

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **EVANGEL UNIVERSITY**

February 21, 2008



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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## EXECUTIVE SUMMARY FOR EVANGEL UNIVERSITY

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

**Category 1 – Helping Students Learn:** Evangel has committed significant time and resources to provide an environment consistent with its Christian mission in which students and faculty can thrive. The institution has many effective processes to improve student learning, particularly in teacher education, and effective processes for reviewing curricular offerings and faculty performance. Evangel recognizes the need to continue developing reliable, systematic measures—including comparative data—to document how well students learn, and to continue improving its teaching and learning environment in support of its mission.

**Category 2 – Accomplishing Other Distinctive Objectives:** Evangel should be commended for its efforts to communicate its other distinctive objectives to its stakeholders, and for the wide variety of programs and activities (including LifeWork) that foster spiritual development. However, it is still developing processes to assess the currency and results for these objectives. It also appears that Evangel has not yet taken advantage of collaborative and benchmarking opportunities with its peer institutions. Doing so would allow Evangel to demonstrate more clearly its level of accomplishment and the benefits provided to the University community and the surrounding area, while also strengthening its processes related to its other distinctive objectives.

**Category 3 – Understanding Students' and Other Stakeholders' Needs:** Evangel has effective systems for building and maintaining relationships with students, as evidenced in its outstanding retention rates over the past five years. However, its processes for collecting data that can be used to address the needs of external stakeholders do not appear to be as well established. As a first-cycle AQIP institution, Evangel realizes that it needs better means to collect and analyze data, which could be facilitated by a well-established centralized data center.

**Category 4 – Valuing People:** Evangel's hiring processes ensure that new employees share the institutional mission, vision, and core values. Evangel's orientation and assimilation processes reflect a commitment to valuing people and helping employees

succeed. Although Evangel is collecting some data related to valuing people, its means for documenting results and improving processes are not yet well formulated.

**Category 5 – Leading and Communicating:** Evangel’s processes for leading and communicating internally represent an institutional strength. However, the University is still in the beginning stages with its improvement processes. For example, its processes for leadership succession need improvement, as do its means for evaluating and improving results in the areas of leading and communicating.

**Category 6 – Supporting Institutional Operations:** Evangel is making steady progress toward a culture of data-driven decisions in the area of student and administrative support service processes. Evangel recognizes the need to add an institutional research division. This would provide Evangel a systematic data collection process for compiling, evaluating and sharing of information across key groups. Additionally, Evangel might consider collaboration with CCCU and other Assemblies of God institutions in order to establish a source for obtaining comparative data.

**Category 7 – Measuring Effectiveness:** Evangel has made progress toward collecting, analyzing, and storing data at the department/division level. However, it has not yet developed an effective process for sharing assessment data between divisions of the University. It must be said, though, that Evangel recognizes the need for a general office and coordinated university-wide strategy for institutional research and assessment so it can continue improving its ability to use the data to inform decisions regarding student learning and institutional improvement.

**Category 8 – Planning Continuous Improvement:** Evangel should be commended for its proactive efforts in developing VISION 2010, a ten-year, comprehensive master plan. Its strategic planning process is open, multi-level, and well-designed. The University might consider a focus on implementing this model in order to establish a systematic and consistent continuous quality improvement process where results are analyzed, evaluated, and used in the decision-making process.

**Category 9 – Building Collaborative Relationships:** Over time, Evangel has developed a series of collaborative relationships with a variety of partners and collects

data that enable it to monitor the effectiveness of these relationships. It can strengthen assessment of these relationships by broadening its existing data collection process, including qualitative measures, and developing benchmark data to compare its results with peer institutions.

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

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## **ELEMENTS OF Evangel University'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 based upon the institution's achievements and challenges in regards to each of the nine AQIP

Categories. Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**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.

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

**Developing systematic, data-driven approaches to quality improvement:** As a first-cycle AQIP institution, Evangel realizes its need for better means to collect and analyze data, which could be facilitated by a well-established centralized data center. Such an office could also benchmark information with peer institutions and provide a centralized place for data to be processed. A consistent set of data from a central location would increase efficiency and reliability. As Evangel continues on its AQIP journey, it will be important for the University to emphasize such systematic, data-driven approaches to decision making that include benchmarks, comparative results, and targets for improvement.

**Results for helping students learn:** Evangel is still in the early stages of developing reliable systematic processes with comparative data to document how well students learn. Evangel's Education Department could serve as a model for other academic areas, because it uses multiple measures for assessing student learning, which have led to improvements. Further development of appropriate assessment tools will enable Evangel to better identify how it can improve its teaching and learning processes and more effectively fulfill its specific mission. In addition, developing effective assessment processes in non-academic areas would benefit Evangel's AQIP continuous improvement efforts.

**Further developing Evangel's planning processes:** Evangel's strategic planning processes represent an institutional strength. However, some areas would benefit from

further improvement, such as the processes for leadership development and succession planning. A comprehensive leadership plan would involve identifying prospects for leadership positions at all levels, nurturing the leadership talents of those identified as potential leaders, and taking appropriate steps to keep those people at Evangel. Another area needing improvement is the planning process for replacement of faculty to address Evangel's "potential for an increasing number of retirements over the next several years."

