

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **AUGSBURG COLLEGE**

March 2, 2006



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

30 North LaSalle Street, Suite 2400  
Chicago, Illinois 60602-2504  
[www.AQIP.org](http://www.AQIP.org)  
[AQIP@hlcommission.org](mailto:AQIP@hlcommission.org)  
800-621-7440



**SYSTEMS APPRAISAL FEEDBACK REPORT**  
In response to the *Systems Portfolio* of  
**AUGSBURG COLLEGE**



**Academic  
Quality Improvement  
Program**  
The Higher Learning Commission **NCA**

**March 2, 2006**

**Table of Contents**

Executive Summary .....	4
Strategic and Accreditation Issues .....	4
Using the Feedback Report .....	6
Appraisal Feedback Report .....	7
Critical Characteristics Analysis .....	9
Category Feedback .....	12
<i>Helping Students Learn</i> .....	12
<i>Accomplishing Other Distinctive Objectives</i> .....	19
<i>Understanding Students' and Other Stakeholders' Needs</i> .....	22
<i>Valuing People</i> .....	24
<i>Leading and Communicating</i> .....	28
<i>Supporting Institutional Operations</i> .....	31
<i>Measuring Effectiveness</i> .....	33
<i>Planning Continuous Improvement</i> .....	36
<i>Building Collaborative Relationships</i> .....	39

---

## EXECUTIVE SUMMARY

The Systems Appraisal conducted by the Academic Quality Improvement Program of The Higher Learning Commission of the North Central Association of Colleges and Schools provides a comprehensive examination of Augsburg College conducted by a trained team composed primarily of higher education peer reviewers. In order to provide fresh and objective insights and perspectives the team also included reviewers from outside higher education.

The complete Systems Appraisal Feedback Report contains evaluation of the processes, performance results, and improvement strategies under each of the nine AQIP categories, pointing out where the team sees Augsburg College current activities and practices as strengths and where it sees in them opportunities for improvement.

As you study the results of this Appraisal, do *not* ignore your strengths and focus *solely* on the possibility of improvements. Your strengths offer significant opportunities as well: they can be celebrated as model practices, deployed or imitated in programs throughout the institution, and used to inspire new approaches to performance enhancement in other areas.

---

## STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institutions under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Augsburg College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues (labeled S) to assist Augsburg College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Augsburg College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

<b>S</b>	Limited processes for setting improvements targets and priorities are included in the portfolio. Methods listed may assist in this work but the process for using the methods and integrating the results is not apparent. A systematic process for using results, selecting priorities, and setting targets may improve the performance of the institution.
<b>S</b>	No results for leading and communicating processes and systems or comparisons to other higher education institutions or organizations outside of education are included in the portfolio. Providing results for leading and communicating efforts that include baseline and comparison may assist the college in targeting areas for improvement based on data and could provide information for more effective communication and decision-making.

S	For many result items, the college outlines what is being evaluated or what organization is involved in creating results as opposed to presenting actual results. Although result items typically ask for a range of evidence, the college tends to focus on one outcome or concept. The process that leads from evidence to action to change is not described in the portfolio. Throughout the report, under processes, events or actions that may be representative of processes are given without an actual process being described.
S	In many areas of the portfolio that call for description of processes, the college describes who or what department or what external agency is responsible for creating a process or monitoring outcomes rather than the process itself. Illustrating the “plan, do, check, act cycle” in each process reinforces quality principles and helps people understand how improvement can occur.
S	Augsburg College is in the initial stages of developing its overall institutional continuous planning process and implementing it. To do so successfully requires a plan for coordinating and aligning the process with their strategies, selecting measures and setting performance projects, accounting for appropriate resource needs, and measuring the effectiveness of the process through the collection of data.

---

### USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution’s, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team’s findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

---

### **ELEMENTS OF Augsburg College's FEEDBACK REPORT**

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Critical Characteristics Analysis, Category Feedback, and Strategic and Accreditation Issues Analysis. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

Each member of the Systems Appraisal Team devoted many hours to analyzing and reacting to your *Systems Portfolio*, first individually and then via a consensus process. There are no one-person idiosyncratic, or subjective opinions here. Most of the team's members have had executive responsibilities in colleges and universities, but the team also included at least one person whose work and experience lie outside of higher education, and who could help the team maintain perspective on the work higher educators still have to do to bring quality principles into all areas of the Academy. All team members are committed to promoting continuous quality improvement in higher education and have received training in quality

processes. We know that you and your colleagues will find the astuteness of their perceptions, as embodied in this report, useful in your commitment for continuous quality learning.

Good as the team was, however, it is important to remember that they had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief

analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report. At the end of the list of strengths and opportunities for each Category is the team's consensus assessment of the institution's stage of development on that particular Category. This section consists of a series of statements reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

---

### APPRAISAL FEEDBACK REPORT

The body of your feedback report contains two elements: a Critical Characteristics Analysis, and an exploration of your institution's Strengths and Opportunities for Improvement as perceived by the Systems Appraisal team.

---

### CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Augsburg College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Augsburg College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

01a	Augsburg College is a private, non-profit college of the Evangelical Lutheran Church in America (ELCA) located in Minneapolis, Minnesota. Augsburg is the only ELCA college located in the center of an urban area. The College also has a branch campus in Rochester, MN and teaches nursing courses at United Hospital in St. Paul, MN. Augsburg has joined with other colleges and universities in the area with similar missions to form consortia.
-----	---

