Institutional Overview
Concordia University Chicago

Concordia University Chicago is a private university of The Lutheran Church-Missouri Synod. As such it is part of the Concordia University System, the oldest (founded 1864 in Addison, Illinois as Concordia Teachers Seminary) of ten institutions of the same name. The campus is located on forty acres in a wooded, near-west suburb of Chicago, fifteen minutes from the Loop.

At the center of what we do at Concordia is our mission statement:

As a distinctive, comprehensive university of The Lutheran Church–Missouri Synod, centered in the Gospel of Jesus Christ and based in the liberal arts, Concordia University equips men and women to serve and lead with integrity, creativity, competence, and compassion in a diverse, interconnected, and increasingly urbanized church and world.

Derived from this mission statement the university has adopted the following vision statement:

Concordia University is the university of choice for those seeking a Christian institution in the Midwest which provides a broad, liberal arts based undergraduate education, as well as graduate and professional programs in areas of demonstrated competence, which serve a particular need of society and advance the mission of the Church.

We claim five core values which emanate from our mission and vision statements:

As a Christian University of the Lutheran Church-Missouri Synod, we, at Concordia University, value:

Christian Faith as an integral part of our community;
Individuals as fellow members of God’s creation;
Excellence in our responsibilities as staff, faculty, and students;
Integrity demonstrated by the accord between our beliefs and practices;
Service as embodied by the servanthood of Jesus Christ

We enjoy a strong reputation for offering a quality education, particularly in teacher education, our historic signature program, and music. Additionally, a primary purpose of the Concordia University System, according to the sponsoring church body, is the preparation of church professionals. To that end, 26% of our undergraduate students are enrolled in pre-professional church work (pre-seminary, Deaconess, Director of Christian Education, Lutheran teacher, and Director of Parish Music) programs. Inherent in our mission are underlying tensions, especially as various constituencies understand and interpret differently the purpose of a church-related institution of higher learning. As a University in the Lutheran educational tradition, we regard these tensions as challenging, but also fruitful and even a necessary part of what it means to be people of faith engaged in the academy.

Traditionally a teacher training institution, Concordia began offering masters degrees in 1957 and became a University in 1990. In 1999 it added its first doctoral program. Currently, 42% of the undergraduate student body is enrolled in teacher training programs and 58% in liberal arts programs. An accelerated adult degree program in organizational management is offered through the College of Graduate and Innovative Programs. Graduate programs are offered on campus, at extension sites in the Chicago metropolitan area and online. The University includes four colleges: Arts and Sciences, Business, Education, and Graduate & Innovative Programs, and offers bachelors degrees in 57 majors (36 in Arts and Sciences), masters degrees in 22 areas, and two doctoral degrees (five EdD concentrations and four PhD concentrations).
The general education curriculum for undergraduate students was revised in 2003 to assure full compliance with the Illinois Articulation Initiative. The Concordia Core includes two mission-specific interdisciplinary courses, a First-Year Experience (IDS 1970: Freedom and Responsibility) and a senior capstone (IDS 4970: Values and Virtues) as well as two required courses in theology. The student to faculty ratio is 17:1. Undergraduate students may participate in study abroad opportunities through a variety of programs or the Washington Semester through the Lutheran College Washington Consortium.

1. **What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?**

The goals for student learning and shaping academic climate are grounded in the mission statement of the university. The specific detailed goals for undergraduate general studies and for the various colleges are listed in the University catalogs and are available at [http://www.cuchicago.edu/catalogs/index.asp](http://www.cuchicago.edu/catalogs/index.asp).

**Goals for Undergraduate General Studies:**
By stimulating intellectual curiosity and inquiry, the General Studies curricula and requirements are intended to help students:
1. Increase critical thinking skills for a lifetime of learning.
2. Gain organized and integrated knowledge of God, of the universe, of society and of self.
3. Further comprehend the meaning of human life.

**Goals for the College of Arts and Sciences:**
Our college creates a collaborative culture, centered in the Gospel of Jesus Christ, in which our community engages in the pursuit of knowledge and truth through critical thinking and effective communication. The exploration and discovery of ideas in a multifaceted environment inspires an enduring love for the arts and sciences, a commitment to life-long learning, a disposition to investigate our global society, and a passion to lead and to serve in our vocations.

**Goals for the College of Education:**
The education programs as described in the Conceptual Framework of the college, prepare candidates to demonstrate professional integrity, competence, and leadership to those they teach and serve.
1. Integrity is derived from Christian values and moral ethics and finds expression in respect for diversity and in professional ethics.
2. Competence is demonstrated in the areas of knowledge, skills, creativity, and dispositions.
3. Servant leadership is the ability to focus a school’s mission, personnel and resources to meet identified needs.

**Goals for the College of Graduate and Innovative Studies:**
Graduate study at Concordia is designed to build upon competencies developed through the successful completion of a baccalaureate degree program. Participation in the graduate program will build on this foundation to extend both knowledge and intellectual maturity. Graduate study is a goal-structured program providing opportunity for concentrated study. It also provides a closer working relationship with faculty, creative thinking, and more intense library research. As graduate students study side by side with other graduate students, there is an added dimension of greater depth and breadth of learning, often supplemented by the varied experiences drawn from individual daily responsibilities.

**Goals for the College of Business:**
By providing our students with innovative learning experiences and a premier education, we aspire to develop competent, confident, ethical leaders who can think critically, communicate effectively and serve compassionately in a dynamic business world. We strive to build upon our distinguished heritage and become a distinct and globally recognized college of business that prepares future business leaders for the world of tomorrow by melding our vast resources, innovative technologies and unique business relationships with our long-standing reputation for teaching excellence.
Given our history as a school whose mission was originally to prepare teachers for Lutheran schools, it is
not surprising that education is our foremost program. Key to Concordia is its programs in Professional
Church Work. In graduate studies, our key credit instructional programs include Educational Leadership,
Reading Education, Curriculum and Instruction, and Counselor Education.

Another key academic program area is music which is enriched by a variety of co-curricular activities
such as Wind Symphony, Kapella, Schola Cantorum, Chamber Orchestra, Chamber Choirs, Instrumental
Ensembles, University Handbell Choir, Jazz Band and University Band. Other key non-credit
instructional programs include the community music program, Musikgarten, Academic Service Learning,
60+ program, tutoring, workshops, athletics, and swimming classes.

The educational systems, services, and technologies that directly support our instructional programs are
the student computer labs, Blackboard with SafeAssign, the Instructional Design Team, Teaching
Learning and Technology Committee (TLTC), CougarNet, TV and radio studio and staff, Brown Bag
research discussion program, and “My Writing Lab”, an online support program for graduate students.

2. What key organizational services, other than instructional programs, do you provide for your
students and other external stakeholders? What programs do you operate to achieve them?

Library: The two libraries on campus support the educational processes at the university. The main
library is open seven days a week and a reference librarian is always available. A second library is
available in the Christopher Center, home of the College of Education. It houses all of the university
curriculum holdings for levels K-12.

Academic Early Warning System: An online academic early warning system (the result of an AQIP
Action Project) is available for faculty to report students who are experiencing difficulties in a course. At
midterm, the faculty uses the AEWS to report students who are earning below a grade
of C. Academic Advisors contact these students and refers them to the appropriate services.

Advising Office: The Academic Advising Office provides all advising during a student’s first two
academic years. When a student has declared a major, a faculty advisor, from the appropriate department,
is assigned to the student. From this point to graduation, the advising office and faculty work together to
help a student plan and manage his/her course schedule.

Graduate Advising Program: Each program has a graduate program specialist (GPS) that coordinates
faculty, facilities and services for the program.

Study Skills Program: New students who have low ACT scores and/or a GPA of less than a 2.0 are
required to enroll in this program (Professors, however, are not made aware of the students accepted
through this program.) During a student’s first semester they must register for COL 1000 Strategies for
Success. A portion of each class period is used for mentoring and the Director of Learning Assistance,
who teaches the course, provides enrolled students with individual assistance on assignments from the
other courses in which they are enrolled. During the second semester the students are not enrolled in a
separate course but continue to receive individual and group mentoring.

Peer Tutoring: The Director of Learning Assistance arranges peer tutors in various academic
disciplines at the request of students and/or instructors.

Service for Students with Documented Disabilities: Students requesting assistance and/or
accommodation meet with the Director of Learning Assistance. The director works with the instructor and
student to provide the appropriate assistance and accommodations.

Individualized Basic Skills Instruction: This computerized basic skills instruction program (Learning
Plus software) is available on request to students needing help.

Math Lab: A classroom with an assigned mathematics tutor is available to students approximately
twelve hours per week during posted hours.
**Writing Center:** Staffed by Concordia students and faculty, the Writing Center’s mission is to aid in improving the quality of writing, thinking and creativity throughout the campus community. Graduate and undergraduate students can receive assistance at any stage of the writing process. An online writing resource, “My Writing Lab,” is available for graduate cohort students.

**Schmieding Counseling Center:** Services are available to the students, staff and faculty of Concordia. The center provides a range of personal counseling services, including: evaluation, short-term and long-term psychotherapy, support groups, referrals to off-campus resources and services, and a variety of periodic workshops and mental health and wellness screenings.

**Career Services:** Provides all students with counseling and resources to develop career management goals; provides upper-class students, graduate students, and alumni with job search services to find appropriate internships, full-time employment and/or graduate school enrollment; and provides area employers with opportunities to evaluate and interview students regarding employment opportunities.

**Academic Assistance Resource Center:** A current action project for the university involves the organization of an Academic Assistance Resource Center. Concordia has many resources available to help students learn but these are scattered across the campus and their location and hours of operation are not well known to the campus community. It is important that current and additional resources be identified and communicated to the faculty, staff and students.

### 3. What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?

The table below delineates key student and stakeholder subcategories and addresses the requirements and expectations of stated groups.

<table>
<thead>
<tr>
<th>Potential Students</th>
<th>All Students</th>
<th>Resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Clear, accurate, and timely information</td>
<td>- Safe and secure campus</td>
<td>- Comfortable technology equipped residence halls</td>
</tr>
<tr>
<td>- User-friendly application</td>
<td>- Learning support resources</td>
<td>- Intervisitation opportunities</td>
</tr>
<tr>
<td>- One-stop process</td>
<td>- Satisfying student life and campus activities</td>
<td>- Pleasant, secure living environment with supportive staff</td>
</tr>
<tr>
<td>- Warm and welcoming</td>
<td>- Quality academic advising</td>
<td>- Fair and enforced dorm regulations</td>
</tr>
<tr>
<td>- Effective orientation</td>
<td>- Financial assistance</td>
<td>- Dining hall with quality food</td>
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<tr>
<td>- Accepting and supportive faith-based environment</td>
<td>- Spaces for socializing – student union</td>
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<tr>
<td></td>
<td>- Student diversity is valued</td>
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<td></td>
<td>- Differences respected</td>
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<tr>
<td>Comuter Students</td>
<td>Transfer Students</td>
<td>International Students</td>
</tr>
<tr>
<td>- Adequate and convenient parking</td>
<td>- Appropriate advising to complete program</td>
<td>- Assistance in acclimating to new environment</td>
</tr>
<tr>
<td>- Study Areas</td>
<td>- Resources to help acclimate to new school</td>
<td>- Assistance with language skills</td>
</tr>
<tr>
<td>- Variety of Food Options</td>
<td>- Transferability of prior courses at other institutions</td>
<td>- Assistance with student visas and other legalities</td>
</tr>
<tr>
<td>- Availability of technology resources</td>
<td></td>
<td>- Contact person to assist them with new culture and challenges</td>
</tr>
<tr>
<td>- Compact class schedule</td>
<td></td>
<td></td>
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<tr>
<td>- On-line delivery of services and/or accessible office hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CoE Students</td>
<td>CAS and CoB Students</td>
<td>Lutheran Students</td>
</tr>
<tr>
<td>- Availability of excellent clinical sites</td>
<td>- Internships and other learning opportunities</td>
<td>- Christ centered environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Active campus worship life</td>
</tr>
<tr>
<td>Non-Lutheran Students</td>
<td>Students in Off-Campus Programs</td>
<td>Students in Alternate Degree Completion Programs</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| ● Courses offered at times they are needed  
● Timely information regarding the standards of programs  
● Current accreditation and certificate programs  
● Competent, caring faculty | ● Connections with employers  
● Expert faculty  
● Specialized information and skills | ● A range of spiritual life activities available  
● Job placement in church work profession upon graduation |
| | ● Enroll at other CUS schools for 1-2 semesters  
● Internship in Washington DC  
● Study abroad consortiums  
● Contact person to coordinate information / application / process | ● Extended hours for Student Services & Offices  
● Evening and week-end classes meeting once per week  
● Learning support resources  
● Accelerated cohort class format  
● Credit for Prior Learning  
● Faculty with expertise  
● Student friendly services  
● Transferability of prior work |
| Non-Degree Seeking Students | Non-Degree Seeking Students | Non-Degree Seeking Students |
| Guest Students | Certification Students | In-service Teachers |
| ● Quality programs  
● Faculty with expertise | ● Offsite/internet accessible coursework (Skylight)  
● Expeditious Certification program for church professionals  
● Available and accessible coursework | ● Professional growth opportunities  
● Ability to earn CEUs or CPDUs for certification renewal  
● Practical workshops |
| Church Workers Seeking Continuing Education | 60+ Students | High School Students |
| ● Christ-centered spiritual and value-oriented environment  
● Relevant courses to meet immediate professional needs | ● Meeting needs of senior citizens in the community  
● Minimal tuition | ● College level courses offered for credit at high school  
● Reduce length of time or lighten schedule for college years  
● Reduced Tuition |
| Graduate Students | Graduate Students | Graduate Students |
| Potential Students | On-Campus Students | Off-Campus & Cohort Students |
| ● Timely and informative responses to inquiries  
● User-friendly application  
● Informative web site  
● Clearly stated requirements of each graduate program. | ● Comfortable classrooms  
● Convenient parking | ● Alternative delivery  
● Availability of quality sites for clinical practice and internships  
● Set sequence of courses  
● Convenient program sites |
### All Graduate Students

- Accessible, well-informed faculty advisors
- Quality programs
- Faculty with expertise
- Availability of required courses
- Access to Student Services
- Availability of quality sites for clinical practice and internships

<table>
<thead>
<tr>
<th>Key Stakeholder Groups And Corresponding Requirements And Expectations</th>
<th>LCMS Affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board of University Education</strong></td>
<td><strong>Concordia University System</strong></td>
</tr>
<tr>
<td>Fiscal responsibility</td>
<td>Collaboration, cooperation, and student exchange between “sister” schools</td>
</tr>
<tr>
<td>Academic integrity and preparation of church professionals</td>
<td>Consultation/support for successful programs</td>
</tr>
<tr>
<td>Compliance with Synodical constitution and by-laws</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th><strong>LCMS Congregations in NID</strong></th>
<th><strong>Lutheran Schools</strong></th>
<th><strong>Board of Regents</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources to current church professionals</td>
<td>Well-prepared students</td>
<td>Fiscal and legal compliance of the institution</td>
</tr>
<tr>
<td>Promote, develop, and sustain a high quality of professional competence and personal wellness</td>
<td>Collaborations and partnerships</td>
<td>Responsibility for success of institution</td>
</tr>
<tr>
<td>Attentive/representative of District and its needs</td>
<td>Supply of qualified teachers</td>
<td>Quality programs and faculty</td>
</tr>
<tr>
<td>Funding/support by District and its congregations</td>
<td>Promote, develop, and sustain a high quality of professional competence and personal wellness</td>
<td></td>
</tr>
</tbody>
</table>

Our primary competitors are the other CUS schools and Valparaiso University as well as other area private schools such as Dominican University, Elmhurst University, Benedictine University, North Central College, Lewis University, Wheaton, Bradley, and Augustana. The competing area junior colleges include Triton, College of DuPage, Wright College, Oakton, and Morton.

### 4. What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?

The University’s organizational structure is visualized in the diagram on the following page. Organizational charts are also available on the intranet for the various units of the university.
The key factors that determine how we organize and utilize human resources are mission, the objectives from the University Strategic Plan, and financial resources.

5. What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?

The strategies utilized by the university are illustrated in the Strategic Plan. Starting with the mission, vision and core values, the Strategic Planning Counsel has developed Board approved Critical Targets and Institutional Goals. The various units, under the direction of the VP’s, have developed Divisional Purposes and Responsibilities and have mapped these with the Critical Targets. Within the units, specific objectives are developed to reach the Divisional Goals. Action plans and assessment are carried out by the staff responsible in each unit and are part of operational planning.

The twelve objectives for the University, approved in 2007, are currently being reviewed and revised. The current objectives are listed below.

Objective 1: Launch a minimum of one new graduate program each year.
Objective 2: Launch a School of Business
Objective 3: To allow the University both to capitalize on opportunities and forestall fiscal hardship, leading to the ultimate goal of fiscal stability, Concordia will a) operate and strategically plan to operate within balanced budgets annually and reasonable and increasing operating contingencies, b) operate and strategically plan to operate on an annual operating cash flow positive basis, integrating operations, capital spending, and debt repayment; and c) achieve a passing rating in the USDOE fiscal ratios.

Objective 4: By 2012, the fundraising support base of the University will be dramatically raised.

Objective 5: A major campaign to enhance the academic, physical and student life capabilities of the University will be initiated in FY08 and will end in FY10.

Objective 6: Concordia’s undergraduate enrollment will be no less than 1,400 students by FY12.

Objective 7: By academic year ’10-’11, 420 students pursuing a church profession will be enrolled.

Objective 8: Concordia will build or remodel three major structures by 2017.

Objective 9: Concordia will continue to maintain and upgrade its facilities through renovation.

Objective 10: Concordia will maintain an excellent faculty and staff that is competitively compensated and has sufficient opportunities for professional development.

6. **What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?**

The key strategy is the coordination by the Administrative Cabinet, Academic Cabinet, and Strategic Planning Council in aligning administrative support goals with the University mission, vision and core values. Other important groups in this coordination process are the various committees of the university such as Staff Council, Faculty Senate, and college policy committees. [The committee structure for the university is outlined in the faculty and staff handbooks.] The administrative support unit for the university is supervised by the VP for Administration which reviews, coordinates and leads improvements in this area.

The services, facilities and equipment for supporting the university are overseen by the Instructional Team which is part of the Administration unit. The Instructional Design Team, consisting of three faculty members, assist and support faculty as they integrate technology into their courses. CougarNet is the group of staff and students that are available daily to help faculty and staff with their technology needs (computer, media, and video needs). The Teaching, Learning, and Technology Committee, made up of elected faculty members along with the VP for Administration, review university technology needs. Recent installment and updating of classroom technology equipment was implemented by the TLTC.

7. **What data and information do you collect and distribute? What information resources and technologies govern how you manage and use data?**

The data and information collected and distributed is determined by internal and external groups.

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Purpose of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student (Graduate and Undergraduate) course evaluations</td>
<td>Review and modify courses – internal purpose</td>
</tr>
<tr>
<td>Program evaluations (quarter, half, three quarters)</td>
<td>Graduate cohort program review – internal purpose</td>
</tr>
<tr>
<td>Student, faculty and staff climate surveys</td>
<td>Internal review</td>
</tr>
<tr>
<td>NSSE</td>
<td>Internal review</td>
</tr>
<tr>
<td>Alumni survey</td>
<td>Internal review, build community</td>
</tr>
<tr>
<td>Noel Levitz consultants</td>
<td>Retention and marketing – internal and external purposes</td>
</tr>
<tr>
<td>Instructional Team surveys</td>
<td>Laptop replacements; technology review – internal purpose</td>
</tr>
</tbody>
</table>
8. **What are the key commitments, constraints, challenges, and opportunities with which you must align your institution’s short- and long-term plans and strategies?**

The key commitment of Concordia University is to its mission and core values. Short and long term goals are derived from the mission. As a Christian, Lutheran University based in the liberal arts, we are committed to our Lutheran history and tradition and to our development and training of church workers. Through the years we have expanded our educational commitment to the liberal arts area as evidenced through our Colleges of Arts and Sciences and Business.

Another important commitment of the university is to service learning. The local community and school districts give us the opportunity to integrate service learning into our courses and extra-curricular activities. The Chicago-land area also gives us the advantage of a broader base of students to draw from as evidenced by our growing graduate programs.

One of our major challenges and constraints is that we are a tuition driven institution with a sizable debt. The struggling economy does present a challenge as we need to update and expand our facilities. Other constraints include the standards and requirements of our accrediting bodies. Our academic programs are designed to meet the standards and requirements of these accrediting agencies, such as NCACS, NCATE, CACREP, and NASM.

9. **What key partnerships and collaborations, external and internal, contribute to your institution’s effectiveness?**

There are various relationships (collaborations) that the university must maintain to be effective. These relationships include written agreements with organizations, established regular communications, and interactions with churches, business organizations, and community agencies. The table below details the most important relationships with external partners. The university is also a member of several professional organizations that provide guidance and updates concerning operational issues.

<table>
<thead>
<tr>
<th>Types of Relationships</th>
<th>Relationship</th>
<th>Nature</th>
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<tbody>
<tr>
<td>Key Collaborative Relationships</td>
<td></td>
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</tr>
<tr>
<td>Lutheran Church - Missouri Synod Board of University Education Concordia University System</td>
<td>Governance</td>
<td>Administrative Support</td>
</tr>
<tr>
<td>Northern Illinois District - LCMS Other Midwest Districts</td>
<td>Student Recruitment</td>
<td>Funding Support</td>
</tr>
<tr>
<td>Concordia Administrative Information System</td>
<td>Software Support</td>
<td>Technical Support</td>
</tr>
<tr>
<td>HLC - NCA NCATE</td>
<td>Accreditation</td>
<td>Program Evaluation</td>
</tr>
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<table>
<thead>
<tr>
<th>Organization</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACREP, NASM, IBHE, ISBE</td>
<td>Program Recognition</td>
</tr>
<tr>
<td>Villages of River Forest and Oak Park</td>
<td>Community Relations</td>
</tr>
<tr>
<td>Lutheran Education Association</td>
<td>Church Professional Support</td>
</tr>
<tr>
<td>SAIL, CITE, SMWW</td>
<td>Course development, Student identification</td>
</tr>
<tr>
<td>EAG</td>
<td>Marketing Grad Programs</td>
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### Other Key Relationships

<table>
<thead>
<tr>
<th>Organization</th>
<th>Relationship</th>
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<tbody>
<tr>
<td>Sedexo Food Services</td>
<td>Supplier</td>
</tr>
<tr>
<td>Concordia Publishing House</td>
<td>Supplier/Bookstore</td>
</tr>
<tr>
<td>Regional Elementary and High Schools, Associated Colleges of the Chicago-land Area (ACCA), Regional Community Colleges, Graduate Schools, RUSH University, Loyola Hospital, College of Microscopy (McCrone), Chicago Symphony Orchestra</td>
<td>Student Recruitment, Facility Sharing, Collaborations, 2+2 Agreements, Internships</td>
</tr>
<tr>
<td>Other Higher Education Institutions</td>
<td>Information Sharing</td>
</tr>
<tr>
<td>Associated Colleges of Illinois</td>
<td>Collaborative Programs, Shared Fund Raising</td>
</tr>
<tr>
<td>Professional Associations</td>
<td>Program Guidelines, Accreditation Guidelines</td>
</tr>
<tr>
<td>Local Community Agencies including Marillac House, Oak Leyden, Youth Outreach, Junior Achievement, Feed My Starving Children, PADS, Vital Bridges, Hephzibah</td>
<td>Volunteerism and academic service learning</td>
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### Emerging Relationships

<table>
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<tr>
<th>Organization</th>
<th>Relationship</th>
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<tbody>
<tr>
<td>Regional Financial Institutions</td>
<td>Debt Financing</td>
</tr>
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GLOSSARY OF TERMS and ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACCA</td>
<td>Associated Colleges of the Chicagoland Area</td>
</tr>
<tr>
<td>ACI</td>
<td>Associated Colleges of Illinois</td>
</tr>
<tr>
<td>ACS</td>
<td>American Chemical Society</td>
</tr>
<tr>
<td>AEWS</td>
<td>Academic Early Warning System</td>
</tr>
<tr>
<td>ASPC</td>
<td>Arts and Sciences Policies Committee</td>
</tr>
<tr>
<td>BUE</td>
<td>Board for University Education of the Lutheran Church-Missouri Synod</td>
</tr>
<tr>
<td>BoR</td>
<td>Board of Regents</td>
</tr>
<tr>
<td>CACREP</td>
<td>Council for Accreditation of Counseling and Related Educational Programs</td>
</tr>
<tr>
<td>CAS</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>CoB</td>
<td>College of Business</td>
</tr>
<tr>
<td>CoE</td>
<td>College of Education</td>
</tr>
<tr>
<td>COMP</td>
<td>Concordia Organizational Management Program</td>
</tr>
<tr>
<td>CSTAC</td>
<td>Concordia Students for Technology Advancement Committee</td>
</tr>
<tr>
<td>CUC</td>
<td>Concordia University Chicago</td>
</tr>
<tr>
<td>CU-Succeed</td>
<td>Accelerated degree completion program for adult learners</td>
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<td>CURES</td>
<td>Concordia University Research and Evaluation Services</td>
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<td>CUS</td>
<td>Concordia University System</td>
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<tr>
<td>DCE</td>
<td>Director of Christian Education</td>
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<td>DoL</td>
<td>Department of Leadership</td>
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<td>DPM</td>
<td>Director of Parish Music</td>
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<td>ECEC</td>
<td>Early Childhood Education Center</td>
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<td>GIPPC</td>
<td>Graduate &amp; Innovative Programs Policies Committee</td>
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<tr>
<td>GPS</td>
<td>Graduate Program Specialist</td>
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<td>IAI</td>
<td>Illinois Articulation Initiative</td>
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<td>IBHE</td>
<td>Illinois Board of Higher Education</td>
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<td>IDT</td>
<td>Instructional Design Team</td>
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<td>ISBE</td>
<td>Illinois State Board of Education</td>
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<td>KCC</td>
<td>Koehneke Community Center (student union)</td>
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<td>LCMS</td>
<td>Lutheran Church-Missouri Synod</td>
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<td>LECNA</td>
<td>Lutheran Educational Conference of North America</td>
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<td>MAT</td>
<td>Master of Arts in Teaching</td>
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<td>NAC</td>
<td>Northern Athletic Conference (athletics)</td>
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<td>NAICU</td>
<td>National Association of Independent Colleges and Universities</td>
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<td>NCATE</td>
<td>National Council for Accreditation of Teacher Education</td>
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<td>NID</td>
<td>Northern Illinois District of the Lutheran Church-Missouri Synod</td>
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<td>National Association of Schools of Music</td>
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<td>OFE</td>
<td>Office of Field Experience</td>
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<td>OPRF</td>
<td>Oak Park River Forest</td>
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<td>OURS</td>
<td>Office of University Research Services</td>
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<td>Specialty Professional Association</td>
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<td>Strategic Planning Committee</td>
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<td>Teacher Education Admission Committee</td>
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<td>UAS</td>
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AQIP Criterion 1: Helping Students Learn

1P1 How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

The undergraduate, University-wide learning objectives are reflected in the body of general education requirements. Changes to these requirements follow a process that can be illustrated by looking at how the University reconsidered the general writing requirement. In this case, over time, faculty began to feel that the “Writing About” course needed to be re-evaluated. A task force consisting of College of Arts & Sciences faculty members from a number of departments was formed to research how the course was being taught, determine if the goals of the course were being met, and explore alternative ways to meet the goals of that course requirement. Two University-wide faculty forums were held to respond to the findings and proposals of the task force. These discussions resulted in a modification of the second writing course requirement which was brought to the Faculty Senate (the committee charged with approval of University-wide policies) for ratification.

Within each college, common learning objectives are determined in a similar way, though changes need only be passed by the appropriate college’s policy committee. Some examples of recent changes follow:

**College of Arts & Sciences**

During the 2007-2008 academic year the College of Arts and Sciences, under the leadership of its dean, conducted a reexamination of the college’s learning objectives that are published in the catalog. A task force was charged with composing the objectives and a number of faculty forums were held to give the task force members feedback on their results.

**College of Business**

As a newly developed college, business students worked with faculty to define a common mission and vision for the college based on those adopted for the entire University. A faculty member from this college attends the A&S policy committee meetings and participates in discussions of general education requirements such as the writing and foreign language requirements as mentioned above. See 1P2 for more detail on the process the CoB follows in the development of its new programs.

**College of Education**

This college involved the entire University faculty when it developed its Conceptual Framework. This framework extends to all education related departments some of which are outside of the CoE. The differences between the general education requirements for undergraduates in CoE and those of CAS are largely driven by requirements for state certification and national accreditation.