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## 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.

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## 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 Evangel University, 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 Evangel University 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

*(Note: Oa and Ob are from the introductory paragraphs of Evangel University's **Institutional Overview**, which do not fall under a heading, such as "O1" or "O2". The other identifiers match those found in Evangel University's Institutional Overview).*

- Oa     Founded in 1955 by the General Council of the Assemblies of God, Evangel is a private, Christian, co-educational institution. It was the first national college of arts and sciences for the denomination.
- Ob     Evangel's mission "is to provide opportunities for Assemblies of God individuals to develop academically and intellectually in an accredited Christian liberal arts educational program and to inspire them within a Pentecostal environment to develop spiritually,

emotionally, and culturally in order to use their chosen careers to serve both God and humankind.”

- O1a Evangel's 10 academic departments offer 6 baccalaureate degrees with more than 40 majors.
- O1b In 1998 Evangel began offering Master's degrees in education, psychology, and organizational leadership. A degree-completion program began in 2000.
- O1c Evangel's academic programs are supported by a Chapel program and the recently established Center for Leadership and Life Calling (LifeWork).
- O2a Typically, students come from at least 48 states; 70% come from outside Missouri and 70% report affiliation with the Assemblies of God.
- O2b Evangel's 2007 fall head count enrollment was 1,851, including 1,534 traditional undergraduate, 123 degree completion, and 194 graduate students. Most undergraduates (82.9%) are of traditional age; 95% attend full time; 75% are residential; 60% are female.
- O3 Evangel's most important collaborative relationship is with the Assemblies of God. Other relationships include the Council for Christian Colleges and Universities; Springfield R-12 School District; ROTC and accelerated master's programs at Missouri State University; and Cox College of Nursing.
- O4a Of Evangel's 103 full-time faculty members, 35% are alumni, 65% hold a terminal degree, and their average length of service is about 13 years.
- O4b Evangel has 212 full-time staff, as well as 13 part-time administrators and staff. About 475 students work for Evangel. No employee groups are unionized.
- O4c For the past three years, Evangel has been recognized as one of the “Best Christian Places to Work,” according to the magazine *Christianity Today*.
- O5a Evangel's 88-acre campus is located in Springfield, Missouri (population 150,000). Five other HLC-accredited institutions are located in Springfield.
- O5b Evangel has 9 major academic buildings and 8 residential facilities that accommodate 1,330 students. Three academic buildings, the student union, student activities center,

and field house have been constructed since 1997. A new administration building is under construction for fall 2008. Major upgrades have been made throughout the campus.

- O5c All campus buildings and classrooms are equipped with computer technology and audio-video options that faculty members use to support their teaching.
- O5d In addition to HLC accreditation, Evangel holds program accreditation through the National Council for the Accreditation for Teacher Education, National Association of Schools of Music, and the Council of Social Work Education. The state of Missouri imposes few regulations on private institutions of higher learning.
- O5e Evangel is purchasing land close to the campus for possible expansion but is currently using housing on that land for student housing.
- O6 Evangel has identified its competitors as other Assemblies of God institutions that emphasize the arts and sciences, local state or community colleges with low tuition costs, and other colleges in the Springfield area.
- O7a Evangel has identified the following opportunities: (1) building on its reputation for high-quality programs; (2) maintaining the positive image and momentum that has come from ten years of campus development; (3) developing programs in graduate studies and for non-traditional students; (4) developing information technology for both operations and learning; (5) sustaining collaborative relationships with the Assemblies of God; and (6) using AQIP to improve the quality of its processes.
- O7b Evangel's vulnerabilities include the following: (1) a small endowment and gifts that focus on capital projects, making Evangel tuition-dependent for revenue; (2) the potential for a large number of retirements in the near term; (3) changing student preferences for campus housing; and (4) potential uncertainty in the regulatory and legislative environment for faith-based institutions.

## 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.

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### 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 Evangel University 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***

Oa      Founded in 1955 by the General Council of the Assemblies of God, Evangel is a private, Christian, co-educational institution. It was the first national college of arts and sciences for the denomination.

- Ob Evangel's mission "is to provide opportunities for Assemblies of God individuals to develop academically and intellectually in an accredited Christian liberal arts educational program and to inspire them within a Pentecostal environment to develop spiritually, emotionally, and culturally in order to use their chosen careers to serve both God and humankind."
- O1a Evangel's 10 academic departments offer 6 baccalaureate degrees with more than 40 majors.
- O1b In 1998 Evangel began offering Master's degrees in education, psychology, and organizational leadership. A degree-completion program began in 2000.
- O4a Of Evangel's 103 full-time faculty members, 35% are alumni, 65% hold a terminal degree, and their average length of service is about 13 years.
- O5d In addition to HLC accreditation, Evangel holds program accreditation through the National Council for the Accreditation for Teacher Education, National Association of Schools of Music, and the Council of Social Work Education. The state of Missouri imposes few regulations on private institutions of higher learning.
- O7a Evangel has identified the following opportunities: (1) building on its reputation for high-quality programs; (2) maintaining the positive image and momentum that has come from ten years of campus development; (3) developing programs in graduate studies and for non-traditional students; (4) developing information technology for both operations and learning; (5) sustaining collaborative relationships with the Assemblies of God; and (6) using AQIP to improve the quality of its processes.

