

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

September 1, 2007

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 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]
- The mission and vision documents are readily available to internal and external audiences; key messages are reinforced by college leadership in a variety of venues and in the hiring process. <http://www.augsburg.edu/president/augsburg2004/augsburg2004.pdf>. [2I1, 2P2, 4P1, 5C2]
- Over fifty *One College* initiative reports are posted on the President's Webpage for all members of the community to read. This initiative is an effort to assess the progress in realizing the college's mission and how the college can more effectively advance it. [2C1, 8R1]
- The vision document is the foundational communication piece regarding the college's shared mission, vision, values, and high performance expectations. [5C3, 5P6]

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. [Overview, 1C1, 1C5]
- Strong academic and student support services are designed to meet the diverse needs of the college's learners. [1C4, 1P5, 3P2]
- 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. [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. [2C1, 3C1, 9C1, 9C2]
- Because the mission underscores Augsburg's urban location and diverse peoples and cultures, Augsburg has significant collaborations with neighborhood social service organizations and Minneapolis-St. Paul schools. [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].
- First- and second- year faculty members have the opportunity to participate in an extended and more in-depth faculty orientation that includes heritage, mission, and ethos of the college [2P2]
- 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. [1C2]

- Three predominant themes, all central to the college's mission and vision, guide the curriculum within each graduate program: 1) preparation for leadership (primary goal), 2) education for service, and 3) recognition of cultural and social diversity. These themes are incorporated into the mission statements of each graduate program. [1C1]
- The President and other members of the President's Cabinet provide constant reiteration and focus on the principles and themes of Augsburg's vision document and strategic initiatives. [5C2]
- Vision and mission are linked to student learning through a long-term focus on four learning commitments: Faith Lived, Active Citizenship, Meaningful Work, and Global Perspective. [Overview, 8C1]
- The college clearly communicates the mission and purposes for prospective employees and includes a Mission Committee interview in the faculty hiring process. [2P2, 4P1]

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- The purpose of the *Mission-Based Planning* initiative is to promote and implement intentional planning by examining the various ways in which strategic, tactical and operational plans are grounded in mission and vision. [4P5, 8C2, 8R2]
- The purpose of the *Year of Governance* initiative is to explore the ways in which governance is shared and to clearly articulate the various ways in which governance of the college is understood, supported and practiced as shared. [5P3, 8R2]
- Governance that is shared between the Board and the Faculty is central to the college's decision-making process. [5P3]
- New programs and major curricular initiatives are reviewed by the Faculty and administrative governance bodies. [1P2]
- A new On-Boarding Program for Regents includes workshops and presentations on the college's mission and vision, history, values, and organizational culture. [5P8]
- One goal of the *Common Work* initiative was to design an organizational structure that honors Augsburg's mission and vision. [4C1, 8R1]
- Collaborative administrative structures are designed to support the fulfillment of the mission. [4P3, 5C1, 5P1, 6P3]
- Participative leadership and communication systems at all levels of the institution are characterized by frequent communication and both vertical and horizontal interaction. [5C1]
- Participative decision making is evident in the actions of committees, teams, and collaboratives with elected, appointed, and volunteer membership, as well as in functional departments and programs. [5P3]
- A new leadership development program will include a formal system for evaluating leadership effectiveness, satisfaction with leadership, and leadership communication effectiveness. [5P9]
- A broadly representative leadership group within the college (President, the President's Cabinet, Board of Regents, Faculty Senate, Staff Senate, Campus Ministry, Lilly Advisory Group) actively interacts with the wider college community. [2P1]
- Building and sustaining relationships with a wide variety of stakeholders is essential to the fulfillment of Augsburg's mission and vision. [9P1]

Core component 1e. The organization upholds and protects its integrity.

- Values and expectations outlined in the vision document speak to ethics and equity, social responsibilities, 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, 4C1, 4P3]
- Procedures are in place to address issues of fairness and equity [3P6, 4P7, 4P9]
- college's ethos supports a learning environment that promotes free, rigorous, intellectual inquiry. [1C5, 4C1]

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.**

- High school graduates in Minnesota will peak in 2009 and decline by 10% overall through 2015. White students will decline by 17% and students of color will increase by 40%. The pool of adults age 25 and older with some college who are interested in completing a college degree will grow and the number of adults with baccalaureate degrees who intend to pursue a master's degree is growing. These demographic trends influence enrollment planning. [Overview, 3C1]
- The changing demographics of first-year students indicate that the demand for academic support services will continue to grow. The ability to provide these services will play a significant role in the retention of students. This need led to the creation of an AQIP Action Project to evaluate and revise the developmental curriculum. [1C4]
- Augsburg's enrollment planning process is expanding beyond statistical projections and year-by-year goal setting with the development of a comprehensive five-year enrollment plan. The Board of Regents agreed to establish an enrollment planning commission to consider strategic issues such as the mix of graduate and undergraduate, and traditional and alternative schedules. [3C1]
- 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]
- 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.