01b	Augsburg is an innovative college that offers a variety of degrees to meet the needs of various learner populations. Its mission statement indicates that it provides “high quality educational opportunities” based in the liberal arts and “shaped by the faith and values of the Christian church.” Thus, the University provides a transforming education revolving around the Lutheran concepts of vocation, stewardship, and community service. It also has a commitment to establishing and maintaining a diverse campus environment, tapping into the strength the University sees in being located in a vital metropolitan setting. It is the extension of teaching and learning from the classroom to the urban community that sets Augsburg apart from other Lutheran colleges.
02a	The College is organized onto three academic divisions (Fine Arts and Humanities, Professional Studies, and Natural and Social Sciences) and two administrative divisions (Graduate Studies and Interdisciplinary Programs). Within these divisions, it offers students (through its own program or through members of the Associated Colleges of the Twin Cities) over 50 majors in liberal arts and professional studies (Table 0.1) along with master’s degrees in leadership, nursing, education, public administration studies, social work, and business administration. The College also offers teaching licensure courses, certificates, and continuing education programs.
02b	College meets the needs of its diverse student population through a variety of delivery methods including the traditional classroom, online or hybrid courses, use of a web-based course management system, and experiential education. Multiple means of delivery will assist student enrollment and retention.
02c	Extensive support for student success is provided through a wide variety of programs that focus on the first year experience, mentoring, addressing students with disabilities including those in substance abuse recovery, early intervention with students experiencing academic difficulties and both academic and career counseling from varied sources.
02d	Besides traditional classroom instruction, Augsburg provides instruction through a variety of delivery systems including web-based courses, online hybrid of courses, and field/service activities and courses. Service learning is provided through experiential partnerships and is a key component of the curriculum in a number of academic departments
03a	Students are defined and differentiated by location, program, status and need/special programs. Augsburg serves three distinct student markets: traditional day undergraduate students; non-traditional undergraduate students; and graduate students. They recognize a need to diversify.

03b	Augsburg offers degrees to meet the needs of traditional undergraduates, Weekend College (WEC), and students of diverse races with current marketing initiatives targeted toward increases in traditional undergraduates and these populations. The College is seeking to bolster the number of Lutheran students.
04a	Augsburg partners with other independent colleges belonging to the ACTC Consortium and agencies related to the ELCA, participates with the Higher Education Consortium for Urban Affairs and collaboratively participates in K-12 schools, community, corporate, and government agencies.
04b	Stakeholders (internal: students, faculty and staff and external: ELCA, Board of Regents etc.) are defined in terms of their location, program, status and needs, and programs to which they are related. The College's organizational structure provides opportunities for horizontal and vertical communication between the Institution and its external and internal constituencies.
05a	The College maintains a balance between full-time and part-time positions while offering training initiatives to keep employees current in their fields. It plans for its staffing needs drawing upon demographic trends in the workforce. One hundred thirty-four of the full time faculty (85%) and 60 part-time faculty (38%) have doctoral degrees. Only 11% of the part-time faculty possess a bachelor's degree; all full-time faculty have at least a master's degree.
05b	Commitment to hiring and maintaining a diverse staff is one the college's key strategies to ensure its mission's aim in having an "intentionally diverse campus." Approximately 8% of the faculty are of diverse racial or ethnic backgrounds. This percentage is expected to increase due to a grant-funded initiative to recruit/retain faculty of color.
06a	Augsburg is a landlocked traditional and residential campus expanding toward non-traditional programs.
06b	The College has an extensive information technology data system that it uses to track its performance in key areas.
06c	The Enrollment Center serves as the focal point for most student-related administrative matters.
07a	Augsburg has identified its competition in each geographic or instructional purpose setting.

08a	Augsburg has identified short- and long-term goals that are closely related to its mission, vision, and philosophy. They take into account the needs and expectations of both internal and external stakeholders. For example, Augsburg intends to selectively expand its graduate programs and nontraditional WEC.
08b	Augsburg maintains its financial position through tuition and fees as well as a limited endowment fund and has recently initiated a capital campaign. The College seems to rely on generating or receiving external funds in order to provide moneys for a number of key initiatives in programming and/or delivery.
08c	The two-year initiative to install an administrative software system to improve institutional data collection and utilization is nearing completion.
08d	The Augsburg College President is a key connection between ELCA, the Augsburg Corporation, the Board of Regents, and the College faculty/staff. The current president is retiring in 2006, with a search for a replacement currently underway.

---

### CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

---

### AQIP CATEGORY 1: HELPING STUDENTS LEARN

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student

learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Augsburg College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

***Item Critical Characteristic***

- 01a Augsburg College is a private, non-profit college of the Evangelical Lutheran Church in America (ELCA) located in Minneapolis, Minnesota. Augsburg is the only ELCA college located in the center of an urban area. The College also has a branch campus in Rochester, MN and teaches nursing courses at United Hospital in St. Paul, MN. Augsburg has joined with other colleges and universities in the area with similar missions to form consortia.
- 01b Augsburg is an innovative college that offers a variety of degrees to meet the needs of various learner populations. Its mission statement indicates that it provides “high quality educational opportunities” based in the liberal arts and “shaped by the faith and values of the Christian church.” Thus, the University provides a transforming education revolving around the Lutheran concepts of vocation, stewardship, and community service. It also has a commitment to establishing and maintaining a diverse campus environment, tapping into the strength the University sees in being located in a vital metropolitan setting. It is the extension of teaching and learning from the classroom to the urban community that sets Augsburg apart from other Lutheran colleges.
- 02a The College is organized onto three academic divisions (Fine Arts and Humanities, Professional Studies, and Natural and Social Sciences) and two administrative divisions (Graduate Studies and Interdisciplinary Programs). Within these divisions, it offers students (through its own program or through members of the Associated Colleges of the Twin Cities) over 50 majors in liberal arts and professional studies (Table 0.1) along with master’s degrees in leadership, nursing, education, public administration studies, social work, and business administration. The College also offers teaching licensure courses, certificates, and continuing education programs.
- 02b College meets the needs of its diverse student population through a variety of delivery methods including the traditional classroom, online or hybrid courses, use of a web-based

course management system, and experiential education. Multiple means of delivery will assist student enrollment and retention.

- 02c Extensive support for student success is provided through a wide variety of programs that focus on the first year experience, mentoring, addressing students with disabilities including those in substance abuse recovery, early intervention with students experiencing academic difficulties and both academic and career counseling from varied sources.
- 02d Besides traditional classroom instruction, Augsburg provides instruction through a variety of delivery systems including web-based courses, online hybrid of courses, and field/service activities and courses. Service learning is provided through experiential partnerships and is a key component of the curriculum in a number of academic departments.
- 03b Augsburg offers degrees to meet the needs of traditional undergraduates, Weekend College (WEC), and students of diverse races with current marketing initiatives targeted toward increases in traditional undergraduates and these populations. The College is seeking to bolster the number of Lutheran students.