**Here are what the Systems Appraisal Team identified as Evangel University'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>
1P1	S	Evangel's processes for identifying and revising student learning objectives involve departmental oversight, standing committees, and the

Academic or Graduate Council. Such processes help ensure involvement from appropriate constituent groups.

- 1P2        S        New programs and courses that facilitate student learning originate with both external and internal sources. Faculty design the programs and courses based on advice from advisory boards and students, based on knowledge of changes in technology, markets, or society, and based on Evangel's Christian mission.
- 1P3        S        Required student preparation and the learning to be pursued for programs and courses are determined through the interaction of the undergraduate and graduate admissions processes and the actions of departmental and program committees; these requirements are also set forth in the university Catalog.
- 1P4        O        It is not clear whether there is an appropriate and adequate role for admissions, student support, and registration services in communicating expectations for student preparation and student learning objectives.
- 1P5        S        Every student is assigned an academic advisor, who monitors the student's interests and academic progress and who engages appropriate departments or support services as necessary. This consistent personal interaction with a faculty member helps to increase the probability of student satisfaction and success. Students who need academic help are identified through the existing Student Alert process and the new Student Retention Program.
- 1P6        S        Evangel has a consistent and thorough process for evaluating faculty performance, as described in the Faculty Handbook. This includes direct and indirect assessment, as well as intervention procedures to improve quality.
- 1P7        S        Evangel reports a variety of methods of course delivery to meet the diverse needs of its students. Responding to multiple requests for online education, Evangel established an Online Education Oversight

Committee to evaluate the feasibility of these offerings and to align their processes and technology with their mission and resources.

- 1P8a            S        The process for monitoring the currency and effectiveness of Evangel's curriculum, including changing or discontinuing programs, is accomplished through input from program advisory committees, analysis of enrollment reports, environmental scanning, and the insights of specialized accrediting bodies.
- 1P8b            O        Evangel describes processes for curricular development, enrollment management and alignment of requirements from outside agencies for some of its programs. It is not clear that a process is in place to measure the effectiveness of teaching and learning in actual classroom environment and the existence of a feedback loop that can impact academic excellence in a continuous manner.
- 1P9             S        Evangel has a multi-faceted system of student support, including the Academic Support Center, the Write Place, the SOAR program, Student Alert and Referral forms, Student Development staff, centers for fitness and wellness, and the Kendrick Library.
- 1P10            O        Although students have a variety of co-curricular activities available, it is not clear how the goals of co-curricular activities are formed and aligned with curricular goals as part of a seamless curriculum.
- 1P11            O        Although Evangel utilizes a variety of processes to assess student learning, it is unclear how the institution determines which processes to choose in order to determine best how well students are learning and what areas need intervention to improve student learning.
- 1P12a          SS        Evangel's Education Department has a comprehensive process for assessing student learning, using multiple kinds of evidence including graduate surveys, employer surveys, pass rates on licensure exams, portfolios, and graduate school success. This could be a model for assessment in other departments.

- 1P12b O Evangel's current system of providing "assessment autonomy" for each academic area brings with it the challenge of developing systematic and consistent institutional assessment processes across the curriculum.
- 1P13a S The Task Force on Assessment gathers and analyzes both quantitative and qualitative evidence about student performance related to general education and other University-wide goals, and individual departments conduct specific measures of student performance on a three-year cycle.
- 1P13b O As Evangel continues to develop its measures of student performance, it recognizes the need to establish an institutional data center to coordinate the collection, analysis and sharing of accurate and meaningful assessment data to internal and external stakeholders and to inform decision making within the institution.
- 1R1a S Evangel reports that 98% of graduates are employed or in graduate school and students in teacher education have a 97% pass rate on the PRAXIS exam.
- 1R1b O The portfolio includes limited evidence about student performance beyond teacher education or for common and specific program learning objectives. In addition, it does not offer insights regarding student acquisition of the required knowledge and skills, or longitudinal evidence of post-graduation employment or employer satisfaction.
- 1R4 O Evangel conducts assessments in seven areas (written and oral communication, math, science problem solving, critical thinking, spiritual growth, and appreciation of the arts), but does not report results for these assessments or provide comparative data from other institutions.
- 1I1a S Evangel has used assessment results for the Education Department to make program improvements and further improvements are being discussed.
- 1I1b O With the exception of improvement steps taken for the Education Department, the portfolio does not offer information regarding

improvement of current processes, systems, and programs for helping students learn and develop.

- 112            O      Evangel recognizes its need to articulate specific measurable targets for improvement and has made the first step by identifying 12 broad academic goals. However, the portfolio does not explain how these goals will be addressed and measured, or how faculty will use these measurements and results to structure courses and programs, or how results and priorities will be communicated to internal and external stakeholders.

