

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **AUGSBURG COLLEGE**

February 9, 2009



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

**30 North LaSalle Street, Suite 2400  
Chicago, Illinois 60602-2504  
www.AQIP.org  
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**

February 9, 2009

**Table of Contents**

Executive Summary .....	1
Elements of the Feedback Report .....	3
Strategic and Accreditation Issues .....	5
Using the Feedback Report .....	6
Critical Characteristics Analysis .....	8
Category Feedback .....	10
<i>Helping Students Learn</i> .....	10
<i>Accomplishing Other Distinctive Objectives</i> .....	14
<i>Understanding Students' and Other Stakeholders' Needs</i> .....	17
<i>Valuing People</i> .....	21
<i>Leading and Communicating</i> .....	25
<i>Supporting Institutional Operations</i> .....	27
<i>Measuring Effectiveness</i> .....	30
<i>Planning Continuous Improvement</i> .....	33
<i>Building Collaborative Relationships</i> .....	37

---

## EXECUTIVE SUMMARY FOR AUGSBURG COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Augsburg College's** achievements and to identify challenges yet to be met.

**Category 1:** Augsburg College has described good organizational systems (structures and processes) that serve to enhance student learning and campus operations. At the moment, the systems appear to be newly formed and simply need more time to mature. There appears to be stakeholder collaboration in campus decision-making processes. The collection of program-specific assessment data and identification of possible sources of comparative data on student success in meeting identified learning outcomes would enhance the College's quality improvement efforts. An "institutional will" is present on campus to move the quality initiative forward.

**Category 2:** Augsburg College's other distinctive objectives are clearly rooted in the College's institutional history and closely aligned with its mission. The institution is clearly committed to its other distinctive objectives in numerous ways including its curriculum, professional development of employees, and strategic conversations. A number of measures are in place to track success in meeting its other distinctive objectives. The collection of additional data and clarification of processes would aid the institution in tracking particular measures of success over time.

**Category 3:** Augsburg College appears to enjoy a healthy and maturing campus cultural ethos. The college engages in many activities demonstrating the importance it places on building and maintaining relationships with students and other stakeholders; however, it appears to lack formal processes and direct measures that can be used to inform and enhance these activities and to improve student and stakeholder satisfaction.

**Category 4:** Augsburg College has recently made several process changes in its efforts to value people. Well designed systems are beginning to show evidence of working well for the campus community, and cross-campus functional teams allow people from across the campus to interact with one another and to make campus decisions which are stakeholder owned. The Systems Portfolio is less clear about how these particular changes were agreed upon or what outcomes are desired from these changes. Using a

continuous quality improvement model would support the College in its efforts to value people by ensuring evaluation of the results of revised processes.

Category 5: Organizational communication is evident across campus at Augsburg College, as is the commitment to clear communication at all levels. Well-designed systems and practices are in place across the institution to lead and communicate. Personal and professional development opportunities are available to employees at all levels of the college. There are broad-based decision-making processes in place which use data to assist in making decisions. Adding more detail about how members are appointed to committees, term lengths, and organizational structure of committees would further flesh the Systems Portfolio. Specifying results and utilizing comparative data would enhance the College's internal assessment of its progress and challenges.

Category 6: A consistent system-wide effort to support student learning through student and administrative support services is amply documented in this section of the Systems Portfolio. The systemic processes allow the college leadership team to identify campus needs and make appropriate corrective action. The availability of relevant information is well documented. However, the use of this information could be better realized.

Category 7: Augsburg has technology enhanced data management processes in place and these processes are beginning to provide a way to systematically manage information. This provides a unique opportunity to use the development of the data warehouse as a mechanism for developing and further refining the processes for collecting, analyzing, using, and communicating the measures of overall institutional effectiveness. More comprehensive processes for identifying employee needs and emerging challenges would enable the College to ensure that the systems for measuring effectiveness continue to stay current and needed for employees in all units and departments.

Category 8: Augsburg College has a newly established strategic planning process which is effectively produced and enacted involving campus stakeholders. This planning process is grounded in the mission, vision and values of the institution. There is a lack of results data that is surprising given the years within AQIP, but a renewed sense of effort appears to have accompanied the new President.

Category 9: The campus effectively develops relationships with external stakeholders. The college knows itself and is making progress in becoming a quality-driven organization. Some limited data is used to monitor effectiveness of the college's relationships with external stakeholders. Further development of regular use of comparative data and collection as well as the collection of data on the wide range of campus activities related to building cooperative relationships would allow Augsburg College to refine its understanding of progress and challenges in this area.

Accreditation issues and Strategic challenges for **Augsburg College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

---

## **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: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team 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.

**Executive Summary.** Summative statements agreed upon by the Systems Appraisal Team 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.

**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.

---

## 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 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 will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

The collection of program-specific assessment data and identification of possible sources of comparative data on student success in meeting identified learning outcomes would enhance the College's process improvement efforts.

More longitudinal and comparative data will enable Augsburg College to continue to fine-tune its prioritization of areas to target for improvement and to measure the success of new processes as they come on board.

Augsburg College collects and stores many types of data, including some direct measures of performance. The College would benefit from processes that collect additional direct measures and utilizes these data in a more consistent and systematic fashion.