**Here are what the Systems Appraisal Team identified as Augsburg College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

SS	1P1 Augsburg College developed common student learning objectives for the general education program and developed specific course and program learning objectives through learning collaboratives and via individual departments. Augsburg College sought and received funds from the Bush Foundation to support this initiative.
O	1P1. The Academic Affairs Committee asked the mission themes to be articulated to infuse diversity and global awareness across the Augsburg Core Curriculum. No clear process to align the College’s mission, vision, and philosophy during the redesign of the general education curriculum or continue assessment of learning outcomes is evident. The Assessment Committee appears to be functional, but there is no evidence of institutional action related to the curriculum based on the results of assessment of student learning. A formal process may assist the College in assuring the mission themes are infused and aligned across the curriculum.

SS	1P2. The mature process for new programs or revisions of existing programs, including the program's alignment to the College mission and vision, and proposed estimate of resource needs provides information to make effective, data-based decisions.
O	1P2. Learning collaboratives formed to define the learning outcomes for each element of the Augsburg Core Curriculum includes a convener to facilitate meeting and report progress and an assessment liaison to guide assessment efforts and report results. A clear process to understand student needs and market issues, report and use the information is not apparent. Providing systematic feedback about learning outcomes can provide information for improvement of outcome results and alignment with Core curricula, as well as address student needs and market issues.
O	1P3. Augsburg College utilizes the following means in determining student preparation for coursework at the undergraduate and graduate levels: overseeing the admissions standards, the placement of students in entry-level courses, and the need for prerequisites that they communicate to students through the advising process. The standards for determining admissibility, placement of students, and prerequisites are not identified. Identifying the standards provides information leading to determining the success of its student body.
S	1P5. The College-wide program, Exploring Our Gifts, emphasizing the concept of Christian vocation and the Core Curriculum designed to introduce students to a variety of disciplines with faculty advisement will assist students to select a major suited to their needs, interests, and abilities consistent with the institution's mission.
O	1P5. While a number of opportunities to identify discrepancies between the necessary and actual preparation of students and their learning styles are listed, a clear process for identification and intervention is not evident. A process to evaluate the student, report the results and an intervention plan would provide proactive and systematic support throughout the student's undergraduate career.
O	1P5. Both the availability of career counseling through the Center for Service, Work, & Learning, and the vocation emphasis characteristic of the Exploring Our Gifts project offer the potential for connection to student interests, talents, and learning styles. The process by which targeted students may access and utilize these resources is not clear.

O	1P6. Augsburg College employs varied criteria and methods to document effective teaching; however, there is less information provided regarding the process of how they define and document effective student learning. While the Assessment Committee plans are mentioned, the process of how to collect and use the data in the assessment of student learning would inform improvements in teaching/learning activities.
S	1P7. The course delivery system is managed with the input of a variety of internal stakeholders and incorporates both faculty workload and budgetary allocations within the comprehensive process.
O	1P8. Departments and programs monitor the currency and effectiveness of majors, minors, and graduate programs, with multiple means of participation through various groups. It is not clear how the process to change or discontinue programs or courses uses the factors considered to make decisions or affect faculty position.
O	1P9. The Center for Teaching and Learning activities and services encourage professional, scholarly, and teaching development through the solicitation of ideas and evaluation. A process for determining student and faculty needs and aligning them relative to learning support is not evident. Alignment of professional development and student needs to initiatives will assist Augsburg College in accomplishing its goals.
SS	1P10. Augsburg College's commitment to the alignment of curricular and co-curricular learning objectives is clearly illustrated through the Academic and Student Affairs collaboration on the First College Year Project.
O	1P11. While critical players who align co-curricular goals with learning objectives are identified and analysis of current practice and discussions about the future have taken place, a process for alignment an assessment plan that deploys the alignment of curricular and co-curricular learning objectives is not apparent. A clear process for alignment and deployment, as well as regular review will support on-going revision and assessment.

S	<p>1P11. The <i>Working Plan for the Assessment of Student Learning</i> and guiding principles for the process provide a framework for regular improvement and communication of assessment plans. The structure allows resource allocation, multiple student learning surveys, and input from stakeholder groups. The distribution of results and implementation of plans in determining priorities will provide effective communication and appropriate decisions.</p>
S	<p>1P12/13. Augsburg College uses accepted measures for determining student performance and preparation for further study or employment.</p>
S	<p>1R1 The Augsburg Core collaboratives were charged to specify learning outcomes, pilot Classroom Assessment techniques (CATs), and develop rubrics for specified learning outcomes. At the end of the first year, specified leaning outcomes existed in 85% of the collaboratives, 69% of the collaboratives had utilized or piloted CATs, and 31% were piloting newly developed rubrics. This successful first year indicates great improvement gains possible over the project term of three years and provides evidence of change in program design as a result of assessment of learning</p>
O	<p>1R1 A framework for organization of continuous improvement efforts in Academic Advising since 2002 and survey data from the 2003 New Student Orientation led to some conclusions regarding these areas. No results in the form of baseline data or improvement results are included. Tracking performance measures will provide information to improve these processes to provide continuing access to information for planning schedules and tracking degree progress.</p>
OO	<p>1R1 Augsburg College has developed a plan for assessment of its curriculum and identified a means of assessment in most areas. Results are reported in general terms rather than providing data. One cannot identify how effective the curriculum and instruction have been in terms of addressing the objectives and mission of the College. For example, numbers of students are reported who studied abroad, however, data on how or if the experience changed their perceptions of other cultures has not been provided.</p>

O	1R1 Results for common student learning objectives, as well as specific academic and co-curricular objectives are outlined in detail, along with associated course or curriculum changes made in view of the results. Most of the data reported is from 2004. As the new assessment initiatives continue, it will be important to analyze data over a suitable interval, and base curricular changes on adequate trend data.
O	1R2 Some evidence of improvement in Graduation Skills courses and certain majors is included. No overall evidence that students have obtained the required knowledge and skills base across the curriculum or trend information is included. An overview of all students and trends over time, including the use of more direct measures, will enable the College to analyze completely student learning improvements.
S	1R3 The progress in developing an assessment of student learning culture, communication and response to information has led to significant awareness and engagement in assessment practices.
O	1R3 Augsburg College has identified (1) new courses and programs using design teams for curriculum and a new MBA program based upon a market survey and (2) progress in developing assessment of student learning. Results regarding Augsburg's use of design teams to improve or produce a new core curriculum would be enhanced by including student learning data as evidence of student learning and effective teaching. Data provides insight into the robustness of their changes and/or additions and informs the reader as to what changes were or will be made.
S	1R4 Data for NSSE Survey results are disaggregated into First Year and Senior scores. This will allow a comparison of student experience results at two levels of their academic career.
O	1R4 While the 2003-04 results show the differences for two student groups, no trends over time or comparisons to other state/national results are included for these groups. Comparative data provides information about aspects to target improvements and trends support improvement efforts.