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## **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 Evangel University 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***

- Oa      Founded in 1955 by the General Council of the Assemblies of God, Evangel is a private, Christian, co-educational institution. It was the first national college of arts and sciences for the denomination.
- Ob      Evangel's mission "is to provide opportunities for Assemblies of God individuals to develop academically and intellectually in an accredited Christian liberal arts educational program and to inspire them within a Pentecostal environment to develop spiritually,

emotionally, and culturally in order to use their chosen careers to serve both God and humankind.”

- O1c Evangel's academic programs are supported by a Chapel program and the recently established Center for Leadership and Life Calling (LifeWork).
- O4c For the past three years, Evangel has been recognized as one of the “Best Christian Places to Work,” according to the magazine Christianity Today.
- O7a Evangel has identified the following opportunities: (1) building on its reputation for high-quality programs; (2) maintaining the positive image and momentum that has come from ten years of campus development; (3) developing programs in graduate studies and for non-traditional students; (4) developing information technology for both operations and learning; (5) sustaining collaborative relationships with the Assemblies of God; and (6) using AQIP to improve the quality of its processes.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1	O	Evangel appears to link its other distinctive objective to its founding objectives established in 1953. However, there is no description of a more comprehensive system to insure that these objectives remain relevant or are the only other distinctive objectives. Evangel may want to consider implementing a process to specifically assess how effectively these other distinctive objectives are preparing today's students to apply Evangel's mission and vision to their professional, spiritual, and personal lives.
2P2	S	Expectations regarding these objectives are communicated in multiple ways to multiple audiences, internally and externally, including through Assemblies of God publications, University recruiting and marketing, Presidential communications, and regular campus activities such as required chapel.

- 2P3            O        Although Evangel's environment fosters communication and allows faculty and staff to openly express their needs through both formal and informal processes, there appears to be no process designed to determine needs specifically related to Evangel's other distinctive objectives.
- 2P4            O        Evangel's other distinctive objectives as reported are deeply ingrained in the mission and culture of the University and, according to the portfolio, not open for debate. A consistent continuous improvement process for measuring the effectiveness of the other distinctive objectives appears to be lacking. The limits placed on reviewing and readjusting distinctive objectives may limit the ability of the University to deliver its mission to a broader community.
- 2P5a          S        Evangel assiduously collects and analyzes information on spiritual development among its traditional undergraduates, using the Christian Character Index and other behavioral measures.
- 2P5b          O        The foregoing notwithstanding, the portfolio does not clearly indicate the extent of collection and analysis activity for the University's degree-completion and graduate students.
- 2R1-2R2      OO       Evangel offers numerous opportunities for spiritual growth on campus, but the portfolio offers limited results about spiritual development of students beyond student participation in out-of-class activities and how these results will be used. Furthermore, the portfolio provides no data regarding the accomplishment of the University's other distinctive objectives as indicated in 2C2 and 2C3.
- 2R3            O        The portfolio acknowledges that Evangel does not have comparative peer data regarding the ways in which accomplishing these other distinct objectives strengthens the institution and enhances its relationship with the community and region. The University could benefit by partnering with

other Christian colleges to develop and implement appropriate assessments of student spiritual growth.

- 2I1           O     Evangel recognizes the need to link its strategic planning with its AQIP processes and document this need in VISION 2010. However, the portfolio does not clearly indicate how the University plans to improve its processes and systems for accomplishing its other distinctive objectives.
- 2I2           O     The University recognizes the importance of revising goals and objectives to be specific and measurable as it continues to set targets for improvements. It has begun to integrate the strategic planning process with AQIP processes, however, there is no information regarding how current results and improvement priorities will be communicated to internal and external stakeholders.

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### **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 Evangel University 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***

- O2a     Typically, students come from at least 48 states; 70% come from outside Missouri and 70% report affiliation with the Assemblies of God.
- O2b     Evangel's 2007 fall head count enrollment was 1,851, including 1,534 traditional undergraduate, 123 degree completion, and 194 graduate students. Most

undergraduates (82.9%) are of traditional age; 95% attend full time; 75% are residential; 60% are female.

- O3 Evangel's most important collaborative relationship is with the Assemblies of God. Other relationships include the Council for Christian Colleges and Universities; Springfield R-12 School District; ROTC and accelerated master's programs at Missouri State University; and Cox College of Nursing.
- O7a Evangel has identified the following opportunities: (1) building on its reputation for high-quality programs; (2) maintaining the positive image and momentum that has come from ten years of campus development; (3) developing programs in graduate studies and for non-traditional students; (4) developing information technology for both operations and learning; (5) sustaining collaborative relationships with the Assemblies of God; and (6) using AQIP to improve the quality of its processes.
- O7b Evangel's vulnerabilities include the following: (1) a small endowment and gifts that focus on capital projects, making Evangel tuition-dependent for revenue; (2) the potential for a large number of retirements in the near term; (3) changing student preferences for campus housing; and (4) potential uncertainty in the regulatory and legislative environment for faith-based institutions.