**College of Graduate & Innovative Programs**

All graduate programs in the college require a common learning experience, namely, the capstone. Changes were recently made to the set of available options for students pursuing degrees in this college following input provided by the various program coordinators.

1P2 How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Specific program learning objectives are primarily determined by the faculty in the department in which the program is housed. The faculty uses national and state standards as guides in designing their programs. As NCATE influences the common learning objectives in CoE, other agencies do so at the program level, for example:

- CACREP for Counselor Education
- APA for Psychology
- NASM for Music
- ACS for Chemistry
- Specialty Professional Associations (SPA’s) for Education.
Additionally, state certification requirements for initial teaching, general administration, reading and superintendent endorsements clearly define courses, internship experiences, the number of years/hours of school based teaching experience required and standards (Illinois Content Area Standards for Educators and the Illinois Learning Standards for Students) that must be met.

**1P3 How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?**

**Process for New Programs**
The University’s executive-level, Partnership and Innovation Task Force, is responsible for reviewing new program initiatives proposed by internal academic units or external organizations interested in collaborative agreements. The Task Force members are as follows: the Dean of Graduate and Innovative Programs, the Sr. VP for Strategic Planning and Research, the Sr. VP for Administration, the VP for Finance, the VP for Marketing, and the Executive Director of Instructional Design and Technology.

The Task Force evaluates a partnership or innovative program proposal for congruency with the University mission, quality that is excellent and sustainable, marketability and fiscal viability, and uniqueness. Proposals for new initiatives must include market research as a component of the business plan. Distance education proposals must provide evidence that all courses can be designed for asynchronous delivery. New programs that lead to certification must follow state standards and require approval by the department, the policy committee, and the appropriate agency of the state, ISBE or IBHE. Economic viability is assessed by the Dean of GIPP and Administrative Cabinet. Proposals must also include an exit strategy in the event the program is not successful. The Task Force submits a recommendation to the Sr. VP for Academics and the President for a final decision.

The development of the College of Business and its new programs offers an example of the process Concordia’s follows. In August of 2007, the Board of Regents approved the strategic plan for CUC. The formation of a CoB for undergraduate and graduate degrees was one of the key objectives of the plan. Accordingly, CUC leadership launched a study to explore the feasibility of fulfilling this objective. Digital Workforce Solutions, a consulting firm with expertise in “Workforce Education” and the University’s Planning and Research Office jointly conducted the study. Areas of study included differentiation, market assessment, competition, and CUC core areas of competence and excellence. Based on the University’s strategic plan and the positive results of the feasibility study, CUC established the College of Business.

Two advisory boards support the CoB initiatives 1) the College of Business Advisory Board and 2) the Not for Profit Advisory Board. Both groups provide expertise as to skills and abilities necessary to succeed in today’s business environment, vision concerning new programs of opportunities and collaborative effort, and effective methods of course delivery to meet student needs. In addition to the input received from these advisory boards, Concordia held a focus group with current school business officials to determine the needs and structure for an MBA School Business Official endorsement. Finally, the CoB reviewed research to identify changing business needs with a focus on what skills and talents employers are looking for today.

**Addition of New Courses**
To add a new course or modify an existing one, there is a specific course prospectus form that must be completed which includes the University mission statement, course objectives, and rationale. It is in the rationale that the market needs and costs to the University are addressed. The prospectus must go before the policy committee for approval. The process used for the approval of new courses is outlined in the table below:
| Cycle for New Course Approval |
|-----------------------------|-----------------------------|
| **Task**                   | **Responsibility**          |
| Identification of Need     | Faculty and/or Academic Department |
| Design of Course Requirements | Faculty and/or Academic Department |
| Determination of Prerequisites | Academic Department |
| Construction of Course Syllabus | Academic Department |
| Course Approval            | Department followed by College Policy Committee |
| Course Evaluation          | Department, College, Dean & VP for Academics |

**1P4 How do you design responsive academic programming that balances and integrates learning goals, students’ career needs, and the realities of the employment market?**

The process for new programs described in **1P3** guarantees that the programs initiated are marketable to students looking to improve their career options. The Sr. VP for Academics monitors the fiscal viability of existing programs by reviewing enrollments at the beginning of each semester and reviewing the cost of each University program during the regular cycle of program review.

The processes outlined in **1P1** for developing shared learning objectives includes discussion in faculty forums and among task force members of the balance between student’s career needs and the mission of the University. For example, when the CAS recently re-evaluated the foreign language requirement, the University’s mission to promote global awareness, embrace diversity, and enhance employment opportunities outweighed the concern that students might balk at the additional requirement. In an additional example, the Computer Science programs were recently revised to be more in line with the needs of current employers.

**1P5 How do you determine the preparation required of students for the specific curricula programs, courses and learning they will pursue?**

**Undergraduate Admission**

The faculty is responsible for determining admissions criteria for the University. In 2007, under the leadership of the Faculty Senate, these requirements were reviewed because the faculty voiced concern that undergraduate students entering the University did not appear to be academically prepared to meet the challenges of our curriculum. A Task Force on Admission and Retention was appointed to investigate the concern and recommended a revision of the admissions criteria and the probation policy which were subsequently adopted. The Office of Undergraduate Admissions and Department of Student Services Office were consulted frequently in the review process. The new criteria were designed to balance the fiscal needs of the University with the need to maintain academic standards and to ensure the opportunity for success of the students we admit. See **1P8** regarding helping the under-prepared students succeed.

**Graduate Admission**

To be considered for admission to a master’s program, the applicant must: have a bachelor’s degree from a regionally accredited institution, submit an application which includes a objective statement of the applicant’s goals in pursuing a graduate degree, provide official transcripts for work completed at each college or university attended, submit two letters of recommendation, and have at least twelve credit hours at the undergraduate level in the discipline appropriate to the program being pursued. In addition to the education courses in the degree program, MAT candidates must also demonstrate completion of the same general education and major courses required of undergraduate candidates. Once the candidate is accepted into the MAT program, the registrar conducts an official transcript review to determine course equivalencies and deficiencies.

Candidates for the doctoral degrees must present the following: evidence of the completion of a master’s degree with a minimum GPA of 3.50, a completed application, submission of a rationale statement that includes a statement of personal goals, official transcripts showing all previous work completed, a current
Graduate Record Exam or Miller Analogies Test scores (taken within the prior three years), two letters of recommendation, and at least two years of successful teaching/administrative experience.

**Placement**

Policies related to initial placement into course levels are recommended by the sponsoring department but approved by the Faculty Senate. For example, the Department of Mathematics and Computer Science recently obtained approval for the implementation of a placement exam required of all incoming undergraduate students. Course placement is based on the results of this exam, math ACT scores, and the student’s academic record. Currently other departments determine placement based on optional placement exams, high school or transfer grades, ACT scores, auditions, and/or AP exams scores. It is the responsibility of each individual department to monitor the effectiveness of their placement procedures.

**Prerequisites**

Prerequisites for courses are determined by individual departments and are included in the course prospectus approved by the college. Departments periodically review the performance of students in introductory courses to determine if modifications to the prerequisites are warranted.

**Assessment Transition Points**

In the College of Education, a series of four checkpoints are designed to insure that students in its undergraduate and MAT programs have the required knowledge, skills and dispositions to progress successfully. For example, before taking any professional courses, the teacher candidate must pass the Illinois Test of Basic Skills, and complete at least 20 clock hours of field experience. A candidate must meet the minimum GPA requirements and a passing score on the appropriate Illinois Content Area Test before beginning the student teaching semester. Assessment Transition points 3 and 4 are met when the candidate successfully completes the student teaching semester and the teacher education program. Similar checkpoints are required in other departments.

1P6 **How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials?**

**How do admissions, student support, and registration services aid in this process?**

Communication with prospective students:

**Registrar**

- The Registrar is responsible for producing the University catalogs. The University website includes graduate and undergraduate admission criteria and information about specific programs. The catalog is posted on the University website and each applicant is provided with a paper copy of the catalog when application is made to the University. Graduate students are also provided with a program handbook appropriate for their intended program.

**Undergraduate Admissions**

- Each student receives an admissions letter. In particular, under the new admissions policy, any student who is accepted without fulfilling the base requirements set forth in the catalog will receive a letter that acknowledges this and outlines expectations for the student. These will range from a warning that extra effort will be needed to the requirement that the student enroll in the Study Skills program.
- Visit days are scheduled periodically throughout the year where prospective undergraduate and graduate students can speak to faculty, observe a class, and meet with someone from the Office of Financial Aid.
- The Admissions Office compiles fact sheets for each academic major and program that includes the entrance requirements as well as specific program information. These are made available to prospective students. The office will also schedule interviews with individual students.
- Admitted Student Portal—The University has created a location on our website where admitted students can access information specific to them and their program.
Undergraduate Academic Advising

- During Jump Start new students come to campus in the summer to register for courses, take placement examination(s), and meet with their advisor. The Jump Start brochure includes course placement information. At Jump Start, students are given information regarding the Honor Code.

Graduate Admissions

- The Office of Graduate Admission and Enrollment Services provides each applicant with an information packet which includes the following:
  - academic program sheet (listing courses, course descriptions, credits necessary for degree, program requirements)
  - tuition costs and fees/fee payment information
  - registration process
  - admission criteria
  - admission process and steps necessary to complete application
  - financial aid information
  - transcript request process
  - academic program capstone information
  - for teacher preparation programs a brochure with the institution’s teacher education vision, best practices, notable features accomplishments and annual institution report for initial certification licensure examination pass rates is included

- Graduate Cohort Orientation Sessions are offered twice each semester to incoming students. Students are invited to campus and participate in meetings where academic program objectives are presented; students visit the various student service offices, and participate in a technology workshop session. Also included is a campus tour and basic information about registration procedures, financial aid, and communication. The students meet with faculty representatives from their program to discuss academic expectations and requirements.

- Concordia’s graduate admission policy allows graduate students to attend classes for one semester as a guest student. Upon completion of this guest semester, all students must have completed their admission file and can subsequently be accepted as a degree-seeking student. Those students who do not meet the standard admission requirements are admitted on probation status and have an additional semester to obtain the necessary requirements for standard acceptance. A letter confirming this status is sent to the student which describes the expectations required by the end of the student’s first semester of attendance.

Communication with Current Students

Registrar

- The Office of the Registrar coordinates the registration process with the goal of insuring students have the prerequisites for the course they have listed on their registration form. The University is currently working to automate the process to verify the satisfaction of prerequisites so that this function could be completed by the student.

Advising Office

- Staff from the Academic Advising Office and faculty who serve as advisors work with students to ensure they are choosing courses for which they have the appropriate preparation. Students must meet with their assigned advisor before they receive their PIN in order to be able to register for courses. The Academic Advising Office also holds several mandatory informational sessions throughout the year for students at each level of college status to keep students abreast of important information and services pertinent to their standing.

- The Office of Graduate Admission and Enrollment Services assign a Graduate Program Specialist (GPS) to each incoming graduate cohort student. The GPS works with the student throughout their entire program, monitoring their program plan and making certain each student is prepared for program completion and graduation. The GPS also works as an advocate for the student to
ensure the timely delivery of all student services. These advisors track grades monthly to insure students are maintaining a minimum GPA and are in contact with students when they have academic concerns.

- The Academic Early Warning System (AEWS), recently developed through an AQIP Action Project, is a means by which the faculty informs the Academic Advising Office, who in turn contacts the student when they are not meeting objectives. This gives this office the opportunity to discuss expectations, remedial options, and consequences with the student.

**Faculty, Colleges, and Courses**

- Handbooks are made available to students in the College of Education that outline requirements for each checkpoint (see 1P5) and for specific programs. All of these handbooks are available on-line.
- Numerous workshops and information sessions are sponsored by the College of Education to inform students of the portfolio process.
- Every professor is required to distribute a course syllabus at the beginning of the term that contains the course objectives, attendance policy, the honor code, and the mission of the University. In the College of Education the syllabi must also include the Subject Area Professional Organization Standards targeted in the course as well as the linkage to the Conceptual Framework.
- IDS 1970 Freedom and Responsibility is designed to give freshman an understanding of what is expected of students at the college level (i.e., choosing a major, thinking about vocation, critical thinking, and study skills). Since all new freshmen are required to take this course in their first semester, this course has been useful as a vehicle for communicating information to new undergraduate students. Every year the director of the Honor Code visits each class to give a presentation.

**Technology**

- CUC recently developed the Concordia Connect Portal where students can more easily access Blackboard and other University resources.
- E-mail is used heavily to communicate information to students from all areas of the University. In particular, “CougarTracks” is a newsletter that is distributed weekly by e-mail.

1P7 How do you help students select programs of study that match their needs, interests and abilities?

**Undergraduate Students**

**Freshmen**

- An academic advisor is assigned to each new student during the summer Jump Start Program. This advisor serves the student until they declare a major. Once a student designates a major, a faculty advisor from the appropriate department is assigned.
- Incoming freshmen are assisted with a selection of courses based on ACT scores, placement examination, high school performance, and program choice. When possible, students are registered for the introductory courses related to the major they plan to pursue. These courses assist the students in determining if they wish to continue in their initial choice of major. Lack of success or interest in these courses results in students re-examining skills and interests.
- At undergraduate visit days, faculty members are available to discuss interests and programs with prospective students. Students are also given the opportunity to take a career inventory during these events.
- If a student enters the University with an IEP or under the Study Skills program, the Director of Learning Assistance works individually with the students.
- During the First Year Experience course, IDS 1970 Freedom and Responsibility, discussions of possible majors and vocation occur to assist students in making informed career decisions. Representatives from Career Services visit each section of the First Year Experience class.
New Transfers
- New transfer students are assisted with their course selection based on transfer credit evaluations and their program choice. Their academic advisor reviews all requirements for the program and drafts a two-year course plan for the student leading to degree completion.

Continuing Students
- Academic Advising continues to communicate student-learning objectives through a variety of workshops that include Freshmen Forums and Sophomore Sessions. The focus is for students to understand and take ownership of their program and the coursework required for degree completion.
- Academic Advising works closely with the Career Services Office to assess students' needs, interests, and abilities. The office provides a career inventory which students with undecided majors are encouraged to complete. Career counseling is also provided.
- Available Career Courses
  - A 1-credit course (Career Management) is available. Students who are undecided in their major are encouraged to take this course.
  - Two business related career courses are available. Professional Development I and II that help students assess career qualifications and prepare for a job search.
- Disposition
  - Professors in the College of Education and Department of Counselor Education have students and the students’ instructors complete a disposition inventory to identify students who are likely to be successful teachers. Also, a “Care-and-Concern” process has been developed to work with candidates who exhibit behaviors that indicate a lack of fitness for the profession.
  - In the College of Education, candidates are required to complete at least 20 hours of field experiences early in their program. These hours serve as a “reality check” to help a candidate and his/her advisor determine whether the candidate has the disposition to become a teacher and whether the candidate is preparing for a grade level that matches his/her abilities and interests.
  - Discrepancies or “reality checks” often occur in relation to poor grades in coursework required for the major and/or poor GPA. Advisors, instructors, and the Office of Learning Assistance are available to the student to determine the next step or to reassess their program selection.
  - The Academic Advising Office conducts joint information sessions with the Career Services Office to meet the needs for juniors and seniors in selecting courses to complete their academic degree and in exploring their career options.
  - The Academic Early Warning System was developed as an Action Project. This system provides a means for faculty to alert Student Support Services about students who are having difficulty in their courses.
  - The Careers in Business Student Event, held for the first time on March 18, 2009, consists of a panel discussion and information session. It includes professionals and alumni who discuss available career choices and answer student questions.

Graduate
- Cohort: There is minimal advising needed as students take courses in a prescribed order. A GPS is available for each cohort student.
- If a graduate student’s GPA falls below a certain point as outlined in the Graduate Catalog, the student is prohibited from registering for the next course.
How do you deal with students who are under-prepared for the academic programs and courses you offer?

(See also 1P15)

The recently revised admissions policy developed by the Faculty Senate addresses the issue of the under-prepared student at the moment of acceptance. Students receive a letter telling them what they will need to do in the first semester if they are to attend CUC. The requirements set forth are tailored to each student’s individual situation. Many students accepted provisionally are required to participate in the Study Skills Program which is under the direction of the Director of Learning Assistance. Students not in the Study Skills Program will work with academic advisors throughout the first semester.

The Retention Policy, also adopted by Faculty Senate, is designed to allow the Academic Advising Office to identify those students conditionally admitted who are not meeting the challenge before them in a timely manner. The route to academic probation was abbreviated for this group so that solutions could be identified promptly. At the same time, courses are being developed to satisfy the needs of the under-prepared student. A new developmental mathematics course has been added by the department to help students prepare for their general education course.

Additionally, the University has chosen as one of its Action Projects the coordination of student support services in an effort to centralize and advertise the services available to all students.

The support services include the following:

- **Math Lab**: A classroom with a mathematics tutor is available to students during posted hours on a drop-in basis. During this time the student may study independently, check out materials, or receive help from the Math Lab Assistant who is there whenever the lab is open. The Math Lab is promoted through Academic Advising, the Learning Assistance Center, and professors who teach math courses. A record is kept of attendance to monitor the lab’s effectiveness.

- **Writing Center**: Staffed by Concordia students and faculty, the Writing Center’s mission is to aid in improving the quality of writing, thinking, and creativity throughout the campus community. Students are referred to the Writing Center by their professors. Many students also come of their own initiative. Graduate and undergraduate students can receive assistance at any stage of the writing process.

- **Peer Tutoring**: A student that needs additional support can request a peer tutor to work with them on a one-on-one basis.

- **CHAMPS Program**: A program within the athletic department to monitor the progress of athletes and support them through study halls and counseling.

- **My Writing Lab**: Graduate and cohort students have access to an e-learning program to help assess and remediate writing. The program features diagnostic testing and comprehensive assessment of student skills. Students are given an individualized learning path that identifies modules in areas where they need the most help. This resource is available to students in all graduate programs and is fully accessible online, 24 hours a day and seven days a week. With their access, Students are able to:
  - Submit their papers electronically to a qualified tutor and receive feedback on grammar, spelling, punctuation, and formatting for revision in less than 24 hours
  - Search for credible sources
  - Practice and improve their grammatical skills
  - Cite sources quickly and easily using APA, MLA, or CMS style using the “Auto-Cite” feature.

- **Study Skills Program**: New students who have “nonstandard high school preparation” are required to be in this program for 1 year. During a student’s first semester they must register for COL 1000 Strategies for Success. This is a one-semester hour course that meets twice a week. A portion of each class period is used for mentoring and the Director of Learning Assistance, who
teaches the course, provides enrolled students with individual assistance on assignments for their other four classes in which they are enrolled. During the second semester the students are not enrolled in a separate course but continue to receive individual and group mentoring from the Office of Learning Assistance. As part of a new retention initiative, students who enter the Study Skills program will be separately tracked to determine their success rate at the University.

- **Service for Students with Disabilities**: Students requesting assistance / accommodation meet with the Director of Learning Assistance. The student must possess a letter from a physician describing and verifying the disability. The Director provides a letter to the student’s professor(s) describing the student’s needs. The student and professor then discuss and agree on the appropriate accommodations. See 1P10

- **Individualized Basic Skills Instruction**: This computerized basic skills instruction program (Learning Plus software) is available on request to students needing assistance.

**1P9 How do you detect and address differences in students’ learning styles?**

All students have access to a learning styles inventory offered through the Office of Career Services. However, particular programs and courses directly implement this inventory or teach students about leaning styles. The inventory is completed in the Strategies for Success course that is required of students in the Study Skills Program as well as students enrolled in programs offered by the Institute for Professional Studies. Freshman in Freedom and Responsibility review their learning styles, identify their strengths, and discuss how to use their styles and strengths to their advantage in their classes. Also, all teacher education students learn about learning styles and prepare lessons that accommodate the variety of learning styles that are represented in the classroom.

Because of the variety of learning styles of students, instructors vary their instructional delivery and pedagogy within their class meetings. This includes the use of visual, kinesthetic, and auditory strategies that may utilize technology. Technology is integrated into the design of every course utilizing Blackboard for online course delivery. Students also engage in group work, Socratic seminars, presentations, and research projects.

Student support services (see 1P8) provide individual attention that allows students to utilize their personal learning styles. Additionally, for students with documented learning disabilities, the staff of the Learning Assistance Center works with students and their instructors to deal with provisions such as extra-time on tests, enlarged-print documents, readers, and note-takers for students. Finally, independent studies and internships offer a unique experience for students.

**1P10 How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?**

**Freshmen**: During orientation, freshmen complete the College Student Inventory (CSI) which identifies student perceived strengths and challenges. The Freedom & Responsibility instructor reviews the results with the student and helps connect the student to appropriate University resources. The Freshmen Residential Experience Program, coordinated by the University Residential Life staff, designs different programs to meet the needs of the students. This program is frequently reviewed to ensure that it is addressing student needs. Students are included in the review process which involves assessment, collection and analysis, and implementation of changes.

**Athletes**: (See 1P8)**

**Commuter Students**: The Assistant to the Director of the Office of Student Leadership and Involvement coordinates commuter student services which include a dedicated Facebook site for these students, a panel of students, and the creation of a commuter lounge.

**Senior Citizens**: The 60+ program allows senior citizens to audit courses at a reduced rate of $15 per credit.

**Highly Achieving Students**: The Concordia Honors Program is available to these students.
**Students with Disabilities:** The Disabilities Services Coordinator works with faculty and students to determine and implement appropriate accommodations. Assistance technology information is also available through the Instructional Design Center. (Also see 1P8)

**Other Processes:** See 1P8 for support services and 1P16 for co-curricular activities and honor societies.

1P11 *How do you define, document, and communicate across your institution your expectations for effective teaching and learning?*

**College of Education**
Program directors are responsible for monitoring the quality of instruction in the graduate cohort programs. When faculty members apply for contract renewal or advancement in rank, they must submit a standards-based portfolio, a philosophy statement, current faculty vita, and an analysis/reflection for each of the Five Core Propositions of the National Board for Professional Teaching Standards to the Peer Review Committee. The faculty member is supplied in advance with the criteria for effective teaching that they are to address. Students, at the conclusion of each course, complete course evaluations. The results of these evaluations are compiled by the dean of the college and shared with the program director and the faculty member. The evaluations become part of the UAS of the college. All courses and programs require the students to complete a faculty/course evaluation form at the completion of each course. Program evaluation surveys are completed by the student three times during the two years in which the program is offered. These surveys are reviewed by the dean, the program director, and the Sr. VP for Academics. When necessary, program directors may meet with faculty members who are performing below accepted standards.

**College of Arts & Sciences**
At the close of each semester, the Dean of the college provides a course evaluation instrument, through which students are able to evaluate the effectiveness of instruction. Every semester two or more courses are evaluated for each faculty member. For faculty applying for renewal or advancement in rank, all courses are evaluated. The Dean’s office compiles the data and shares this information with the Sr. VP for Academics, the appropriate department chair, and the instructor. The original evaluations are kept on file in the Dean’s office. Faculty applying for advancement in rank or contract renewal must submit additional documentation of teaching effectiveness. The criteria used are listed in the guidelines for renewal/advancement that are e-mailed to the faculty each year and are available on the intranet.

**Adult Degree Completion Program**
Periodically meetings are held for those that teach courses in this program. Expectations for effective teaching and learning for adult learners are discussed. After every course in the program, students are asked to evaluate the effectiveness of the instructor and the learning environment. The director shares these evaluations with the faculty members and they are kept on file in the college.

**College of Business**
Faculty members are encouraged to use formative evaluations throughout each course. These formative evaluations provide “just-in-time” feedback on the effectiveness of instruction. These evaluations are available on-line on the University intranet as well as in Blackboard. At the conclusion of each course, students are given two opportunities to react to their academic experiences. One is an evaluation of the faculty member; the other is a GAP analysis, in which the students indicate how well each of the course objectives was met. Feedback on facilities and student services is collected several times during the program. A mini-survey, administered at the end of the first term of the program, checks for reactions to admission procedures and the orientation session. Students are asked to complete more lengthy satisfaction surveys midpoint in their program and at the end of the program. Students are also given the chance to reflect on their program using an alumni survey that is sent to students one year and four years after program completion. Employers of our graduates are surveyed one year after our candidates complete their program. The results of the student satisfaction surveys are shared with the Dean, the
Assistant Dean and the faculty. The current process for contract renewal and advancement of rank is the similar to the one used in the College Arts and Science. However, since the college structure and faculty experiences are different, a task force is currently exploring the process.

**College of Graduate and Innovative Programs**

Recently the University completed an Action Project where the evaluation process of cohort program courses was revised. Included in the evaluation process are evaluations of the course instructors. Program leaders in the Department of Leadership are responsible for specific courses within the Educational Leadership program. They monitor and mentor instructors who teach specific courses. This provides informal interaction to improve teaching and learning within the cohort structure. Staff development is also an important function of program leaders that helps establish effective teaching strategies.

**Post-Tenure Review**

The University instituted a Post-tenure review process in which evidence of effective teaching must be provided in the faculty member’s portfolio documents. Guidelines outlining the expectations are given to all tenured faculty.

**1P12 How do you build and effective and efficient course delivery system that addresses both students’ needs and your institution’s requirements?**

The course delivery system is structured to 1) meet the needs of our graduate and undergraduate students and 2) follow the best pedagogical practices. Online registration is available to all students and academic advisors at both levels assist students with registration in their programs. Instructors use Blackboard as their course platform. Training sessions are conducted by staff of the Teaching, Learning, and Instructional Design Center to help faculty integrate and use Blackboard in their classes.

The undergraduate programs follow a traditional 16-week semester model, a two-week May Term, and Summer Session with classes meeting one to five times per week depending on the nature of the course and the length of the summer session. Alternative course delivery options include: online, hybrid, correspondence, directed study, independent study and internship.

Most graduate courses are offered in the evening to accommodate working, graduate students. Each semester is subdivided into two eight-week sessions; a student normally takes one course which meets one night a week. Most graduate courses are offered in a cohort format both on campus and at sites off campus. An increasing number of online and blended courses have been added to various graduate programs.

**1P13 How do you ensure that your programs and courses are up-to-date and effective?**

In reference to the development of new programs, please see 1P3.

Our programs are monitored for effectiveness primarily through program reviews, GAP analyses, course evaluations, and comparisons to professional standards. Program review is conducted periodically by academic departments. To improve its effectiveness, the program review process is being examined and revised as part of a current AQIP Action Project. Although the revised process is still in the early stages, it will involve six parts: alignment of program goals with the University mission; enrollment data; fiscal analysis/viability; accreditation items; available resources; and accountability.

The GAP Analysis process used in the CoB and CoE provides a clear indication of what is and is not being covered in their courses. This analysis, together with student evaluations, is used to determine the effectiveness of the curriculum and to identify where changes are needed.
Professional standards are based on criteria established by academic departments, accreditation agencies, and professional organizations.

- The College of Education moved to K-12 certification in art and physical education to meet new state certification requirements. Another of the results involved the adoption of the off-campus cohort model for two graduate programs. Masters degree programming in School Leadership (Type 75 Certification) and Curriculum and Instruction have used this model since spring 2004. An ESL strand was added to the Curriculum and Instruction program in 2006, and the MAT in elementary education has been offered in cohort format since 2007.
- State Board of Education and accreditation requirements provide much of the impetus for changes in programs. For example, to satisfy the ISBE requirement to offer broad general education, the science department created two new general studies interdisciplinary science classes.
- The Music Department made extensive program improvements in anticipation of the NASM accreditation process.
- The English Department, due to the requirements of its professional organization, added a reading course required of all secondary education majors and an adolescent literature course for secondary English majors.
- The graduate program in Reading Education and the ESL strand of Curriculum and Instruction were recently revised to bring the course requirements in alignment with the IRA and TESOL standards. The program in Curriculum and Instruction was redesigned to provide students with a sequence of courses that put more emphasis on reflective practice.

1P14 How do you change or discontinue programs and courses?
Between program reviews (see 1P13), academic departments informally analyze the usefulness and effectiveness of their programs and courses. Departments can submit to their college policy committee recommendations for changes or elimination of courses and programs.

1P15 How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?
We determine the learning support needs through a variety of methods including the following:

**Students**

**College Student Inventory:** In the fall all freshmen take the College Student Inventory. The data from this is analyzed to determine the profile of the class and the results are used to determine the student services that will be needed by these students.

**Noel-Levitz:** These consultants were contracted to assess the current undergraduate admissions and retention programs and to recommend revised and expanded programs in these areas. A major result of their analyses was the initiative to create a cohesive Academic Resource Support Center which is now a part of an AQIP Action Project and the establishment of the Academic Resources and Support Task Force.