---

## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Augsburg College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item Critical Characteristic***

- 01a Augsburg College is a private, non-profit college of the Evangelical Lutheran Church in America (ELCA) located in Minneapolis, Minnesota. Augsburg is the only ELCA college located in the center of an urban area. The College also has a branch campus in Rochester, MN and teaches nursing courses at United Hospital in St. Paul, MN. Augsburg has joined with other colleges and universities in the area with similar missions to form consortia.
- 01b Augsburg is an innovative college that offers a variety of degrees to meet the needs of various learner populations. Its mission statement indicates that it provides "high quality educational opportunities" based in the liberal arts and "shaped by the faith and values of the Christian church." Thus, the College provides a transforming education revolving around the Lutheran concepts of vocation, stewardship, and community services. It also has a commitment to establishing and maintaining a diverse campus environment, tapping into the strength the College sees in being located in a vital metropolitan setting. It is the extension of teaching and learning from the classroom to the urban community that sets Augsburg apart from other Lutheran colleges.
- 04b Stakeholders (internal: students, faculty and staff; and external: ELCA, Board of Regents, etc.) are defined in terms of their location, program, status and needs, and programs to which they are related. The College's organizational structure provides opportunities for horizontal and vertical communication between the Institution and its external and internal constituencies.

**Here are what the Systems Appraisal Team identified as Augsburg College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

SS	2P1. Augsburg College maintains an open and inclusive process guided by the ELCA, Corporate Governing Board, and the College's leadership group to determine their other distinctive objectives within the context of their mission, vision, and vocation theme. A Lilly grant enabled Augsburg to explore the theological basis of vocation; the proposal resulted in Exploring Our Gifts: Connecting Faith, Vocation and Work.
S	2P2. There are many and varied means to communicate the other distinctive objectives to both external and internal stakeholder groups. For example, the faculty hiring process consists of a mission and vision interview component, orientation, and mentoring teams. This process can communicate the other distinctive objectives to new faculty to assist their understanding of expectations and support their first year of employment.
O	2P3. The Christian perspective on vocation is well expressed at Augsburg College and accepted among its employees. However, if it is the intent of a liberal arts college to help learners become broadly educated, then other perspectives on vocation, as well as other significant philosophical issues, might have to be addressed and understood by Augsburg's students and staff.
SS	2P3. New programs were initiated that supported professional development and allowed the faculty and staff to explore Augsburg College's distinctive relationship to faith, vocation, and work. Through the professional development, faculty and staff were able to further identify the College's calling and purpose/mission.
O	2P4 It is clear that there is a conscious desire at Augsburg College to maintain its tradition as a denomination-affiliated liberal arts college. Several explicit actions have been taken at the College to sustain and make more robust the sense of Christian vocation, for example. As a liberal arts college in a large metropolitan area, Augsburg enrolls a diverse population, many of whom may not have personal philosophies or faith values congruent with those of the College. It is unclear how Augsburg will meet the needs of a diverse student body in an inclusive way while supporting its denominational traditions.
S	2P5. The distinctive focus on vocation is evaluated through measures in the Exploring Our Gifts program, including long term impacts, and is complemented by analysis of the church-related mission through the ELCA Trend Analysis Report.

O	<p>2P5. The assessment plan for the Lilly grant has both formal and informal means of collecting data, including information on level of participation, participants' review of the events, number of service projects, and courses in the curriculum. The data is reviewed monthly by the committee for the grant. While these are helpful means, the assessment process does not appear to be tied to initiating change as a result of the data collection and analysis.</p>
S	<p>2R1. Augsburg College has drawn upon its Lutheran heritage, the Lilly Scholars, and vocation travel grant programs to: foster students for the ministry; impact on students who participate in campus ministry; and to broaden the students' views on people of other race/ethnic views, "welfare of the community", and "a deepened sense of spirituality."</p>
O	<p>2R1. No specific results were included to support the accomplishment of the distinctive objectives illustrated or the impact on the College and its stakeholders. For example, NSSE survey data showed that students "participated in activities to enhance spirituality" at a rate higher than the national average and showed a statistically significant difference in the positive direction on questions that reflect the ethos of vocation and caritas. The number of students entering the ministry and active in projects within the community were also noted, but Augsburg College has neither included specific results, nor identified the resulting impact on the curriculum or professional faculty and staff development.</p>
O	<p>2R2. While mention is made in 2R1 of Augsburg College's standing in relationship to other Lutheran schools in terms of recruiting students to the ministry and attracting Lutheran students, Augsburg has not built upon this data base to compare curricular change and programmatic change with other schools which may have led to its standing in relationship to other schools.</p>
O	<p>2R3. The outcomes described seem focused on the learning experience of campus day students. It is not clear what outcomes have been identified for other student segments. Non-traditional students appear to be a growing segment of Augsburg College's enrollments.</p>

OO	2R3. The College recognized several internal and external initiatives that they believe strengthen the institution and its relationship to the community; however, there is no description of a systematic process by which results are regularly collected, compared, and fed back to effect improvement.
----	--

---

**AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Augsburg College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

***Item    Critical Characteristic***

- 03a    Students are defined and differentiated location, program, status and need/special programs. Augsburg serves three distinct student markets: traditional day undergraduate students; non-traditional undergraduate students; and graduate students. They recognize a need to diversify.
  
- 03b    Augsburg offers degrees to meet the needs of traditional undergraduates, Weekend College (WEC), and students of diverse races with current marketing initiatives targeted toward increases in traditional undergraduates and these populations. The College is seeking to bolster the number of Lutheran students.