**Here are what the Systems Appraisal Team identified as Evangel University'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	O	Although Evangel uses a wide range of data collection instruments to identify the changing needs of student groups, the portfolio does not explain how Evangel analyzes the data or how it selects courses of action to address identified needs.
3P2	SS	Evangel uses a comprehensive process to build and maintain relationships with prospective and current students. This includes multiple

e-mail and phone contacts by admissions counselors with prospective students; one-on-one contact with advisors, faculty members, residence hall staff, and members of the Spiritual Life office; and a network of co-curricular activities.

- 3P3-3P4a      S      Evangel identifies the needs of its alumni stakeholders, chooses courses of action to meet those needs, and sustains relationships with alumni stakeholders through a series of integrated processes. These begin at the denominational level through participation in the activities of the Assemblies of God Fellowship. At the institutional level, the Alumni Office and its Board of Directors maintain an active level of contact. Also, on-campus activities such as homecoming and class reunions have a large and active alumni participation level. In addition, stakeholders, whether alumni or not, serve on advisory councils, boards, and auxiliary groups.
- 3P3-3P4b      O      While Evangel has a strategy to identify the needs of its alumni, it is unclear how it identifies the changing needs of other key external stakeholders outside the Assemblies of God Fellowship, as well as how it uses the data to develop plans to address those needs.
- 3P5            S      Evangel uses its mission and planning processes to establish parameters and priorities through which it determines if initiatives that involve new student and stakeholder groups should be addressed within its educational offerings and services. Decisions regarding these groups are also based on input from the Campus Planning Council, divisional/departmental retreats and forums, and more than a dozen institutional standing committees and boards.
- 3P6            O      Evangel has formal complaint processes for students, faculty, and staff as described in the procedures and handbooks of the offices of Academic Affairs, Student Development, Human Resources, and Faculty and Staff Affairs Committees. However, the Systems Portfolio does not explain how Evangel collects, analyzes, acts upon, and communicates the results of external stakeholder complaints.

- 3P7            O        The regularly collected and analyzed measures by which Evangel determines student and other stakeholder satisfaction are indicated in Table 3.3. These measures collectively provide a broad and crosscutting view of the satisfaction of on-campus groups. However, the portfolio does not clearly indicate how the satisfaction of off-campus stakeholders is measured.
- 3R1            O        Evangel acknowledges its need to develop a centralized data center to coordinate the collection and analysis of student and stakeholder satisfaction data throughout the university.
- 3R2a          S        As indicated in Table 3.8, during the period 2002 to 2006, an average of 95% of spring students eligible to return the following fall did so, indicating positive results of Evangel's efforts to build relationships with its students.
- 3R2b          O        As indicated in Table 3.8, during the period 2002 to 2006, the percentage of Assemblies of God students steadily declined. The portfolio does not clearly indicate the cause or significance of this decline.
- 3R5            O        While data from Noel-Levitz surveys that compare student satisfaction at Evangel with national comparison groups for the years 2003 and 2005 is provided in Tables 3.11 and 3.12, Evangel's quality improvement effort could benefit from additional instruments that provide benchmarking data for both student and non-student stakeholder groups.
- 3I1-3I2        O        Evangel reports a commitment to using the data that is being collected to analyze trends in enrollment to develop a retention master plan. However, the portfolio does not indicate how information regarding current results and improvement priorities will be communicated to appropriate stakeholders.

## **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 Evangel University 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***

- Ob Evangel's mission "is to provide opportunities for Assemblies of God individuals to develop academically and intellectually in an accredited Christian liberal arts educational program and to inspire them within a Pentecostal environment to develop spiritually, emotionally, and culturally in order to use their chosen careers to serve both God and humankind."
- O2b Evangel's 2007 fall head count enrollment was 1,851, including 1,534 traditional undergraduate, 123 degree completion, and 194 graduate students. Most undergraduates (82.9%) are of traditional age; 95% attend full time; 75% are residential; 60% are female.
- O4a Of Evangel's 103 full-time faculty members, 35% are alumni, 65% hold a terminal degree, and their average length of service is about 13 years.
- O4b Evangel has 212 full-time staff, as well as 13 part-time administrators and staff. About 475 students work for Evangel. No employee groups are unionized.
- O4c For the past three years, Evangel has been recognized as one of the "Best Christian Places to Work," according to the magazine *Christianity Today*.

**Here are what the Systems Appraisal Team identified as Evangel University'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>
4P1-4P2a	S	Evangel's highly-selective hiring process helps ensure that employees' values are aligned with institutional core values. The orientation process for faculty includes the use of mentors within the academic department.
4P1-4P2b	O	Evangel does not clearly indicate how it identifies and assesses employee credentials and skills. It is also not clear how Evangel plans for changes in personnel.
4P3-4P5	O	Evangel provides a well-organized faculty orientation and employee assimilation process. 4P5 also describes some of Evangel's training and professional development opportunities. However, it remains unclear how Evangel's work processes and activities contribute to high performance, innovation, empowerment, organizational learning, and skill sharing throughout an employee's career.
4P6	S	Evangel's personnel evaluation system for staff is built around an annual performance appraisal by the supervisor. It reviews categories of work that include the quantity and quality of work, safety, attendance, teamwork, and initiative.
4P7	S	Several rewards programs exist to recognize students, staff, and faculty including an Excellent in Teaching cash award for faculty, Distinguished Service award for all employees, and a Young Faculty Award for faculty 40 years old or younger.
4P8	O	Evangel documents its methods of determining key issues related to the motivation of faculty, staff, and administrators including regular meetings, an administrative open-door policy, exit interviews, the performance review process, attrition and turnover rates, and the grievance review

process. However, the portfolio does not clearly indicate how the issues are analyzed and courses of action are selected.