**Faculty Referral:** Faculty, having the closest contact with students, monitors the needs and solicits feedback from students regarding academic services. Through their departments, they initiate programs that address changes in students’ needs. For example, the Department of Mathematics and Computer Science recently developed a new placement testing program in mathematics to meet the students’ needs identified faculty.

**Student Services:** Levels of participation and student satisfaction in programs offered through the Learning Assistance Center are collected via evaluation instruments, are analyzed, and program modifications are recommended.

**Academic Early Warning System (AEWS):** Data collected through this faculty referral system also gives a picture of the range and level of academic support services needed.
Faculty

Professional Development: The college deans monitor faculty requests for professional development funds and conference participation and have budget dollars available for these activities.

TLTC Needs Assessment: Before technology is purchased for academic programs and faculty use, the TLTC assesses the needs and preferences of the faculty and based on the data make recommendations to the IT Department.

Teaching, Learning, and Instructional Design Center: The staff of the center assists faculty in developing their course instruction and research skills. The Center advances applied teaching and learning through recognition, integration, and enrichment of the diverse contributions of all faculty through online tutorials, workshops, Tool Time, Tech Tips, Brown Bag Series, C.A.F.E. and individual consultations for faculty members requesting such services. The Center enriches the strengths and talents of all faculty through participation in project development, peer mentoring, and scholarly exchange to meet the growing needs of the University community. A cornerstone of the CUC Teaching, Learning, and Instructional Design Center is the faculty mentor program. Faculty mentors are selected because of their strong academic credentials and their generous and collegial leadership. Faculty mentors can be course/program leaders, department chairs, and/or faculty who work with colleagues from across the University to enrich academic career development in the areas of teaching, research, publication, service, and leadership.

The CUC Teaching, Learning, and Instructional Design Center assists in the areas of:

- Academic integrity
- Instructional design and development
- Instructional technology development
- Faculty development and research
- Teaching, learning, best practices, and assessment
- Community based service learning and community service studies
- Publication and copyright assistance

Library

The two libraries on the campus support the educational processes at the University. The main library is open seven days a week and a reference librarian is always available. A second library is available in the Christopher Center, home of the College of Education. This facility includes the University curriculum holdings for levels K-12. Students conducting research receive significant support from the Reference Librarian (main library) and the Instruction Librarian (curriculum library). The Reference and Instruction Librarians offer individual, small group or full class instruction, and design handouts to help specific classes maximize their use of the library. The need for learning support through the libraries is observed and identified by librarians as well as professors who make extensive use of the resources of the library. Library staff members are assigned to the academic departments and meet with the departments to identify resources and learning support needed for students and departmental programs.

1P16 How do you align your co-curricular development goals with your curricular learning objectives?

Key co-curricular programs are listed in question one of the Institutional Overview.

Co-Curricular Activities: Various student-led clubs and organizations on campus reflect specific academic interests and learning objectives of individual departments or programs. Although all of these groups come under the broad umbrella of the VP for Student Life & Leadership Development or under the direction of an academic department, the degree to which the goals of these activities are formally aligned with the curricular learning objectives of the departments varies. The choral and instrumental groups associated with the music department have a course prospectus and each director provides a syllabus to the members. The Communication and Theater Department supports the Artists of Concordia
Theatre (ACT). This organization has a mission statement and a document that links the club’s activities with the theatre program and Concordia University in general. Other groups are linked primarily by the guiding hand of the faculty supervisor assigned to the organization. For example, the faculty advisor of Psi Chi strongly encourages members to become involved in research and many students have presented at local and regional psychology conferences.

Concordia Honors Program: This program involves students in co-curricular activities that align with the learning goals of the program as a whole. Further information about this program is found in the undergraduate catalog.

Residential-Academic Connections: The Office of Residential Life is undergoing a systematic change in the focus of its programming efforts. Programming in the dormitory halls has always been focused on creating learning opportunities that develop both new learning and enhance the in-the-classroom learning that each student experiences. The Office of Residential Life is currently creating a curriculum-based programming model, complete with developed learning outcomes for each area of programming. The intent is to create a better connection between the living and learning environments of the institution.

1P17 How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

Undergraduate Students

Program Requirements: The principal means to determine that students have met our expectations is their timely completion of program requirements. Most departments require a capstone experience (senior seminar, a project, a recital, art show, research project, or internship) as a final requirement. All internship experiences, including student teaching, are evaluated by field supervisors as well as faculty supervisors.

Gen-Ed Testing: Currently the University is administering the MAPP test to all incoming freshmen and graduating seniors. The data from this test is analyzed to determine if our students are meeting our academic expectations in the area of general education and to determine areas of improvement. The results are compared to peer institutions and national norms. (See 7R2)

Certification Tests: The College of Education requires certificate seekers to take three standardized tests. The pass rates on these tests are compared to the pass rates within the state of Illinois. These tests include the Test of Basic Skills, a Subject Area Test, and the Assessment of Professional Teaching.

Portfolios: All initial certification teacher education students are required to complete a standards based professional portfolio. The results of the candidates’ student teaching evaluations are included and analyzed as part of each student’s portfolio. Students are compared to the average performance rating per standard and per program.

Dispositions: The College of Education requires that students complete an assessment of their disposition to teach, have a faculty member complete such an analysis, and provide such an analysis from a current teacher in the schools before entering their programs and again after their student teaching experience.

Graduate

Program Requirements: The principal means to determine that students have met our expectations is through the completion of all program requirements. All graduate programs require that the student successfully complete one of the following capstone experiences:

- Thesis and Oral Defense
- Independent Research Paper and Oral Defense
- Written and Oral Examination Based on Selected Readings
- Internship/Practicum Experience, Comprehensive Paper and Oral Defense
- Portfolio and Oral Defense
- Recital/Composition and Oral Defense
The Reading Education and ESL programs require an electronically submitted portfolio. The Curriculum & Instruction program requires a reflective paper which is based on papers assigned throughout the course of the program. Each of these capstone experiences involves either two or three checkpoints during the course of the graduate program.

**Dispositions:** The College of Education requires that students complete an assessment of their disposition to teach, have a faculty member complete such and analysis, and provide such an analysis from a current teacher in the schools before entering their programs and again after their student teaching experience.

**Doctoral Students**

Doctoral students must successfully complete their comprehensive examinations and successfully defend their dissertation in order to be considered a program completer. In the Educational Leadership program, program completers must pass the Type 75 administrative test. Also, each educational leadership course has specific content based assessments to measure student performance on specific standards.

**1P18 How do you design your processes for assessing student learning?**

**University**

**General Education:** A complete discussion of the process used to assess our general education is found in 7R2.

**Mission Specific Courses:** Because Freedom and Responsibility (IDS 1970) and Values and Virtues (IDS 4970) are important mission specific courses required of all undergraduates, instructors meet to determine common assessments for the courses. Discussion of the common construction, review, and assessment are found in other sections of this portfolio.

**College**

Additional assessments within colleges are determined largely by state requirements for certification or to satisfy standards-based accreditation requirements including those overseen by specialized professional associations. These required assessments typically include both portfolio and performance assessments. (See 1P17)

**Department and Faculty**

Much of the design of program and course-level assessments of student learning takes place at the department and faculty level. Though faculty are required to follow the course prospectus, students benefit from the freedom faculty have to mold the class content to reflect current events, individual areas of expertise, and relevant topics of special interest. The faculty are then in the best position to design assessments that match the course content and focus. However, when multiple sections of a course are taught by different professors a common text and syllabus is used and efforts are made to have common student assessment activities. The Teaching, Learning, and Instructional Design Center (1P15) offers faculty assistance with designing assessment plans.

**1R1 What measures of your students’ learning and development do you collect and analyze regularly?**

- General Education Testing (see 7R2)
- Pass Rates on Certification Exams—Compared with state norms.
- CoE Portfolio—Used to determine areas of weakness and strength
- Retention Rates—Allows for comparison with peer institutions and national norms.
- Disposition Forms—Determines if a student is likely to be successful in their profession.
- Student Teaching Assessments—Completed by the student teacher, the University supervisor and the cooperating teacher.
- Department Administered Standardized Tests—Example from the Dept. of Natural Sci/Geo.
- Internship Assessments—Completed by the field supervisor
• Juried Art Shows and Competitions—Assessed by outside entities
• External Review of Capstone Experiences
Assessments administered by the College of Education and College of Graduate & Innovative Programs are stored in the UAS system for retrieval, analysis, and reporting.

1R2 What are your performance results for your common student learning and development objectives?
General Education Testing Data (See 7R2)

Retention Rates
Persistence to graduate is a strong measure that students are achieving the course, program, and common learning objectives.

<table>
<thead>
<tr>
<th>Freshman Cohort</th>
<th>1st Yr to 2nd Yr</th>
<th>1st Yr to 3rd Yr</th>
<th>1st Yr to 4th Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 95</td>
<td>74.63%</td>
<td>63.68%</td>
<td>59.70%</td>
</tr>
<tr>
<td>Fall 96</td>
<td>75.14%</td>
<td>70.17%</td>
<td>64.64%</td>
</tr>
<tr>
<td>Fall 97</td>
<td>73.78%</td>
<td>58.54%</td>
<td>56.10%</td>
</tr>
<tr>
<td>Fall 98</td>
<td>60.26%</td>
<td>47.16%</td>
<td>41.92%</td>
</tr>
<tr>
<td>Fall 99</td>
<td>74.90%</td>
<td>66.67%</td>
<td>62.14%</td>
</tr>
<tr>
<td>Fall 00</td>
<td>83.25%</td>
<td>72.25%</td>
<td>65.97%</td>
</tr>
<tr>
<td>Fall 01</td>
<td>70.21%</td>
<td>53.62%</td>
<td>48.09%</td>
</tr>
<tr>
<td>Fall 02</td>
<td>72.41%</td>
<td>59.91%</td>
<td>56.47%</td>
</tr>
<tr>
<td>Fall 03</td>
<td>69.60%</td>
<td>57.27%</td>
<td>52.86%</td>
</tr>
<tr>
<td>Fall 04</td>
<td>72.97%</td>
<td>63.78%</td>
<td>61.08%</td>
</tr>
<tr>
<td>Fall 05</td>
<td>78.47%</td>
<td>83.54%</td>
<td>63.64%</td>
</tr>
<tr>
<td>Fall 06</td>
<td>70.39%</td>
<td>55.34%</td>
<td></td>
</tr>
<tr>
<td>Fall 07</td>
<td>71.30%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retention Rate</th>
<th>Retention Rate</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Yr to 2nd Yr</td>
<td>2nd Yr to 3rd Yr</td>
<td>3rd Yr to 4th Yr</td>
</tr>
<tr>
<td>Fall 02T</td>
<td>56.25%</td>
<td>63.49%</td>
</tr>
<tr>
<td>Fall 03T</td>
<td>75.76%</td>
<td>52.00%</td>
</tr>
<tr>
<td>Fall 04T</td>
<td>75.65%</td>
<td>54.02%</td>
</tr>
<tr>
<td>Fall 05T</td>
<td>74.31%</td>
<td>58.02%</td>
</tr>
<tr>
<td>Fall 06T</td>
<td>76.98%</td>
<td>69.07%</td>
</tr>
<tr>
<td>Fall 07T</td>
<td>69.31%</td>
<td></td>
</tr>
</tbody>
</table>
Selected Graduate Program Retention Rates
By Graduation Date

<table>
<thead>
<tr>
<th>Fall 05</th>
<th>Fall 06</th>
<th>Fall 07</th>
<th>Fall 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction</td>
<td>86.96%</td>
<td>88.88%</td>
<td>85.05%</td>
</tr>
<tr>
<td>Curriculum and Instruction (ESL)</td>
<td></td>
<td>74.48%</td>
<td></td>
</tr>
<tr>
<td>School Leadership</td>
<td>82.72%</td>
<td>81.62%</td>
<td>83.38%</td>
</tr>
<tr>
<td>Reading Education</td>
<td></td>
<td>73.07%</td>
<td></td>
</tr>
</tbody>
</table>

Since most graduate programs are offered using the cohort delivery model not all programs begin and end in the same semester resulting in what appears to be missing data in the table above.

1R3 What are your performance results for specific program learning objectives?
College of Education
The required Illinois Title II report gives pass rates in every initial certification area and a summary pass rate for all initial certification program completers and is used to determine our state quartile ranking. Since the content of the state certification tests is linked to state standards and the conceptual framework, passing these tests represents the achievement of common program learning objectives. Certification test pass rates are collected for program completers of all CoE certification programs. Students must pass the content area test before beginning the professional semester.

Illinois Certification Testing System
Annual Institution Report
Concordia University, River Forest

<table>
<thead>
<tr>
<th>AY 2007-2008</th>
<th>Tested</th>
<th>Passed</th>
<th>Rate</th>
<th>Statewide Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Test</td>
<td>98</td>
<td>98</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Academic Content Areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td>20</td>
<td>20</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Elementary</td>
<td>31</td>
<td>29</td>
<td>94%</td>
<td>99%</td>
</tr>
<tr>
<td>Secondary</td>
<td>30</td>
<td>30</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>K-12</td>
<td>21</td>
<td>21</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Summary Total 07-08 **</td>
<td>102</td>
<td>100</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>Summary Total 06-07</td>
<td>92</td>
<td>92</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Summary Total 05-06</td>
<td>112</td>
<td>111</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Summary Total 04-05</td>
<td>117</td>
<td>116</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Summary Total 03-04</td>
<td>89</td>
<td>88</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Summary Total 02-03</td>
<td>113</td>
<td>111</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>Summary Total 01-02</td>
<td>105</td>
<td>101</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>Summary Total 00-01</td>
<td>110</td>
<td>109</td>
<td>99%</td>
<td>98%</td>
</tr>
<tr>
<td>Summary Total 99-01</td>
<td>114</td>
<td>112</td>
<td>98%</td>
<td>97%</td>
</tr>
</tbody>
</table>

** The Summary Total Pass Rate represents the percentage of program completers who passed all tests taken for certification in at least one area for which they were prepared.
Reading/Reading Specialist Pass Rates
Year 2008
Concordia University, Chicago

<table>
<thead>
<tr>
<th>Month</th>
<th>Tested</th>
<th>Passed</th>
<th>Rate</th>
<th>Statewide Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>40</td>
<td>39</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>March</td>
<td>68</td>
<td>67</td>
<td>99%</td>
<td>94%</td>
</tr>
<tr>
<td>June</td>
<td>74</td>
<td>72</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>September</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>October</td>
<td>5</td>
<td>4</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>November</td>
<td>3</td>
<td>2</td>
<td>67%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Type 75 Administrative/Principal Pass Rates
Year 2008
Concordia University, Chicago

<table>
<thead>
<tr>
<th>Month</th>
<th>Tested</th>
<th>Passed</th>
<th>Rate</th>
<th>Statewide Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>113</td>
<td>101</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>March</td>
<td>129</td>
<td>120</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>June</td>
<td>183</td>
<td>159</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>September</td>
<td>46</td>
<td>38</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td>October</td>
<td>39</td>
<td>30</td>
<td>74%</td>
<td>89%</td>
</tr>
<tr>
<td>November</td>
<td>80</td>
<td>73</td>
<td>91%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Each semester gap-analysis surveys are completed for each course. Through these surveys the college can assess how well the individual courses are meeting their objectives. The results for one course is given as an example below:

GAP Analysis for EDU 3000 Multicultural Education

<table>
<thead>
<tr>
<th>Objective</th>
<th>Number of student responses</th>
<th>Average response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore educational policy decisions centering on social issues and problems in society</td>
<td>20</td>
<td>2.55</td>
</tr>
<tr>
<td>Explore strategies for creating culturally affirming classrooms</td>
<td>20</td>
<td>2.65</td>
</tr>
<tr>
<td>Examine cultural difference that exists in communities</td>
<td>20</td>
<td>2.75</td>
</tr>
<tr>
<td>Identify meaningful resources which meet the need of culturally diverse learners</td>
<td>20</td>
<td>2.55</td>
</tr>
<tr>
<td>Examine a range of multicultural instruction, materials, resources, and strategies for their use in the classroom</td>
<td>20</td>
<td>2.60</td>
</tr>
<tr>
<td>Demonstrate high expectations for culturally diverse students</td>
<td>20</td>
<td>2.75</td>
</tr>
<tr>
<td>Understand classroom management techniques appropriate for classrooms with culturally diverse students</td>
<td>20</td>
<td>2.50</td>
</tr>
<tr>
<td>Prepare lessons and evaluate learning in ways that reflect knowledge of culturally diverse students</td>
<td>20</td>
<td>2.45</td>
</tr>
<tr>
<td>Average for the course</td>
<td></td>
<td>2.60</td>
</tr>
</tbody>
</table>
The average response can range from a high of 4.0 to a low of 1.0. An average below a 2 is identified as a problem that must be addressed by the academic department.

**Standardized Testing for Chemistry I and II**—The Department of Natural Sciences and Geography administers standardized tests at the completion of foundational sequence courses for their chemistry program. The test results are used to: compare their students’ performance to national norms, look for trends, and identify areas that need improvement. Below, is a sample of the results for the General Chemistry I and II sequence.

**Results of the ACS General Chemistry Exam**

The entries in each cell of the table provide raw score and (percentile) information.

### ACS Blue Version Test (written 1996)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Norm mean (%)</td>
<td>40 (51%)</td>
<td>40 (51%)</td>
<td>40 (51%)</td>
<td>40 (51%)</td>
<td>40 (51%)</td>
<td>40 (51%)</td>
<td>40 (51%)</td>
</tr>
<tr>
<td>Class mean (%)</td>
<td>30 (21%)</td>
<td>35 (35%)</td>
<td>33 (30%)</td>
<td>39 (48%)</td>
<td>34 (32%)</td>
<td>37 (42%)</td>
<td>38 (45%)</td>
</tr>
<tr>
<td>Class median (%)</td>
<td>29 (18%)</td>
<td>36 (38%)</td>
<td>33 (30%)</td>
<td>45 (66%)</td>
<td>29 (18%)</td>
<td>37 (42%)</td>
<td>39 (48%)</td>
</tr>
<tr>
<td>Highest class score (%)</td>
<td>36 (38%)</td>
<td>54 (88%)</td>
<td>45 (66%)</td>
<td>46 (69%)</td>
<td>49 (78%)</td>
<td>50 (80%)</td>
<td>53 (86%)</td>
</tr>
<tr>
<td>Lowest class score (%)</td>
<td>27 (13%)</td>
<td>21 (4%)</td>
<td>24 (8%)</td>
<td>27 (13%)</td>
<td>19 (2%)</td>
<td>24 (8%)</td>
<td>25 (9%)</td>
</tr>
<tr>
<td>Number of students</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

### ACS Gray Version Test (written 2005)

<table>
<thead>
<tr>
<th>Data / Years</th>
<th>2006-2007</th>
<th>2007-2008</th>
<th>2008-2009* (1 less unit covered)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norm mean (%)</td>
<td>35 (51%)</td>
<td>35 (51%)</td>
<td>35 (51%)</td>
</tr>
<tr>
<td>Class mean (%)</td>
<td>23 (16%)</td>
<td>28 (29%)</td>
<td>29 (32%)</td>
</tr>
<tr>
<td>Class median (%)</td>
<td>23 (16%)</td>
<td>25 (21%)</td>
<td>26 (24%)</td>
</tr>
<tr>
<td>Highest class score (%)</td>
<td>36 (54%)</td>
<td>40 (67%)</td>
<td>51 (89%)</td>
</tr>
<tr>
<td>Lowest class score (%)</td>
<td>13 (1%)</td>
<td>21 (10%)</td>
<td>15 (2%)</td>
</tr>
<tr>
<td>Number of students</td>
<td>8</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

**1R4 What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational institutions and employers)?**

The stakeholders for the College of Education are the schools throughout the state at which our students seek employment as teachers, administrators, or counselors. As mentioned earlier, the assessments and program requirements of all college programs are aligned with state and national standards and all programs have been approved by NCATE and respective Specialized Professional Associations. This alignment with state standards and the accreditation are indications that our graduates have the competences required by the stakeholders.
Further evidence that students graduate with the necessary competencies for further study or employment are provided through the data collected after graduation. A process is in place to contact employers but the return rate on this survey is too low to report the results here. In the last 10 years on average 90% of graduates from the College of Arts and Sciences either continued in a graduate program or were employed at six months after graduation.

1R5  What are your performance results for learning support processes (advising, library and laboratory use, etc.)?
The data we are currently collecting for learning support services covers level of student usage and level of satisfaction. The Student Satisfaction Inventory that is administered to freshmen and seniors gives a measure of student satisfaction in the areas of Instruction, Advising, and Student Services. The students report the level of importance of an item and their level of satisfaction. The Gap column is the difference between these two ratings.

### Student Satisfaction Inventory
**November 2007**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Concordia University Chicago</th>
<th>National Four-Year Private Institutions</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Effectiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The content of the courses within my major is valuable.</td>
<td>6.54</td>
<td>5.27 / 1.45</td>
<td>1.27</td>
</tr>
<tr>
<td>16. The instruction in my major field is excellent.</td>
<td>6.50</td>
<td>5.28 / 1.48</td>
<td>1.22</td>
</tr>
<tr>
<td>68. Nearly all of the faculty are knowledgeable in their field.</td>
<td>6.40</td>
<td>5.43 / 1.49</td>
<td>0.97</td>
</tr>
<tr>
<td>25. Faculty are fair and unbiased in their treatment of individual students.</td>
<td>6.39</td>
<td>4.81 / 1.67</td>
<td>1.58</td>
</tr>
<tr>
<td>58. The quality of instruction I receive in most of my classes is excellent.</td>
<td>6.37</td>
<td>5.05 / 1.50</td>
<td>1.32</td>
</tr>
<tr>
<td>69. There is a good variety of courses provided on this campus.</td>
<td>6.35</td>
<td>4.74 / 1.72</td>
<td>1.61</td>
</tr>
<tr>
<td>41. There is a commitment to academic excellence on this campus.</td>
<td>6.26</td>
<td>5.19 / 1.40</td>
<td>1.07</td>
</tr>
<tr>
<td>39. I am able to experience intellectual growth here.</td>
<td>6.24</td>
<td>5.03 / 1.48</td>
<td>1.21</td>
</tr>
<tr>
<td>47. Faculty provide timely feedback about student progress in a course.</td>
<td>6.22</td>
<td>4.52 / 1.71</td>
<td>1.70</td>
</tr>
<tr>
<td>65. Faculty are usually available after class and during office hours.</td>
<td>6.21</td>
<td>5.32 / 1.58</td>
<td>0.89</td>
</tr>
<tr>
<td>3. Faculty care about me as an individual.</td>
<td>6.09</td>
<td>5.06 / 1.48</td>
<td>1.03</td>
</tr>
<tr>
<td><strong>Faculty take into consideration student differences as they teach a course.</strong></td>
<td>6.09</td>
<td>4.62 / 1.71</td>
<td>1.47</td>
</tr>
<tr>
<td><strong>Adjunct faculty are competent as classroom instructors.</strong></td>
<td>5.99</td>
<td>4.79 / 1.60</td>
<td>1.20</td>
</tr>
<tr>
<td><strong>Graduate teaching assistants are competent as classroom instructors.</strong></td>
<td>5.62</td>
<td>4.82 / 1.48</td>
<td>0.80</td>
</tr>
</tbody>
</table>

| **Academic Advising** | 6.22 | 5.07 / 1.29 | 1.15 | 6.27 | 5.30 / 1.29 | 0.97 | **-0.23 **** |
| **My academic advisor is knowledgeable about requirements in my major.** | 6.40 | 5.19 / 1.57 | 1.21 | 6.45 | 5.49 / 1.60 | 0.96 | **-0.30 ***** |
| **Major requirements are clear and reasonable.** | 6.31 | 5.09 / 1.59 | 1.22 | 6.35 | 5.40 / 1.41 | 0.95 | **-0.31 ***** |
| **My academic advisor is approachable.** | 6.29 | 5.47 / 1.50 | 0.82 | 6.36 | 5.51 / 1.60 | 0.85 | **-0.04** |
| **My academic advisor is concerned about my success as an individual.** | 6.15 | 5.01 / 1.66 | 1.14 | 6.24 | 5.25 / 1.63 | 0.99 | **-0.24 **** |
| **My academic advisor helps me set goals to work toward.** | 5.95 | 4.59 / 1.76 | 1.36 | 5.97 | 4.83 / 1.68 | 1.14 | **-0.24 *** |

| **Campus Support Services** | 5.89 | 4.96 / 1.10 | 0.93 | 6.00 | 5.26 / 1.02 | 0.74 | **-0.30 ***** |
| **Computer labs are adequate and accessible.** | 6.20 | 5.40 / 1.58 | 0.80 | 6.26 | 5.29 / 1.56 | 0.97 | **0.11** |
| **There are adequate services to help me decide upon a career.** | 6.12 | 4.71 / 1.58 | 1.41 | 6.18 | 5.04 / 1.53 | 1.14 | **-0.33 ***** |
| **Academic support services adequately meet the needs of students.** | 5.98 | 4.72 / 1.47 | 1.26 | 6.02 | 5.09 / 1.40 | 0.93 | **-0.37 ***** |
| **Library resources and services are adequate.** | 5.96 | 4.80 / 1.57 | 1.16 | 6.10 | 5.28 / 1.41 | 0.82 | **-0.48 ***** |
| **Tutoring services are readily available.** | 5.73 | 4.73 / 1.45 | 1.00 | 5.88 | 5.27 / 1.45 | 0.61 | **-0.54 ***** |
| **Bookstore staff are helpful.** | 5.70 | 5.31 / 1.46 | 0.39 | 5.82 | 5.36 / 1.49 | 0.46 | **-0.05** |
| **Library staff are helpful and approachable.** | 5.55 | 4.94 / 1.49 | 0.61 | 5.71 | 5.43 / 1.38 | 0.28 | **-0.49 ***** |

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level
Office of Learning Assistance

The following is a summary of the services provided by the Office of Learning Assistance for the 2008-09 academic year:

Disability Services

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>documented students received accommodations in the classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Peer Tutoring

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td>students requested peer tutors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Math Lab

As we have been looking to improve our developmental and general education math program, we have been collecting and analyzing data on the usage of the Math Lab by course so that we can find ways to increase usage among the under-served.

Usage of Math Lab in 2008-2009

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Visits</th>
<th>Total Enrolled</th>
<th>Relative Usage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts I</td>
<td>107</td>
<td>27</td>
<td>3.96</td>
</tr>
<tr>
<td>Concepts II</td>
<td>2</td>
<td>9</td>
<td>0.22</td>
</tr>
<tr>
<td>Basic 0098</td>
<td>2</td>
<td>26</td>
<td>0.08</td>
</tr>
<tr>
<td>Fund1000</td>
<td>7</td>
<td>33</td>
<td>0.21</td>
</tr>
<tr>
<td>Finite</td>
<td>20</td>
<td>61</td>
<td>0.33</td>
</tr>
<tr>
<td>Pre-calc</td>
<td>3</td>
<td>12</td>
<td>0.25</td>
</tr>
</tbody>
</table>

*Total Visits/Total Enrolled, but individual students made multiple visits.

Math Lab Weekly Attendance

Fall 2007-Spring 2009

IR6 How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education institutions and, where appropriate, with results of organizations outside of higher education?

We have identified four institutions as comparison schools for our undergraduate programs. Three of the selected schools are located in the metropolitan area. The Sr. VP for Academics and the Dean of the
College of Arts & Science meet monthly with their counterparts at the West Suburban Deans Meeting. This meeting provides a forum where comparative data from the schools can be shared and discussed. The fourth comparison school, like us, is a member of the Concordia University System. The chief academic officers of the CUS institutions meet via conference calls or on-site meetings six times a year. These meetings allow data from these schools to be shared and compared. Data that is commonly shared include: student retention rates, pass rates for teacher education students, salary data for fulltime and adjunct faculty.

At the graduate level the University has identified four schools as our peer institutions. The task of gathering and comparing data at this level is more difficult since a forum that brings these schools together has not been established on a formal level. When possible, data is compared to peer institutions as well as to state and local norms. For most measures, the data is typically internal and not shared between institutions.

**General Education Testing:** (See 7R2)

**Title II Data:** (See 1R3) The initial certification programs in the College of Education can be compared with others in the state using the Title II report that must be filed on a yearly basis. It is clear from these data that our students compare favorably with those enrolled in other state teacher education programs.

