

**Index to the Location of Evidence
Relating to the Commission's *Criteria for Accreditation*
Found in Augsburg College's *Systems Portfolio***

May 15, 2005

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

- **Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.**
 - The Board of Regents and Faculty approved the vision document *Augsburg 2004: Extending the Vision* in 1998 and its successor (*The Augsburg Vocation: Access and Excellence*) in 2005. [Overview]
 - The mission reflects the College's commitment to providing a liberal arts education, integrating the faith and values of the Christian church, emphasizing its urban location, and striving for an intentionally diverse campus community. [Overview, 2C1, 2C2]
 - The mission and vision documents are readily available to internal and external audiences; College leadership reinforces key messages in a variety of venues and in the hiring process. [2P2, 5C2]
 - The Augsburg Core Curriculum design approved by the Faculty in 2002 stems from principles grounded in the College's mission and vision; Signature Curriculum was designed to highlight the mission. [1C1, 1C2]
 - Board of Regents approved 2005 strategic directions drawn from principles underlying the vision and mission. [8C1, 8C2]
- **Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.**
 - Building an intentionally diverse campus community is central to the educational enterprise. [1C1, 1C5, 2C1, 4C3]
 - Strong academic and student support services are designed to meet the diverse needs of the College's learners. [1C4, 1P5, 1P9, 3P2, 4C1, 6C1]
 - Distinctive objectives guide curricular innovation, including engaging students in the transformative discovery of and appreciation for one's place of leadership and service in a diverse world. [2C2, 2C3, 2R1]
 - One or more of the central aspects of the mission has served as the driving force behind the establishment and maintenance of key collaborative relationships. [9C1, 9C2]
- **Core Component 1c. Understanding of and support for the mission pervade the organization.**
 - Sustaining and amplifying the College's Lutheran identity is the institution's primary distinctive objective. [2C1].
 - College clearly communicates the mission and purposes for prospective employees and includes a Mission Committee interview in the faculty hiring process. [2P2, 4P2]
 - Signature components of the Augsburg Core Curriculum are derived from the mission (e.g., Engaging Minneapolis, Augsburg Experience, Christian Vocation and the Search for Meaning I and II). [1C1, 1C4, 2C1, 9R1]
 - Divisional and departmental objectives are aligned with College-wide initiatives, which are mission and vision-driven. [8P1, 8R2]

- The success of the Exploring Our Gifts: Connecting Faith, Vocation, and Work program in incorporating the vocation theme throughout the campus derives in large part from the inclusion and consideration of the entire community in planning and developing the program. [2P1, 2P5, 2R3]
- **Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**
 - A broad range of stakeholders was included in the process to revise the vision document. [Overview, 8P1]
 - Governance that is shared between the Board of Regents and the Faculty is central to the College's decision-making process. [5P3]
 - Collaborative administrative structures are designed to support the fulfillment of the mission. [4C1, 4P3, 5C1, 5P1, 6P3, 9R1]
 - Faculty and administrative governance bodies review new programs and major curricular initiatives. [1P2]
- **Core component 1e. The organization upholds and protects its integrity.**
 - Foundational elements of the College's Lutheran identity have been translated into curricular and co-curricular programs. [1C1, 2C1, 2C2]
 - Values and expectations outlined in the vision document speak to ethics and equity, social responsibilities, and community service and involvement. [5C3]
 - *Faculty Handbook* and *Staff Handbook* affirm the importance of equity, civility, ethical practices, and compassion in personal and professional interactions. [1C5, 4P3]
 - Procedures are in place to address issues of fairness and equity. [1C5, 3P6]
 - Mission and vision fit, market need, and financial impact on the College are the key criteria used to evaluate short- and long-term strategies. [8P2]

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

- **Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.**
 - Board of Regents approves strategic directions and College-wide initiatives that are derived from the principles underlying the vision. [8C2]
 - 2010 market portfolio analysis identified strategic, demographic, and competitive trends, market opportunities, and financial implications. [5P4]
 - Demographic trends relating to workforce needs are tracked and analyzed. [4C3]
 - Hiring processes are designed to attract individuals who possess requisite skills, values, and credentials. [4P1, 4P2]
 - Processes to identify the changing needs of student groups are utilized. [3P1]
 - Creating a robust human capital plan will strengthen the College's preparation for the future. [4I1]
- **Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**
 - *Access to Excellence: The Campaign for Augsburg College* advances the quality of educational programs. [5C2, 9R1]