- 4P9            S        Evangel provides for a benchmarked comparison of employee satisfaction, health and safety, and well-being through its participation in the Best Christian Workplace Institute program, through which it was nationally recognized in both 2005 and 2006. Evangel also measures employee participation in its wellness and health risk programs, the use of the fitness center, attendance at athletic events, and use of the University's tuition assistance programs.
- 4R1-4R4       O        Evangel acknowledges that its trends and documented results for valuing people are limited at this time, although it was recognized by The Best Christian Workplace Institute as one of the top three workplaces in 2006.
- 4I1            S        An AQIP Action Project regarding workload equity revealed a wide range of workloads for both faculty and staff. Evangel used this information to design a system and process to equitably distribute workloads over a three-year period. This process and its results could be modeled and emulated through Evangel as an example of the benefits of quality improvement.

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## **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 Evangel University 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***

- Oa Founded in 1955 by the General Council of the Assemblies of God, Evangel is a private, Christian, co-educational institution. It was the first national college of arts and sciences for the denomination.
- Ob Evangel's mission "is to provide opportunities for Assemblies of God individuals to develop academically and intellectually in an accredited Christian liberal arts educational program and to inspire them within a Pentecostal environment to develop spiritually, emotionally, and culturally in order to use their chosen careers to serve both God and humankind."
- O5b Evangel has 9 major academic buildings and 8 residential facilities that accommodate 1,330 students. Three academic buildings, the student union, student activities center, and field house have been constructed since 1997. A new administration building is under construction for fall 2008. Major upgrades have been made throughout the campus.

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

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
5P1	S	Evangel's leadership sets directions in alignment with the University's mission, vision, and values through a process that centers on the activities of the Campus Planning Council, a body that meets regularly and oversees the University's two-part, ten-year master plan. The CPC's plans are approved by the University's Board of Administration and Board

of Directors, and units have discretion within the University's plan to set departmental goals to meet student needs.

- 5P2            S        Evangel is striving to improve its learning environment and academic excellence through such initiatives as a re-examination of its general education core with focus on Evangel's mission; increasing the percentage of faculty with terminal degrees; improving faculty development and support services; enhancing the experience of new students; and focusing recruitment, admission, and retention activities on achieving a steady enrollment of 1,800 traditional undergraduates. Evangel continues to target students from Assemblies of God backgrounds and is attempting to reach AG minorities and students of non-traditional age. Evangel also continues to develop its campus facilities according to its strategic plan.
- 5P4            S        Evangel's leadership uses various types of information to assess the University's success. Key Performance Indicators are compiled annually and analyzed, and used by the Board of Administration and the Campus Planning Council to gauge the success of previous goals and recognize areas needing improvement. Similarly, academic departments conduct their own reviews using data from surveys, exit interviews, courses evaluations.
- 5P5            SS        Evangel characterizes its format for institutional communication as 'trickle-down' and trickle-up'. This involves both formal and informal downward, upward, and 2-way communication among all levels of internal stakeholders and includes an open-door policy for accessing the President and Vice Presidents. Table 5.1 provides examples of various means of communication.
- 5P6            S        Evangel communicates its mission, vision, values, and high performance expectations through several means including meetings; professional development opportunities; serving on community boards; Chapel services; publications such as faculty and student handbooks; and annual employee performance evaluations.

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| 5P7      | S | Evangel has developed a set of practices to encourage leadership abilities and share best practices among administration, faculty, and students throughout the institution.   |
| 5P8      | O | Evangel's leadership succession processes do not appear to include a systematic approach for identifying and developing future leaders. A better developed and integrated leadership succession plan could help ensure more continuity as the institution moves forward with its comprehensive planning and continuous improvement processes.   |
| 5P9      | O | The Best Christian Workplace Survey is the only measure cited for leading and communicating that the institution collects and analyzes regularly (since 2005). Evangel acknowledges that this survey contains "several questions regarding satisfaction with leadership and overall communication on campus, but the survey is not comprehensive in this area." As Evangel further develops its AQIP processes, it could benefit by collecting and analyzing more data specific to leading and communicating. |
| 5R1-5R2  | O | Evangel acknowledges "that the area of process results and comparisons is an ongoing challenge and that this area needs attention."   |
| 5I1-5 I2 | O | Although the AQIP process has "greatly enhanced communication among all campus units" and Evangel has identified two targets for improvement in communicating, the University is still in the beginning stages with its improvement processes. For example, it is unclear how Evangel sets targets for improvement and how it communicates its results and priorities to its stakeholders.  |