**Reading Specialist:** (See 1R3)

**Administration (Type 75) Certification:** (See 1R3)

**Standardized Chemistry Exams:** (See 1R3) Data shows that our students have, in recent years, been performing below the national mean. After reviewing the student enrollment over this period of time, the lower scores have been attributed to the fact that an increasing number of non-chemistry majors have been taking the General Chemistry I and II sequence in order to fulfill requirements of other programs.

**NSSE:** (See 8R4) Results of the NSSE (National Survey of Student Engagement) provided data for a comparison with other universities in the Concordia University System as well as other comparable universities across the country.

**SSI:** (See 1R5) An analysis of the data has shown that CUC students tend to rate items of less importance than the average student but also rate them lower in satisfaction. Through the current AQIP Action Project coordinating academic student support services, we hope to see an increase in student satisfaction in the coming years.

**II1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?**

A major improvement has been in the implementation of the General Education Testing Program initiated as part of an AQIP Action Project. The data from this testing instrument has been used to guide the revamping of the mathematics department developmental math and placement program and to redesign the general education writing requirement.

As a result of an analysis of the MAPP data and students’ mathematics grades, three primary improvements have been made: 1) a new developmental math course has been added to serve the under prepared students, 2) the flow between sequential courses has been improved to eliminate gaps and 3) the University has adopted an electronically administered placement system.

For a discussion about the improvements made in the writing program, see 7I1.
The Unit Assessment System (UAS) of the College of Education allows for ongoing evaluation and improvement of programming. Data is collected through the UAS, reports are generated, and information is analyzed by the deans of CoE and GIPP for areas of improvement, which are then shared with the individual departments. For example, when data showed that students were not using the LIVETEXT portfolios in their professional interviews, the CoE redesigned its portfolio process.

Improvement also occurs as programs and departments proceed through the accreditation process. Currently the following programs are accredited or are in the process of being accredited:

<table>
<thead>
<tr>
<th>Program</th>
<th>Accreditation Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education (BA, MAT)</td>
<td>NCATE, ISBE</td>
</tr>
<tr>
<td>School Counseling</td>
<td>CACREP</td>
</tr>
<tr>
<td>Community Counseling</td>
<td>CACREP</td>
</tr>
<tr>
<td>Music (BME)</td>
<td>NASM, NCATE, ISBE</td>
</tr>
<tr>
<td>Music (MA)</td>
<td>NASM</td>
</tr>
<tr>
<td>Business</td>
<td>Application in Process</td>
</tr>
</tbody>
</table>

Finally, as a result of data that suggested some student dissatisfaction with the cohort experience, an AQIP Action Plan was completed that gave students an opportunity to evaluate their experience at several intervals throughout the program. Through these evaluations, faculty members have been able to identify and address areas of concern more quickly.

112 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

There are two main forces on campus that actively pursue processes for improvement. The first is the Strategic Planning Council. The fact that four faculty members, two staff members, and two students serve on the council along with administrators ensures that the academic interests of the students are being heard. Category 8 discusses the Strategic Planning Council in more detail.

The AQIP process has permeated the school as a whole in increasing emphasis on continual improvement and the use of data to determine areas of concern and methods of remediation. The AQIP Steering Committee has broad representation. Faculty from different colleges, staff from a variety of areas, and administrators contribute to the process of devising Action Plans and compiling reports.

The organizational structure of the University—Faculty, Department, Colleges, University—allows issues concerning student learning to be identified and addressed. Faculty may bring concerns or plans for improvement to the Faculty Senate, their department, or the appropriate policy committee, depending on the scope of the issue. These committees, when the need arises, are empowered to form task forces, comprised of appropriate faculty or staff, to develop solutions. Department chairs meet monthly and similarly address common concerns. Some departments, such as DoL, even have a Quality Assurance Committee comprised of full time faculty who meet with their dean to determine ways to improve results. When there is overlap in activity, task forces join, as happened when a group working with Noel-Levitz and the AQIP Steering Committee both identified the need to improve and consolidate student support services. The process can flow top down or vice versa. For example, each fall the President issues a charge to the faculty to consider a number of concerns or challenges and the faculty meet in groups to see how they can be addressed. On the other hand, a single faculty member in the Department of Mathematics identified the need for an improved mathematics placement test. Eventually this call for improvement resulted in the formation of the Faculty Senate Task Force on Admissions, the revamping of
our admissions policy, and the adoption by the AQIP Steering Committee of the Action Project for the improvement of Academic Resource Support Services.
AQIP Category 2: Accomplishing Other Distinctive Objectives

2P1 How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

All activities of the University are designed and operated in accordance with the mission, vision, and core values adopted by the Board of Regents. The University is able to accomplish this through the Strategic Planning Council which recommends the five and ten year plans to the Regents. These plans involve both the instructional and non-instructional programs. The Administrative Cabinet, consisting of the president and the vice presidents, reviews all programs on a regular basis. Finally the various advisory boards assist the University in identifying programs that will influence community enrichment. The actual work of designing these processes is left in the hands of departments, colleges, and the vice presidents.

The key non-instructional processes through which we serve both internal and external stakeholder groups include:

- Professional Art Gallery and Artist Talks
- Guest lecturers
- Fitness Center
- Klinck Library
- Athletics
- Campus Ministries
- Academic Service Learning Center
- Honor Code
- Honors Program
- Research – Office of Institutional Research (CURES)
- Music Programs
- Early Childhood Center
- Counseling Center
- Children’s Theatre
- 60+ Program
- Office of Development and Alumni Relations

2P2 How do you determine your organization’s major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

As stated in 2P1 the short and long range objectives are grounded in the University mission, vision, and core values. The Administrative Cabinet, Academic Cabinet, and College Policies Committees work to insure that all programs and policies are framed by the these documents. As a result, the objectives of the colleges, departments (academic and non-academic), programs, and policies are aligned with the mission.

Colleges, as well as academic and non-academic departments, have the flexibility to design, modify, and implement programs that advance the mission of the University. The academic programs must ultimately be approved by the department and the appropriate college academic policy committee while the non-academic programs need approval from the appropriate vice president. All current and new programs are reviewed in the regular cycle of program review.
2P3 **How do you communicate your expectations regarding these objectives?**
The communication takes various forms, but the following are the major conduits:
- University Website ([www.cuchicago.edu](http://www.cuchicago.edu))
- Office of Marketing and Communications
  1. Northern Light Magazine
  2. Local Press (e.g. Wednesday Journal, Oak Leaves, Chicago Tribune)
  3. Forester (University Tabloid)
- Faculty/Staff/Student Forums
- Alumni e-Newsletter
- Academic Service Learning Collaborations
- Yearly Institutional Quality Report to BUE

Additional communication of the core values to the staff and faculty occurred two years ago when the annual evaluation instrument was redesigned by the HR Office to insure that the questions would more closely reflect the core values of the University. Communication of the mission, vision, and core values is a major component of any interview for new faculty members as the college deans and the Sr. VP for Academics assesses the fit of the individual into the campus community. Finally, all new faculty and staff participate in an orientation program that highlights the unique nature of the University.

2P4 **How do you assess and review the appropriateness and value of these objectives?**
The Strategic Planning Council regularly reviews the appropriateness of the objectives, readjusts them when they have been accomplished and adds new objectives that result from these accomplishments. In addition, the University also seeks input using the following means:
- Attendance at or participation in events/services
- Faculty/Staff/Student Forums on Strategic Planning
- Staff/Student Campus Climate Surveys
- Graduate Cohort Surveys
- On-Line Alumni Survey
- NSSE administered to Undergraduate Students
- Noel-Levitz Surveys
- Student Life Task Force Survey (Fall 2007)
- Evaluations of Mission Specific Courses (see 2R2)

2P5 **How do you determine faculty and staff needs relative to these objectives and operations?**
Since these objectives impact the character of the faculty and staff who are hired by the University, a major component of any interview session for new faculty and staff members includes an assessment of the fit of the individual into the campus community. The current state of the community climate is assessed using a survey completed by faculty and staff in alternating years. The Office of Institutional Research (CURES) tabulates the results of the survey and disseminates the summary to the campus community. The Administrative Cabinet uses the results of this survey to propose changes in staffing for the various student service support and academic areas.

2P6 **How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes to support them?**
Over the past several years a more systematic process was established that included a reporting of the results of the annual Climate Surveys to the Board of Regents. Once the data from the surveys is summarized, the Administrative Cabinet reviews the results and based on this review provides recommendations to the Board. The analysis of the data from the surveys also allows the Regents to sense and monitor the climate of the University. This information is shared with the staff and faculty through Faculty/Staff Forums, Brown Bag Presentations, Faculty Senate Forums, and e-mail communications from the Strategic Planning Council.
After reviewing the 2009 Faculty/Staff Climate Survey results, Staff Council is recommending that specific departments or units follow up on the survey to gather additional information for their particular area. Each unit can collect feedback based on the results and comments made in the climate survey, and readjust their processes to meet the needs of the faculty and staff.

**2R1 What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?**
The information listed in **2P4** would summarize the measures that have been taken.

**2R2 What are your performance results in accomplishing your other distinctive objectives?**
Selected results from the fall 2008 mission specific course, IDS 1970 Freedom and Responsibility (a course required of all first time college students) are summarized below:

Note the scale used is: 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree)

**IDS 1970 Freedom and Responsibility helped me:**

<table>
<thead>
<tr>
<th>Part A: Citizenship:</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognize the benefits of active citizenship in the University community</td>
<td>2.90</td>
<td>.613</td>
</tr>
<tr>
<td>recognize the benefits of active citizenship in the local community</td>
<td>2.97</td>
<td>.563</td>
</tr>
<tr>
<td>recognize the benefits of active citizenship in the national community</td>
<td>2.84</td>
<td>.675</td>
</tr>
</tbody>
</table>

**Part B: Communication Skills**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate written skills of expression</td>
<td>2.85</td>
<td>.779</td>
</tr>
<tr>
<td>demonstrate oral skills of expression</td>
<td>2.92</td>
<td>.815</td>
</tr>
<tr>
<td>communicate better in writing and orally</td>
<td>2.72</td>
<td>.800</td>
</tr>
<tr>
<td>communicate through group or individual presentations</td>
<td>2.95</td>
<td>.762</td>
</tr>
</tbody>
</table>

**Part C: Critical Thinking**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>and encouraged me to think better</td>
<td>3.00</td>
<td>.778</td>
</tr>
<tr>
<td>identify critical thinking skills</td>
<td>2.93</td>
<td>.758</td>
</tr>
<tr>
<td>develop my critical thinking skills</td>
<td>2.90</td>
<td>.801</td>
</tr>
</tbody>
</table>

**Part D: Service and Leadership**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognize the integration of service and leadership through participation in academic service learning</td>
<td>2.99</td>
<td>.752</td>
</tr>
<tr>
<td>appreciate the value academic service learning</td>
<td>2.98</td>
<td>.783</td>
</tr>
<tr>
<td>develop my leadership skills and apply them to service</td>
<td>2.95</td>
<td>.814</td>
</tr>
</tbody>
</table>

Selected results from the spring 2008 mission specific course, IDS 4970 Values and Virtues (a course required of all graduating students) are summarized below:

Note the scale used is: 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree)

**IDS 4970 Values and Virtues helped me:**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand the mission of Concordia University</td>
<td>2.93</td>
<td>.793</td>
</tr>
<tr>
<td>develop relationships with faculty</td>
<td>3.02</td>
<td>.820</td>
</tr>
<tr>
<td>develop relationships with class members</td>
<td>3.16</td>
<td>.734</td>
</tr>
<tr>
<td>recognize the benefits of active citizenship in the world community</td>
<td>3.25</td>
<td>.650</td>
</tr>
<tr>
<td>utilize resources to develop a personal ethics statement and world view</td>
<td>3.16</td>
<td>.729</td>
</tr>
<tr>
<td>utilize resources to develop personal strategies for dealing with ethical issues</td>
<td>3.16</td>
<td>.734</td>
</tr>
<tr>
<td>respond to information/ideas in a nonjudgmental/inclusive manner</td>
<td>3.21</td>
<td>.710</td>
</tr>
</tbody>
</table>
• recognize the integration of faith and learning in a Christian academic community 3.25 .728
• recognize the integration of service and leadership through participation in community service 3.14 .681
• value Service learning/ Active learning projects 2.81 .807
• understand the value of a liberal arts education 2.87 .799
• This course helped me articulate my values 3.10 .762
• This course encouraged me to think 3.24 .694
• My instructor demonstrated a personal interest in me 3.20 .891
• My fellow students demonstrated respect for diverse opinions 2.98 .859
• This course helped me communicate better 2.85 .813
• My instructor communicated effectively 3.13 .757
• The class environment fostered respect for diverse opinions 3.00 .810
• This course helped me evaluate controversial issues 3.21 .771
• This course provided me with the opportunity to share my feelings and experiences regarding moral issues 3.16 .706
• I was challenged to reflect on how I make personal choices 3.16 .729
• I increased my understanding about how to defend a position 3.05 .734
• This course helped me understand moral ethics 3.13 .689

2R3 How do the results for the performance of these processes compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?
The results for the University are summarized and compared in the table below. These data were collected in November 2007 as part of a retention study coordinated by Noel-Levitz. Ranking of the importance of the item is identified by Import, while satisfaction with the scale is identified by Satisfac. The difference between the importance factor and the satisfaction factor is given by Gap. Note: a 1-7 Likert scale was used for this study, with 1 being the lowest and 7 the highest.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Import</th>
<th>Satisfac</th>
<th>Gap</th>
<th>Import</th>
<th>Satisfac</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia University Chicago</td>
<td></td>
<td></td>
<td></td>
<td>National Four-Year Private Institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>6.09</td>
<td>4.81</td>
<td>1.28</td>
<td>6.15</td>
<td>5.25</td>
<td>0.90</td>
</tr>
<tr>
<td>Campus Life</td>
<td>5.73</td>
<td>4.39</td>
<td>1.34</td>
<td>5.70</td>
<td>4.78</td>
<td>0.92</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>6.24</td>
<td>5.00</td>
<td>1.24</td>
<td>6.32</td>
<td>5.32</td>
<td>1.00</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>5.89</td>
<td>4.96</td>
<td>0.93</td>
<td>6.00</td>
<td>5.26</td>
<td>0.74</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>6.22</td>
<td>5.07</td>
<td>1.15</td>
<td>6.27</td>
<td>5.30</td>
<td>0.97</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>6.06</td>
<td>4.83</td>
<td>1.23</td>
<td>6.14</td>
<td>4.99</td>
<td>1.15</td>
</tr>
</tbody>
</table>


Overall the ranking of the importance of each of the scales was higher than the ranking of the level of satisfaction thus suggesting some modifications needed in these areas.

2R4 How do your performance results of your processes for Accomplishing other Distinctive Objectives strengthen your overall organization? How do they enhance your relationships with communities and regions you serve?

The process used to establish the Office of Academic Service Learning provides an example of how we strengthen our organization and enhance relationships with our external stakeholders. Approximately eight years ago the University initiated a First Year Experience course, IDS 1970 Freedom and Responsibility, which was required of all incoming freshmen students. The faculty members involved in designing this course determined that ten hours of volunteer work should be required. The course evaluations that were distributed at the completion of the course provided data indicating that this volunteer requirement was not being integrated into the objectives of the course and appeared to be added on. As a result, the course was modified to include objectives that reflected a more robust academic service learning component. Classroom activities were designed to insure better feedback from these service experiences. While this change was taking place, the instructors of the course were beginning to integrate service learning into other departmental offerings. With the increased use of service learning, the University soon realized that additional coordination of the service activities was needed in addition to identifying more community partners. As a result, the University, with the help of the course coordinator of IDS 1970, drafted a position description for a full-time Director of Academic Service Learning. The proposal for this position, together with the position description, was approved by the president and a director was hired in 2007. Since that time, the number of departments and courses integrating service learning activities as an integral component of the curriculum has tripled. Eighteen instructors incorporated service learning into their courses during the 2008-09 academic year. During the spring 2009 semester, nine community partners have worked regularly with our students. Seven additional partners have provided venues for our students’ service learning experiences on a more selective basis. Finally, three additional agencies are waiting to partner with the University. The community partnerships are established and enhanced by one-on-one meetings between the contact person at the local agency and the Director of Academic Service Learning. Each year the director and the program are reviewed, and new goals are established.

2I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

Several improvements and initiatives have been made in that past several years. These improvements include but are not limited to the following:

Academic Service Learning Center See 2R4

Honor Code In fall 2006 the University implemented a school-wide Honor Code. This implementation was a direct result of a Faculty Senate Taskforce that was charged with finding means to increase the academic standards of the University. Since its implementation, a half-time director has been secured. This director presents the Honor Code to incoming undergraduate students and their parents during the
summer Jump Start events and provides an orientation to both full-time and adjunct professors every fall. Finally the director convenes the honor’s counsel, consisting of students and faculty, to rule on honor code infractions.

Academic Student Services As one of the current Action Projects for the University, the Office of Student Services, together with representatives from the academic departments involved in providing support, have been meeting to design an integrated program of services that would include Learning Assistance, the Math Lab, and the Writing Lab.

Musicgarten As a result of surveys distributed to the community, student participants and their parents, a need for early music instruction was identified. For the past eighteen months, the University has sponsored a Musicgarten program that provides music instruction to preschool and kindergarten students. The number of students registered for this program has increased every semester.

212 How do your culture and infrastructure help you select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives? The following venues have been utilized to select processes to improve and to set appropriate targets:

- AQIP Steering Committee
- Bi-weekly SPC Meetings
- Cabinet Meetings
- College Faculty Meetings
- Department Meetings
- President’s Advisory Council Meetings
  1. College of Business Advisory Council
  2. Parents Advisory Council
  3. Alumni Advisory Council
AQIP Category 3: Understanding Students’ and Other Stakeholders’ Needs

3P1 How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

The following activities are employed to identify and respond to the needs of our students:

All students:
- Administrators, staff and/or faculty periodically distribute survey instruments (e.g. Climate Survey, NSSE), to determine changing needs of their students relative to services and facilities.
- The Division of Student Life is using a new tool to collect data and identify the needs of students. The tool is the Council for the Advancement of Standards in Higher Education Self Assessment. It is a comprehensive tool that will be used with all students, parents, and any other stakeholders that are connected to student life.
- One of the current AQIP Action Projects on Academic Student Services is studying the resource needs of students and working to establish an Academic Resource Support Center.
- Staff and/or faculty keep in close contact with both prospective and current students.
- Faculty/staff regularly make phone calls and send e-mails to facilitate student communication.
- Blackboard software used by faculty members has facilitated increased communication with enrolled students.
- Counselors in the Academic Advising Office communicate one-on-one with students and gather feedback.
- This year the Admissions Department initiated the use of a special accepted student portal to keep in constant communication with these new students.

Undergraduate students (traditional):
- Consulting firm Noel-Levitz conducted student focus groups and used surveys to gather feedback.
- Students completed the Student Climate Survey and NSSE.
- Climate Surveys allows students to respond to satisfaction about Academic Climate, Professors, Campus Climate, Interpersonal relations, Spiritual/Religious Climate, Participation in and Attendance at College Events, Services to Students, Physical Facilities.
- NSSE surveys the areas: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment.
- The Student Government Association is a conduit for students to voice their concerns.
- Informally, students let their needs be known by speaking to staff and faculty.
- Students regularly complete course evaluations.

Undergraduate students (alternative degree completion programs):
- Student requests for correspondence study courses are assessed based on changing course requirements or on changing professional continuing education needs.
- Student requests for new correspondence courses are assessed on the availability of faculty/academic resources required to meet the requests.
- The Institute for Professional Studies staff members:
  - monitor current enrollments in cohort and elective (“Express”) courses to determine what additional courses are needed for the students to complete their degree program;
  - inform prospective adult learners of the College of Graduate and Innovative Programs, student may be met off campus and/or invited to visit classes to see instructors and students in action;
  - schedule an orientation/information session for each new cohort one week prior to its start;
  - obtain from each student course evaluations for every course taken.

Graduate students:
- Concordia recently established the position of Director of Graduate Services as a full-time position.
• Program evaluation is completed by students at the ¼ and ½ points as well as at the end of their program.
• Faculty members are evaluated by observation and/or student evaluation forms that are reviewed by the appropriate college dean and the Sr. VP for Academics.
• Graduate advisor specialists (GPS) and Program Coordinators gather feedback from students.
• Informal feedback from graduate students, staff and faculty that continually identifies needs. This information is forwarded to staff in Graduate Admissions, Graduate Student Services, and graduate faculty.

Non-degree seeking students:
• The Director for the Academy of Continuing Professional Education distributes a needs assessment and compiles the results. The director also talks with participants regarding time, day of the week, as well as topic. The director uses that data to plan new workshops.
• The Director of the Academy for Church Workers:
  o sends e-mail surveys to in-service church workers requesting suggestions for workshop topics;
  o includes workshop information in the monthly NID Parish Packet sent to congregations, schools and professional church workers;
  o attends professional church workers meetings, conferences, etc. to solicit topics for upcoming workshops;
  o participates in focus groups to discuss the best way to respond to needs;
  o meets regularly as part of the Ministerial Growth and Support Committee of the NID.

3P2 How do you build and maintain a relationship with your students?
All students:
• Using phone, e-mail, traditional mail and face-to-face interactions, University offices provide student support services such as registration, logistical course support, payment services, and administrative resources.
• Involve students in faculty research projects and develop student research projects.
• Involve students in department activities, i.e., MathSci Bowl, Science Olympics, Psi Chi activities, and Relay for Life.
• Staff and faculty departments meet regularly to assess and set direction.

Undergraduate students (traditional):
• Communication Plan begins with Jump Start events during the summer.
• Orientation week activities (WOW – Weeks of Welcome).
• The University builds relationships with its students through the Student Association, the Executive Committee of the Student Association, and Campus Ministries.
• Other annual campus events, such as the President’s Barbeque and the Beginning of the Year Picnic foster continued interaction between students, staff, and faculty.
• Student groups or clubs have staff and faculty sponsors, for example the Commuter Group, Black Student Union, Latin Student Union, and C3 (Concordia Cougars Conserve).

Undergraduate students (alternative degree completion programs):
• Institute for Professional Studies staff schedule regular meetings to assess and set direction.
• Institute for Professional Studies hosts a dinner meeting every semester to provide student/faculty interaction.
• Staff members maintain regular one-on-one contact with faculty/facilitators and conduct periodic plenary meetings.
• Staff regularly collaborate with Community College Transfer Coordinators.

Graduate students:
• All prospective student inquiries receive an immediate response. Follow-up calls and materials are sent at the beginning of each term.
• New student orientation/information sessions are scheduled at multiple times before the start of each new semester.
• Web-based orientation for new graduate students not able to attend a campus based event is available on the CUChicago web site.
• Cohort students work with an assigned GPS within their program of study and Program Coordinators also interact with students.

Non-degree seeking students:
• The Director for the Academy of Continuing Professional Education talks with participants individually, contacts schools and school districts, and selects presenters from a variety of schools/districts.
• The Director of the Academy for Church Workers:
  o develops email distribution lists of those who have attended workshops in the past to insure continued contact for future workshops;
  o distributes regular information and registration material for workshops in the monthly NID Parish Packet;
  o submits regular articles to The Northern Light, the monthly newsletter distributed to all congregations, schools and institutions of the NID;
  o communicates directly with church workers at peer group meetings (conferences, conventions, and other special programs).

3P3 How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?
All levels of University staff communicate changing stakeholder needs to their supervisors, the executive leadership team, and members of the Strategic Planning Council. Before determining a course of action, additional research may be conducted. Depending on the issue’s magnitude, changing stakeholder needs may be resolved at the department level. Needs that require additional resources are brought either to the Administrative Cabinet or the Academic Cabinet for input from executive leadership for resolution. Short-term task forces may study needs or problems and recommend solutions. Once a course of action is determined, feedback is provided to the campus community regarding the status of the need or problem and its solution.

The following summarizes many of the processes currently being used.
Alumni:
• Survey conducted Fall 2008 – available online and in the Forester (see 3R4 for results)
• Focus groups being formed
• Official University sponsored alumni gatherings across the country
• On campus events for alumni

Other Stakeholders:
• Survey of current students, graduates, and employers
• Evaluations completed by community stakeholders participating in CUC programs
• The President’s Advisory Councils with stakeholders as members of the groups
• Involvement of University staff in the community and community service organizations
• Information collected from University facility users
• Internal and external environmental scanning
• Research and awareness of current trends in higher education
• Advisory Council meetings (i.e. Graduate School, Educational Leadership, School Counseling)
• Regular visits to high schools and community colleges by University admissions staff
• Distribution of student “Right to Know” information
• The Strategic Planning Council Task Forces
• Program proposals requesting new program development
• Open houses and receptions for community members
• Informal communications
• Recommendations from prospective employers (e.g., schools, businesses) for new programs based on their perceived needs (e.g., special education, internships)
• Recommendations from the LCMS, both in convention and through its boards, regarding which church professional programs will or should be offered
• Newly developed assessment plan for the Division of Student Leadership and Development – a comprehensive self assessment tool that will be used with all stakeholders connected to student life
• University cooperation with the River Forest Police Department to regularly offer workshops for students on safety, crime awareness, and self-defense

**3P4 How do you build and maintain relationships with your key stakeholders?**

Concordia encourages its faculty and staff to be active and contributing community members whose involvement and rapport help the University build and maintain stakeholder relationships. The University also strives to involve the community in campus events and activities whenever possible.

Some of the University’s key activities for building and maintaining its stakeholder relationships are listed below.

• Concordia University Foundation events
• The annual Community Awards Banquet to honor community leaders who have made an exemplary contribution in philanthropy, education, and business.
• Major annual conferences – Lectures in Church Music, Reading Conference, Early Childhood Conference
• CUENet conferences
• The Business Friends Breakfast, scheduled every semester, allows for local business and community leaders to interact with staff and faculty members.
• President’s Advisory Council – provides a forum for exploring new academic and community programming
• Service learning partnerships with local organizations – Director of Academic Service Learning meets one-on-one with supervisor from the organization; University students consistently work with the organization
• Open house and receptions for community members and prospective students
• Partnerships with corporations (i.e. K-12 Alliance, McCrone Group, Loyola Hospital, Skylight Professional Development, Montessori Education Centers Associated)
• Partnerships and collaborative agreements with schools and districts (Dever School; Walther Lutheran High School; Walther Academy; Grace School; Consolidated School Districts 401, 88 and 50; Chicago Public Schools)
• Faculty and students participate in local school events, i.e., after school or weekend tutoring and judging science fairs
• Technology agreements with Oak Park School District 97, Berwyn School Districts 98 and 100, Des Plaines Valley Region schools
• Advisory councils for initial certification programs: Graduate School, Educational Leadership AC, and School Counseling AC
• Colleges, Universities and Associations (i.e., ACCA, ACI, CUS, LECNA, RUSH, Dominican University, West Suburban Deans)
• Faculty and staff participation in service organizations, advisory boards, and community events (e.g., Rotary, ASTC, Memorial Day parade)
• Community Piano Program
• University hosted community events (i.e., concerts, plays and gallery exhibitions)
• University sponsored events (i.e., Math Science Bowl and Science Olympics)
• University sponsored community programs (i.e., Health Fair, Makin Tracks 5K Run, and Relay for Life)
• Participation in statewide work groups and professional development activities
• Collaboration and partnerships with local schools and districts allow our education students to obtain clinical experiences and pre-professional hours
• The University also uses state and federal work-study funds to employ students in all areas including the Business Office, Media Services, childcare, computer labs, science labs, and library
• Provide continuing information about the correspondence study to the public through a course catalog, the Illinois Virtual Campus, and the Concordia University website
• Director for the Academy of Continuing Professional Education maintains contact with those in the field (see 3P2)
• The Director of the Academy for Church Workers continues to do all described in 3P2

3P5 How do you determine if you should target new student and stakeholder groups with your educational offerings and services?
Concordia has hired consulting firms to help determine targets for its educational offerings and services. The work of Noel-Levitz, the Hanover Group, and K-12 Alliance has been utilized by the colleges, academic departments, and task forces to identify the appropriate stakeholder groups for our programs. The consultants are able to identify both local needs and national trends for university programs.

In addition the following are being used to determine the most effective targets.

New students:
• Consider whether the educational products developed and/or resources added would be consistent with the University’s mission.
• The Institute for Professional Studies staff work to develop more solid relationships with area colleges and community groups.
• The Institute for Professional Studies staff work to develop awareness of their programs with the Board of Regents and Foundation Board of Directors to help identify new groups.
The Institute for Professional Studies conducts Organizational Management information sessions in the Chicago-land area and on campus to determine interest in the Accelerated Degree Completion Program.

University also uses the State Department of Education’s high school enrollment projections and State workforce data to develop a greater understanding of new stakeholders.