**Here are what the Systems Appraisal Team identified as Augsburg College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students’ and Other Stakeholders’ Needs.**

O	3P1. Augsburg College has listed sources of information for three key student groups and important processes to identify their changing needs and the Day Admission Recruitment Planning Group examines an array of inputs. It is not evident how the changing needs of the students are identified, priorities set, or the adjustment to admission is aligned to key initiatives in selecting a course of action to address the needs of all student groups.
S	3P2. Augsburg College has a process for the first-year experience that includes orientation, Auggie Days, and presentations. This program may play a role in helping students make connections to the campus and assist in building and maintaining a relationship with the students. Services and communication processes, such as its processes for first year students are comprehensive.
OO	3P2. While Augsburg College has identified key stakeholders and the groups that they represent (Table 3P3), they have not described a process for identifying the changing needs of these groups. For example, there is no indication of what data they collect, how they collect data, how they share data, or how the results are compared to local, regional or national trends.
S	3P4. College programming for parents to provide information about programs, processes, and services is an important link to a key stakeholder group. Building and maintaining this relationship may assist the College in addressing the needs and communicating actions to both current and prospective stakeholders. It is not clear from this section how the College plans to evaluate these processes for improvement.
O	3P5. While Augsburg College identifies an action project focusing on assessing mission driven student markets and colleges, it does not identify the process used for determining how student and stakeholder needs are addressed.
O	3P6. Augsburg College addresses the processes in place; however, they do not identify how complaint information is gathered or how complaints are responded to.

S	3P7. Augsburg College appears to be in the process of establishing comprehensive procedures for measuring student satisfaction.
O	3R1. While Augsburg College has initiated the use of Noel Levitz information to examine student satisfaction, noting that the NSSE has provided them with limited data and there has been an increase in their enrollments, the use of the data to reflect identified and implemented changes has not been included.
O	3R2. Comparison of internal and external data to Augsburg's results would put the results in this section in a context.
O	3R3. Key stakeholders, other than students, are not identified nor are results for performance satisfaction provided. Specific satisfaction measures and analysis of performance could assist the College in establishing priorities and targets for improvement.
S	3R5. The direct measures that the College has put in place, such as the Noel-Levitz Student Satisfaction, Institutional Priorities Survey, Minnesota Private College Council and Evangelical Lutheran Church, that can allow the College to benchmark national, state, and Lutheran comparisons of performance.

---

#### **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Augsburg College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

**Item Critical Characteristic**

- 01a Augsburg College is a private, non-profit college of the Evangelical Lutheran Church in America (ELCA) located in Minneapolis, Minnesota. Augsburg is the only ELCA college located in the center of an urban area. The College also has a branch campus in Rochester, MN and teaches nursing courses at United Hospital in St. Paul, MN. Augsburg has joined with other colleges and universities in the area with similar missions to form consortia.
- 04b Stakeholders (internal: students, faculty and staff and external: ELCA, Board of Regents etc.) are defined in terms of their location, program, status and needs, and programs to which they are related. The College's organizational structure provides opportunities for horizontal and vertical communication between the Institution and its external and internal constituencies.
- 05a The College maintains a balance between full-time and part-time positions while offering training initiatives to keep employees current in their fields. It plans for its staffing needs drawing upon demographic trends in the workforce. One hundred thirty-four of the full time faculty (85%) and 60 part-time faculty (38%) have doctoral degrees. Only 11% of the part-time faculty possess a bachelor's degree; all full-time faculty have at least a master's degree.
- 05b Commitment to hiring and maintaining a diverse staff is one the college's key strategies to ensure its mission's aim in having an "intentionally diverse campus." Approximately 8% of the faculty are of diverse racial or ethnic backgrounds. This percentage is expected to increase due to a grant-funded initiative to recruit/retain faculty of color.
- 06b The College has an extensive information technology data system that it uses to track its performance in key areas.
- 08a Augsburg has identified short- and long-term goals that are closely related to its mission, vision, and philosophy. They take into account the needs and expectations of both internal and external stakeholders. For example, Augsburg intends to selectively expand its graduate programs and nontraditional WEC.

**Here are what the Systems Appraisal Team identified as Augsburg College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

SS	4P1. A process for assessment of hiring needs (Table 4P1) includes alignment of department needs and position analysis using both internal assessment and external comparison. This process may assist the College in recruiting employees who demonstrate a fit with the College and its mission and have the appropriate skills and commitment to excellence in job performance.
O	4P1. The hiring process does not define how the institution assures those employed possess the requisite characteristics nor is there a process for faculty and staff planned succession. A standard process for hiring and reviewing prospective employees for desired characteristics and skills and a plan for growth from within may help in hiring those with the best fit to the institution and reduce employment expense.
S	4P2. New faculty and staff are oriented to the organization through a number of orientation activities as described in Table 4P2.3. Supporting new staff through the first year of employment may improve employee retention and improve performance of new hires.
O	4P3. Organizational learning and skill sharing are facilitated by open meetings and collaborative work sessions; however, it appears no institution-wide processes guide innovation and empowerment other than the actions of individual supervisors and specific professional development activities.
O	4P4. Augsburg College has identified a number of training strategies (Table 4P4.1, 4P4.2) to be used as needed. A process for training and developing all faculty, staff and administrators to contribute fully and effectively throughout their careers is not included. A specific plan to develop all staff may assist in employee retention and performance.
O	4P4. Augsburg College indicates its intent to create a learning culture, but neither describes its employees as learners nor documents a cohesive program for their on-going growth as learners.

