, 3P6, 3R1]

● Official publications provide the means to communicate the university’s responses to external and internal stakeholders [2I2, 3P6, 9I1]

Core Component 5d: Internal and external constituencies value the services the organization provides.

● Climate Surveys and other key institutional measures (NSSE and Noel-Levitz) provide data to indicate the extent to which stakeholders value services [2R2, 2R3, 4R2, 8R4]

● University has established a unique partnership (Tomorrow’s Promise) with a local elementary school district and a national banking institution to encourage children to succeed academically [9I1]

● University provides activities which involve the local community (e.g. Swimming Program, Concerts, 60+ Program [Overview #1, 1P10, 3P4]

● Input from recent student surveys has been utilized to improve and add student services [2R3, 3R2, 6R2]