University personnel regularly attend regional and national conferences to monitor trends in higher education. Subscriptions to publications, such as the Journal of Higher Education, also help staff stay current.

Other stakeholders and non-degree students:

- The Director for the Academy of Continuing Professional Education addresses the changes in the state guidelines.
- The Director of the Academy for Church Workers maintains up-to-date lists of the various church worker groups in the NID.
- Academy for Church Workers program is regularly presented at orientation meetings of new workers in the NID.
- The Community stakeholders and advisory boards assist in the identification of future directions of the University programs and educational offerings.

3P6 How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

The University has chosen e-mail as its official communication mechanism. Listserves have been developed for all student populations (as well as for staff and faculty). University actions are communicated to students via e-mail and messages posted on the Concordia Connect Portal. At times letters are sent using mail. Faculty and staff interaction with students also is an avenue used to communicate actions taken.

Feedback and information is collected from stakeholders through the following means.

Undergraduate students (traditional):

- Surveys, evaluations, and focus groups are the common formal tools used for collecting complaint information.
- Information that generally comes from current students is assessed to determine whether it should be forwarded to faculty, administration, or the appropriate unit for evaluation and action.
- Information that is of a logistical nature is evaluated to determine an appropriate response.

Undergraduate students (alternative degree completion programs):

- Most information comes directly to the Institute for Professional Studies staff and every attempt is made to immediately address concerns.
- The program director is the conduit between the students and the administration in terms of communication, mediation, and negotiation.

Graduate students:

- Cohort students complete program evaluations at the ¼, ½, and completion points of their program.
- GPS and Program Coordinators directly interact with the graduate students.
- Information is addressed in the same way as outlined in 3P1.
- Feedback is analyzed informally and formally by the Graduate studies office, administration and related departments.
• Changes are communicated via GPS, Program Coordinators and/or University representatives that are visiting classes/sites.

Non-degree seeking students:
• The Director for the Academy of Continuing Professional Education uses the state workshop evaluation form and reviews the participants’ responses to make improvements.
• The Director of the Academy for Church Workers receives evaluation forms after each workshop and maintains regular e-mail, telephone and personal contacts with prospective students.

3R1 How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

All stakeholders that are affected by student life issues:
• The Division of Student Life is utilizing a newly developed self assessment tool as discussed in 3P3 and 6I1.

Undergraduate students (traditional):
• Student Climate Survey and NSSE
• Course evaluations
• Noel-Levitz student focus groups and survey

Undergraduate students (alternative degree completion programs):
• Institute for Professional Studies staff continue actions listed in parts 3P3 and 3P4.
• Course evaluations

Graduate students:
• Program evaluations – mini survey, midpoint, and exit surveys (result of a recently retired AQIP Action Project)
• Course evaluations
• Feedback is received informally from students through their GPS and Program Coordinators.

Non-degree seeking students:
• Prospective students, current students and faculty provide informal feedback. No formal student or stakeholder feedback regarding satisfaction is collected for correspondence courses.
• The Director for the Academy of Continuing Professional Education evaluates each workshop and presentation.
• The Director of the Academy for Church Workers uses evaluation forms and maintains personal contact with stakeholders.

Alumni:
• Survey conducted Fall 2008 – available online and in the Forester (see 3R4 for results)
• Focus groups being formed
• Official University sponsored alumni events

3R2 What are your performance results for student satisfaction?

Undergraduate students (traditional):
• Student Climate Survey results for Student Services – see 6R2
• NSSE results – see 8R4
• Noel-Levitz Survey results – see 2R3
As a direct result of past Student Climate Surveys, the cafeteria was revamped, the Sustaining Inclusive Ministries Team Diversity was established, inter-visitation hours were adjusted, and the Student Union was refurbished.

More diverse student activities have been added for students.

Undergraduate Students (alternative degree completion program):

- CURES is encouraging the development of a unique climate survey for students in this program.
- No current performance results are available.

Graduate students:

Below are samples results for graduate cohort program evaluations completed fall 2008.

**COHORT MINI SURVEY – FALL 2008**

Responses by Program

Aggregate Means for Survey Sections (Based on a scale of 1-5, with 5 being “most satisfied”)

<table>
<thead>
<tr>
<th>Survey Section</th>
<th>DoL</th>
<th>C&amp;I</th>
<th>Rdg</th>
<th>ESL</th>
<th>MAT</th>
<th>EdD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3.85</td>
<td>3.95</td>
<td>3.22</td>
<td>3.90</td>
<td>4.03</td>
<td>4.03</td>
</tr>
<tr>
<td>Technology</td>
<td>3.11</td>
<td>3.48</td>
<td>3.42</td>
<td>3.86</td>
<td>3.16</td>
<td>3.53</td>
</tr>
<tr>
<td>Services</td>
<td>3.68</td>
<td>3.65</td>
<td>3.42</td>
<td>3.84</td>
<td>3.02</td>
<td>3.90</td>
</tr>
<tr>
<td>Facilities</td>
<td>3.92</td>
<td>3.94</td>
<td>3.15</td>
<td>3.99</td>
<td>3.30</td>
<td>4.43</td>
</tr>
<tr>
<td>Academic Climate</td>
<td>4.23</td>
<td>4.18</td>
<td>3.72</td>
<td>4.20</td>
<td>3.82</td>
<td>4.43</td>
</tr>
</tbody>
</table>

This survey is a shorter version of the Cohort Climate Survey with the same subject sections. It is used to give us an initial “read” of each the new cohorts after the students complete the second course in the program. It enables us to make adaptations as necessary to better serve our cohort students.

**COHORT CLIMATE SURVEY – Fall 2008**

Midpoint and Exit Responses

Aggregate Means for Survey Sections (Based on a scale of 1-5, with 5 being “most satisfied”)

<table>
<thead>
<tr>
<th>Survey Section</th>
<th>Midpoint</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3.39</td>
<td>3.42</td>
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<tr>
<td>Technology Information</td>
<td>3.13</td>
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<td>Technology Support</td>
<td>3.26</td>
<td>3.01</td>
</tr>
<tr>
<td>Services</td>
<td>3.61</td>
<td>3.72</td>
</tr>
<tr>
<td>Facilities</td>
<td>3.77</td>
<td>3.72</td>
</tr>
<tr>
<td>Academic Climate</td>
<td>3.77</td>
<td>3.74</td>
</tr>
</tbody>
</table>

There is an additional section of questions on each survey containing program-specific questions. Each program and course is undergoing in-depth review and revisions are being made where necessary to improve the teaching/learning experience for the student.

Non-degree seeking students:

- Correspondence courses maintain consistent enrollment.
- The Director for the Academy of Continuing Professional Education receives very positive evaluations from participants.
- The majority of Academy for Church Workers evaluation forms returned to evaluate the workshop characterized the experience as excellent or good.
3R3 What are your performance results for building relationships with your students?

Undergraduate students (traditional):
- Added several B.S. programs in CAS and CoB in addition to the B.A. programs already in place
- Established Cougar Connection program to personalize the educational experience for our new students
- Adjusted intervisitation hours
- Developing more on-line web-based course work
- Revised general education requirements to better align with the Illinois Articulation Initiative to improve transfer process to Concordia
- Revised the options for the second required general education writing course

Graduate students:
- Recently, the Graduate program has begun to initiate retention studies. This study has begun with currently enrolled students in an effort to better track and retain students through program completion.
- The Cohort Delivery Model used for most master’s program has received positive evaluations from the students.
- Revised Cohort Evaluation cycle has been positively received.
- Enrollment increases have occurred in doctoral programs.

Non-degree seeking students:
- Consistent enrollment in correspondence courses
- The Director for the Academy of Continuing Professional Education has obtained positive results by continuing to keep an open relationship with the participants.
- The Academy for Church Workers has had an increase in the attendance by lay people as well as professional church workers.
- Participants in programs of the Academy of Continuing Professional Education continue to give positive ratings.

3R4 What are your performance results for stakeholder satisfaction?
The Fall 2008 Alumni Survey was used to gather feedback from Concordia alumni about their attitudes, expectations, and interests of the University and its alumni program. A total of 1,695 surveys were received resulting in feedback from 7.29% of the 23,265 living degree-holding alumni. 254 (15%) surveys were returned via postal mail. 1,411 surveys (85%) were submitted via the online form.

Alumni Survey Participants
- The Class of 2008 showed an interest to continue engagement with the greatest number of participants (3.54%).
- The Classes of 1969 and 1970 represent another 4.9% of responses, reflecting a generation of active alumni.
- Not surprisingly, more than 80% of responses were submitted by alumni with undergraduate degrees and more than 36% indicated “Education” as their occupation.
- An 18% response by those earning graduate degrees indicates a significant support for growing relationships.
- “Retired” was the second greatest response by alumni showing an interest by our distinguished constituents.
Important Findings

- **Affinity Groups** - More than 31% of respondents indicated participation in Music Ensembles while at Concordia. These participants will provide strong foundation for the upcoming alumni portion of the comprehensive campaign. Athletic Teams (25%) and Campus Ministry (20%) were the next largest affinity groups in alumni participation. Focus should be directed in these areas for future alumni reunions and events.

- **Communication** - Only 6% of respondents feel “Well Informed” when asked about their level of awareness of the events, services, and news of Concordia University Chicago. Alumni indicate they rely on the Forester and CUC Publications (78%) most often to receive news about Concordia and nearly 80% are in communication with fellow alumni “Frequently” or “Occasionally.”

- **Participation** - Nearly 20% of respondents have attended an alumni event in the past five years with Class Year Reunions (7%) and Homecoming (5%) garnering the greatest attendance.

- **Volunteers** - 13% of respondents have volunteered for the University; 86% of alumni indicated they have not turned down a request to serve. Of eleven areas, opportunities alumni indicated most often as “Very Interested” in serving are Faculty/Major/Department, Mentoring/Shadowing, and Alumni Advisory Council.

- **Alumni Benefits and Activities** - Twenty suggested events, programs, facilities, and services were ranked based on order of importance with Reunions with Clubs, Teams, or Student Groups (19%), Career Services (16%), and Discounted Admission to Athletic and Cultural Events (12%) garnering the greatest response. Of fifteen types of alumni events Gatherings by Class Year (12%), Professional Development Programs (10%), and Church or Spiritual Activities (9%) were listed as most important.

Other results for stakeholders:

- The NID continues to support and partially fund the Academy for Church Workers program of continuing education for church workers.

- Attendance at the Business Friends Breakfast is strong.

- The President’s Advisory Board members continue to provide input to the president and the advancement office on issues related to fundraising and community service.

- Consistent positive feedback is provided to the CoE by the schools that are members of their collaborative partnerships.

- Workshops and presentations given by University faculty members to the staff and teachers of our collaborative partners are evaluated with a common instrument. The ratings have always been positive or excellent.
### Alumni Survey Results – Fall 2008

Alumni rated how important each of the following CUC events, programs, facilities, and services might be to improving their experience as an alumnus/a. **Top Five “Very Important” Areas Highlighted**

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Very Important</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Not Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td>275</td>
<td>16.22%</td>
<td>400</td>
<td>367</td>
<td>409</td>
<td>24.13%</td>
</tr>
<tr>
<td>Reunions with Clubs, Teams, or Student Groups</td>
<td>319</td>
<td>18.82%</td>
<td>463</td>
<td>355</td>
<td>352</td>
<td>20.77%</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>201</td>
<td>11.86%</td>
<td>238</td>
<td>278</td>
<td>732</td>
<td>43.19%</td>
</tr>
<tr>
<td>Discounted Admission to Athletic &amp; Cultural Events</td>
<td>207</td>
<td>12.21%</td>
<td>302</td>
<td>352</td>
<td>593</td>
<td>34.99%</td>
</tr>
<tr>
<td>Discounted Admission to Athletic &amp; Cultural Events</td>
<td>207</td>
<td>12.21%</td>
<td>302</td>
<td>352</td>
<td>593</td>
<td>34.99%</td>
</tr>
<tr>
<td>Short term Insurance Benefits</td>
<td>163</td>
<td>9.62%</td>
<td>271</td>
<td>296</td>
<td>702</td>
<td>41.42%</td>
</tr>
<tr>
<td>Regional Alumni Events</td>
<td>180</td>
<td>10.62%</td>
<td>245</td>
<td>267</td>
<td>747</td>
<td>44.07%</td>
</tr>
<tr>
<td>Regional Alumni Events</td>
<td>180</td>
<td>10.62%</td>
<td>245</td>
<td>267</td>
<td>747</td>
<td>44.07%</td>
</tr>
<tr>
<td>Alumni Social Networking (i.e. Facebook, MySpace, LinkedIn)</td>
<td>120</td>
<td>7.08%</td>
<td>262</td>
<td>272</td>
<td>773</td>
<td>45.60%</td>
</tr>
<tr>
<td>Alumni Social Networking (i.e. Facebook, MySpace, LinkedIn)</td>
<td>120</td>
<td>7.08%</td>
<td>262</td>
<td>272</td>
<td>773</td>
<td>45.60%</td>
</tr>
<tr>
<td>Use of Recreation/Workout Facilities</td>
<td>112</td>
<td>6.61%</td>
<td>213</td>
<td>247</td>
<td>865</td>
<td>51.03%</td>
</tr>
<tr>
<td>Use of Recreation/Workout Facilities</td>
<td>112</td>
<td>6.61%</td>
<td>213</td>
<td>247</td>
<td>865</td>
<td>51.03%</td>
</tr>
<tr>
<td>Family-Oriented Alumni Activities</td>
<td>121</td>
<td>7.14%</td>
<td>225</td>
<td>252</td>
<td>844</td>
<td>49.79%</td>
</tr>
<tr>
<td>On Campus Guest Housing</td>
<td>120</td>
<td>7.08%</td>
<td>217</td>
<td>252</td>
<td>855</td>
<td>50.44%</td>
</tr>
<tr>
<td>Alumni Discounts on Products and Services</td>
<td>130</td>
<td>7.67%</td>
<td>229</td>
<td>254</td>
<td>828</td>
<td>48.85%</td>
</tr>
<tr>
<td>Lifetime E-mail Account</td>
<td>111</td>
<td>6.55%</td>
<td>205</td>
<td>231</td>
<td>889</td>
<td>52.45%</td>
</tr>
<tr>
<td>Articles/Displays of Concordia University Chicago</td>
<td>118</td>
<td>6.96%</td>
<td>222</td>
<td>250</td>
<td>845</td>
<td>49.85%</td>
</tr>
<tr>
<td>Connection to Area of Study/Discipline</td>
<td>117</td>
<td>6.90%</td>
<td>229</td>
<td>255</td>
<td>841</td>
<td>49.62%</td>
</tr>
<tr>
<td>Reunions with Classmates</td>
<td>118</td>
<td>6.96%</td>
<td>210</td>
<td>250</td>
<td>860</td>
<td>50.74%</td>
</tr>
<tr>
<td>Conference and Meeting Facilities</td>
<td>107</td>
<td>6.31%</td>
<td>210</td>
<td>246</td>
<td>869</td>
<td>51.27%</td>
</tr>
<tr>
<td>Alumni Group Travel (leisure, learning, or service)</td>
<td>121</td>
<td>7.14%</td>
<td>233</td>
<td>264</td>
<td>828</td>
<td>48.85%</td>
</tr>
</tbody>
</table>
Alumni also rate how interested they might be in participating in the following types of alumni events. **Top Five “Very Important” Events Highlighted**

<table>
<thead>
<tr>
<th>Events</th>
<th>Very Important</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Not Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Programs</td>
<td>166</td>
<td>9.79%</td>
<td>289</td>
<td>300</td>
<td>691</td>
<td>40.77%</td>
</tr>
<tr>
<td>Church or Spiritual</td>
<td>156</td>
<td>9.20%</td>
<td>299</td>
<td>428</td>
<td>568</td>
<td>33.51%</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>201</td>
<td>11.86%</td>
<td>238</td>
<td>278</td>
<td>732</td>
<td>43.19%</td>
</tr>
<tr>
<td>Community Service Project</td>
<td>66</td>
<td>3.89%</td>
<td>187</td>
<td>282</td>
<td>899</td>
<td>53.04%</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>135</td>
<td>7.96%</td>
<td>219</td>
<td>314</td>
<td>765</td>
<td>45.13%</td>
</tr>
<tr>
<td>Conference Calls with Professors</td>
<td>35</td>
<td>2.06%</td>
<td>106</td>
<td>145</td>
<td>1146</td>
<td>67.61%</td>
</tr>
<tr>
<td>Family Events</td>
<td>60</td>
<td>3.54%</td>
<td>159</td>
<td>273</td>
<td>950</td>
<td>56.05%</td>
</tr>
<tr>
<td>Fundraising</td>
<td>20</td>
<td>1.18%</td>
<td>81</td>
<td>183</td>
<td>1155</td>
<td>68.14%</td>
</tr>
<tr>
<td>Gatherings by Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>205</td>
<td>12.09%</td>
<td>350</td>
<td>469</td>
<td>442</td>
<td>26.08%</td>
</tr>
<tr>
<td>Local Cultural Events</td>
<td>70</td>
<td>4.13%</td>
<td>174</td>
<td>283</td>
<td>921</td>
<td>54.34%</td>
</tr>
<tr>
<td>Social Gatherings</td>
<td>79</td>
<td>4.66%</td>
<td>279</td>
<td>372</td>
<td>704</td>
<td>41.53%</td>
</tr>
<tr>
<td>Speaker – Concordia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty and Alumni</td>
<td>83</td>
<td>4.90%</td>
<td>235</td>
<td>347</td>
<td>777</td>
<td>45.84%</td>
</tr>
<tr>
<td>Sports – Professional and Concordia</td>
<td>63</td>
<td>3.72%</td>
<td>188</td>
<td>266</td>
<td>915</td>
<td>53.98%</td>
</tr>
<tr>
<td>University Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment Activity</td>
<td>44</td>
<td>2.60%</td>
<td>115</td>
<td>230</td>
<td>1037</td>
<td>61.18%</td>
</tr>
<tr>
<td>Concordia Team, Ensemble, or Choir Tour</td>
<td>133</td>
<td>7.85%</td>
<td>223</td>
<td>310</td>
<td>772</td>
<td>45.55%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>26</td>
<td>1.53%</td>
<td>15</td>
<td>11</td>
<td>237</td>
<td>13.98%</td>
</tr>
</tbody>
</table>

Two additional questions from the Alumni Survey and the results:

Since graduating, have you ever volunteered for Concordia University Chicago?
Yes - 242 14.27%  No - 1308 77.18%

Have you ever been offered a Concordia volunteer job/task and turned it down?
Yes - 62 3.66%  No - 1457 85.96%

- Also for Alumni, see **3R4**
- Consistent enrollment and faculty resources to continue correspondence program
- Director for the Academy of Continuing Professional Education continues to receive feedback from faculty, staff, and participants
- Academy for Church Workers had positive and supportive results

**3R6 How do your results for the performance of your processes for Understanding Students’ and Other Stakeholders’ Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?**
All students:
- NSSE results – see **8R4**.
Concordia University is recognized as a leader and innovator in higher education and compares well with other higher education institutions.

Concordia University is listed in the top tier of regional master’s universities in the U.S. News and World Report on Best Colleges.

The undergraduate and graduate music programs are accredited by NASM and is one of the 25% of schools in Illinois with music programs receiving this accreditation.

All education programs are accredited by NCATE. Only 33% of schools of education in Illinois have received this accreditation.

**Undergraduate students (traditional):**

- Concordia’s College of Education and Music Department are well known and well recognized as being excellent programs.
- In three of the past five years Concordia ranked in top tier of Midwest schools for best value for education by U.S. News and World Report.

**Graduate students:**

- Graduate programs have always had a strong reputation in the Chicago-land area for its education programs.
- The cohort program at off-campus sites has continued to grow.
- Graduate education programs are NCATE approved.
- The graduate program in school counseling at Concordia is one of three non-public universities in Illinois to have earned CACREP accreditation.

**Non-degree seeking students:**

- The Director for the Academy of Continuing Professional Education participates in conferences and reports the academy is on target with other institutions.
- The Academy for Church Workers is the only such continuing education program in the LCMS.
- The CUS and LCMS partnership in continuing education has also worked to strengthen the ties between the University and the congregations and schools of the NID.

**Other stakeholders:**

- The BUE and CUS annually compile enrollment and fiscal data that compares the colleges and universities of the system providing specific information on:
  - Total Enrollment
  - Professional Church Worker Enrollment
  - Enrollment Trends
  - Profit/Loss
  - Fiscal Ratios
  - Endowments
- Yearly IPED reports are filed and data is provided that allows for comparisons with other colleges and universities in our region.
- Yearly evaluations are provided to the University from the schools with which we have collaborative relationships.

311 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students’ and Other Stakeholders’ Needs?**

**All students:**

- Established a Commuter Committee.
- Additional updates have been made to the Student Union.
- Charlie Cougar Café was added to the front of the cafeteria.
- Additional food venues have been added on campus where students can use their meal plan.
- Online course registration is available for all students.
Undergraduate students (traditional):
- Intervisitation hours were expanded.
- Cougar Den with computer stations was developed.
- Communication flow between various offices and students has been more effective.
- Regular use of climate surveys and NSSE.
- Data is being used by task forces, units, and committees to recommend changes.

Graduate students:
As a result of the data gathered from the Cohort Program Evaluations a number of changes have been made.
- An on-campus Orientation Program for each group of new cohorts has been instituted where the students are introduced to the services CUC provides and the personnel who can help them in each area.
- IT personnel now visit each cohort in an early-in-the program session to give brief training in technology resources and to answer questions the students may have.
- Several on-line tutorials and brochures have been produced explaining access to services and resources.
- GIPP staff have been reviewing facility accommodations and several sites have been dropped.
- “Shell” syllabi are being established within BlackBoard for each graduate course and each instructor builds the course being taught based on this “shell”.

Non-degree seeking students:
- The Director for the Academy of Continuing Professional Education distributes assessments more frequently.
- The Director of the Academy for Church Workers continues to collect data from those who might attend events and solicit their preferences for programs.

Alumni:
- A team of paid staff and trained volunteers enter all new biographical, activity, and family tree information into database to strengthen future contacts and development opportunities.
- Focus programs for the alumni majority who are in the prime spot for participation and contribution.
- Strengthening of campus news and information sources to decrease number of alumni who consider themselves “Not Well Informed” or “Not Informed”.

Other stakeholders:
- Continued use and analysis of data currently being collected from our stakeholders.

312 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students’ and Other Stakeholders’ Needs?

All students:
- Continuing climate surveys and interviews regarding the reasons students stay at Concordia University
- Surveys of withdrawing students to determine their reasons for withdrawing
- Disseminate information to the campus community concerning changes in policy, practice, procedures, schedules, and decisions
Undergraduate students (traditional):
- Information provided by the Student Climate Surveys and NSSE is being utilized so the needs of students are being addressed.
- AQIP Action Project on Academic Resource Support Services is being carried out by staff and faculty from Students Services and the AQIP Steering Committee.
- Student focus groups are being used to collect feedback.
- Students are involved with task forces and committees of the University to promote changes and improvements.

Graduate students:
- Consistent evaluation of courses and instructors is being conducted. Deans and Program Coordinators are using the data to improve programs.
- Program evaluations at various check points have allowed changes to be made sooner for cohorts.
- GPS and Program Coordinators provide a venue for students to express their concerns, give feedback, and ask questions.

Alumni:
- Increase the percentage of alumni returning to campus, at minimum, once very five years by 17% and percentage of alumni participating in an alumni event nationwide by 5%.
- Address alumni concern that “(They) Would Not Make a Difference” as well as subject matter and regional offering, three primary reasons given for not participating in alumni events.
- Detailed review is required of each opportunity for alumni to provide specific activity or feedback.

Other stakeholders:
- Continue to use surveys to assess specific needs of external stakeholders.
- Use the current results to recommend changes in programs for external stakeholders.
AQIP Category 4: Valuing People

4P1 How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?
Each academic department identifies the specific credentials and skills required to meet the needs of a faculty position within the department. For staff, the supervisor of the department, along with the other staff within the department, review the needs of the unit and identify the credentials and skills required to fulfill the needs. A job description for any position (faculty or staff) must be written and submitted to Human Resources. The responsibilities of the Sr. VP for Academics and the College Deans are outlined in the Faculty Handbook. The vice presidents are appointed by the president while the Sr. VP for Academics along with the college deans, make recommendations to the president for appointment of department chairs.

The values required by all employees of the University stem from the mission statement and the core values of the institution.

4P2 How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?
A search committee is formed to select a candidate for a faculty position. The search committee contains faculty from the academic department hiring and an outside faculty person. This committee conducts phone and on-site interviews with candidates. Candidates are required to complete a Personal Data Form and submit a Vita. Letters of recommendation, references and academic credentials are checked to verify candidates’ qualifications. Two to three candidates are chosen for on campus interviews. The interviews are conducted with the department, search committee, college dean(s), and the Sr. VP for Academics. Questions focused on the mission and core values of the University are asked to evaluate the candidate’s values as they relate to Concordia. The candidate also teaches a class so that students and faculty can evaluate the individual’s skills and knowledge.

For staff, the department supervisor interviews the candidate and discusses the mission and core values of the University along with the duties and responsibilities of the position. The supervisor may decide to include other department staff members in the interview. A background check is conducted to verify references, past employment and education.

4P3 How do you recruit, hire and retain employees?
Faculty is recruited through advertising, a data base system, and personal communications. Faculty positions are posted in the Lutheran Witness, Lutheran Witness Reporter, Chronicle of Higher Education website, Concordia University Chicago website, Concordia University System website, and journals of the appropriate professional organizations. The Concordia University System also maintains a data base where prospective faculty candidates are listed with their credentials and areas of specialties. Informally, faculty is recruited by other faculty and staff of the University. See 4P2 regarding the hiring processes.

There is an extensive faculty reappointment process which involves evaluations and recommendations from the department members, department chair, members outside the department, college peer review committee, college dean, and Sr. Vice President for Academics. The faculty member submits a portfolio summarizing his/her teaching, scholarship and service to the University as well as evaluations from all of his/her classes that year.

To retain faculty, a number of benefits and incentives are offered, such as:

- Financial assistance for obtaining a terminal degree
- Reduction in load to conduct research
- Professional development opportunities
• Sabbaticals leaves
• Public recognition of publications, presentations, and service
• Monetary resources for memberships in professional organizations
• Financial support for travel to conferences
• Honoring of special years of service in the ministry and at CUC

Staff is recruited through the posting of positions on the University website, HR bulletin board, electronic Yahoo Hot Jobs and the Chicago Tribune Career Builders website. See 4P2 regarding the hiring processes.

Other benefits which contribute to retaining all employees include:
• Quality health insurance
• A positive campus climate
• Discounted day care for children of employees
• Tuition reduction program
• Potential career mobility

4P4 How do you orient all employees to your organization’s history, mission, and values?

New faculty members participate in a day-long orientation program that is conducted by the Sr. VP for Academics before the beginning of the fall semester. Some of the topics covered include the history of the University, and the mission and core values of the institution.

The individual college deans also orient their faculty with a variety of programs. The Dean of Arts & Sciences hosts a lunch for new faculty at the beginning of the semester. The Dean of the College of Education takes new faculty on a campus tour and takes them to chapel. The CoE Program Coordinator is also involved in the orientation of the new faculty member to the department. The Dean of Graduate & Innovative Programs has a formal orientation meeting in August with new faculty members of the college and discusses professional development opportunities at the department level. The dean also assigns a “host” faculty member to mentor the new faculty member for the first year.

Adjunct faculty in the cohort programs have an orientation day on a Saturday in August before the academic year begins. CAFÉ, Cohort Adjunct Faculty Exchange, is used to share information with new adjunct faculty and give full time faculty the opportunity to interact with adjunct faculty.

Department chairs handle orientation of adjunct faculty in their departments in various ways:
• A letter of welcome is sent and contains expectations and procedures regarding the University mission, class cancellation, and the syllabus.
• Meeting with adjuncts one on one and assigning full-time faculty to work with adjuncts.
• Visiting classes and having discussions with adjuncts during the semester about problems they may be having
• Course coordinators mentor new adjuncts
• Development sessions are held for new adjuncts that did not attend CAFÉ, or need some additional guidance

Human Resources conducts orientations for new staff quarterly. The University’s mission, vision, core values, organizational structure, benefits, performance evaluation and other topics are covered. Several departments also hold additional orientations for their personnel.