O	4P5. Assessment of training needs is determined by college-wide, divisional, and curricular initiatives. It is not evident how the training is aligned with these initiatives or how it augments the focus on student learning and other distinctive objectives.
O	4P6. It is not evident how the personnel evaluation system is designed and used for all personnel, aligned with objectives in Category 1: Helping Students Learn or Category 2: Other Distinctive Objectives. Aligning feedback with institutional objectives and providing it to all employees may assist the College to reach its vision for performance excellence.
S	4P7. Augsburg College has outlined a process for reviewing its faculty and staff in order to reward excellent service and performance. In addition, the College monitors salaries for compensation parity.
O	4P8. Market studies of compensation, staff recognition events, and annual performance evaluations are designed to elicit information about issues that affect motivation. A process to determine and analyze key issues related to motivation, recognition, reward, and compensation systems to align with Category 1: Helping Students Learn and Category 2: Accomplishing Other Distinctive Objectives is not described. Aligning compensation, recognition, and annual performance to institutional objectives may support institutional efforts to achieve performance excellence.
OO	4P9. Augsburg College has identified a process for evaluating its employees, including the collection of data that leads to improved motivation although no evidence indicates that the process includes an evaluation of employee satisfaction. The process would be strengthened if the College includes in the process how data is to be collected, analyzed and utilized to make changes.
OO	4P10. The identified measures for valuing people are primarily restricted to performance reviews (self & supervisor) and exit interviews, which yield data termed confidential. It is, therefore, unclear if this data is subsequently used for improvement.

OO	4R1. Augsburg College collects information on faculty performance; however, it does not report it because of confidentiality. Data on job satisfaction, longevity on the job, student evaluations of teaching, student satisfaction or faculty staff evaluation of the administration are forms of data that can be publicly presented in aggregate form. Such data informs the public of the how well College is meeting stakeholders needs.
O	4R2. Augsburg College has a process for evaluating the effectiveness and productivity of its employees. Data supporting their effectiveness and productivity is not provided. Data informs the institution of its effectiveness in serving the students and other stakeholders.
O	4R3. No examples or evidence to indicate the productivity and effectiveness of faculty, staff and administrators to achieve institutional goals are provided. Results indicating performance targets can assist the organization in determining effectiveness of performance measures and evaluation processes.

---

**AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution’s leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Augsburg College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

***Item Critical Characteristic***

01a Augsburg College is a private, non-profit college of the Evangelical Lutheran Church in America (ELCA) located in Minneapolis, Minnesota. Augsburg is the only ELCA college located in the center of an urban area. The College also has a branch campus in Rochester, MN and teaches nursing courses at United Hospital in St. Paul, MN.

Augsburg has joined with other colleges and universities in the area with similar missions to form consortia.

- 02c Extensive support for student success is provided through a wide variety of programs that focus on the first year experience, mentoring, addressing students with disabilities including those in substance abuse recovery, early intervention with students experiencing academic difficulties and both academic and career counseling from varied sources.
- 04b Stakeholders (internal: students, faculty and staff and external: ELCA, Board of Regents etc.) are defined in terms of their location, program, status and needs, and programs to which they are related. The College’s organizational structure provides opportunities for horizontal and vertical communication between the Institution and its external and internal constituencies.
- 06b The College has an extensive information technology data system that it uses to track its performance in key areas.
- 08a Augsburg has identified short- and long-term goals that are closely related to its mission, vision, and philosophy They take into account the needs and expectations of both internal and external stakeholders. For example, Augsburg intends to selectively expand its graduate programs and nontraditional WEC.
- 08c The two–year initiative to install an administrative software system to improve institutional data collection and utilization is nearing completion.
- 08d The Augsburg College President is a key connection between ELCA, the Augsburg Corporation, the Board of Regents, and the College faculty/staff. The current president is retiring in 2006, with a search for a replacement currently underway.

**Here are what the Systems Appraisal Team identified as Augsburg College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

S	5P1. Through strategic conversations with the Board, integration of academic affairs and student affairs and through the incorporation of student membership on college committees, Augsburg College leadership is setting directions consistent with mission and in cooperation with key stakeholder groups.
---	---

O	5P1. The process outlined for establishing the strategic planning initiatives appears to be a top-down process that does not provide for the broader base of stakeholders to participate in the planning process. A bottom-up process allows for faculty, staff and student commitment to the growth and development of the College.
O	5P2. While leaders encourage and nurture the identification and development of opportunities, and establish design teams, cross-functional work teams, curriculum collaboratives, and leadership teams, it is not obvious how the learning environment is built and sustained. A process to select future opportunities, functional teams to guide the work, and communication links may improve the support provided to the College for learning.
S	5P3. The process for designing, approving, and implementing a new general education program provided opportunities for participation of affected stakeholders and demonstrated a commitment to shared decision-making. This process could become a model for other areas.
O	5P6. The Augsburg Vision document serves as a touchstone for planning; however, there is little description of the process used by leadership to communicate a shared mission, vision, values, and high performance expectations throughout the College. Further detail on the implementation and utilization of the vision document is needed.
O	5P7. Other than informal mentoring, little evidence is provided of other leadership development processes. A formal mentoring process would enable Augsburg College to introduce new staff to top performing, seasoned employees and provide a process to transmit institutional values in a systematic fashion.
OO	5P8. The current presidential search includes a selection committee with representatives from several stakeholder groups and relies upon the Augsburg College vision document. It does not include a description of the process by which the mission, vision, and values are passed on, nor does it describe succession planning for other key positions.

OO	5R1/5R2. Augsburg College does not collect information related to evaluation of its effectiveness in the areas of leading and communicating or in comparing itself with other institutions. Methods and instruments exist to do both. Such data provides key insights into how well the institution is doing in leading Augsburg into and through the current century.
----	--

---

## **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Augsburg College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

***Item    Critical Characteristic***

- 02d Besides traditional delivery of instruction, Augsburg provides instruction through a variety of delivery systems. Among its offerings are web-based courses, and online hybrid courses, some of which include field/service activities. Service learning is also a key component of the curriculum in a number of academic departments, and is provided through partnerships.
- 03b Augsburg offers degrees to meet the needs of traditional and non- traditional students; current marketing initiatives are targeted toward increases in traditional math and science undergraduates, Weekend College (WEC) enrollments, and students of diverse races. The College is seeking to bolster the number of Lutheran students.
- 06b The College has extensive information technology systems that it uses to track its performance in key areas.
- 06c The Enrollment Center serves as the focal point for most student-related administrative matters.
- 08c The two-year initiative to install an administrative software system to improve institutional data collection and utilization is nearing completion.