Augsburg College has described multiple systems currently in place enabling it to move forward in its quality journey. Many of these systems appear to be in the early stages of implementation. Augsburg is encouraged to continue to evaluate and analyze these systems against performance targets and use the information gleaned from such analyses to make further improvements.

---

## **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.

---

## **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.

**Item Critical Characteristic**

- O1a Augsburg College is a private, non-profit college of the Evangelical Lutheran Church in America (ELCA).
- O1b Augsburg's motto is *Education for Service*. Its mission reflects the core values of the institution: *To nurture future leaders in service to the world by providing high quality educational opportunities, which are based in the liberal arts and shaped by the faith and values of the Christian church, by the context of a vital metropolitan setting, and by an intentionally diverse campus community.*
- O1c Located in the metropolitan area of Minneapolis, Minnesota, the college offers a distinctive education that prepares students to become good citizens and stewards of this world.
- O2a The College offers Bachelor of Arts, Bachelor of Music, Bachelor of Science, Master of Arts (in Leadership, Nursing, and Education), Master of Science in Physician Assistant Studies, Master of Social Work, Master of Business Administration, teaching licensure, certificates, and continuing education programs.
- O2b Augsburg is a member of the Associated Colleges of the Twin Cities (ACTC) consortium.
- O3a Augsburg College serves three distinct student markets: traditional Day Program undergraduate students (21% first-generation, 13.9% from underrepresented/international populations), undergraduate adult learners (9.8% underrepresented/international populations), and graduate students. The current composition of the student body is about 50% in the traditional Day Program and about 50% adult learners.
- O3b Undergraduate adult learners and graduate students are served by the main campus located in Minneapolis and in Rochester. Nursing and MBA courses are offered at additional sites in Minneapolis and St. Paul.

- O3c Among traditional Day Program students, 82% are from Minnesota with more than half coming from the Twin Cities metropolitan area.
- O4a In keeping with its mission and motto, Augsburg partners with an array of area agencies and consortia to provide its students with a wide range of service opportunities.
- O4b The College engages in a wide variety of collaborative relationships, partnering with more than 25 community organizations at which Augsburg students participate in service-learning projects.
- O5 Augsburg employs nearly 850 full and part-time employees. Approximately 8% of the full-time faculty are from diverse races.
- O6a Augsburg's location in the city is a critical and distinctive feature of the college. The Minneapolis campus comprises 23 acres including five residence halls housing about 54% of the traditional Day Program students. Skyways and an underground tunnel system connect the buildings providing convenience in bad weather.
- O6b The Kennedy Center for Sports and Recreation and the Oren Gateway Center building projects were recently completed and include 10 classroom and lab spaces featuring state-of-the-art technology.
- O6c Additional space located in Rochester is provided by Bethel Lutheran Church and is connected to the Minneapolis campus by an Ethernet network with high-speed Internet and LAN access.
- O7a Augsburg's key competitors include Hamline University, University of Minnesota, University of St. Thomas, Metropolitan State University, College of St. Catherine, Concordia University, Bethel University, and The College of St. Scholastica.
- O7b Two major online education providers, Capella, and the University of Phoenix, provide additional sources of competition for all adult programs.
- O8a The changing demographics in Minnesota add to the competitive environment. High school graduates in Minnesota will decline by 10% overall through 2015. The number of white students will decline by 17% while the number of students of color will increase by 40%.

- O8b Augsburg is well-positioned to meet diverse student needs through an array of programs and services including Residence Life, Center for Counseling and Health Promotion, Campus Ministry, and Student Activities and Orientation.
- O8c A new president, Paul C. Pribbenow, is helping Augsburg reach new levels of institutional effectiveness.
- 5C3 Three unifying themes of the vision engage the values and expectations of Vocation, Caritas, and Community.
- 8C2 Grounded in mission, vision, and a commitment to student-centeredness and retention, long-term goals have been articulated and continuous improvement strategies employed to advance priority initiatives.

---

## 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***

- O1a Augsburg College is a private, non-profit college of the Evangelical Lutheran Church in America (ELCA).
- O1b Augsburg's motto is *Education for Service*. Its mission reflects the core values of the institution: *To nurture future leaders in service to the world by providing high quality educational opportunities, which are based in the liberal arts and shaped by the faith and values of the Christian church, by the context of a vital metropolitan setting, and by an intentionally diverse campus community.*
- O2a The College offers Bachelor of Arts, Bachelor of Music, Bachelor of Science, Master of Arts (in Leadership, Nursing, and Education), Master of Science in Physician Assistant Studies, Master of Social Work, Master of Business Administration, teaching licensure, certificates, and continuing education programs.
- O4a In keeping with its mission and motto, Augsburg partners with an array of area agencies and consortia to provide its students with a wide range of service opportunities.
- O4b The College engages in a wide variety of collaborative relationships, partnering with more than 25 community organizations at which Augsburg students participate in service-learning projects.