All handbooks for Faculty, Adjunct Faculty, and Staff, as well as general information and resources for all employees, are available on the Concordia Connect portal.
4P5 **How do you plan for changes in personnel?**

Academic departments annually review their short and long term plans and make recommendations for faculty additions to the college dean and Sr. Vice President for Academics. If a faculty member is retiring or resigns the same assessment and search process described in 4P2 is used. A change in a department chair follows the process outlined in the faculty handbook, which states; “The appropriate dean (in consultation with the Sr. Vice President of Academics) solicits a review of the department chair from within the department or solicits nominations for a new department chair from members of the department. The dean makes a recommendation to the Sr. VP for Academics for appointment and the President submits the appointment to the Board of Regents for approval.”

The faculty reappointment process is described in section 4P10.

Assessment of staff positions is done within the department. A summary of needs assessment is completed and requests are brought to the appropriate Vice President for approval. For new staff positions, the President must approve the position and then the hiring supervisor submits a request to Human Resources processing and the Office of Finance for budgeting.

4P6 **How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?**

Students are asked to complete faculty evaluations for their courses. If a faculty member is scheduled for reappointment, advancement, or tenure, the evaluations are part of their portfolio submitted to the college peer review committee. Faculty receives the evaluations so that they may be used to review and modify courses as needed.

Faculty members are encouraged to use appropriate technology in their teaching. The TLTC Committee promotes the use of technology by serving as a way for faculty and IT staff to communicate. Laptop computers are provided by the University to faculty and some administrative personnel who need portable computers to carry out their responsibilities. The six faculty and eight staff from the library and IT departments help advise the VP for Administration on issues facing faculty and the allocation of funds for new technology (e.g. prioritizing wireless communication throughout the campus or the installation of permanent LCD projectors). A full time technology advisor is available for faculty to help them with technology needs for their classrooms and research.

On Monday, Wednesday and Friday from 11:30 a.m. – 1:00 pm classes are not held so that faculty, staff, and students have a designated meeting time. This reserved time has reduced the stress of trying to find times when committees and departments can meet.

Another example of a process that is used to contribute to productivity and employee satisfaction is the consultation and team work of faculty and staff during the entire process of forming the master schedule for classes. Input is gathered from everyone as the chairs and program coordinators work with the registrar to create the master schedule.

4P7 **How do you ensure the ethical practices of all of your employees?**

During the orientation of faculty and staff, a copy of the mission, vision and core values of the University is shared. These are discussed and explained as the guidelines that all employees of Concordia University are expected to follow. Each member of the staff and faculty receive a laminated wallet-sized card on which is printed the mission, vision, and core values of the University. Framed copies of these statements are displayed in all staff and faculty offices.

Budget Control Officers are asked to read and sign a Statement of Compliance, from the Bylaws of The Lutheran Church – Missouri Synod. All staff is required to sign a Concordia University Staff Handbook.
Acknowledgement Release which states “as a condition of employment, it is my responsibility to read, understand, and follow the guidelines in this Handbook.” Annual staff performance evaluations are completed by supervisors and involve individual conversations with the staff member.

FERPA, Sexual Harassment, and Institutional Research Board training are offered to faculty and staff. These training sessions are coordinated by the Office of the Registrar, the HR Office, and the Institutional Review board.

Faculty uses the class syllabus to communicate to students their expectations and course requirements. Grading processes and course evaluations are outlined in the syllabus. The attendance policy for the class is described, the honor code and its connection to the course is explained, and the use of electronic equipment is outlined.

A student appeal process is in place if a student has an issue with a faculty member. The student first talks with the individual professor about the issue. If the student is not satisfied with the outcome of that conversation, the student then meets with the chair or program coordinator. If the student still is not satisfied, the student can appeal to the Dean of the College and finally to the Sr. VP for Academics.

**4P8 How do you determine training needs? How do you align employee training with short-and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services.**

College deans, department chairs and program coordinators are responsible for the training needs of the faculty. These people may work along with the Sr. VP for Academics to support the professional development of the faculty, through seminars, workshops, and conferences.

The annual staff evaluation includes a section entitled “Professional Training/Development.” When a supervisor completes the evaluation and meets with the staff member, discussion takes place about needed training. Through the Concordia Connect Portal, Atomic Learning modules are available for staff. Atomic Learning delivers a library of thousands of short, easy-to-view-and-understand tutorial movies that can be used as an integral part of a professional development program, a valuable curriculum supplement, and an anytime/anywhere software training resource. The information from the staff evaluation Professional Training/Development forms are summarized and given to the Planning Council and Cabinet members where they are reviewed.

**4P9 How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?**

Faculty members are encouraged by their deans to attend workshops, seminars, and conferences, and to conduct research and other forms of scholarship. The Faculty Growth and Development Committee organize yearly events for in-service training and enrichment. In the fall, before classes start, a day-long faculty seminar is held. Typically an outside presenter/speaker is brought to campus to share recent trends in Higher Education. These presentations are followed by faculty discussions is small breakout groups. Twice a year lectures are scheduled as part of the Morality, Culture and Christian Community series. The lectures usually involve a faculty session early in the afternoon and a community, public lecture in the evening. The Office of University Research hosts ‘Brown Bag Lunches’ where faculty and staff present their current research projects to members of the campus community. The Sr. VP for Academics provides funds for faculty who are completing their terminal degrees. The IT department issues weekly ‘Tech Tips’ which provides instruction and support for technology. During the summer, the University funds a select number of Faculty Summer Research projects which are presented during the following academic year in the Brown Bag Lunch sessions. Six of these faculty grants were distributed in summer 2009.
Staff continues their development and training by attending vendor conferences, association meetings, and in-house training sessions. The staff is encouraged to stay current with their trade group or association.

**4P10 How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?**

The process of faculty evaluation by colleagues, administration and students themselves is defined in the faculty handbook and provides opportunity for professional growth and development. Students complete faculty evaluations for courses taught during the academic terms. Faculty is asked to react to their evaluations and discuss their teaching with department chairs and deans. During the reappointment and advancement in rank process faculty are expected to complete a portfolio of their work since the last evaluation. (A faculty member may also apply for tenure using the same process.) This portfolio is to include:

- Statement of teaching philosophy
- Appropriate student evaluations
- Two reports from classroom visits by a peer
- Two letters of support
- Departmental recommendation
- Evidence of scholarship
- Summary of service to community, University, department and students

A peer evaluation committee, elected by the faculty of the college, reviews the portfolios. The committee makes the reappointment or advancement recommendation to the dean who in turn makes a recommendation to the Sr. VP for Academics. The Board of Regents makes the final decision on these recommendations.

An elected review committee uses the guidelines outlined in the faculty handbook to evaluate the college dean during the last year of his/her administrative appointment. The committee surveys the faculty of the college and the chairs or program coordinators about the work of the dean. A recommendation is made to the Sr. VP for Academics who makes the final recommendation to the President regarding the dean position.

Faculty interests in research are highly valued and funding is allocated in a clearly defined manner. Faculty is given the opportunity at the beginning of the academic year to request funding from their respective deans for professional development and conferences. The deans then allocate their funds to cover these expenses, to the extent possible by the budget. A limited number of summer research grants are available for faculty to pursue research. Reductions in course load during the academic year are available for faculty finishing advanced degrees and for research. Faculty also receives reduction in course load for co-curricular activities such as athletics, music, drama and other student organizations.

In summer 2006, the Office of Human Resources redesigned the performance evaluation used for staff members. The mission statement and core values are incorporated in the evaluation proves with the various major sections reflecting each of the core values. Staff can review the evaluation guidelines on the Concordia Connect portal.

**4P11 How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?**

For staff members, merit increases are given on January 1, if the budget allows. Milestone anniversaries are celebrated annually at the Staff Christmas party and staff members who have been with the University for five year increments are acknowledged.
In the late spring, faculty members with 25 and 40 years of service to the LCMS are recognized and presented with a small monetary gift at the Faculty Spring Banquet. All faculty members who have completed multiples of five years of service to the University are also acknowledged in the program for the evening. The *Forester*, a publication of the Office of Marketing and Communication, describes the recent accomplishments of faculty and staff.

4P12 *How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action.*

A critical tool used to determine key issues related to motivation is the Faculty and Staff Climate Survey. The results from the survey are available to all employees via the Concordia Connect Portal. The results may also be discussed by various groups which include:

- Administrative Cabinet
- Staff Council
- Academic Cabinet
- Faculty Welfare Committee
- Faculty Growth & Development
- Dean’s and Department Chairs

The 2009 Faculty and Staff Climate Survey is currently being reviewed by Staff Council. Using the results and comments from the survey, the council will suggest to various University departments or units that additional data be collected regarding specific areas.

During the spring of 2008, Faculty Senate formed a task force to look at faculty load and morale. The task force held two forums to meet with faculty and identify the key issues with regards to load and morale which directly tie to motivation. The task force then completed a list of recommendations that Faculty Senate is working through. Four of the recommendations have already been approved by Senate and are currently being completed. The four recommendations are:

- Faculty Senate implement the Faculty Handbook policy 2.4.4 part a: "Faculty members can indicate which committees/councils they would like to serve on."
- Faculty Senate solicit volunteers from each College to form a faculty committee with the purpose of facilitating social and professional community building
- Faculty Forum time be set aside each term for a dialog with academic administrators. The topics dealt with during these forums should be faculty driven and coordinated by the Senate
- The Load and Morale Task Force be asked to meet again after the Senate has completed its review of the recommendations. The Task Force would also like to be asked to prepare a summary for the Senate to be seated this fall and to give an update to the faculty at the Fall 2009 Faculty Seminar

4P13 *How do you provide for and evaluate employee satisfaction, health and safety, and well-being?*

As described in 4P12, staff and faculty satisfaction is measured using the Faculty and Staff Climate Survey. This survey is administered every other year and the results are tabulated and summarized by the Office of University Research Services. Once data has been analyzed it is reported to the Administrative Cabinet (as well as other groups) and posted on the portal. The Cabinet uses this data to propose changes to processes and procedures used by the University.

If a staff member has a grievance it is brought to the attention of the appropriate supervisor, if the supervisor fails to address the grievance it is brought to the Director of Human Resources for
investigation. If a faculty member has a grievance that has not been addressed by his/her chair or program coordinator, it is taken to the Faculty Welfare Committee.

In the area of well-being, the University has an adjunct faculty member who is also the Wellness Coordinator. She frequently sends out e-mails on health, fitness and well-being information. Health programs and activities are available for faculty and staff throughout the year and a Health and Wellness fair is conducted each year. Individual health training and support is available through the Human Performance Department. Graduate students work one-on-one with faculty and staff members to improve their health and wellness.

4R1 What measures of valuing people do you collect and analyze regularly?

The 2009 Faculty and Staff Climate Survey was redesigned and included the following categories which addressed valuing people: Personnel, Support, Professional Development, Communication, Collaboration and Diversity.

4R2 What are your performance results in valuing people?

The faculty/staff climate survey results are summarized below. The scale used in the survey was Always = 5; Increasingly (It’s improving) = 4; Sometimes = 3; Decreasingly (It’s declining) = 2; Never = 1; and No Opinion/Not applicable = 9.

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<tr>
<td>• There is a commitment to hiring competent and qualified individuals.</td>
<td>3.99</td>
<td>4.03</td>
<td>3.96</td>
<td></td>
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<tr>
<td>• My supervisor/dean/chair/program coordinator is concerned about my health and well-being.</td>
<td>4.43</td>
<td>4.29</td>
<td>4.54</td>
<td></td>
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<tr>
<td>• I am recognized by my supervisor for my contributions on the job.</td>
<td>4.17</td>
<td>4.09</td>
<td>4.23</td>
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<tr>
<td>• Given my duties, the salary I receive is fair.</td>
<td>3.27</td>
<td>2.86</td>
<td>3.62</td>
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<tr>
<td>• I feel the benefits I receive are satisfactory.</td>
<td>3.93</td>
<td>3.73</td>
<td>4.08</td>
<td></td>
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<tr>
<td>• I am held at the same performance expectations as others who perform the same job.</td>
<td>4.06</td>
<td>3.95</td>
<td>4.17</td>
<td></td>
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<tr>
<th>B. Support</th>
<th>MEAN</th>
<th>Tot.</th>
<th>Fac.</th>
<th>Stf.</th>
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<tr>
<td>• Overall I feel valued for the work that I do.</td>
<td>3.96</td>
<td>3.85</td>
<td>4.05</td>
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<tr>
<td>• Rank and job classification have a negative affect on relationships.</td>
<td>2.57</td>
<td>2.43</td>
<td>2.68</td>
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<tr>
<td>• Innovative and creative thinking is encouraged and valued.</td>
<td>3.83</td>
<td>3.75</td>
<td>3.89</td>
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<tr>
<td>• There are appropriate and effective protocols in place to accomplish department/program goals.</td>
<td>3.57</td>
<td>3.51</td>
<td>3.63</td>
<td></td>
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<tr>
<td>• My co-workers acknowledge my job accomplishments.</td>
<td>3.89</td>
<td>3.93</td>
<td>3.85</td>
<td></td>
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<tr>
<td>• I am provided the feedback I need to become a better performer.</td>
<td>3.56</td>
<td>3.28</td>
<td>3.81</td>
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<tr>
<th>C. Professional Development</th>
<th>MEAN</th>
<th>Tot.</th>
<th>Fac.</th>
<th>Stf.</th>
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<tr>
<td>• I am given ample opportunity to participate in job-related training.</td>
<td>3.65</td>
<td>3.58</td>
<td>3.71</td>
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<tr>
<td>• I am assigned tasks that fit my skills and abilities.</td>
<td>4.25</td>
<td>4.18</td>
<td>4.32</td>
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<tr>
<td>• I am encouraged to attempt tasks that expand my capabilities.</td>
<td>4.13</td>
<td>3.92</td>
<td>4.32</td>
<td></td>
</tr>
<tr>
<td>• The University values participation in professional development opportunities.</td>
<td>3.80</td>
<td>3.89</td>
<td>3.71</td>
<td></td>
</tr>
<tr>
<td>• The University provides financial assistance for me to participate in professional development opportunities.</td>
<td>3.17</td>
<td>3.14</td>
<td>3.20</td>
<td></td>
</tr>
<tr>
<td>• I am provided with advice/support on how to advance my career at Concordia.</td>
<td>2.65</td>
<td>2.57</td>
<td>2.73</td>
<td></td>
</tr>
</tbody>
</table>
D. Communication
- I have access to effective modes of communication to do my job effectively. 4.04 4.00 4.08
- There is adequate communication about University efforts and initiatives. 3.60 3.54 3.65
- I get reliable information through Concordia’s official lines of communication. 3.63 3.62 3.64
- There are effective avenues of communication in place to resolve conflicts. 3.37 3.29 3.68

E. Collaboration
- Employees work together to accomplish University community goals. 3.68 3.67 3.68
- I have access to appropriate information to do my job effectively. 3.90 3.80 3.97
- Individuals and departments willingly share information and data when requested. 3.64 3.78 3.52
- Everyone is encouraged to share their ideas openly. 3.63 3.57 3.68

F. Diversity
- I feel that differing perspectives and opinions are supported in my workplace by my colleagues. 3.57 3.56 3.58
- The many facets of diversity are valued and supported in our University community. 3.63 3.62 3.64
- I do not have to compromise my values and beliefs around my co-workers. 3.92 3.84 3.99
- Concordia is a place where differing ideas and opinions lead to better decision-making. 3.51 3.49 3.53
- The Concordia community is made up of people from diverse backgrounds/viewpoints. 3.58 3.42 3.72
- A diverse workforce helps Concordia respond to its staff, faculty, and students. 3.92 3.76 4.06

4R3 What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?
We are able to rely on faculty, staff, and administrators in getting the data that we need to complete the reports that are requested by outside stakeholders, and also through the Faculty/Staff climate survey.

4R4 How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?
Currently the University does not have a means by which it can compare the results of the Climate Surveys with other higher education organizations since these instruments are locally designed.

4I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?
As mentioned in 4R1 we have redesigned the Faculty/Staff Climate survey which had the highest return rate (45%) in decades. The survey was shortened and statements were rewritten to be concise and succinct. The climate survey process has been in place for many years at Concordia and has been comprehensive but the review and follow up to the survey has not been as complete. The current analysis of the survey and recommendations for individual departments by Staff Council is an improvement that will greatly enhance the usefulness of the survey.

The work being done by the Faculty Load and Morale Task Force (see 4P12) and Faculty Senate is also a recent improvement in this category. The process of using Faculty Senate and its task forces to conduct forums and gather responses from the faculty and take action on the faculty comments, illustrates the commitment of the University to demonstrate its value of people.
How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

The Campus Climate Survey (both for faculty/staff and students) is a part of the assessment routine at Concordia. The survey identifies key issues that need to be jointly addressed by the administration, faculty and staff. The various groups and committees; such as Administrative Cabinet, Academic Cabinet, Staff Council, and Faculty Senate, are utilized to review the survey and formulate actions. When employees see changes occurring based on their feedback, they feel valued. The infrastructure of the University allows us to make these important changes.
AQIP Category 5: Leading and Communicating

5PI How are your organization's mission and values defined and reviewed? When and by whom?
The current University Mission Statement was drafted by a taskforce of the faculty using input gained from several open forums and presented to the Concordia Faculty for final review and adoption on April 30, 1998. After faculty adoption, the document was presented by the president to the Board of Regents. The Board adopted the document on May 7, 1998.

Upon his appointment as the tenth president of the University in fall 2004, Dr. Johnson planned for the re-establishment of the Strategic Planning Council. This process was completed by action of the Board in spring 2005 when it established the position of VP for Planning and Research. That position was filled the following summer, and within a year of the president's arrival a revitalized Strategic Planning Council was in place.

The Strategic Planning Council is chaired by the VP for Planning and Research and includes the seven University vice presidents; four faculty members and three staff members recommended by the faculty and staff and appointed by the president; the president of the Student Government Association and one additional student. Since its re-establishment, this council received and reviewed the University Vision Statement written by the president and crafted the original set of University Core Values. The Core Values were approved by the Board of Regents in January 2006. The Vision Statement was ratified by the Board of Regents after discussions with the Staff Council and the Faculty Senate in March 2006.

During the 2006-07 academic year the Council, with faculty and staff input, drafted five and ten year objectives based on the Mission, Vision, and Core Values that were subsequently approved by the Board. This Council continues to meet bi-weekly to review and revise the objectives. The Council reports to the Board through the VP for Planning and Research. Most recently the Council engaged in the task of refining the Core Values and updating the five and ten year objectives. The faculty and staff again provided input and advice during scheduled forums before these recommended changes were approved by the Board of Regents in January 2009.

5P2 How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?
The Strategic Plan developed over the last three years provides the foundation against which all new academic and non-academic programs are judged. Since the Administrative Cabinet, consisting of the seven vice presidents and chaired by the president, determines the direction for the University, the decisions of the cabinet are filtered through the lens of the discussions that occur in the Strategic Planning Council.

5P3 How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?
The representation on the Strategic Planning Committee, including administration, faculty, staff and students, brings a broad base of input into the planning process. The annual Campus Climate Survey (faculty/staff in even years and students in odd years) is used to assess the attitudes and concerns that students, faculty, and staff have on issues related to personnel, support, professional development, communication, collaboration, diversity, and organizational commitment. During the last academic year the NSSE was also used to gain further insight into the attitudes of students over against their University experience. Results from these assessments are used in evaluation and planning.
The Administrative Cabinet maintains a keen focus on understanding the importance of students and learning. All cabinet members have substantial experience working in various aspects of higher education throughout their careers. Three of the eight members of the cabinet have faculty status as full professors.

**5P4 How do your leaders guide your organization in seeking future opportunities while enhancing a strong focus on students and learning?**

The addition of a VP for Research and Planning has brought Cabinet level emphasis to the evaluation of opportunities and effective strategic planning, thus allowing the implementation of specific initiatives related to these opportunities. Included are new cooperative programs in the health sciences with RUSH University and the College of Microscopy. These efforts have also resulted in the establishment of a College of Business and the offering of courses leading to the MBA degree in Spring 2008. Currently a Health Care task force is investigating the possibilities related to additional health related programs and majors. A separate Special Education task force is researching options for master’s degree programming in special education.

The University is engaged in a variety of collaborations that help identify future opportunities and initiate joint efforts to pursue these opportunities. Collaborations are currently occurring through our membership in LECNA, CUS, and through direct cooperation with our neighbor institution, Dominican University. Other collaborative relationships are listed and discussed in Category 9.

Both the Faculty Growth and Development Committee (FGDC) coordinated by the Sr. VP for Academics, and the Teaching, Learning, and Technology Committee (TLTC), coordinated by the VP for Administration, plan events that are designed to improve the ability of faculty members to function effectively in the classroom. The FGDC hosts outside experts to conduct seminars for the faculty. The University holds a regular series of “Tool Time”, “Tech Tips” and “Brown Bag Lunch” activities to equip faculty and staff with fundamental technical skills valuable to teaching and office work. Two years ago, the University established the Instructional Design Team to assist faculty in the integration of technology into teaching as well as providing support for the development of on-line courses.

**5P5 How do you make decisions in your organization? How do you use teams, taskforces, groups, or committees to recommend or make decisions, and to carry them out?**

All major decisions are made with broad collaboration. Academic departments initiate academic program modifications, additions, and deletions. Once a department has crafted its proposal, it is presented to the appropriate college academic policy committee for review and approval. The Faculty Senate reviews and recommends policy for University-wide issues. Each monthly meeting of the Faculty Senate includes a time set aside for a faculty forum where issues facing the faculty and University can be discussed openly.

Recently the Faculty Senate utilized a taskforce of faculty and staff to make recommendations regarding the undergraduate admissions policies. The recommendations of this taskforce were presented to the Senate where they were debated and finalized. Currently a different taskforce is charged with making recommendations relative to faculty course load and morale issues.

The President makes administrative decisions after consulting with the Cabinet as a group. The Cabinet meets biweekly to discuss and review issues facing the University. When significant analysis is needed to assess needs, determine alternatives, and recommend action, a special task force is often appointed by the president. Currently a Salary Taskforce has been established to make recommendations in this important area. Depending on the situation, these task forces typically include selected faculty and staff along with one or two cabinet members. When a
month has a fifth Monday, Wednesday, or Friday, the regular meeting time from 11:30 – 1:00 has been set aside for faculty and staff forums. The president and several college deans have made use of this time to have dialog with the faculty and staff. The college deans have the ability to establish taskforces to address the needs specific to the college.

5P6 How do you use data, information, and your own performance results in your decision making processes?
The University has invested in SCT’s Banner, one of the top higher education Enterprise Resource Planning (ERP) software packages. The installation of this software began in 2000 and is now in full use across all administrative departments. Banner provides significant capabilities to capture and use data to make decisions at operational, tactical, and strategic levels. In addition, both the Office of University Research Services (OURS) and the four colleges of the University collect and analyze a large number of assessments regarding student and faculty performance. The College of Education data is kept in a database called the UAS and is frequently combined with Banner ERP data to analyze student and faculty performance, to identify gaps between standards and student outcomes, and to make curricular decisions. As a result of a recent AQIP Action Project, the College of Education and the College of Graduate and Innovative Programs have designed and established an extensive program evaluation process for the graduate cohorts that include four components: a detailed midterm and final assessment as well as shorter assessments that are administered when 25% and 75% of the program has been completed. These assessments have resulted in academic program modifications as well as changes in the advising services provided to these students. These assessments are in addition to the course evaluations that are completed by the students at the end of each term.

The OURS office administers a variety of assessments including the annual Campus Climate Survey and academic program reviews. The General Education assessment is also the responsibility of this office.

The Senior VP for Academics and the college deans regularly perform assessment of faculty through course evaluations. These evaluations are used to improve teaching and to make decisions about contract renewal and advancement in rank.

5P7 How does communication occur between and among the levels and units of your organization?
Much communication occurs up and down the organization through the routine "line and staff" communication between supervisors and direct reports, as well as across the organization through communication between colleagues and co-workers. This communication takes place in a variety of formats including meetings, email, instant messaging, and voicemail. In addition, there is significant communication that is broadcast to large groups of the campus constituency through electronic means including TV info channel, email, intranet, and extranet postings. Examples of these communications include a weekly campus newsletter called "Cougar Tracks", BOR Meeting Updates given by the president three times per year, and College of Arts & Sciences "Dean Dialog". All standing committee agendas and minutes, administrative reports, draft policy documents, task force reports, and strategic plan documents are available via e-mail attachments and are archived on the University intranet. College and department meetings also provide opportunities for communication between faculty members.

5P8 How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?
First, University leaders fulfill their individual responsibilities in the context of the University mission statement. They exhibit leadership with servanthood as they hold themselves and all
employees to the mission of the University. They act with the integrity, creativity, competence, and compassion as the mission statement requires. Secondly University leaders communicate through all available means and register their commitment to the University mission, vision, goals, and objectives. Thirdly, University leaders see every member of the campus constituency, student, faculty, and staff, as a representative of the University and seek to instill the Christian values embodied in the University Mission Statement.

5P9 How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?

The University supports faculty and staff development through a variety of means. As mentioned earlier, the FGDC provides faculty development speakers throughout the year. Every fall the faculty participates in the annual Fall Faculty Seminar which typically includes in-service workshops. The University, through budgets administered by the college deans, provides travel funds to faculty and staff to attend seminars, workshops and conferences. The University provides tuition support (70% tuition support) for faculty and staff seeking terminal degrees. The University also provides support for professional society memberships for faculty and exempt staff. Vice Presidents and Deans are reviewed biannually with summarized feedback provided to the person being reviewed. The annual performance review required for all staff positions includes the assessment of their current leadership qualities and provides an indication of future leadership growth.

Over the past several years, the executives of the Concordia University System (CUS) have sponsored a series of leadership workshops and courses to help each of the universities “grow” future leaders. To date four Concordia faculty members have participated in these activities and a fifth is scheduled to complete the program this summer.

5P10 How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

Concordia's mission, vision, and values are intimately tied to its Lutheran Christian tradition and beliefs. There are policies in place that require that the executive leadership and faculty must come from this tradition. The President must be a member of the LCMS (governing church body). Most vice presidential positions must be held by a member of a Lutheran church. Currently 65% of our full-time faculty members are Lutheran. The presidential search process is dominated by influence and direct votes from the governing church body. Faculty and staff leaders play a strong role in the initial search and screening process during the presidential search process. The members of the Board of Regents are either elected by the governing church body or by existing Regents who have been elected by that body. All Regents must all be members of the LCMS.

New full-time faculty members participate in a day long faculty orientation during the fall in which the mission, vision, and core values are introduced and discussed. A similar orientation called the Concordia Adjunct Faculty Experience (CAFÉ) has been designed for all current and new adjunct faculty members. The CAFÉ is scheduled every year before the beginning of the fall semester.
5R1 What performance measures of Leading and Communicating do you collect and analyze regularly?
Vice presidents are appointed by the president. During the last year of these terms an evaluation of performance is conducted based on the yearly goals that the vice president has submitted to the president. Reappointment to the position is determined based on this evaluation.
Deans are also appointed by the president based on the recommendation of the appropriate vice president. At the end of each dean's period of appointment, a thorough evaluation is conducted by a Peer Review Committee whose members are elected from the membership of the college. This insures that the review includes the perspective of the faculty served as well as the appropriate vice president.

All staff members are reviewed annually by their supervisors, with leadership being a part of that review. Peer reviews are completed for any faculty member at the time of contract renewal or advancement in rank. After receiving tenure, faculty members are reviewed every five years through a post-tenure review procedure. Academic department chairs are reviewed and reappointed bi-annually.

5R2 What are your results for Leading and Communicating processes and systems?
A Student Climate Survey and a Faculty/Staff Climate Survey are administered every other year by the Office of University Research Services to assess attitudes and opinions. A number of the assessment items document aspects of campus leadership and communication. The results of these surveys, summarized on a year-by-year basis, are posted on the University intranet and accessible to all students, faculty, and staff. Data from the 2009 Faculty/Staff Climate Survey that reflect leading and communication (Likert scale where 5=Always 1= Never) are summarized below with the mean score listed for the total group as well as for the faculty and the staff.