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## **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 Evangel University 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***

- O4a    Of Evangel's 103 full-time faculty members, 35% are alumni, 65% hold a terminal degree, and their average length of service is about 13 years.
- O4b    Evangel has 212 full-time staff, as well as 13 part-time administrators and staff. About 475 students work for Evangel. No employee groups are unionized.
- O5b    Evangel has 9 major academic buildings and 8 residential facilities that accommodate 1,330 students. Three academic buildings, the student union, student activities center, and field house have been constructed since 1997. A new administration building is under construction for fall 2008. Major upgrades have been made throughout the campus.
- O7a    Evangel has identified the following opportunities: (1) building on its reputation for high-quality programs; (2) maintaining the positive image and momentum that has come from ten years of campus development; (3) developing programs in graduate studies and for non-traditional students; (4) developing information technology for both operations and learning; (5) sustaining collaborative relationships with the Assemblies of God; and (6) using AQIP to improve the quality of its processes.

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

***Item            S/O    Comment***

- 6P1a            S        Evangel utilizes standing committees, as well as 16 other key groups to identify student service needs. It has also identified 18 specific avenues for gathering information regarding student service needs. Identified needs are addressed through Evangel's decision-making processes as described in 5P3.
- 6P1b            O        Evangel does not provide details about how the above groups and avenues arrive at the identification of student service needs. Additionally it is not clear if Evangel has a systematic approach to compiling and evaluating this data.
- 6P2             S        Evangel has laid the foundation for data-based decision making by identifying a variety of stakeholder groups and approaches to gather information about employees' needs.
- 6P3             S        Evangel reports the establishment of daily management and communication processes that are conducive to meeting students' and other stakeholders' needs. For example, the recognition and reward program publicly recognizes and encourages Evangel community members who provide exemplary service.
- 6P4             S        Evangel is using the AQIP process in moving toward a quality culture and is beginning to use the preliminary data to make improvements. Some examples include the addition of a Vice President for Enrollment Management; changes in security, food service, registration processes, bookstore hours, and library service; and changes in curriculum driven by employer survey results.
- 6P5             S        The measures of student and administrative support service processes which are collected and analyzed appear to be more complex than mere participation counts, and include measures such as response time, satisfaction, complaints, and surveys which can be very useful in designing the feedback to the respective stakeholders.

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| 6R1-6R3  | O | Evangel recognizes that it has limited information upon which to measure results for student and administrative support processes. Additionally, there is no evidence that comparative data have been gathered or used in decision making. |
| 6I1-6I2a | S | Evangel's portfolio provides results of various measures for supporting institutional operations and has identified 17 measurable targets for service improvements in its strategic plan.  |
| 6I1-6I2b | O | Evangel has not yet articulated a specific approach for improving its processes and systems related to institutional operations. It is also unclear how Evangel communicates its results and priorities to its key stakeholders.           |

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## **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 Evangel University 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***

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| Ob | Evangel's mission "is to provide opportunities for Assemblies of God individuals to develop academically and intellectually in an accredited Christian liberal arts educational program and to inspire them within a Pentecostal environment to develop spiritually, emotionally, and culturally in order to use their chosen careers to serve both God and humankind." |
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- O5d In addition to HLC accreditation, Evangel holds program accreditation through the National Council for the Accreditation of Teacher Education, National Association of Schools of Music, and the Council of Social Work Education. The state of Missouri imposes few regulations on private institutions of higher learning.
- O6 Evangel has identified its competitors as other Assemblies of God institutions that emphasize the arts and sciences, local state or community colleges with low tuition costs, and other colleges in the Springfield area.
- O7a Evangel has identified the following opportunities: (1) building on its reputation for high-quality programs; (2) maintaining the positive image and momentum that has come from ten years of campus development; (3) developing programs in graduate studies and for non-traditional students; (4) developing information technology for both operations and learning; (5) sustaining collaborative relationships with the Assemblies of God; and (6) using AQIP to improve the quality of its processes.
- O7b Evangel's vulnerabilities include the following: (1) a small endowment and gifts that focus on capital projects, making Evangel tuition-dependent for revenue; (2) the potential for a large number of retirements in the near term; (3) changing student preferences for campus housing; and (4) potential uncertainty in the regulatory and legislative environment for faith-based institutions.

**Here are what the Systems Appraisal Team identified as Evangel University'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>
7P1a	O	Although most divisions and offices collect, analyze, and retain information and data relevant to their areas, they do not typically share the information between divisions. As Evangel suggests in the portfolio, the addition of an office overseeing the process of institutional research would significantly improve the University's ability to manage and use the data it collects in order to make better-informed decisions.