O8b Augsburg is well-positioned to meet diverse student needs through an array of programs and services including Residence Life, Center for Counseling and Health Promotion, Campus Ministry, and Student Activities and Orientation.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1a	S	The College's mission-driven curriculum includes student learning outcomes developed by campus-wide collaborative efforts.
1P1b	O	Articulating and developing a more sophisticated process for reviewing the student focused learning objectives would support the institution's quality journey.
1P2	S	A planning model (for program development) based on shared governance and market survey data is clearly articulated and is implemented across the campus.
1P3a	S	The College has the infrastructure (people, committee, offices) in place to care for "at risk" students.
1P3b	O	The current Action Project will allow the College to mature its processes for caring for the needs of all its students (including those in the adult degree completion programs).
1P4	S	Augsburg uses multiple methods to communicate learning objectives and academic expectations to the campus community.
1P5a	S	Assisting students to select a program of study is an outgrowth of the College's Lutheran Model of Education whereby program selection is linked to a student's gifts and calling.

- |       |   |   |
|-------|---|---|
| 1P5b  | S | Hiring a Director of Retention to coordinate and develop intervention plans addresses critical student persistence needs as evidenced by collected data.  |
| 1P6a  | S | Documenting, communicating and evaluating effective teaching practices are in-line with like institutional practices.   |
| 1P6b  | O | Supplementing current practices with additional direct assessment methods and strategies would support the College's commitment to continuous quality improvement.  |
| 1P7   | S | An effective course delivery system (development, implementation and review) appears to be in place and functioning well for the College as it delivers coursework to a wide variety of students through a number of delivery modalities.   |
| 1P8   | S | Augsburg has clearly defined its processes for monitoring the currency of its curriculum - all set in the context of collaborative decision making.   |
| 1P9   | S | Faculty development opportunities are provided by the Center for Teaching and Learning and are developed in response to faculty feedback derived from multiple organizational points of accountability.                                     |
| 1P10  | S | The College's curriculum and co-curriculum programs are aligned and this allows for a holistic and seamless learning environment. The alignment is enhanced as many cross-divisional committees set the context for shared decision making. |
| 1P11a | S | A systematic assessment plan is articulated, is being developed and is supported by an appropriate organizational structure.  |
| 1P11b | O | The College assessment plan needs time to mature as it guides the institution forward on its quality improvement endeavor.  |
| 1P12  | S | A wide range of data are used by the College to ascertain the preparedness of Augsburg graduates seeking employment or further education.   |

1P13a	S	Augsburg College uses a number of data sources to evaluate student performance.
1P13b	O	Use of additional direct assessment methods would enhance the College's evaluation of student learning.
1R1	O	A doable assessment plan is being unfolded, but not all aspects have been implemented and not all campus units are participating.
1R2	O	There is spotty across-the-campus evidence regarding student achievement of the Augsburg learning objectives.
1R3	S	The College's Action Project in this area has identified a rich array of opportunities and continued work on such will move the institution forward.
1R4	O	Augsburg has little comparative data and no evidence is provided of the use of any direct assessment methods/data for like and aspirant colleges.
1I1	S	The College provides several examples that it has a plan to monitor and to make necessary changes to its processes and systems related to helping students learn.
1I2	S	There appears to be a collaborative working relationship among a variety of campus stakeholders in determining "next step" actions for the College.

---

## **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***

- O1a Augsburg College is a private, non-profit college of the Evangelical Lutheran Church in America (ELCA).
  
- O3a Augsburg College serves three distinct student markets: traditional Day Program undergraduate students (21% first-generation, 13.9% from underrepresented/international populations), undergraduate adult learners (9.8% underrepresented/international populations), and graduate students. The current composition of the student body is about 50% in the traditional Day Program and about 50% adult learners.
  
- O4a In keeping with its mission and motto, Augsburg partners with an array of area agencies and consortia to provide its students with a wide range of service opportunities.
  
- O4b The College engages in a wide variety of collaborative relationships, partnering with more than 25 community organizations at which Augsburg students participate in service-learning projects.
  
- O8b Augsburg is well-positioned to meet diverse student needs through an array of programs and services including Residence Life, Center for Counseling and Health Promotion, Campus Ministry, and Student Activities and Orientation.

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

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
2P1	S	Augsburg College’s other distinctive objectives are largely driven by the College’s mission of service and vocation and its work as part of the Evangelical Lutheran Church in America. Representative leadership groups within the college (Board of Regents, President, Cabinet, Faculty

- Senate, Staff Senate, Campus Ministry, Lilly Advisory Group) actively interact with the campus community to direct activities.
- 2P2a S The College's other distinctive objectives are communicated through a wide range of practices ranging from official public statements to daily ritual observances. Communication of the institution's core values and objectives are a central part of recruiting and admitting students as well as the processes for hiring and orienting new faculty.
- 2P2b S A Mission Interview Committee is included in the faculty hiring process to ensure that a "good fit" exists among faculty hired with the broader mission of the college.
- 2P3 S Staff needs are determined via an annual performance feedback review and Vocational Development Plan. Faculty needs are determined in the context of annual teaching performance conversations. Faculty and staff needs relative to the other distinctive objectives are met through a range of professional development and sabbatical opportunities.
- 2P4 O A clear process for reviewing and assessing the College's other distinctive objectives was not described in the portfolio making it unclear whether there is such a process in place.
- 2P5a S Augsburg has survey data and external grant evaluation results afforded by its participation in the Lilly Endowment along with NSSE data that can be used to measure its success in accomplishing other distinctive objectives.
- 2P5b O While the grant projects have identified measurements processes, it is not clear how non-grant funded projects are measured.
- 2R1 S Augsburg reports data indicating success in a number of areas related to its other distinctive objectives. Development of a limited dashboard of key indicators might enable easier evaluations of successes and challenges across time.