<table>
<thead>
<tr>
<th>Communication</th>
<th>All (124)</th>
<th>Fac (49)</th>
<th>Staff (75)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have access to effective modes of communication to do my job effectively.</td>
<td>4.04</td>
<td>4.00</td>
<td>4.08</td>
</tr>
<tr>
<td>There is adequate communication about University efforts and initiatives.</td>
<td>3.60</td>
<td>3.54</td>
<td>3.65</td>
</tr>
<tr>
<td>I get reliable information through Concordia’s official lines of communication.</td>
<td>3.63</td>
<td>3.62</td>
<td>3.64</td>
</tr>
<tr>
<td>There are effective avenues of communication in place to resolve conflicts.</td>
<td>3.37</td>
<td>3.29</td>
<td>3.68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>All (124)</th>
<th>Fac (49)</th>
<th>Staff (75)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees work together to accomplish University community goals.</td>
<td>3.68</td>
<td>3.67</td>
<td>3.68</td>
</tr>
<tr>
<td>I have access to appropriate information to do my job effectively.</td>
<td>3.90</td>
<td>3.80</td>
<td>3.97</td>
</tr>
<tr>
<td>Individuals and departments willingly share information and data when requested.</td>
<td>3.64</td>
<td>3.78</td>
<td>3.52</td>
</tr>
<tr>
<td>Everyone is encouraged to share their ideas openly.</td>
<td>3.63</td>
<td>3.57</td>
<td>3.68</td>
</tr>
</tbody>
</table>

The LCMS Board of University Education conducts periodic (approximately every three years) visits to each campus and conducts a high level assessment of strengths, weaknesses, opportunities, and threats. Their report is provided to both the Board of Regents and the Administrative Cabinet.
5R3 How do your results for the performance of your processes for Leading and Communication compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education? 
CUS annually collects comparative enrollment and financial data (from each of its ten member schools). This data is summarized and made available to each school. This data is analyzed by the cabinet to monitor the enrollment trends of our key church work programs in comparison to the overall market and individual performances of other CUS schools. Concordia University participates in the U.S. News and World Report college rankings that are published every year. The Office of University Research Services analyzes the limited comparative quantitative data that is provided by U.S. News and World Report with an executive summary given to the Board of Regents and the Cabinet.

Most recently the University has administered the NSSE to all freshmen and seniors (Results provided in 8R4). The data gathered through this instrument together with the counsel given by the consultants from Noel-Levitz has assisted the VP for Student Services in making modifications in the area of student services that have resulted in higher student retention rates.

5I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

The University has taken steps to increase the awareness of and ownership by campus constituents in the University Mission Statement. The University has had this process in place for the last year to orient new faculty and staff to the University mission statement. A key component of the required freshman Freedom and Responsibility course is the orientation of new freshmen to the University mission statement.

5I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

Over the past several years the Strategic Planning Committee has facilitated improved communication by including the periodic written reports to the faculty and staff and the forums scheduled to disseminate information regarding the progress of the work being done.

The Fall Faculty Seminars in August 2007 and 2008 were organized around the vision and charge that the president laid out for the faculty. One of the charges given was to discuss the adoption of a more global orientation to our curriculum. During each seminar, after the president provided his charge, the faculty divided into discussion groups to determine the strategies that could be followed to accomplish them. The Faculty Senate also established a task force to investigate faculty load and morale. For the last three months the task force has been making its report and facilitating discussions at the regularly scheduled Senate meetings. Finally, each of the colleges has scheduled numerous meetings to discuss strategies for improvement.
**AQIP Category 6: Supporting Institutional Operations**

**6P1 How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?**

The table below summarizes the processes used to identify the support service needs for our students and other key stakeholders.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Processes Used to Identify Support Service Needs</th>
</tr>
</thead>
</table>
| Student Support Services   | NSSE  
Student Climate Survey  
College Student Inventory  |
| Human Resources            | Weekly meetings with Administrator(s)  
Examine Results of Climate Surveys (all)  
Formal/Informal meetings with directors/managers/supervisors  
Monthly Process Team Leader meetings  
Yearly Performance Evaluations  |
| Public Safety              | Utilize feedback from students & employees  
Monthly Safety Committee meetings  
Cooperation with River Forest Police and Fire Departments  |
| Food Service               | Quarterly Food Service Management Meetings.  
Bi-monthly Food Services Committee Meetings.  
Food Services Committee Comment Cards.  
Annual Food Service Vendor Survey.  |
| Library Services           | Regular communication with academic departments  
Monthly meetings with TLTC  
Informal feedback from reference and access services staff  
Examine results of Student Climate Surveys  
Feedback links from the library web site and vendors’ online databases  
Collection of circulation and online database usage statistics  |
| IT User Services           | Examine Results of Climate Survey  
Informal feedback from Help Desk staff  
Analysis of Help Desk service request data  
Monthly meetings with TLTC  
Monthly meeting with CSTAC  
TLTC faculty surveys  |
| IT Application Services    | Monthly meetings with Process Team Leaders  |
| IT Infrastructure Services | Monthly meetings with TLTC  
Monthly meeting with CSTAC  
TLTC faculty surveys  |

**6P2 How do you identify the administrative support service needs of your faculty, staff, and administrators?**

Many of the processes used to identify support services needs are also used to identify administrative support service needs. See summary table in **6P1**. When administrators, faculty, and staff have support needs or problems they can approach the appropriate department or unit to for assistance. A problem does not need to be identified first by a unit before it is addressed.
6P3 How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?

The design, maintenance and communication of the key support processes for safety and security are the responsibility of the Campus Security Department and the University Safety Committee. On campus there are security officers on duty 24 hours a day, seven days a week as well as a 24/7 security monitored switchboard. The Safety Committee meets monthly to conduct hazard analyses and discuss pertinent security and safety issues. Each year a federally required security report is published and made available to all employees of the University through the campus web site (a link to the report is sent via e-mail). The Admissions Office receives hardcopies of the security report so that prospective students, parents and other stakeholders can review the information. Annually public safety inspections are conducted by the Village of River Forest and the institution’s insurance company. In August 2008, an Emergency Guide was developed and posted in all classrooms, residence rooms, offices and public gathering areas. The guide contains the procedures for emergency situations. The guide will be updated annually.

6P4 How do you manage your key student, administrative and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Processes Used to Measure Effectiveness and Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support Services</td>
<td>Writing Center staff – data collected on student use</td>
</tr>
<tr>
<td></td>
<td>Math Lab staff – data collected on student use</td>
</tr>
<tr>
<td></td>
<td>Director of Learning Assistance – track students</td>
</tr>
<tr>
<td></td>
<td>Director of Academic Service Learning – data collected on</td>
</tr>
<tr>
<td></td>
<td>sites and student use</td>
</tr>
<tr>
<td></td>
<td>Academic Advising staff</td>
</tr>
<tr>
<td></td>
<td>Task Force from AQIP Action Project and Student Services</td>
</tr>
<tr>
<td></td>
<td>– working to develop Academic Assistance Support Center</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Analysis of Climate Survey results (all)</td>
</tr>
<tr>
<td></td>
<td>Examine results of Performance Evaluations</td>
</tr>
<tr>
<td></td>
<td>Examine results of Professional Development plans</td>
</tr>
<tr>
<td></td>
<td>Research Best Practices for recruitment, retention, and</td>
</tr>
<tr>
<td></td>
<td>recognition</td>
</tr>
<tr>
<td>Public Safety</td>
<td>Regular review of the daily log</td>
</tr>
<tr>
<td></td>
<td>Monthly review of all incident reports</td>
</tr>
<tr>
<td></td>
<td>Monthly review of all accidents via Safety Committee</td>
</tr>
<tr>
<td>Food Service</td>
<td>Food Service Committee Comment Cards.</td>
</tr>
<tr>
<td></td>
<td>Annual Food Service Vendor Survey Results.</td>
</tr>
<tr>
<td></td>
<td>Climate Survey Results.</td>
</tr>
<tr>
<td></td>
<td>Feedback from Director of Residential Life.</td>
</tr>
<tr>
<td></td>
<td>Regular walkthroughs of all food service areas.</td>
</tr>
<tr>
<td>Library Services</td>
<td>Examine results of Student Climate Surveys</td>
</tr>
<tr>
<td></td>
<td>Information conversations with students and faculty</td>
</tr>
<tr>
<td></td>
<td>Analysis of circulation and online database usage statistics</td>
</tr>
<tr>
<td></td>
<td>Examine feedback received through the library web site and</td>
</tr>
<tr>
<td></td>
<td>vendors’ online databases</td>
</tr>
<tr>
<td>IT User Services</td>
<td>Examine Results of Climate Survey</td>
</tr>
<tr>
<td></td>
<td>Informal feedback from Help Desk staff</td>
</tr>
<tr>
<td></td>
<td>Analysis of Help Desk service request data</td>
</tr>
<tr>
<td></td>
<td>TLTC faculty surveys</td>
</tr>
<tr>
<td>IT Application Services</td>
<td>Monthly meetings with Process Team Leaders</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>IT Infrastructure Services</td>
<td>CSTAC student surveys TLTC Annual Technical Support Survey</td>
</tr>
</tbody>
</table>

**6P5 How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?**

The data collected by the processes summarized in table **6P4** is shared with the appropriate groups responsible for the services. Results from surveys are posted on the Concordia Connect Portal or the intranet and links to the reports are sent via e-mail.

**6R1 What measures of student, administrative, and institutional support service processes do you collect and analyze regularly?**

The NSSE, CSI, Student Climate Survey, CSTAC Student Surveys, Faculty and Staff Climate Survey, Annual Technical Support Survey, and Performance Evaluations are all used to collect data and analyze student, administrative, and institutional support services. Data is collected either annually or biannually.

**6R2 What are your performance results for student support service processes?**

See **8R4** for recent NSSE results. The results below are from the 2006 Student Climate Survey examining student services. The scale used was 5: used, very satisfied; 4: used, satisfied; 3: used, fair; 2: used, unsatisfactory; 1 used, very unsatisfactory; 7: did not use, but was aware of; 8: did not use, unaware of.

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions counselors:</td>
<td>3.8</td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>3.7</td>
</tr>
<tr>
<td>Student financial planning/counseling</td>
<td>3.1</td>
</tr>
<tr>
<td>Academic advising office</td>
<td>3.8</td>
</tr>
<tr>
<td>Academic advising – faculty</td>
<td>4.0</td>
</tr>
<tr>
<td>Learning assistance office</td>
<td>3.4</td>
</tr>
<tr>
<td>Registrar’s office</td>
<td>3.6</td>
</tr>
<tr>
<td>Student Business Services</td>
<td>3.1</td>
</tr>
<tr>
<td>Child care services</td>
<td>3.7</td>
</tr>
<tr>
<td>Food services – Crossroads Dining Hall</td>
<td>3.0</td>
</tr>
<tr>
<td>Orville &amp; Wilbur’s</td>
<td>3.4</td>
</tr>
<tr>
<td>Library Café</td>
<td>4.1</td>
</tr>
<tr>
<td>Cougar Den</td>
<td>3.5</td>
</tr>
<tr>
<td>Physical Activity &amp; Wellness Center (PAW)</td>
<td>3.9</td>
</tr>
<tr>
<td>Bookstore</td>
<td>3.7</td>
</tr>
<tr>
<td>Post Office</td>
<td>4.0</td>
</tr>
<tr>
<td>Print services</td>
<td>4.0</td>
</tr>
<tr>
<td>Library services in general</td>
<td>3.7</td>
</tr>
<tr>
<td>Library services in my major</td>
<td>3.6</td>
</tr>
<tr>
<td>Christopher Resource Center</td>
<td>3.9</td>
</tr>
<tr>
<td>Career counseling services</td>
<td>3.3</td>
</tr>
<tr>
<td>Liberal arts placement services</td>
<td>2.9</td>
</tr>
<tr>
<td>Educational placement services</td>
<td>3.5</td>
</tr>
<tr>
<td>Synodical placement services</td>
<td>3.6</td>
</tr>
<tr>
<td>Personal counseling services</td>
<td>3.3</td>
</tr>
<tr>
<td>Pastoral counseling services</td>
<td>4.2</td>
</tr>
<tr>
<td>Security and personal safety</td>
<td>3.4</td>
</tr>
<tr>
<td>CougarNet Help Desk</td>
<td>3.4</td>
</tr>
</tbody>
</table>
• Computer labs and services 3.8
• WebCT 3.9
• BannerWeb for Students 4.0
• A-V services 3.4
• Media services: TV 3.9
  • Radio 3.8
• Cougar Tracks: On Line 3.8
  • Printed 3.8
• Writing Center 3.5
• Peer Tutoring 3.4
• Fleet Vehicle Services 3.5
• Phone Services 3.8
• TV Monitor Announcements 3.7
• Pool 3.9

6R3 What are your performance results for administrative support service processes?
Below are the results of the spring 2009 Annual Technical Support Survey which is an example of performance results collected for administrative support service. This particular survey was concentrating on the use of laptop computers and their various components since new laptops are to be purchased for all faculty during the summer of 2009. The TLTC committee will use the results to choose the best laptop and accessories to purchase. Eighty-six employees responded to the survey; 27 were staff members and 59 were faculty members.

**Percent Use of Laptop Computers – Spring 2009 Survey**

<table>
<thead>
<tr>
<th>Laptop used to / or with</th>
<th>Sev times/ year</th>
<th>Sev times/ month</th>
<th>Sev times/ week</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform data analysis</td>
<td>37.7</td>
<td>23.2</td>
<td>15.9</td>
<td>23.2</td>
</tr>
<tr>
<td>Connect to A/V conferences</td>
<td>45.8</td>
<td>28.8</td>
<td>11.9</td>
<td>13.6</td>
</tr>
<tr>
<td>Blackboard</td>
<td>9.1</td>
<td>20.0</td>
<td>27.3</td>
<td>43.6</td>
</tr>
<tr>
<td>Present in class</td>
<td>19.7</td>
<td>23.9</td>
<td>35.2</td>
<td>21.1</td>
</tr>
<tr>
<td>Docking station</td>
<td>13.8</td>
<td>13.8</td>
<td>13.8</td>
<td>58.6</td>
</tr>
<tr>
<td>Present at extension sites</td>
<td>32.4</td>
<td>35.3</td>
<td>23.5</td>
<td>8.8</td>
</tr>
<tr>
<td>Headphone</td>
<td>43.1</td>
<td>27.5</td>
<td>11.8</td>
<td>17.6</td>
</tr>
<tr>
<td>Connect from home</td>
<td>15.0</td>
<td>11.3</td>
<td>28.8</td>
<td>45.0</td>
</tr>
<tr>
<td>Connect to library databases</td>
<td>26.3</td>
<td>34.2</td>
<td>19.7</td>
<td>19.7</td>
</tr>
<tr>
<td>Microphone</td>
<td>47.4</td>
<td>28.9</td>
<td>15.8</td>
<td>7.9</td>
</tr>
<tr>
<td>MS Office</td>
<td>1.2</td>
<td>0.0</td>
<td>7.0</td>
<td>91.9</td>
</tr>
<tr>
<td>Present outside of class</td>
<td>50.0</td>
<td>33.3</td>
<td>10.6</td>
<td>6.1</td>
</tr>
<tr>
<td>Video projector</td>
<td>22.4</td>
<td>30.3</td>
<td>34.2</td>
<td>13.2</td>
</tr>
<tr>
<td>Conduct research</td>
<td>2.4</td>
<td>8.2</td>
<td>21.2</td>
<td>68.2</td>
</tr>
<tr>
<td>Used on-the-road</td>
<td>28.9</td>
<td>22.4</td>
<td>18.4</td>
<td>30.3</td>
</tr>
<tr>
<td>1 or more USB devices</td>
<td>12.9</td>
<td>9.4</td>
<td>17.6</td>
<td>60.0</td>
</tr>
<tr>
<td>Wireless</td>
<td>13.8</td>
<td>18.8</td>
<td>25.0</td>
<td>42.5</td>
</tr>
</tbody>
</table>
6R4  How do your key student, administrative, and institutional support areas use information and results to improve their services?

The appropriate administrators, staff and faculty for the various support areas review the results from the surveys and other tools used to collect feedback. After their review, suggestions for changes in policies and/or procedures are made and approved by either the supervising vice president or the department head. An example of this process is the reorganization of the campus Print Services unit. Under the supervision of the VP for Administration, the User Services Team, which houses CougarNet, has taken over responsibility for Print Services. The Help Desk of CougarNet is open daily which will increase the hours Print Services is available. Previously Print Services was only open M-Th from 8 am to 6 pm and until 4:30 pm on Fridays. With the restructuring Print Services will be open to 10 pm during the week and available during normal Help Desk hours on the weekend. The change in hours was a direct response to the survey feedback received from faculty and staff, especially adjunct faculty, who need access to Print Services on the weekends.

6R5  How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

No formal comparisons of performance results with other higher education institutions have been made. In the area of institutional technology, the University IT staff meets with staff from the West Suburban colleges and universities and the CUS institutions. Best practices are discussed but no formal data or results are shared.

6I1  What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Institutional Operations?

Recent improvements are summarized in the table below. The University has become more systematic and comprehensive in the processes and performance results of institutional operations but needs to continue to improve in this area.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Examples of Improvements Made as a Result of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>New assessment plan for the Division of Student Leadership and development</td>
</tr>
<tr>
<td></td>
<td>Internal self assessment tool – Council for the Advancement of Standards in Higher Education Self Assessment – begins May 09 and will be used over the next three years</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Online tutorials for Staff &amp; Faculty (Atomic Learning)</td>
</tr>
<tr>
<td></td>
<td>Web location for commonly used HR forms (Portal)</td>
</tr>
<tr>
<td></td>
<td>Online Sexual Harassment Training</td>
</tr>
<tr>
<td></td>
<td>Quarterly New Employee Orientation</td>
</tr>
<tr>
<td></td>
<td>Informational Sessions on employee benefits</td>
</tr>
<tr>
<td></td>
<td>Online Job Board w/Web Application (Staff/Faculty/Students)</td>
</tr>
<tr>
<td></td>
<td>Professional Development Seminars</td>
</tr>
<tr>
<td>Public Safety</td>
<td>Created the emergency flipchart guide</td>
</tr>
<tr>
<td></td>
<td>Repaired sidewalks</td>
</tr>
<tr>
<td></td>
<td>Added slip resistant materials to staircases</td>
</tr>
<tr>
<td></td>
<td>Handrail improvements</td>
</tr>
<tr>
<td></td>
<td>Installed gates at top of steps going below grade</td>
</tr>
<tr>
<td></td>
<td>Installed video surveillance in parking structure</td>
</tr>
</tbody>
</table>
Food Service
- New library café and dining hall cafe
- Much more flexible meal plans
- Implemented healthy and popular student choices
- Hot breakfast and lunch options in KCC retail outlet.
- Delivery of certain items to residence halls.

Library Services
- Online tutorials for students
- Electronic delivery of student reference requests
- Reference services for students not on campus
- Increased materials’ delivery options for students not on campus
- Modifications to online databases
- Effective collection development
- Vast improvements to library web site and services

IT User Services
- Reorganized part of University Administration unit
- Classroom fixed media installations
- Integrate print services with Help Desk

IT Application Services
- Reorganized part of University Administration unit
- Campus portal with single sign-on for all services
- Business Process Redesign – many examples
- Functional improvements – imaging, self service

IT Infrastructure Services
- Reorganized part of University Administration unit
- Increase internet link bandwidth and redundancy
- Wireless – library, student center, resident hall lounges

612. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Institutional Operations?
The culture and infrastructure of the University, including the administrative offices, departments, and committees, suggest the following targets for improvement.

<table>
<thead>
<tr>
<th>Student Service Area</th>
<th>Targets and Improvement Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>Continued development of training initiatives Implement Customer Service Training Program Redesign of HR forms (FLMA/Hiring) Lunch and Learn Meetings Additional Online Training Creation of Manager Newsletters and Staff/Faculty Newsletters</td>
</tr>
<tr>
<td>Public Safety</td>
<td>Review and update the emergency guide Review and update administrative emergency response manual</td>
</tr>
<tr>
<td>Food Service</td>
<td>Greater participation in Food Services Committee. Continued satisfaction with food services provided. Ensuring that fresh, new ideas are being constantly implemented by the food service vendor.</td>
</tr>
<tr>
<td>Library Services</td>
<td>Continue collection development for new programs Additional online tutorials for students</td>
</tr>
<tr>
<td>IT User Services</td>
<td>Replace faculty laptops Summer 2009 Continue fixed media installs in classrooms</td>
</tr>
<tr>
<td>IT Application Services</td>
<td>Re-engineer CougarNet web page as a comprehensive user support tool</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Continue improving business processes</td>
</tr>
<tr>
<td></td>
<td>Continue functional improvements – electronic communication, self service</td>
</tr>
<tr>
<td></td>
<td>Implement Constituent Relationship Management (CRM)</td>
</tr>
<tr>
<td>IT Infrastructure Team</td>
<td>Continue wireless deployment around campus</td>
</tr>
</tbody>
</table>
AQIP Category 7: Measuring Effectiveness

7P1 How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?
Data critical to the operation of the University (e.g. financial, student transcripts, admissions) is managed and stored through a centralized information system (SCT Banner). Data that is necessary for program accreditation or student certification (e.g. teacher education students’ performance against national standards as recorded in the UAS) is collected and housed in the offices/departments from which they emanate. Data that has University-wide impact (such as climate surveys) is summarized in report format and is made available to faculty and staff through an internal intranet and the University portal systems.

7P2 How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?
The University selects, manages and uses information and data to support student learning in the following ways:

● To support overall institutional objectives and strategies each year our Administrative Cabinet sets our short-term strategies using University policies as a guide.

● The result is a set of performance indicators which can be implemented throughout the University and which provide measurable end results. Selected examples of these include:
  o New Student (Freshman & Transfer) Enrollment
  o Undergraduate Retention
  o Undergraduate Graduation Rate
  o Graduate Enrollment
  o Operation Net Income Ratio
  o Debt Burden Ratio
  o Semester Hours Sold
  o Revenue/Cost Analysis
  o Student Life Participation
  o Service Participation
  o Stakeholder Relationships and Results
  o Student and Staff Support & Satisfaction

● The performance indicators and action plans are passed down from the Administrative Cabinet and the Strategic Planning Counsel to appropriate Deans and Department Heads/Chairs for review and execution. Faculty and Staff in departments are informed and involved when appropriate for implementation.

Data is used extensively throughout the University to support student learning. The following are examples:

● Mission/Vision/Core Values-related
  o Ranking relative to peer institutions (e.g. US News) – Annually
  o Progress on performance indicators and action plans – Annually

● Faculty/Staff-related
  o Campus climate survey – Annually
  o Staff: Performance review by supervisors/administration – Annually
  o Faculty: Peer review process – Annually

● Financial Health-related
  o Tuition revenue trends – Each semester
  o Student acceptance rate – Each semester
  o Expenditure history: Instruction; Personnel; Operations/Plant – Each fiscal quarter
  o Cash reserves – Each semester
  o Gift, foundation, endowment contributions – Annual
• Stakeholders-related
  o Community relationships: number and duration – Twice annually
  o Alumni involvement in financial donations – Annually
  o Ratings of student teachers placed in Lutheran schools – Each semester

• Student-related
  o All students
    ➢ Program completion; Retention rate; Faculty/student ratio; Class size; GPA;
      Student evaluations of instructor and course quality – Each semester
    ➢ Student Climate Survey – Odd-numbered years
    ➢ College Student Inventory – During Freshmen Orientation Week
    ➢ National Survey of Student Engagement (NSSE) – Even-numbered years
    ➢ Cohort Climate Studies - Three times during each two year program
    ➢ Performance on Illinois State Certification Tests – Each semester
    ➢ Capstone completions – Each semester
    ➢ General Education testing – Each semester
    ➢ GAP Analyses: To ensure that course objectives aligned to state standards are
      addressed (Housed in the UAS) – Each semester
  o College of Arts & Science students
    ➢ Job placement rates – Annually
  o College of Education students
    ➢ Initial Certification (IC)-Natl. Standards via portfolio – 3 times during program
    ➢ Performance on Natl. Standards via student teaching evaluations (2) and
      observations (4) – During student teaching internship
    ➢ Pre-professional hours: diverse experiences – 100 hrs. continually assessed
    ➢ Quality of student teaching sites – Each semester
    ➢ Basic Skills Test, APT & subject matter certification test – Continually assessed
    ➢ MA School Leadership/Type 75 Cert. program - Evaluations and Portfolio
      Twice within internship
    ➢ MA School Counseling/Type 73-Internship performance – During internship
    ➢ EdD Educational Leadership/Superintendent Endorsement program-Performance
      on National. Standards. via Portfolio – Twice during program
    ➢ Diversity (gender/ethnicity) of faculty teaching education courses - Annually

7P3  How do you determine the needs of your departments and units related to the collection,
storage, and accessibility of data and performance information?
The University recognizes that information and data needs of each department will differ. Therefore, each
department determines its own needs in light of the institutional objectives. The contribution expected
from each department is communicated to each Department Chair or Program Coordinator before the
assessment of need begins, so that this consideration can be factored into their deliberations. The
following table shows Management and Selection Responsibilities for Various Types of Information.

| Management and Selection Responsibilities for Various Information and Data |
| Non-Academic Department | Department Head |
| Academics | Sr V.P for Academics, Deans, Department Chairs, Registrar |
| Operations | V.P. for Administration, HR Director, Facilities Director, Chief of Security |
| Admissions | V.P. Admissions & Student Services, Director of graduate & undergraduate admissions |
7P4  **How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?**
Currently the process used for the analysis and dissemination of data varies and is a function of whether the data is used and stored in a centralized or decentralized fashion. Centralized data, such as admission data and fiscal data, is analyzed under the direction of the VP for Marketing and Enrollment Services and is disseminated in both written and verbal form, through the use of reports and faculty/staff briefing meetings. Decentralized data, such as data on performance of students in education programs, is analyzed within the responsible office (e.g. College of Education) and is formally disseminated to appropriate administration and faculty in written form.

Decisions on revision of current courses and adding new courses are made on the basis of meeting state requirements and/or meeting standards for accreditation or certification within programs. Revisions are also considered in response to student responses on course evaluations and climate surveys. These assessments for revisions/additions follow this hierarchy:
- University
- Department
- Course
- Individual Instructor
- For “Bookend” courses the assessment is made by a group of those teaching each of the courses rather than an individual instructor.

The CURES office coordinates many of the assessments that are accomplished at the University. This includes the Climate Surveys, Cohort Course Evaluations, data collected for external use (e.g. U.S. News), course evaluations, as well as many of the specialized assessments required by the University.

7P5  **How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?**
The University, as a member of the LCMS, has a need for comparative data on the ten universities in the CUS to determine its level of excellence in this education community. This information, therefore, is of high priority. Current and historical enrollment data for each of the ten colleges and universities in this system are compiled and published yearly by the Board for University Education. Similarly, we have a need for comparative data on other Universities with significant teacher training programs. This information is provided by the ISBE, SPA’s, and NCATE. Again, the purpose is to determine our standing with regard to selected measures in this much wider community. For the teacher training programs the goals of continuous program improvement and maintenance of NCATE accreditation are the criteria used to determine which information is obtained.

7P6  **How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?**
Programs, courses, and services are developed with goals that are aligned with the University Mission/Vision/Core Values. State requirements and requirements for Accreditation and Certification within disciplines are also major considerations. This ensures that our measurement of the outcomes of these program, course, and service goals is aligned with our institutional goals.
Assessment findings are reported at Cabinet meetings through the appropriate Vice Presidents to the person/persons in charge of the respective program/department. These people regularly review the findings with appropriate personnel in their area who discuss and make revisions to programs, courses, and services as deemed necessary.

A current Action Project of the University is the revitalization and improvement of program evaluation. The first part of the program evaluation calls for the academic department or unit to summarize how the programs in the department help the University accomplish its mission. The specific goals of the department or program need to be delineated in this section. The Sr. VP for Academics, the College Dean and the Academic Cabinet will review the submitted program evaluation materials.

**7P7 How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?**

The SCT Banner Team meets regularly to update current data needs, define standards and recommend changes to keep data within users’ needs. The IT department meets regularly to keep current with the latest hardware and software. Upgrades are done on a regular basis. Specific administrative departments are responsible for collecting and maintaining data for their departments via training for all users. All access to data is secure and available 24 hours per day, 7 days per week. Security is maintained through usernames and passwords, and available only to school officials on a “need to know” basis. The University Helpdesk is the central point for any questions, problems, and service requests. This service is available daily (88 hours per week) and is staffed by student and staff members.

With regards to the security of our information systems and processes, the University has a Campus Wide Information Systems Policy which is supervised by the VP for Administration. During the spring of 2005, the VP for Administration initiated a review of campus procedures for retaining and destroying documents. In May of 2005, the Board of Regents approved a new Record Retention Policy and Procedure for the University. The new procedure was shared with the various units and academic departments via program coordinators, supervisors and department chairs. Documents older than those outlined in the policy were submitted to the VP of Administration for destruction. The various policy documents and log sheets are available in Resource section of the Portal.

**7R1 What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?**

The measures of effectiveness of our system are measured, analyzed and collected regularly with our Climate Surveys of faculty, staff and students. The TLTC assesses the technology needs and satisfaction level of all faculty members on the Annual Technical Support Survey. We measure system availability, satisfaction with the support staff, departmental data needs and satisfaction with the software. Banner Team meetings are held regularly to assess the needs and satisfaction level of the primary centralized-data users in each major area of the University. Adjustments are made based on the results of the measurements. A recent example would be a Satisfaction and Needs assessment conducted by our Instructional Design and Support staff in preparation for choosing the replacement laptops for our faculty and professional staff.