- Fiscal 2004 and 2005 budget surpluses were invested in the Endowment, Physical Plant Reserves, and College priorities. In addition, a Research & Development Fund was established to support the development and implementation of the Augsburg Core Curriculum, faculty research in the sciences, and fine arts initiatives. [8P6]
- *Augsburg College Factbook* and *Annual Financial Audit Report* include the primary measures of institutional health. [5P4, 6P5, 7C2]
- Strategic planning capability for revenue growth and program prioritization must be designed to develop profitable programs that advance the College's mission. [1P2, 1P8, 8C2]
- Strategic planning process is evolving into a more formalized system and is flexible in its ability to respond to changing needs. [8P1]
- **Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**
 - *Augsburg College Factbook* and *Annual Financial Audit Report* provide data for decision making and measuring institutional effectiveness. [5P4, 6P5, 7C2]
 - All divisions will use 2005 Noel-Levitz Student Satisfaction Inventory and Institutional Priorities Survey results to identify opportunities and set priorities for improving campus programs and services. [3P1, 3I1]
 - Enrollment Management Division evaluation measured leadership and communication processes and identified continuous improvement priorities. [5P9]
 - Assessment Director, Assessment Consultants, Augsburg Core Collaboratives, and the Bush Grant Program Coordinator for Assessment advance the College's work on the assessment of student learning. [1P1, 1P6, 1P11]
 - College works to maintain effective systems for collecting, analyzing, and using organizational information. [6P4, 7C1, 7R1]
- **Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.**
 - Mission and vision documents inform the strategic planning process at all levels. [8C1, 8C2, 8P2]
 - Strategic Planning Task Force includes a broad range of stakeholders. [8P1]
 - Divisional and departmental initiatives are aligned with College-wide initiatives. [8P2, 8R2]
 - Budgeting priorities generally reflect the College's strategic directions and initiatives. [8P6]

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

- **Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**
 - Common student learning objectives for the undergraduate program have been articulated. [1C1, 1C2, 1P1]
 - Graduate student learning objectives are articulated for each program and are guided by predominant themes central to the College's mission and vision. [1C1]
 - Continuing education learning objectives that meet the needs of professionals in the community are determined by the program sponsor. [1C1]
 - Assessment of student learning is an integral part of the ongoing process of enhancing and improving curricular and co-curricular student learning. [1P1, 1P6, 1P11, 1R1, 1I1]

- Program-level and course-level assessment of student learning plans are formulated and implemented. [1P11, 1R1, 1R2]
- Assessment of Student Learning surveys were distributed to faculty, staff, students, College Council, and Board of Regents each of the last three years to review the effectiveness and uses of the assessment of student learning process. [1P11, 1R3]
- **Core component 3b. The organization values and supports effective teaching.**
 - A design team model of curriculum development brings together faculty with the expertise to develop and advance curricular initiatives. [1P2, 1R3]
 - Faculty evaluation procedures are comprehensive and emphasize effective teaching. [1P6, 4P6]
 - College recognizes effective teaching. [1P6]
 - A more comprehensive web-based student course evaluation instrument was piloted in Fall 2004 and Spring 2005; Faculty will vote on a proposal to adopt the revised course evaluation instrument in Fall 2005. [1P6]
 - Center for Teaching and Learning supports faculty and staff professional development. [1P9, 4C4, 4P4]
- **Core component 3c. The organization creates effective learning environments.**
 - Co-curricular and curricular development goals are aligned with curricular learning goals. [1P10, 2C3, 3P1]
 - Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services. [1R1, 1R2]
 - Academic and student support services are designed to accommodate diverse student learning styles and meet needs. [1C4, 3P1, 6P1, 6R1]
 - College is expanding e-learning opportunities to enhance effective learning environments for students. [1C3]
- **Core component 3d. The organization's learning resources support student learning and effective teaching.**
 - Center for Academic Achievement brings together programs and resources that support student learning. [1C4]
 - Classroom Resource Committee assesses classroom conditions and makes recommendations to maximize the contribution classrooms make in providing a transforming education. [1P9]
 - Programs and resources are in place to support student learning and effective teaching. [1P6, 1P10, 3P2, 6C1]
 - Information Technology Liaisons for Computing form partnerships with both academic and administrative departments to support goals, provide course development training, and anticipate technology needs. [6P2]
 - Budget priorities reflect central role of teaching and learning. [8P6]