- |      |   |   |
|------|---|---|
| 2R2a | S | Augsburg's participation in the three-year study being conducted by Wilder research provides the College with some comparative data related to its other distinctive objectives. Developing internal instruments to continue to track outcomes after this research project concludes would enable Augsburg to continue to collect results and use that data to refine short and long term planning. |
| 2R2b | O | Data suggest that Augsburg students score higher than the aggregate in the categories listed except for "vocation is defined by interaction of an individual and their community." Further information might prove to be helpful.   |
| 2R3  | S | Augsburg College's other distinctive objectives of vocation and caritas clearly strengthen the College's fulfillment of its mission and its relationships with surrounding communities.   |
| 2I1  | S | The business plan developed for the Augsburg Center for Faith and Learning should help the institution measure and seek opportunities to improve results in achieving its other distinctive objectives.   |
| 2I2a | S | Augsburg clearly communicates its commitment to its other distinctive objectives in numerous ways. The development of clear targets and key indicators should help Augsburg continue to improve its results in this area.   |
| 2I2b | O | The President plays a key communication role; however, it is unclear the role of other key stakeholders in the communication process.   |

---

### **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***

- O1c Located in the metropolitan area of Minneapolis, Minnesota, the college offers a distinctive education that prepares students to become good citizens and stewards of this world.
- O3a Augsburg College serves three distinct student markets: traditional Day Program undergraduate students (21% first-generation, 13.9% from underrepresented/international populations), undergraduate adult learners (9.8% underrepresented/international populations), and graduate students. The current composition of the student body is about 50% in the traditional Day Program and about 50% adult learners.
- O3c Among traditional Day Program students, 82% are from Minnesota with more than half coming from the Twin Cities metropolitan area.
- O4a In keeping with its mission and motto, Augsburg partners with an array of area agencies and consortia to provide its students with a wide range of service opportunities.
- O4b The College engages in a wide variety of collaborative relationships, partnering with more than 25 community organizations at which Augsburg students participate in service-learning projects.
- O6a Augsburg's location in the city is a critical and distinctive feature of the college. The Minneapolis campus comprises 23 acres including five residence halls housing about 54% of the traditional Day Program students. Skyways and an underground tunnel system connect the buildings providing convenience in bad weather.

- O7a Augsburg's key competitors include Hamline University, University of Minnesota, University of St. Thomas, Metropolitan State University, College of St. Catherine, Concordia University, Bethel University, and The College of St. Scholastica.
  
- O8a The changing demographics in Minnesota add to the competitive environment. High school graduates in Minnesota will decline by 10% overall through 2015. The number of white students will decline by 17% while the number of students of color will increase by 40%.
  
- O8b Augsburg is well-positioned to meet diverse student needs through an array of programs and services including Residence Life, Center for Counseling and Health Promotion, Campus Ministry, and Student Activities and Orientation.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1	S	Augsburg College uses a number of processes to evaluate and respond to changing needs among its various student groups.
3P2	O	Although a number of programs, services, and communication methods were listed in response to this question, a system for building and maintaining relationships with students was not described. A review and analysis leading to a more focused process may serve to enhance the various programs, services, and communication methods currently being engaged in.
3P3	O	The development of some more formal processes such as an Environmental Scan or Economic Impact Analysis would ensure that the College is collecting information about important stakeholders in a regular and intentional way.

- |     |   |  |
|-----|---|--|
| 3P4 | S | A national consulting firm was hired in 2006 to conduct a comprehensive audit of Augsburg's advancement division. Recommendations from the audit provided the foundation for the reorganization of the division.   |
| 3P5 | O | Augsburg's response to this item did not explain how they determine if new student and stakeholder groups should be addressed within their educational offerings and services. Several new initiatives are unfolding for the campus community, but it is too early to determine (not much data exists) if stakeholder needs are being addressed. |
| 3P6 | O | Records of student complaints are currently kept by various departments and offices within the institution. A process for reviewing and analyzing the information provided in student complaints was not described making it unclear exactly how Augsburg uses student complaint information to improve its services.                            |
| 3P7 | S | Augsburg College uses many surveys and other measures as the basis for determining student and other stakeholder satisfaction.   |
| 3R1 | S | Augsburg College uses enrollment data and responses to the Noel-Levitz Student Satisfaction Index to measure student satisfaction. SSI data from 2005 and 2007 indicate clear successes as well as opportunities.  |
| 3R2 | S | Augsburg College uses retention data, graduation rates, data on numbers of students of color and low-income students in order to measure its success at building relationships with students. Data in each of these areas suggest that the College has been effective at building relationships with students.                                   |
| 3R3 | S | Augsburg College uses Alumni giving information and the Noel-Levitz Institutional Priorities Inventory in order to evaluate the satisfaction of its stakeholders. The IPI has had a direct impact on institutional budgeting as high importance/low satisfaction areas are identified.   |
| 3R4 | S | Augsburg College has taken a number of steps to build and maintain relationships with key stakeholders under the aegis of the Augsburg Promise including improvements to the physical appearance of campus,  |

the development of a common language to describe Augsburg and its mission, and increased media attention. The consistent effort to build and maintain relationships with key stakeholders will enable Augsburg College to identify and respond rapidly to changing needs and emerging concerns.