**Here are what the Systems Appraisal Team identified as Augsburg College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

S	6P1. The College has multiple key sources where student support needs can be identified, including the role of faculty as “first responders” in a case management model.
O	6P1. No clear process is evident for identifying needs or for reducing gaps in service. There is no description of how identified gaps lead to actions to add or improve services, or how students are part of this identification. More systematic data collection and analysis could reveal opportunities to improve services or achieve efficiencies that are not evident from the case approach.
O	6P2. The College lists individuals and groups who could contribute to identification of faculty and staff needs. The mechanisms that will be used to identify the service needs are not presented.
S	6P2. Augsburg College’s Information Technology (IT) department was recently reconfigured to a collaborative service delivery model featuring Liaisons for Computing that assist academic and administrative services in meeting goals. This approach to identifying, addressing and planning for needs has catalyzed program and staff development.
O	6P3. There is no mechanism described to obtain student feedback and to use it to improve or change processes. Mechanisms/processes for management of non-student support services are not apparent either.
S	6P3. The Enrollment Management Division has each department within the Division develop an annual plan aligned with the College’s initiatives for the upcoming year and identify opportunities for improvement based on the previous year’s results. Measurable indicators of success are defined for individuals and departments in annual work plans. Evaluation of the planning system has driven changes in the process to make it more efficient for all stakeholders. Alignment of Division plans with College initiatives can promote efficient and effective processes and management documentation to assist in communicating progress.

O	6P4. Although examples of databases and reporting systems are indicated in Tables 6P4.1 and 6P4.2, no process for using the information and results to improve key student and administrative support services is described. A process that allows formative improvement and regular summative evaluation can help define improvement areas and track progress in improvement efforts.
O	6P5. The IT department serves as an example of tracking and analyzing data to improve service and includes a list of what data is collected. It is not evident what other measures of student and administrative support service processes are collected and analyzed regularly. A process deployed for all support service processes can assist the College in its improvement efforts.
S	6R1. Enhancing student services online is a priority and new systems with beneficial impacts have been added.
O	6R1. The process that leads from evidence to action to change is not evident. Although expected/achieved results are alluded to, no actual evidence is presented.
S	6R2. The Enrollment Management Work Team process and use of cross-functional teams to identify opportunities for improvement is a good model for using information and results to improve services that could be deployed institutionally.
S	6R3. Augsburg College displays results indicating the instructional and academic support expenditure ratio in Figure 6R3.2 is being maintained, while it is decreasing within the Minnesota Private College Council. Such comparison to the council member average can help identify resources and enable the institution to respond to changes that occur.

---

**AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Augsburg College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

***Item Critical Characteristic***

- 06b The College has an extensive information technology data system that it uses to track its performance in key areas.
- 07a Augsburg has identified its competition in each geographic or instructional purpose setting.  
  
Augsburg has identified short- and long-term goals that are closely related to its mission, vision, and philosophy. They take into account the needs and expectations of both
- 08a internal and external stakeholders. For example, Augsburg intends to selectively expand its graduate programs and nontraditional WEC.
- 08c The two–year initiative to install an administrative software system to improve institutional data collection and utilization is nearing completion.

**Here are what the Systems Appraisal Team identified as Augsburg College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

S	7P1. Conversion to a new approach with the Agresso IT infrastructure system to provide a more agile and flexible response to changing data needs and support fiscal controls and processes, and advanced web presence may allow the College more effective IT management. This system could support more data that are accessible more accessible data and support improvement for efficient and effective operation, tracking student information, and other technology supported operations.
S	7P1. Augsburg College has maintained a cyclical planning and review process that features goal setting, data collection, analysis against outcomes, feedback to support student learning, other distinctive objectives, and continuous improvement.
O	7P2. The data collection process is complex and appears to involve a number of systems. It is not clear how data from various systems is compared or configured for a comprehensive view of the organization’s performance.

S	7P3. Key sources of comparative data that are available and collected through the ELCA Higher Education and Schools, the Minnesota Private College Council and the NACUBO are used.
O	7P3. Although the key sources of comparative data and information are listed, no process for determining the needs and priorities based on comparative information and data is described. Defining the criteria and methods for selecting and aligning sources of comparative information and data may help provide information as useful indicators for improvement efforts.
O	7P4. The responsible party (College Council) and key sources of institutional performance measures are described. It is not apparent how information and data are analyzed and shared regarding overall performance throughout the institution. Benchmarking against other, similar colleges is useful. Specific, defined measures for comparison are valuable for good benchmarking and measuring overall performance.
O	7P5. The College states the vision document serves as a framework for organizing the strategic planning process and driving strategic directions. The explicit expectation, in and of itself, that department and unit analysis of data will be aligned with strategic directions may not ensure alignment with institutional goals without a specific, well-defined process.
O	7P5. Data related to student learning is vital to institutional planning. A clear process for the collection, distribution, and analysis of data from the assessment of student learning would enhance efforts to link assessment to improvement..
O	7P6. The College includes a description of who is responsible for the different IT systems. However, a description of how they ensure the system's effectiveness was not included.
OO	7P7. There is no information detailing the measures that are collected and regularly analyzed. Measuring the effectiveness of an institution requires the participation and commitment of everyone. Broad-based conversations about the selection of measures, standards, and criteria can be very constructive. A clear process and focus for measures selected and comparisons to other institutions aligns information to improvement efforts. Detailing what measures are collected and analyzed will improve data analysis.

O	7R1. Evidence of significant change in IT architecture to accomplish initiatives and measure effectiveness is presented. Results that indicate reliability and confidentiality of information or satisfaction with the timeliness, accessibility, and user-friendliness are not included. Clear results supporting the effectiveness of the system can enable the College to ensure the system meets the institution's needs in accomplishing its mission and goals.
S	7R2. Augsburg College is able to utilize comparative data of other institutions of higher education through membership in Educause, the Minnesota Private College IT Directors, the ACTC Chief Information Officers, and through the Minnesota Private College Users Conference.
O	7R2. Augsburg College has identified sources of comparative data in 7P3; however, other than meetings with comparable institutions, it has not provided data on results collected or evaluated. It is not clear how this information relates to any college goal, aside from the information management structure.