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

- **Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.**
 - The Center for Teaching and Learning's activities and services support professional, scholarly, and teaching development at every stage of an Augsburg faculty member's career. [1P9, 4C4]
 - Undergraduate and graduate student learning objectives include preparing future citizens and leaders in service to the world. [1C1, 2C1, 2C3]
 - Augsburg Experience component of the Signature Curriculum promotes faculty-student research; graduate program requirements include thesis, final project, and field project. [1C4]
 - College's ethos supports a learning environment that promotes free, rigorous, intellectual inquiry. [1C5, 2C1]
 - A revised Faculty sabbatical leave policy that increases the total number of leaves available each year was approved Fall 2004; a Staff sabbatical leave policy is currently under development. [4C4]
- **Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**
 - Faculty approved new general education curriculum Fall 2002; Augsburg Core Curriculum is the foundation of the College's liberal arts education. [1C1, 1P2, 1R3]
 - Learning outcomes in graduate and undergraduate programs emphasize preparation for continued learning. [1C1, 8C1]
 - Augsburg Core Collaboratives develop assessment plans for the Augsburg Core Curriculum. [1P1, 1P6]
 - Graduate Academic Affairs Committee reviews rigor, coherence, and currency of graduate program offerings. [1P2, 1P3]
 - Strong linkages exist between curricular and co-curricular learning objectives. [1P5, 1P10, 2C1, 3P1]
- **Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**
 - Department or program-defined student learning objectives are based on an analysis of student needs, assessment of student learning, professional expertise, professional accreditation standards, and external advisory committees. [1P1, 1P11]
 - Graduation Skill requirements in writing, speaking, critical thinking, and quantitative reasoning reflect the need for students to attain professional competence essential to a diverse workforce. [1C1, 1R2]
 - Academic Affairs Committee and Graduate Academic Affairs Committee review new programs three years after implementation. [1P8]
 - Faculty-student research promotes the acquisition of knowledge and skills necessary for independent learning. [1C4]
- **Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**
 - Institutional Research Board oversees the integrity of research and practice conducted by faculty, staff, and students. [1C4]

- Attention to personal and professional ethics is an essential component of an Augsburg education. [1C4, 2C1, 5C3]
- Academic Honesty Policy and professional ethics codes established by programs stress personal and professional codes of conduct. [5C3]
- Academic and student programs prepare students to be good stewards of the educational experience. [1C4, 2C1]

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

- **Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**
 - Changing needs of partner organizations and the College shape collaborative relationships. [9C1, 9C2, 9P1, 9I1]
 - Process to build and maintain a relationship with students and other key stakeholder groups leads to a greater understanding of needs and expectations. [3P2, 3P3, 3P4, 9P2, 9R1]
 - Faith in the City collaboration has enhanced cooperation with churches and healthcare partners and has led to outreach programs that include the establishment of a charter school. [9C2]
 - College utilizes a variety of means to ensure the best possible retention of existing faculty and staff. [4P2]
- **Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.**
 - Multiple divisions across the College are engaged with identified constituencies and communities. [9C1, 9C2, 9R1]
 - Center for Service, Work, and Learning is one of the key structures for linking students and faculty with external constituencies through service-learning and internship opportunities. [1C4, 1P10, 9C1, 9P1]
 - Engaging Minneapolis curriculum component highlights Augsburg's urban location and the College's interconnectedness with the surrounding community. [1C1, 1C4, 9R2]
 - Augsburg Experience curriculum component integrates experiential learning with academic learning; it links on-campus learning to the constituency goals, mission, needs or ideas of off-campus people, organizations and/or communities through community partners and/or professional activities and/or travel. [1C1, 1C4, 9R2]
 - 2005 strategic directions include promoting understanding of vocation, service, stewardship, justice, and civic engagement by investing in transforming education principles. [8C2]
- **Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.**
 - Alliance with Capella University to provide general education courses to its students is mutually beneficial as seen in increased technological expertise of Augsburg faculty and reoriented course designs. [1C3, 9C1]
 - Transfer guides and policies assist in smooth entry and program completion for students coming from Minnesota community colleges. [9P1]
 - Collaborative relationships demonstrate breadth of engagement with educational institutions, churches, community partners, and corporate, healthcare, and government sectors. [9C1]
 - Work at the College is increasingly organized by cross-functional work teams to facilitate communication and cooperation among staff and increase the quality of service to students. [4P3, 6P3]

- College seeks to meet the needs of students and other stakeholder groups through key student and administrative support services. [6C1, 6P1, 6P2]
- **Core Component 5d. Internal and external constituencies value the services the organization provides.**
 - College utilizes iterative assessment processes and specifies point-persons to monitor the successes and challenges of external relationships. [9I1]
 - Needs of professionals in the community are met through continuing education programs (e.g., social workers, teachers, managers). [1C1]
 - Augsburg Nursing Center located in Central Lutheran Church in Minneapolis serves the healthcare needs of inner-city families. [9R1]
 - College welcomes community members to its Convocations series, daily Chapel, fine arts performances, and athletic events. [Overview]
 - Campus Ministry plays a significant role in strengthening a supportive community within and beyond Augsburg. [2R3]