- |     |   |   |
|-----|---|---|
| 3R5 | S | Surveys conducted by Noel-Levitz have enabled Augsburg to identify both successes and areas of concern in meeting student and other stakeholder needs and to compare local results with appropriate benchmarks. |
| 3I1 | S | Specific process improvements have addressed the needs of students of color and of adult learners.  |
| 3I2 | S | Retention data has enabled Augsburg College to set specific targets for improvement. An Action Project to set targets for improvement of alumni relations is underway.  |

---

#### **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***

- O1c Located in the metropolitan area of Minneapolis, Minnesota, the college offers a distinctive education that prepares students to become good citizens and stewards of this world.
- O5 Augsburg employs nearly 850 full and part-time employees. Approximately 8% of the full-time faculty are from diverse races.
- O8a The changing demographics in Minnesota add to the competitive environment. High school graduates in Minnesota will decline by 10% overall through 2015. The number of white students will decline by 17% while the number of students of color will increase by 40%.
- O8b Augsburg is well-positioned to meet diverse student needs through an array of programs and services including Residence Life, Center for Counseling and Health Promotion, Campus Ministry, and Student Activities and Orientation.
- O8c A new president, Paul C. Pribbenow, is helping Augsburg reach new levels of institutional effectiveness.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1	S	Augsburg College has a clearly defined process for identifying the specific credentials, skills, and values required for all positions.
4P2	S	Augsburg College has clearly defined and published processes for recruiting, hiring, and orienting new employees.
4P3	S	Restructuring of job responsibilities has aided collaboration, communication, and innovation across divisions (HR and payroll) within Augsburg College. With the restructuring of the HR department the College has demonstrated flexibility in addressing the needs of their divisions.

- 4P4            S        Multiple training opportunities as well as sabbaticals exist for faculty and staff that include skills and knowledge related to current position as well as vocational interests not directly applicable to current position.
  
- 4P5a          S        Training needs are identified in multiple ways from job descriptions to performance evaluations. The use of these data to assist the College in determining training needs is a positive signal that the quality improvement effort is permeating all institutional practices.
  
- 4P5b          O        Regularized processes for determining training needs will ensure that the development and revision of training programs stays current. A training request form or the ability to request training on certain skills would enhance the training offerings.
  
- 4P6            S        Regular (30-, 60-, 90-day and annual) performance reviews are scheduled for faculty and staff.
  
- 4P7a          S        Market studies of compensation are conducted along with current development of multi-year plan.
  
- 4P7b          O        Aligning compensation and employee recognition programs with student learning objectives and other distinctive objectives should support employee understanding of and commitment to the College's goals and objectives.
  
- 4P8a          S        Fostering a supportive work culture is supported by top leadership and it permeates the systems and processes established by the College. Issues concerning employee motivation are determined through individual performance evaluations. Gathering data from exit interviews is also a good source of information on what motivates employees.
  
- 4P8b          O        It is unclear how faculty and staff are appointed to Senate roles and how communication/accountability takes place between constituents.
  
- 4P9a          S        The campus has developed a comprehensive system of understanding employee satisfaction, health, safety and well-being.

- 4P9b O It is not clear that Augsburg College as a systematic process for assessing and addressing employee satisfaction, health, safety and well-being. Systematic data gathering in this area should help the College target its efforts and programs in the most effective ways.
- 4P10a S Augsburg College is using appropriate instruments to measure the success it is having in regard to the valuing of people employed on the campus.
- 4P10b O Additional information beyond employee evaluations, exit interviews, and review of comparative salary, benefits and turnover data can provide useful measures over time.
- 4R1 O It is unclear what results the College is striving to achieve in this area. It appears that data are collected but not widely disseminated due to confidentiality issues. Publishing aggregated data would boost the College's confidence in this area of decision making and planning.
- 4R2 S Required training for employees (sexual harassment, management training) is a start in this area.
- 4R3 S The College's commitment to the collection and utilization of information is evident within the development of the balanced scorecard to measure institutional performance.
- 4R4 O Collecting and utilizing comparative and benchmarked salary data is crucial in evaluating the College's compensation structure. Other comparative data in such areas as employee turnover and employee satisfaction can assist the College in further calibrating its efforts to plan for continuous improvement in valuing people.
- 4I1 S Team teaching opportunities along with a staff supervisory training program are provided. The creation of the Assistant Vice President of Human Resources charged with setting targets for improvement and creating an infrastructure within which to make process improvements should assist in the decision-making process.

- 412            S        Broad participation of multiple groups to identify areas of improvement is effective strategy for communicating priorities and results.