- Resources for specific strategic priorities, initiatives, and action plans are identified and reviewed as part of the budget approval process. For example, campus safety, faculty development, compensation, common work, learning spaces, and retention strategies are strategic priorities reflected in the Fiscal '08 budget. [8P6]
- The college will launch a planning process Fall 2007 to prepare for a new fundraising campaign. Three primary funding objectives are: 1) a new facility that will house the science and mathematics departments, along with various other programs that intersect with the sciences; 2) growth of the endowment to support core college programs and needs; and 3) increased and predictable annual operating funds to supplement tuition revenue and draw greater numbers of alumni and friends to support the college. [3P4]

- The purpose of the *Augsburg 2019* initiative is to transform Augsburg's philanthropic culture by exploring the various ways in which focusing on the college's sesquicentennial in 2019 creates a constructive horizon for philanthropic activity. [8R2]
- A 2006 Action Project is focused on aligning strategic planning and budgeting. [8P1]
- Outcomes of key administrative support processes that address student and other stakeholder needs are identified. [6C1]

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* provides data for decision making and measuring institutional effectiveness. [5P4, 7C2]
- Noel-Levitz Student Satisfaction Survey will be used by all institutional divisions to identify opportunities and set priorities for improving campus programs and services. [3P1, 3R1, 3R3, 3I1, 7P4]
- The National Survey of Student Engagement is a source of institutional performance data that is incorporated into the college's process for measuring effectiveness. [1R4, 7P4]
- Augsburg is participating in a three-year study funded by the Lilly Endowment and conducted by Wilder Research that will examine the elements of effective vocational programs at three Lutheran colleges with Lilly vocation grants. [2P5, 2R2]
- The college maintains effective systems for collecting, analyzing, and using organizational information. [6P4, 7C1, 7P7]
- A new group of peer institutions has been identified for benchmarking purposes. This group includes institutions of similar size, with a faith-based affiliation, in urban settings that are serving a blend of traditional and adult learners in both undergraduate and graduate programs. [8P5, 8R3]
- Work is underway on the design of divisional dashboards that reflect the critical measures and indicators to be tracked and monitored as part of the management of the work within each division. [8P8, 8I1]
- A commitment to improved service leads to the ongoing assessment of value-added service enhancements at all levels of the institution. [6P1]
- Academic division assessment consultants were appointed in 2004 to advance the college's work on assessment of student learning. [1P11]
- Criteria used to evaluate short- and long-term strategies include: 1) Impact on teaching and learning, 2) Mission and vision fit, 3) Market need, and 4) Financial objectives. [8P2]

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

- One objective of the *Mission-Based Planning* Initiative is to develop and implement criteria to assess a plan's capacity to translate mission into action. [8C2, 8R2]
- The president advances the alignment of strategic directions and college-wide initiatives through his public statements and work with the Board of Regents and Cabinet. [5P1]
- Alignment of plans at varying levels of the institution is overseen by President's Cabinet. This alignment is grounded in institutional priorities articulated by the Board of Regents and President Pribbenow. [8P4]
- Strategic and operational planning will be enhanced by a new financial forecasting model that will create a framework for revenue and expense planning, will name and test strategic assumptions, and plan for financial objectives for the intermediate term. [5P2, 5P4, 8P1]

- The president's leadership model emphasizes the mutual translation of the college's vision into practice. [5C2]

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]
- Assessment of student learning is an integral part of the ongoing process of enhancing and improving curricular and co-curricular student learning. [1P6, 1P11, 1R1, 1R2]
- Assessment of student learning plans are formulated and implemented at the program and course levels by faculty/staff departments and programs [1P11]

Core component 3b. The organization values and supports effective teaching.

- Faculty evaluation procedures are comprehensive and emphasize effective teaching. [1P6, 4P6]
- A proposal for a comprehensive on-line student course evaluation instrument will be voted on by the Faculty in Fall 2007. [1P6]
- The Center for Teaching and Learning supports faculty and staff professional development. [1P9, 4C4]
- Augsburg is in the process of instituting the Learning Commons model of service. This model for academic libraries involves the intentional collaboration among library, IT, and other college departments with a renewed and revised focus on Augsburg's mission to empower students. As a result, all resources and services will be located in a common space –a Learning Commons lab—one point for research and basic technology assistance. [1P9]
- The Teaching and Learning Spaces Liaison, a new position created in Information Technology in 2007, is the college's classroom champion with responsibility for both planning and implementing improvements in infrastructure and strategic scheduling of learning spaces. [1P9]
- One component of the *Augsburg Promise* initiative is to ensure that on and off campus experiences as part of the Augsburg community reflect a shared "covenant." [3P2, 8R1]

Core component 3c. The organization creates effective learning environments.