**7R2 What is the evidence that your system for Measuring Effectiveness meets your institution’s needs in accomplishing its mission and goals?**

Banner Team meetings are held regularly to assess the needs and satisfaction level of the primary centralized-data users in each major area of the University. The TLTC assesses the technology needs and satisfaction level of all faculty members on an annual basis. As Banner Web is more fully available, faculty, staff, and students are gaining more access to critical information and services to keep them informed and help them function more effectively. The system is secure in limiting the types of access (read only or modify) and limiting populations to select screens and forms.
On the latest Climate Survey faculty and staff indicated that they have access to appropriate information to do their job by a score of 3.8-4.0 on a 5-point scale. They indicated even stronger, 4.1, that they have access to effective modes of communication to accomplish their job effectively.

In the table below are the 2008-2009 results for the Measure of Academic Proficiency and Progress (MAPP) exam given to all freshman and senior-standing students. The exam is used to review the General Education curriculum of the University.

Scores for All Students Who Took the MAPP Test in AY2008-09

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CUC</td>
<td>Peers</td>
</tr>
<tr>
<td>Total Score</td>
<td>442.23</td>
<td>443.8</td>
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<tr>
<td>Critical Thinking</td>
<td>111.06</td>
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</tr>
<tr>
<td>Reading</td>
<td>117.68</td>
<td>118.2</td>
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<tr>
<td>Writing</td>
<td>114.10</td>
<td>114.4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>112.57</td>
<td>113.3</td>
</tr>
<tr>
<td>Humanities</td>
<td>114.73</td>
<td>114.7</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>113.23</td>
<td>113.4</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>114.19</td>
<td>115.0</td>
</tr>
</tbody>
</table>

7R3 How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The centralized database maintained in Banner is conducted under the larger umbrella of the Concordia Academic Information Service (CAIS) and the CUS. This allows the ten colleges and universities in the system to work collaboratively and share comparative data and processes.

Examples:
- Comparative data on financial health guidelines set by the financial community
- Comparative data for admission data on other schools (particularly CUS schools)
- College of Education comparative data for State Certification Programs
- Pass rates of program completers from each certification program pass rates analyzed
- Pass rates on each subject test are compared to state certification pass rates for each administration of the exam
- College of Education data: National Accreditation through NCATE for the College as a whole and each program accredited nationally through subject-specific SPA’s.

7I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

We spent a good part of a year finding the best instrument for measuring the effectiveness of our General Education curriculum. The decision process included speaking with Research Officers in our peer institutions to see what they were using and collecting information from many companies who provide viable instruments to measure General Education outcomes. After extensive research, we chose the Measure of Academic Proficiency and Progress (MAPP) from ETS. We are administering this test to all
of our freshmen and seniors each year through our First Year Experience course for our freshmen and the senior capstone course, Values & Virtues, for our seniors.

This test allows us to compare our student outcomes with those of peer institutions and national norms. These are annually shared with our academic departments and programs through the deans of the colleges, and they in turn meet with their faculty members to address areas that could be improved. After noting that there was a need for improvement in our students’ math skills and proficiency, our Mathematics Department was involved in an extensive review of each pre-calculus course offered. After this review the department revised several course and added a series of fundamental courses designed for the weaker students. With Faculty Senate approval, the department initiated a new placement test to better determine the best first course for incoming students. Since the 2008-09 academic years was the first year for this new approach, the department will be reviewing the data and making adjustments this summer.

It also became apparent that we needed to improve the writing and critical thinking skills of our students. For the last five years, the second writing course was offered by various departments, including sections offered by the English Department, with each using different approaches and with mixed results. Beginning in the 2009-10 academic year, the second writing course offered will be Writing about Literature which will again be taught only by the English Department. An additional faculty member has been hired to staff the increased number of writing sections. Recently we have begun using “SafeAssign” as a learning tool for students, both graduate and undergraduate, as they prepare writing assignments. Students were also encouraged to use our Writing Lab. These efforts resulted in a 2% increase in the proficiency rating of our seniors in the last MAPP testing.

This past year Concordia participated in an ETS program, Voluntary System of Accountability (VSA), developed to evaluate the effectiveness of general college education. The study examined how student progress in college, indicated by the performance difference between freshmen and seniors after controlling for admission scores, can be measured using the MAPP test. On a scale of 1 to 10, with 10 being the highest, Concordia received a Value Added score of 9 overall, with a score of 7 in Critical Thinking and 8 in Writing.

Concordia has also expanded our GAP analysis to the College of Business and several programs in the College of Arts and Sciences with appropriate revisions to the instrument. This will give us good, concise data which can be compared across classes, courses, and disciplines.

We have also made the decision to use the National Survey of Student Engagement every other year with our freshmen and seniors. This will give us good data to measure if what our incoming freshmen anticipate finding in their college experience is being met by our programs and services.

712 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

At the present time the University has no plans to establish a University-wide Quality Council or hire a Quality Manager as these functions are currently accomplished by the AQIP Steering Committee and the Strategic Planning Committee. Such decisions are typically reserved for the colleges. For example, the College of Graduate & Innovative Programs has established a Quality Assurance Committee that meets monthly to evaluate graduate programs. See also the second paragraph of 7P4.
AQIP Category 8: Planning Continuous Improvement

8P1 What are your key planning processes?
The planning process is outlined in the following diagram:

The process is broken down into long range and short term planning:

**Long Range Planning:**
1) Mission/Vision/Core Values
   - University’s long-term institutional vision.
   - Foundation for planning.
   - Developed/reviewed/updated periodically
2) Strategic plan
   - Link between mission/vision and its implementation.
   - Prepared by an appointed task force of the University and incorporates feedback from a combination of faculty, staff and administration.
   - Reviewed and updated annually.
3) Critical Targets
   - Board of Regents with the help of the Strategic Planning Council identified six strategic areas of focus (academics, finances, enrollment, sphere of influence, collegiate environment and facilities & technology) in order to achieve the long-term vision.
   - Reviewed and updated periodically.
4) Institutional Objectives (currently under review by Board of Regents)

**Short Term Planning:**
1) Establish Institutional Objectives
   - Specific activities identified as instrumental in achieving each of the Board of Regents’ Critical Targets.
• Specific measurements are assigned to each Critical Target, including current performance and short and long-term goals.

2) Establish Action Plans
• For each objective an action plan is developed by the responsible administrative unit.
• Progress in the action plans is monitored on a monthly basis by the Strategic Planning Council.

8P2 How do you select short and long-term strategies?
The Strategic Planning Council, consisting of faculty, staff, and students, developed and recommended the following six Critical Targets to the Board of Regents.
• Academics
• Finances
• Enrollment
• Sphere of Influence
• Collegiate Environment
• Facilities and Technology
From those Critical Targets, twelve objectives (listed in question five of the Institutional Overview) were created to address the Critical Targets. The Strategic Planning Council is currently updating and redrafting these objectives to better reflect the current emphases of the University.

8P3 How do you develop key action plans to support your organizational strategies?
Meeting bi-weekly, the Strategic Planning Council reviews the objectives, suggests action plans to accomplish the objectives, and monitors the plans associated with them. The Council members include the vice presidents, four faculty representatives nominated by their peers, three staff members nominated by the Staff Council and two students nominated by the Student Government Association. The plans are implemented by the administrative units with ownership in them, having been passed down from the Cabinet through the appropriate vice-presidents, deans, and department chairs.

8P4 How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization’s various levels?
With the University’s mission in mind, the Strategic Planning Council identifies new strategies and action plans after examining quarterly Board of Regents reviews, campus climate surveys, departmental reviews of objectives, and identified critical issues. The results of these, along with new institutional strategies and action plans are communicated regularly to the college deans, department heads, faculty, and staff. As new strategies and action plans are identified, they are assigned to an appropriate vice president and assisted by a partnering group. These teams together develop, execute plans, and monitor activities to achieve goals. The Strategic Planning Council regularly reviews these results.

8P5 How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?
During Spring 2009, the strategic planning process has been taken to the next level in each of the vice presidential units. Each of the vice presidents has drafted a purpose statement for their division which was followed by the development of primary responsibilities for the area. These primary responsibilities were then crafted into divisional goals. With this accomplished these responsibilities and goals have been provided to the individuals who have direct reporting responsibilities to the vice president. For example the college deans are the appropriate group for the academics division. These deans are now being asked to take the responsibilities and goals and develop college objectives that support them. After the deans have completed their work the department chairs in each college will become involved. In completing this process the entire academic division will be “pulling in the same direction relative to the objectives of the University”.

8-2
8P6 How do you link strategy selection and action plans, taking into account levels of current resources and future needs?
The Strategic Plan helps guide the selection of new programs and initiatives. However, the institutional objectives suggested in the Strategic Plan are contingent upon the development of necessary financial and staff resources. The Strategic Planning Council works closely with the Vice President for Finance as well as the Vice President for Development and Alumni Relations to ensure that objectives are ambitious yet realistic given current and expected resource levels.

8P7 How do you assess and address risk in your planning processes?
The data collection and review conducted by the Vice Presidents help to assess the risks associated with all of the objectives which are then modified as needed. New initiatives are subject to a feasibility study to ensure fiscal responsibility and program viability. Programs that do not pass the feasibility study are not pursued.

8P8 How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?
The Administrative Council has given a high priority to the funding of staff and faculty development activities including retraining as required for changing program needs. This includes an increase in the funding made available for attendance at regional and national conferences and workshops as well as for professional memberships. The burden on the University is to provide the funding and release time for such activities. The burden on the faculty and staff is to engage in these development activities. These activities are reviewed as a portion of the following evaluations:
- Faculty Contract Renewal
- Faculty Advancement in Rank
- Tenure Application
- Post Tenure Review
- Annual Staff Reviews
- Administrative Reappointments

8R1 What measures of the effectiveness of your planning process and systems do you collect and analyze regularly?
Since the creation of the Strategic Plan, the Strategic Planning Council has been able to track the progress of the specified objectives. As an objective is accomplished, it is removed from the list. Periodically, the Strategic Planning Council reviews the objectives as a whole to ensure they are still relevant and to assess their progress as well as add new objectives as needed.

8R2 What are your performance results for accomplishing your organizational strategies and action plans?
Since the establishment of the position of the Vice President for Planning and Research, this administrator, together with the Strategic Planning Council has facilitated the development of a Strategic Plan. The Strategic Plan, based on the mission, vision, and core values has established twelve objectives that form the basis of planning activities. A partial list of accomplishments is included in the response to 8R4.

8R3 What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?
The projections and targets are based on the objectives contained in the Strategic Plan which are listed in question five of the Institutional Overview.
8R4 How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?
The University does not track its progress as compared to other similar institutions on a University-wide basis. However, there are some comparisons done through surveys conducted by Enrollment and Marketing and the Student Life division in conjunction with Noel Levitz. The University also participates in NSSE which provides comparison data (all items that contribute to a benchmark are converted to a 0 - 100 point scale):

**National Survey of Student Engagement 2008**
**Benchmark Mean Comparisons**
**Concordia Senior Data**

<table>
<thead>
<tr>
<th></th>
<th>CU-Chicago</th>
<th>Lutheran Consortium</th>
<th>Carnegie Class</th>
<th>NSSE 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Academic Challenge</td>
<td>54.6</td>
<td>61.3</td>
<td>56.9</td>
<td>56.5</td>
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<tr>
<td>Active and Collaborative Learning</td>
<td>49.3</td>
<td>52.9</td>
<td>52.3</td>
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<tr>
<td>Student-Faculty Interaction</td>
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<tr>
<td>Enriching Educational Experiences</td>
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<tr>
<td>Supportive Campus Environment</td>
<td>55.9</td>
<td>66.4</td>
<td>59.8</td>
<td>58.0</td>
</tr>
</tbody>
</table>

**National Survey of Student Engagement 2008**
**Benchmark Mean Comparisons**
**Concordia Freshmen Data**

<table>
<thead>
<tr>
<th></th>
<th>CU-Chicago</th>
<th>Lutheran Consortium</th>
<th>Carnegie Class</th>
<th>NSSE 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Academic Challenge</td>
<td>54.6</td>
<td>58.3</td>
<td>51.9</td>
<td>52.9</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>46.2</td>
<td>45.3</td>
<td>43.1</td>
<td>42.5</td>
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<tr>
<td>Student-Faculty Interaction</td>
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<td>35.7</td>
<td>35.0</td>
<td>34.6</td>
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<tr>
<td>Enriching Educational Experiences</td>
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<td>26.3</td>
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<tr>
<td>Supportive Campus Environment</td>
<td>60.0</td>
<td>68.2</td>
<td>60.7</td>
<td>61.1</td>
</tr>
</tbody>
</table>

**National Survey of Student Engagement 2008**
**Benchmark Mean Comparisons**
**Combined Senior and Freshmen Data**

<table>
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<th>CU-Chicago</th>
<th>Lutheran Consortium</th>
<th>Carnegie Class</th>
<th>NSSE 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Academic Challenge</td>
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<td>54.4</td>
<td>54.7</td>
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<tr>
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<tr>
<td>Student-Faculty Interaction</td>
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<tr>
<td>Enriching Educational Experiences</td>
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<td>42.1</td>
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<td>Supportive Campus Environment</td>
<td>58.0</td>
<td>67.3</td>
<td>60.3</td>
<td>59.6</td>
</tr>
</tbody>
</table>

8R5 What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?
Based on the objectives identified in the Strategic Plan, over the last three years the University has:
- Opened a College of Business that now offers a M.B.A. (Objective 1)
- Entered into a new campaign to increase the endowment, finance new facility construction, and increase the financial viability of the University (Objectives 4,5,8)
• Launched several new graduate programs including gerontology, partnership programs with CITE and SAIL, a 4+2 partnership program with RUSH University to offer a path to a Generalist Entry Masters of Nursing degree, and a 3+2 partnership with RUSH in Occupational Therapy (Objective 1)
• Initiated marketing and recruiting efforts to increase the enrollment (Objective 6)
• Created new programs in Microscopy (in partnership with the College of Microscopy an affiliate of The McCrone Group) and Emergency Medical Services (in partnership with Loyola University Medical Center)

Of those twelve original objectives, many have been accomplished or are on track to meet their established timelines. Due to this, the Strategic Planning Council is updating and developing new objectives to ensure that the University continues to progress toward the vision.

811 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?
One of the most significant improvements that occurred after the University received its first Systems Appraisal Feedback Report was the establishment of the University AQIP Steering Committee. This committee was established to coordinate the establishment of new action plans, the monitoring and review of existing action plans and the coordination of all AQIP activities. The committee meets monthly and is chaired by the Assistant Vice President for Academics. This eleven member committee currently consists of three staff members, five teaching faculty, a dean, and the senior vice president for academics in addition to the chair. The faculty represents both graduate and undergraduate programs.

As a result of our participation in the AQIP process, we have taken the initial steps to create a systematic approach to planning continuous improvement. At present, assessment for continuous improvement occurs in a combination of formal survey instruments, either developed internally or purchased off-the-shelf, conducted with specific populations and as needs and concerns arise out of departmental groups or committees. Recent surveys include: Campus Climate Survey that solicited responses from students, faculty and staff; the National Survey of Student Engagement administered every other year; the ACT Admitted Student Survey, and an alumni survey taken in fall 2008 where 2000 responded to questions asking how the University can improve resources and services available to them. Data and findings from these surveys enable us to monitor systems and processes for improvement.
At present, information from students, faculty, and staff groups are also solicited through a series of campus forums that have dealt with specific topics, such as core values and new programs and initiatives as examples.

812 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?
The establishment of The Office of Planning and Research has provided the necessary infrastructure to facilitate the selection of specific processes to improve. The Strategic Planning Council is always working on ensuring that the Strategic Plan is on track. Additionally, the Strategic Planning Council maintains the plan; updating the objectives as they are accomplished or as the needs of the University change.
In addition the data gathered from the bi-annual faculty/staff climate surveys, bi-annual student climate surveys, the results collected from the NSSE from the students, as well as the general education information collected from all undergraduate students in their senior year of study provide valuable input. Additional information about the data collected can be found in the responses to category seven.
AQIP Category 9: Building Collaborative Relationships

9P1 How do you create, prioritize, and build relationships with educational organizations and other organizations from which you receive your students?
There are a number of areas in the University through which relationships are created, prioritized and built. These include:

Office of Undergraduate Admission
This office coordinates the visits by admissions counselors to the public and private high schools, and elementary schools that provide us with prospective undergraduate students. They also work with the guidance counselors of the local community colleges for the efficient coordination of transfer student applications. In addition the admissions staff represents the University at regional and state teacher’s conferences where they influence teachers to recommend Concordia to their promising students.

Office of Graduate Admission
The main purpose of this office is to maintain contact with graduate students who have applied to the various master’s and doctoral programs offered by Concordia. With the aid of the group of Graduate Program Specialists who are affiliated with this office, the University can maintain constant contact with students during their programs using both e-mail and phone.

K-12 Teachers Alliance
This is the marketing firm contracted by the University to work with the public schools in the Chicagoland area to attract current elementary and secondary educators to our post baccalaureate programs. They represent the University at information sessions and in-service meetings held at these schools.

Director of Church Relations
This individual serves as the liaison with the local geographic district of the Lutheran Church - Missouri Synod as well as the individual pastors who meet quarterly in circuits within the district. This individual represents the University to the stakeholders that are in the church.

Office of Alumni Relations
Within the last year the University funded and filled a full-time position of Director of Alumni Relations. The director is charged with insuring that communication channels with graduate and undergraduate alumni are created, maintained, and strengthened. These contacts assist the University in recruiting prospective students for the University.

Presidential Advisory Councils
There are various councils that provide input to the president, academic vice president, and college deans as they consider additions to, modifications in, and deletions of programs. These changes help insure that programs will be attractive to and meet the vocational needs of prospective students.

Office of Marketing
This office assists both the Office of Undergraduate Admissions and the Office of Graduate Admissions by providing appropriate materials that can be shared with prospective students.

Professional/Cooperative Agreements
Prospective graduate students have been identified by agencies that have officially partnered with the University including SAIL, CITE, and RUSH in addition to others.

9P2 How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations’ requirements?
There are a number of areas in the University where relationships are created, prioritized and built. The planning and prioritization are coordinated by the Administrative Cabinet and the Strategic Planning Council. These include:
Office of Field Services
This office coordinates the placement of undergraduate and graduate students in K-12 schools for the purpose of completing 100 hours of preprofessional hours that are required before the student teaching experience. Once these hours have been completed and all other requirements have been satisfied this office also works with the schools to schedule the full semester student teaching experience. This office provides the most direct contact between the University and the schools.

Career Services
This area provides students with counseling and resources to develop career management goals; provides upper-class students, graduate students, and alumni with job search services to find appropriate internships, full-time employment and/or graduate school enrollment; and provides area employers with opportunities to evaluate and interview seniors and graduates regarding employment opportunities.

Synodical Placement Office
For students enrolled in programs leading to careers in professional church work, this office works with students to secure initial placements in Lutheran schools and churches of the Lutheran Church-Missouri Synod. This office provides a direct link for the students with the various schools, churches, and other agencies in which our students are called to serve as professional church workers.

Collaborative Schools
Currently the College of Education has agreements with four schools (Walther Lutheran H.S., Walther Lutheran Academy, Grace School, and Dever School) that allow our pre-service teacher education students to work collaboratively with the faculty and staff to provide preprofessional hours, teacher aiding, tutoring, and other services to students. The school staff works collaboratively with the Concordia education faculty to insure that our programs reflect the most current and best practices in education.

Director of Graduate Internships
This office works with K-12 schools to design and establish internships which satisfy a critical requirement in several of our popular master’s programs (School Leadership, Counselor Education, and Reading Education). The relationships created by this office are invaluable to our graduates as they seek employment in the schools upon completion of their academic programs. A new Ambassador Program, being initiated this fall, will further enhance the relationships with the school districts serving our interns. In addition, the on-site intern supervisors will receive a tuition waive for a graduate level course.

9P3 How do you create, prioritize, and build relationships with the organizations that provide services to your students?
The University currently does not have a formal process through which it enters into, maintains, and strengthens these relationships.

9P4 How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?
Though our process is informal, the collaborative relationships are created, prioritized, built and strengthened in order:

- To comply to state mandates in the programs of the College of Education
- To best serve the students enrolled in all University programs
- To meet academic and accreditation requirements
- To improve current student services and initiate new services
- To support and facilitate the delivery of desired educational programs now and in the future
- To improve programs as a result of ongoing written and verbal communications
- To assist the programs of local schools, congregations, and community agencies
- To provide opportunities for students to develop as servant leaders
- To provide academic service learning experiences to our undergraduate students
- To provide additional academic opportunities for students through collaborative partnerships with other educational institutions

These relationships are most effective when:

- Faculty and staff are active members in professional and community organizations
- Professional periodicals and web sites are monitored and used
- University values are assessed to determine where the University can best advance and serve the mission of the University
- Strategic planning is used to determine the most valuable programs and the most valuable relationships that departments can develop

**9P5 How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community in which you interact?**

In addition to the information provided in the response to 9P4, the University has established and maintained the following relationships:

**SAIL** With this partner Concordia provides post baccalaureate education to the administrators of public schools in the state of Ohio. This partnership has existed for two years and was initiated at the request of SAIL when they were seeking a University partner who could provide on-line and hybrid degree programs. This collaboration was facilitated by the reputation of Concordia University in the field of education and educational leadership programs together with professional relationships faculty and administration have with the leaders of SAIL. The success of the collaboration is being assessed by SAIL.

**CITE** This collaboration occurred shortly after our contact with SAIL and resulted from the same contacts and relationships our faculty and administration had with this organization. CITE contacted the University to provide post baccalaureate education in on-line and hybrid formats to prospective administrators in the New York City geographic region.

**ACCA** This consortium of colleges and universities in the Chicago metropolitan area allows our undergraduate students to experience courses, workshops, and seminars in the field of science that would not be accomplished by a single instructor. Courses offered by ACCA are regularly taught by instructors on the faculty of member universities, professionals from the field, as well as members of the staff at the Morton Arboretum, Shedd Aquarium, and other local museums. These in-depth experiences allow our students to make connections with prospective employers. This collaboration allows the University to compare its science, mathematics, and business offerings with those of other colleges and universities in the Chicago metropolitan area.

**West Suburban Deans Meeting** This is an informal group of vice presidents and deans of colleges and universities located in the western suburbs of Chicago that meets monthly over lunch during the academic year to discuss common issues. Although no formal minutes are recorded at the meetings, the discussions held assist all participants by providing a sounding board for new ideas and for possible resolutions to issues facing the membership.

**Annual Lutheran CAO Meeting** The meetings of this group include the CAO’s of all of the Lutheran Colleges and Universities in the U.S. and Canada. Each meeting includes a two day presentation and discussion of a current trend or issue facing higher education. Included as part of the meeting is a half day break out session where the CAO’s of the CUS schools discuss issues particular to their situations.
9P6 How do you ensure that your partnership relationships are meeting the varying needs of those involved?
Various methods are used to insure that the relationships are meeting the needs of those involved. This includes the following:

- Regular communication with representatives of the partners to assess progress
- Regular meetings between University and partner personnel
- Assessment of the climate and tone of these communications and meetings as they may reveal some unmet needs
- Collection of data that is shared with partners provide evidence that needs have been satisfied
- Being responsive and accessible to the partners

9P7 How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?
The University has encouraged interdisciplinary and cross-departmental efforts in the delivery of “mission specific” and several multi-departmental course offerings. For example, this past fall a team of faculty from seven different academic departments and three staff members taught the eleven sections of IDS 1970 Freedom and Responsibility. A lead instructor, who scheduled weekly meetings of the teaching team and the student mentors used to assist in these classes, coordinated the work of the team. This process has been followed for the seven years the course has been offered. An additional team drawn from five different academic departments taught the nine sections of IDS 4970 Values and Virtues. Communication between the instructors takes place via e-mail and one-on-one meetings during the academic year.

Other courses that draw faculty from several different departments include the following:
- HUM 1970 Arts and Ideas
- NSCI 1110 Concepts in Chemistry and Biology
- NSCI 1120 Concepts in Physics and Earth Science
- NSCI 1130 Problem Solving in Mathematics and the Sciences
- NSCI 1970 Energy and the Environment
- SBS 1970 Diversity in American Society

In addition to these courses the College of Education and the College of Arts and Sciences have collaborated in the design of semester-long methods blocks courses. The first block involves methodology in art, literacy, and mathematics while the second combines methods instruction in music, physical education, science, and social studies. A requirement in each block includes the teaching of four lessons to children in one of our collaborative schools.

The extensive use of technology on campus (email, internet, intranet, Blackboard) allows the faculty, students, and staff to maintain and build on the relationships that have been created. A weekly program entitled “Tool Time” allows faculty and staff to refine their technology skills. “Tech Tips”, an online technology newsletter, is distributed weekly and technology workshops are held by the IDT Team on a regular basis.

The past two years, several break-out sessions at the Fall Faculty Seminar held before the start of the academic year engaged faculty from several departments in conversations designed to plan ways that the faculty could address the “charges” the President gave them for the academic year. Faculty Senate used the comments from the seminar sessions as discussion points for the open forum section of their monthly meetings. In an effort to continue to build community, the Faculty Senate has established a group, consisting of faculty representing each of the four colleges, to design professional and social activities for the entire faculty during the 2009-10 academic year.
9R1 What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?
The current system of measurement is not as formal as the University would desire but does depend on the following:

- Informal and formal surveys
- Information gathered to address the objectives of the Strategic Plan
- The attendance record for participants at collaborative events
- Subjective evaluations which include participant reaction to events and services

This is an area where the University needs to design a more formal and data driven methodology that can better measure the current success of the relationships as well as provide information that can be used to enhance them.

9R2 What are your performance results in building your key collaborative relationships, external and internal?
As mentioned in 9R1 a large proportion of our results are gathered informally. This information has produced the following changes:

- Enhanced service/support for students (i.e. Academic Student Services)
- Additional academic programs for students (i.e. new BS and MBA programs)
- Increased visibility in local press
- Reduction in student withdrawals between orientation and first day of class
- Improved morale of students, faculty, and staff - Climate Survey results
- New opportunities for professional and leadership development

9R3 How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?
The National Association for Educational Statistics reports that the placement rates for Concordia are very comparable with peer institutions. Our participation in alumni and fund raising activities are comparable to other private colleges in the Midwest, but there is room for improvement as reported in the annual U.S. News and World Report statistics. Other comparisons are difficult due to the informal nature of our process.

The placement results within six months of graduation for those in our undergraduate liberal arts and education programs can also be used for comparison with other organizations. These results are:

- College of Arts & Science Graduates
  - 89% are currently employed or continuing their education
- College of Education Graduates
  - 85% are currently employed or continuing their education

9I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?
The improvements in this area include:

- Presidents and Other Advisory Boards
  These boards have increased the communication between the University and the following stakeholders: Business Partners, Parents of Undergraduate Students, and Alumni. The input gained from the meeting of these boards has impacted the work of the Strategic Planning Council and the Administrative Cabinet
**Collaborative Relationships**
The recent identification and establishment of collaborative relationships with SAIL and CITE has allowed the University to tap a previously unknown source of graduate students who are now pursuing masters and doctoral programs at the University.

**Director of Alumni Relations**
The decision to move from a part-time director to a full-time director two years ago has caused an increased level of communication with these important stakeholders. Since the creation of the full-time position, a monthly electronic newsletter was established, a comprehensive on-line survey of alumni was conducted, and the number of regional alumni gatherings has doubled.

**Tomorrow’s Promise**
This past fall a unique partnership was established between the University, Fifth/Third Bank and School District 88 (Bellwood). This partnership will provide University resources and support (including laptop computers for all participants) for identified six grade students. If these students are successful through high school graduation, they will be eligible for four years of study at Concordia at no cost for tuition.

**Academic Service Learning**
The growth of this program has increased the number and level of partnerships with community agencies. The growth was made possible by the creation of the position of Director of Academic Service Learning that was created two years ago. This past semester, nine community partners were regularly working with the University and its students. This past year, eighteen faculty members (17%) included academic service learning into their courses, with a number of them integrating this experience into multiple courses.

912 How do your culture and infrastructure help you select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

The culture and infrastructure described in the response for 8P1 helps outline how the University sets its targets for building collaborative relationships. As is the case for much of the work of the University, the Administrative Cabinet and the Strategic Planning Council are critical to this process.