---

## **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***

- O1a    Augsburg College is a private, non-profit college of the Evangelical Lutheran Church in America (ELCA).
- O4b    The College engages in a wide variety of collaborative relationships, partnering with more than 25 community organizations at which Augsburg students participate in service-learning projects.
- O5     Augsburg employs nearly 850 full and part-time employees. Approximately 8% of the full-time faculty are from diverse races.
- O8c    A new president, Paul C. Pribbenow, is helping Augsburg reach new levels of institutional effectiveness.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1	S	Augsburg clearly works to ensure activities support its mission and values. The College recognizes key stakeholders and provides them with effective opportunities to participate in the shared vision of the College.
5P2	S	Inclusion of students on key committees enhances the ability of the college to focus on direction and strategy while keeping the student experience at the center of its decision making.
5P3	S	The Board's annual self-assessment demonstrates a commitment to continuous improvement. Generally, decision making is inclusive and seeks to involve key stakeholders. The cross functional team concept invites stakeholder involvement and ownership of the direction of the institution. Augsburg utilizes its many committees such as the Faculty Committee, the Academic Affairs Committee, and the Committee on Academic Planning to share information and governance.
5P4	O	Many performance indicators were listed in the response to this item; however, a specific process outlining how these indicators are used by leaders in their decision making was not addressed.
5P5	S	Many opportunities for communication are provided at Augsburg College, including "All Hands" meetings, "Focused Conversations," First Wednesday gatherings, and Tracking our Work. Collectively, these demonstrate the importance the institution places on communication at all levels within the college.
5P6	S	Many communication channels are used to share the common campus statements of vision, mission, values and expectations. The Augsburg Promise initiative sets the expectation for sharing the mission, vision, and values of the organization.

- |      |   |  |
|------|---|--|
| 5P7  | S | College-wide professional development opportunities exist at a variety of institutional levels and are offered by several different campus offices. A Leadership Development Program seeks to develop leadership skills for senior leadership as well as faculty, staff, and other administrators.   |
| 5P8  | S | A leadership succession plan has been developed to ensure the ongoing work of the campus and its key organizational goals and objectives.  |
| 5P9  | S | Multiple examples are presented of both internal and external systems for measuring leadership and communication effectiveness. The open process of Presidential review allows for transparency and accountability. Although the risk of such an open process is that opportunities may be misinterpreted as weaknesses or failure, the potential positive outcomes of this process provide a valuable measure of effectiveness. |
| 5R1  | O | The only evidence presented is the president's performance review. Other measures are used to provide a general context for leading and communicating and that information should be reported.   |
| 5R2  | O | The college does not currently compare its results with those of other like institutions.  |
| 5I1a | S | The Creative Team allows a collective voice for students, faculty, and staff to effect the brand experience of Augsburg and the message that is being sent to various constituents.  |
| 5I1b | S | Participating in AQIP demonstrates a strong commitment to continuous improvement. The new Cabinet structure should serve the college well.   |
| 5I2  | O | Developing metrics to measure institutional effectiveness is a worthy goal.  |

---

## **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***

- O1b Augsburg's motto is *Education for Service*. Its mission reflects the core values of the institution: *To nurture future leaders in service to the world by providing high quality educational opportunities, which are based in the liberal arts and shaped by the faith and values of the Christian church, by the context of a vital metropolitan setting, and by an intentionally diverse campus community.*
- O3a Augsburg College serves three distinct student markets: traditional Day Program undergraduate students (21% first-generation, 13.9% from underrepresented/international populations), undergraduate adult learners (9.8% underrepresented/international populations), and graduate students. The current composition of the student body is about 50% in the traditional Day Program and about 50% adult learners.
- O3c Among traditional Day Program students, 82% are from Minnesota with more than half coming from the Twin Cities metropolitan area.
- O8b Augsburg is well-positioned to meet diverse student needs through an array of programs and services including Residence Life, Center for Counseling and Health Promotion, Campus Ministry, and Student Activities and Orientation.
- O8c A new president, Paul C. Pribbenow, is helping Augsburg reach new levels of institutional effectiveness.

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

<b>Item</b>	<b>S/O</b>	<b>Comment</b>
6P1	S	Augsburg College utilizes cross-functional teams in a case management model for identifying and responding to the support service needs of its students. Through listening to students, parents, staff, and alumni the College brings multiple approaches to ensure the root cause of issues are identified and corrected.
6P2	S	Augsburg College uses meetings and other typical methods to identify needs for new or revised administrative support services.
6P3	O	Articulating core principles and practices in the management and documentation of student support services would support the College's process transparency and consistency.
6P4a	S	Augsburg has benefited by moving from the restrictive "owned" information flow to managing information flow in a way that best meets the needs of the students.
6P4b	OO	There is no evidence that the databases maintained by the college are being utilized to their full potential as sources of information that can be used to improve services.
6P5	S	A system of dashboards provides quick and efficient understandings as to the overall status of the College.
6R1	S	Augsburg College uses Noel-Levitz comparative data as well as more informal processes to collect results data about student and administrative services. The range of process improvement results recorded here serves as a record of the College's commitment to serving its students and other constituents well.
6R1b	O	Augsburg relies too heavily on the Student Satisfaction Inventory as the lone indicator for student satisfaction.
6R2	S	Use of a consultant is a prudent way to obtain a more objective view of how administrative support services are working for the College.