- Co-curricular and curricular development goals are aligned with learning goals. [1P10, 2C3, 3P1]
- Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services. [1P12, 1R1, 1R2, 6R1]
- Academic and student support services are designed to accommodate diverse student learning styles and meet needs. [1C4, 6P1, 6R1]
- The Center for Teaching and Learning's new Instructional and Course Design Service assists departments, programs, and individual faculty members in designing academic courses that distribute learning across multiple channels of communication and create a variety of means for students to interact with their instructor, other students, and with the contents of the course itself. [1P9]

- The Teaching and Learning Spaces Task Force that was convened in Spring 2006 identified outcomes for improved teaching and learning spaces, including: 1) supporting innovation in teaching and learning, 2) accommodating different types of teaching and learning with more flexible and adaptive classroom spaces, and 3) reinforcing brand identity using consistent, high quality cues of comfort, flexibility and aesthetics. [1P9]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- By January 2008, the main floor of the Lindell Library will have a Learning Commons Lab with the following resources: 1) a librarian and a student skilled in using technology working, 2) double the current number of computers, 3) a new multi-media lab for creation of digital sound and video products, and 4) a tech desk for deep level computing assistance. [1P9]
- Kennedy Center for Sports and Recreation and the Oren Gateway Center building projects were completed in 2007 and include 10 additional classrooms and lab spaces with state-of-the-art technology and flexible, comfortable furniture. [Overview]
- A one-time investment was made over the summer of 2007 to upgrade 16 existing classrooms that include: 1) furniture that is flexible, 2) technology that is standardized and ubiquitous, and 3) aesthetic room conditions that do not distract from the learning environment. [1P9]
- Annual replacement cycle funding for classroom furniture, technology, and carpet/paint was approved by President's Cabinet to insure continued investment in the classroom infrastructure. [1P9]
- Programs and resources are in place to support student learning and effective teaching. [1C4, 3P2, 1P10, 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. [7C2]

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, 1P1]
- The Work Culture@Augsburg program provides opportunities for staff and faculty to pursue vocational interests that may not directly apply to their current positions. It demonstrates a commitment to lifelong learning and support of vocational aspirations. [2P3, 4C4, 4P4, 4P7, 8P7]
- A graduate-level Leadership Seminar is held monthly during the Cabinet meeting, led by a Cabinet member, for the purpose of supporting the learning environment. [4C4, 5P2]
- A new leadership development program for staff will focus on high-potential, high-performing employees, and will include succession planning activities. [5P7, 5P8]
- A new professional development program for faculty chairs and program directors was implemented in 2006. [4C4]
- Augsburg Experience component of the Signature Curriculum promotes faculty-student research; graduate program requirements include thesis, final project, and field project. [1C4]

- The staff and faculty sabbatical programs assist in keeping employees engaged and affirm their contributions to the college. [4P4]

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.

- Augsburg Core Curriculum is the foundation of the college's undergraduate liberal arts education. [1C1]
- Learning outcomes in graduate and undergraduate programs emphasize preparation for continued learning. [1C1]
- Augsburg Core collaboratives develop assessment plans for the general education 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, 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 analysis of student needs, assessment of student learning, professional expertise, professional accreditation standards, and external advisory committees. [1P1]
- 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]
- Faculty-Student Research promotes the acquisition of knowledge and skills necessary for independent learning. [1C4]
- The Committee on Academic Planning was formed in 2006 to enhance the academic planning process. New programs must balance educational market issues, student needs (including career opportunities), and college resources. [1P2]

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 and students. [1C4]
- Attention to personal and professional ethics is an essential component of an Augsburg education. [5C3]
- The college's 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]

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.

- *We Believe We are Called to Serve our Neighbor* is an expression of Augsburg's institutional vision that is central to its identity. [8C1, 8C2, 9C1]
- Augsburg's many collaborative relationships provide evidence of the college's commitment to the broader community. [Overview, 9C1, 9P1]
- 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]
- "Faith in the City" consortium has enhanced cooperation with churches and healthcare partners and has led to outreach programs that include the establishment of a charter school. [9C2]
- Strategic planning and curriculum design are affected by partners' needs [9C2]

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

- The purpose of Augsburg's community relations strategy is to explore, promote, and enhance relations between Augsburg College and individuals, neighborhood groups, and organizations within the community. The goals of the strategy are neighborhood sustainability, community-based learning, workforce preparation, college readiness and access, and resources for the college. [9P1]
- Augsburg continues to demonstrate its commitment to surrounding neighborhoods. [9P1]
- 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, 6C1, 9C1, 9P1]
- 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. [1C1, 1C4]

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

- 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]
- The 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.

- Needs of professionals in the community are met through continuing education programs (e.g., social workers, teachers, managers). [1C1]
- Nursing Center located in the Central Lutheran Church of Minneapolis serves the healthcare needs of inner-city families. [9R1]

- The college welcomes community members to its Convocations Series, daily Chapel, fine arts performances, and athletic events. [Overview]