---

**AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Augsburg College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

***Item Critical Characteristic***

- 08a Augsburg has identified short- and long-term goals that are closely related to its mission, vision, and philosophy. They take into account the needs and expectations of both internal and external stakeholders. For example, Augsburg intends to selectively expand its graduate programs and nontraditional WEC.
- 08b Augsburg maintains its financial position through tuition and fees as well as a limited endowment fund and has recently initiated a capital campaign. The College seems to

rely on generating or receiving external funds in order to provide moneys for a number of key initiatives in programming and/or delivery.

**Here are what the Systems Appraisal Team identified as Augsburg College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

○	8P1. Campus-wide discussions with key stakeholder groups identified 12 institutional priorities for consideration in the upcoming strategic planning process. A more formal planning process describing the steps, involvement and timelines, factors and methods for addressing the future that includes modifications to the College’s mission, and vision could assist in the communication of direction. Further, strategic and annual planning in regular cycles allows individuals to anticipate providing input to the processes and establishes their role in those processes.
○	8P2. Key selection criteria are listed, but there is no process for selecting short- and long-term strategies identified.
○○	8P3. Action plans for College-wide and divisional initiatives are developed by individuals on the College Council and department/program level leaders. No systematic reporting to stakeholders of action plans nor progress is described
○○	8P4. No process for aligning and coordinating planning is presented.
○	8P5. Performance measures for institutional initiatives are established by the College Council dependent on the nature of the initiative. Listed examples of performance measures do not indicate specific performance projections, nor how measures are selected and performance levels set. A consistent process for selecting performance measures and projections aligned with institutional strategies and action plans can produce better indicators of success.

○	8P6. A process for budgeting priorities and approvals generally reflect the College's strategic directions and initiatives. Budget surpluses were used to fund institutional priorities and a Research and Development Fund was established. It is not clear how budget priorities are selected and prioritized within strategies and action plan implementation.
○	8P7. Funds are allocated to hire external consultants for initiatives such as College-wide assessment. Additional funds from the Lilly Grant provide for faculty and staff workshops on vocation. Development needs are assessed in annual staff reviews but it is not clear how the College ensures faculty, staff, and administrator capabilities are regularly developed and nurtured to address requirements regarding changing institutional strategies and action plans.
○	8P8. The College does not have a process in place to measure the effectiveness of the systems of planning continuous improvement.
○	8R1. Some results for enrollment and yield rates are included with general initiative actions, but these are limited. For example, the uniform WEC admissions process was implemented in Spring of 2003, but no measures or results of that process are reported. Results that compare the earlier admissions process to the newly developed process or other institutions could support the improvement and accomplishment of the institutional strategy and action plan. Along the same lines, there is no listing of the outcomes of the College's Action teams.
S	8R2. Key College-wide and divisional initiatives for 2004-2006 are listed and aligned with some specific projections of performance.
○	8R3. There is no systematic process of comparison of results with other institutions.
○	8R4. Collection and analysis of systematic data would be useful in determining whether or not institutional planning goals have been met. Identification of measures during planning stages can help discover if important steps in a process have been included and are functioning as intended.

**AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution’s relationships – current and potential – to analyze how they contribute to the institution’s accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Augsburg College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item Critical Characteristic***

- 04a Augsburg participates in partnerships with other independent colleges belonging to the ACTC Consortium and agencies related to the ELCA, the Higher Education Consortium for Urban Affairs and collaboratively participate in K-12 schools, community, corporate, and government agencies.
- 04b Stakeholders (internal: students, faculty and staff and external: ELCA, Board of Regents etc.) are defined in terms of their location, program, status and needs, and programs to which they are related. The College’s organizational structure provides opportunities for horizontal and vertical communication between the Institution and its external and internal constituencies.

**Here are what the Systems Appraisal Team identified as Augsburg College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

SS	9P1. Augsburg College has identified a wide variety of partners with whom it collaborates in the delivery of instruction and services. These relationships include the ELCA, agencies in the health, corporate, and government sectors, postsecondary organizations, surrounding communities, and the regional K-12 schools. In creating, prioritizing, building, and nurturing these relationships, Augsburg College has identified mutually beneficial relationships that are sustainable over time
----	---

S	9P2. In addition to frequent visits and individual cultivation efforts, the needs of collaborative partners are evaluated through an annual luncheon, an annual employer survey, and through advisory board input.
O	9P2. Several examples of attempts to ensure that the needs of partners have been met are listed. It is not evident how the College ensures the varying needs are met or what assessments are used.
S	9P3. Augsburg College offers many processes for orientation and multiple venues for building internal relationships. Organizational performance based on collaborative practices and a culture of sharing information may assist communication of actions and integration of ideas.
O	9P3. A variety of activities is described including faculty-staff mentoring teams, All-Staff and All-Hands meetings, Teaching and Learning Friday Seminars, and a series of social and cultural events. No process is explained for evaluating the success of these events in fostering internal collaboration.
S	9P4. Measures of building collaborative relationships are determined at the department/program level. Evaluations from the partner organizations, students, cooperative teachers, and employers are regularly collected.
O	9P4. Internal collaboration is described as occurring at the department level. Identification of these relationships will enable the definition of desired outcomes, the development of techniques for measuring progress, and the design of strategies for improvement.
S	9R1. Data suggests that Augsburg College has a well-developed set of internship sites in education, social work, physician assistant studies, nursing, and music therapy. Seventy-six percent of graduates in 2003 were hired into positions related to their degrees, while 25% were accepted into graduate or professional schools. Internship advisors also indicated that the Augsburg College interns demonstrated competence and high quality work in their field.
S	9R1. Augsburg College has a long, established working relationship with its 3M alumni who have assisted in sharing information on college programs and initiatives, as well as raising funds for the new Alumni Center. Clear results for building relationships are presented.

S	9R2. Several results from processes to build collaborative relationships were identified in the areas of student recruitment, curricular innovation, school-to-work transition, service to the community, alumni relations, and fundraising. The service area compared very favorably to other institutions as evidenced by ranking and awards.
O	9R2. Augsburg College's service-focused program was recognized nationally. Evidence of comparison to other institutions and organizations for improving key collaborative relationships is not available. Also, there was no evidence of data collection from key collaborative relationships from which students are received, from institutions and employers that depend on a supply of students and graduates, from organizations that provide services to students, or from other organizations with whom Augsburg College interacts.