- |      |   |  |
|------|---|--|
| 6R3a | S | Augsburg College uses comparison expenditure data to evaluate its results relative to those of other Minnesota private colleges.   |
| 6R3b | O | The College might consider other comparative groups (like Lutheran schools, similar regional schools, IPEDS comparisons of like schools) and other comparative areas such as student satisfaction data in benchmarking its work. |
| 6I1  | S | Although the systems and processes are relatively new to the organization emphasis on improving current systems and processes is evident by the examples listed.   |
| 6I2  | S | Systems, documents, and practices are in place providing a context for the college to establish targets for improvement.   |

---

## **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***

- O3b    Undergraduate adult learners and graduate students are served by the main campus located in Minneapolis and in Rochester. Nursing and MBA courses are offered at additional sites in Minneapolis and St. Paul.

- O7a Augsburg's key competitors include Hamline University, University of Minnesota, University of St. Thomas, Metropolitan State University, College of St. Catherine, Concordia University, Bethel University, and The College of St. Scholastica.
- O7b Two major online education providers, Capella, and the University of Phoenix, provide additional sources of competition for all adult programs.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1	S	Establishing expected outcomes/results in the planning process and continuously measuring the results allows projects to stay focused and provides a culture of evidence.
7P2a	S	Delineation of centralized and decentralized responsibilities supports an integrated approach to data management. The creation of a data warehouse will provide a centralized single reference source of data.
7P2b	O	IT plays a key role in the design and development of the first data warehouse for the College. However, there is no mention in the report of the involvement of the Institutional Research (IR) office in this key system design and development.
7P3a	S	Utilizing both internal and external sources for data comparison provides for multiple views of services provided and their effectiveness.
7P3b	O	Several sources of comparative data were listed; however, the process used to determine needs and priorities for comparative information and data were not described making it unclear whether or not the College currently has such a process.
7P4a	S	Utilizing both internal and external sources for data comparison provides for multiple views of services provided and their effectiveness.

- |      |    |  |
|------|----|--|
| 7P4b | O  | Augsburg did not include a description explaining how overall performance analysis is conducted and shared throughout the organization.  |
| 7P5a | S  | Utilizing both internal and external sources for data comparison provides for multiple views of services provided and their effectiveness.   |
| 7P5b | O  | The College's mission is used as a framework to analyze performance data from departments and units. The development of clear processes and guidelines would support individual departments and units as they perform their internal analyses of institutional and local data.                   |
| 7P6  | S  | IT is an integral system for all colleges. The tracking and improvements made are assets to the decision-making and planning processes.  |
| 7P7  | S  | The President's Cabinet is charged with the responsibility of determining whether the institution's processes for measuring effectiveness are generating needed and useful data. User satisfaction surveys and high standards for IT quality provide a foundation for strong systems management. |
| 7R1  | OO | Broader utilization of data from reports and surveys for decision making could enhance the improvement process. No evidence is provided to support a "closing-the-loop" cycle of decision making.  |
| 7R2a | S  | The College belongs to numerous organizations which allows external comparisons and benchmarking of its processes.   |
| 7R2b | O  | Augsburg appears to have plenty of peer benchmarking data available to it for use in decision making. However, none of this information is available within the portfolio.   |
| 7I1  | S  | Installation of new software upgrades allow greater electronic streamlining of processes. The use of a consultant is good practice to bring additional objectivity to observation, analysis, and improvement practices.  |

- 712            S        Evidence of the continuous improvement philosophy is integrated into current and future projects. The leadership team has identified key areas of improvement and the six-month action plan will provide a short-term focus on continuous improvement.

---

## **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***

- O1b    Augsburg's motto is *Education for Service*. Its mission reflects the core values of the institution: *To nurture future leaders in service to the world by providing high quality educational opportunities, which are based in the liberal arts and shaped by the faith and values of the Christian church, by the context of a vital metropolitan setting, and by an intentionally diverse campus community.*
- O3a    Augsburg College serves three distinct student markets: traditional Day Program undergraduate students (21% first-generation, 13.9% from underrepresented/international populations), undergraduate adult learners (9.8% underrepresented/international populations), and graduate students. The current composition of the student body is about 50% in the traditional Day Program and about 50% adult learners.

- O8a The changing demographics in Minnesota add to the competitive environment. High school graduates in Minnesota will decline by 10% overall through 2015. The number of white students will decline by 17% while the number of students of color will increase by 40%.
- O8c A new president, Paul C. Pribbenow, is helping Augsburg reach new levels of institutional effectiveness.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1a	O	Augsburg College's planning process is largely driven and set by the President's Cabinet. Other sections of the Systems Portfolio demonstrate stronger commitment to Collaboration (one of the Principles of High Performance Organization) and to Valuing People (Category 4) than this response indicates. Moving the planning process from a reactive process to a proactive process allows for greater input and flexibility. Strategic planning is apparently new with the new president and care should be taken to allow the creative and mission-driven energy to continue over time.
8P1b	SS	The College's strategic planning process is grounded in the institutional mission and leads the mission to practical expression.
8P1c	S	Centralized strategic decision making at Augsburg is important for accountability to address key institutional planning issues that arise from the process.
8P2a	S	Augsburg College uses tools such as strategy maps to determine short and long term goals. Views and information from a range of campus constituencies contributed to the formulation of the current strategy map,

indicating Augsburg's commitment to Valuing People (Category 4) and to the mission, vision and goals of the institution.

- |      |   |   |
|------|---|---|
| 8P2b | O | The strategy map is confusing and difficult to follow. Streamlining this map could help communicate this process. Time to completion could be moved to Educational Value and Institutional and Market research could be moved to Continuous Improvement. The strategy map could be more effective if it is simplified.  |
| 8P3a | S | Key action plans are developed across the campus by a variety of stakeholder groups which find their authenticity in ownership and implementation at multiple levels of the institution. Continuing to expand participation in the processes adds value to the institution.   |
| 8P3b | O | A master planning process is developing but needs time to mature in how effectively it works for the College. The master planning process should be a priority for the College.   |
| 8P4a | S | Information flows up as grassroots participation is invited when developing and aligning overall and specific unit plans and goals.   |
| 8P4b | O | Articulating a clear strategy to ensure that planning at all levels from individual offices to the President's Cabinet align fully will enable employees in every department to be confident that their plans support the College's mission, vision, and current priorities.  |
| 8P5  | S | Public accountability mechanisms are in place to provide the constituent groups with an understanding of the performance of the College.  |
| 8P6a | S | The current action project focused on aligning strategic planning and the budget process demonstrates Augsburg College's commitment to the core principles of continuous quality improvement. The formation of the Budget Committee with representation from a number of divisions and offices demonstrates the College's commitment to Valuing People and communication. |

- 8P6b O In the current action project addressing budget and planning, no data is provided to demonstrate the effectiveness of this next-step of the College's quality journey.
- 8P7a S Employee development related to budget development and control is a priority at Augsburg College.
- 8P7b O Articulation of a general plan to establish priorities for ongoing development of employee capabilities in the most needed areas will enable Augsburg College to ensure that employee capabilities reflect changes in institutional processes and environment.
- 8P8a S A system of linked dashboards allows employees to review key performance indicators on a regular basis.
- 8P8b O Developing measures of the effectiveness of the college's own planning processes would enable the College to demonstrate and widely communicate the value of the processes it has embraced.
- 8R1a OO It is unclear if there are specific actionable results for accomplishing institutional strategies.
- 8R2b O Establishing clear performance projections will enable Augsburg College to evaluate its effectiveness on a regular basis.
- 8R3 O Augsburg College has recently identified a new list of peer institutions. Establishing standard measures for comparison data will enable the College to use information about planning processes from these peer institutions to assess its performance.
- 8R4 S As an early adapter of the AQIP accreditation tool, there is evidence to suggest that Augsburg College is using an effective campus-wide system to plan for continuous improvement.
- 8I1 S Several good examples are provided to demonstrate how Augsburg College is implementing the AQIP cycle to prompt its quality improvement work. Process improvements have focused on aligning processes,

particularly budget and strategic planning processes. Budget transparency increases the likelihood of achieving budget goals.

- 812            S        Multiple systems are in place allowing campus stakeholders to set targets for growth and to prioritize development of the campus quality efforts.

---

## **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***

- O2b    Augsburg is a member of the Associated Colleges of the Twin Cities (ACTC) consortium.
- O4a    In keeping with its mission and motto, Augsburg partners with an array of area agencies and consortia to provide its students with a wide range of service opportunities.
- O4b    The College engages in a wide variety of collaborative relationships, partnering with more than 25 community organizations at which Augsburg students participate in service-learning projects.
- O8c    A new president, Paul C. Pribbenow, is helping Augsburg reach new levels of institutional effectiveness.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1a	S	A community relations plan was developed to strengthen the coordination of the college's outreach efforts. A task force meets regularly to assess current relationships and to foster the development of new ones. Augsburg has clear goals for its community relations strategy.
9P1b	O	The College needs to recognize the role that faculty and staff play in community involvement in addition to those efforts selected and maintained by the President's Office. Recognizing and taking advantage of these community interactions could present an opportunity to the college.
9P2	S	Augsburg College utilizes an effective system to monitor its performance in developing relationships with its external stakeholder constituents. Feedback from round-table discussions and surveys are positive ways to ensure partner needs are met. These activities also help to identify additional needs and development opportunities.
9P3	S	Augsburg College effectively uses culturally symbolic events to create meaningful internal relationships.
9P4	S	The college collects data regarding its work in building collaborative relationships with multiple internal and external stakeholders.
9R1	S	Augsburg College uses its religious heritage and the energy it provides to cultivate and advance strategic partnerships with its external constituents.
9R2	S	The College ranks well nationally in well-defined categories.
9I1	O	There appears to be limited across-the-campus involvement with collaborative relationships.

- 912            O        Some systems and processes (which are woven into the fabric of the institution) guide the campus community in setting targets for its quality project, but additional work could be done in this area of activity.