- 7P1b      S      As part of the process to assess and improve student learning, each academic department is reviewed every three years. This represents a positive step in Evangel's move toward continuous improvement.
- 7P3        S      Evangel determines the needs and priorities for comparative information and data through the activities of the Academic Council and the Graduate Council. It employs a variety of formalized measurements, including those covering religious vocations among students, the training of tutors, library issues, student account auditing standards, financial aid practices, and the Best Christian Workplace program.
- 7P4-7P5a    S      Evangel's Assessment Council has been working to align department and unit outcomes with institutional goals and objectives. A Task Force was commissioned to create and supervise an institutional assessment process that systematically assesses student learning outcomes in the general education core. The Task Force supervises six standing project teams in specific areas: oral and written communication; critical thinking; science and math; integration of faith, learning, and life; appreciation of the arts; and spiritual development. As the work of these Task Forces continues, this represents a great opportunity for improvement in student success.
- 7P4-7P5b    O      Evangel has an opportunity to extend the assessment process that was developed by the Assessment Council by creating a university-wide centralized formal system through which all departments can determine the extent of the alignment of their goals with the institution's goals.
- 7P6a        O      Evangel has an opportunity to develop a process to ensure that the data collected by departments are appropriate for measuring departmental and institutional objectives and that the results from the data are communicated to appropriate internal and external stakeholders for use in planning new initiatives.
- 7P6b        O      The Portfolio contains no data regarding the process used to measure the effectiveness of its information system. Evangel has an opportunity to

develop processes and tools to measure the effectiveness of its information systems. These might include the need and effectiveness of upgrades, reliability, confidentiality, and security.

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| 7P7     | S | Evangel collects and analyzes a variety of information to evaluate its system for measuring effectiveness. These include process measures, such as student, faculty, and campus culture surveys, and outcomes measures, such as student and alumni satisfaction.   |
| 7R1-7R2 | O | Although Evangel uses a variety of tools to help measure its effectiveness in accomplishing its mission and goals, it does not appear to have a process to collect benchmarking data from other comparative peer institutions. Such comparative data can help Evangel better describe its competitive environment, which will be useful in planning decisions. |
| 7I1     | O | Evangel's individual departments do not regularly share their assessment results with other departments or with campus-wide committees or groups. A process to coordinate the sharing of data across departments would provide a means to see cross-departmental patterns or trends which could help provide better data for decision-making processes.        |

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## **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 Evangel University 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**

- Ob Evangel's mission "is to provide opportunities for Assemblies of God individuals to develop academically and intellectually in an accredited Christian liberal arts educational program and to inspire them within a Pentecostal environment to develop spiritually, emotionally, and culturally in order to use their chosen careers to serve both God and humankind."
- O5b Evangel has 9 major academic buildings and 8 residential facilities that accommodate 1,330 students. Three academic buildings, the student union, student activities center, and field house have been constructed since 1997. A new administration building is under construction for fall 2008. Major upgrades have been made throughout the campus.
- O5e Evangel is purchasing land close to the campus for possible expansion but is currently using housing on that land for student housing.
- O7a Evangel has identified the following opportunities: (1) building on its reputation for high-quality programs; (2) maintaining the positive image and momentum that has come from ten years of campus development; (3) developing programs in graduate studies and for non-traditional students; (4) developing information technology for both operations and learning; (5) sustaining collaborative relationships with the Assemblies of God; and (6) using AQIP to improve the quality of its processes.
- O7b Evangel's vulnerabilities include the following: (1) a small endowment and gifts that focus on capital projects, making Evangel tuition-dependent for revenue; (2) the potential for a large number of retirements in the near term; (3) changing student preferences for campus housing; and (4) potential uncertainty in the regulatory and legislative environment for faith-based institutions.

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

**Item S/O Comment**

- 8P1            S        Evangel's Campus Planning Council has representation from all key areas and is responsible for institutional planning. It meets monthly and has produced VISION 2010, Evangel's comprehensive 10-year master plan. The first five years provide "definitive direction," while the second five years represent a more general anticipation of the future.
- 8P2            S        Evangel addresses short- and long-term strategies through the activities of the Campus Planning Council. Issues arise and, after screening by the appropriate Vice-President, are placed on the Council agenda. The issues are dealt with by chartered cross-functional teams (of which there are more than a dozen), which bring reports and recommendations back to the Council. After discussion and reflection, the Council makes a recommendation to the Board of Administration for final determination.
- 8P3            S        Evangel's action plans are developed at the institutional and departmental levels involving administrators, faculty, staff and students. Plans and progress are shared formally and informally through the established University planning and decision-making bodies. Strategic performance projections are set using baseline measures of the identified performance indicators.
- 8P5a           S        The Systems Portfolio states that "Strategic performance projections are set using baseline measures from Key Performance Indicators data as set forth in Table 7.1." Departmental and divisional goals are set based on any or all of the following data: student, faculty, or staff needs; enrollment numbers; stakeholder needs; resources available.
- 8P5b           O        Although most areas in Table 7.1 reference some measures, it is not clear what data is used to set performance projections in the areas of Spiritual Vitality, Campus Development, and Internal and External Relations.
- 8P6            O        Resource needs for strategy selection are determined at Evangel through a regular and open budgeting process. However, it is not clear how the

process of budget development is linked to the process of strategic planning.

- 8P7 S Evangel provides support to campus leaders to stay abreast of professional standards. The changing institutional strategies are shared with the entire campus twice a year.
- 8P8 O The portfolio does not indicate what measures of the effectiveness of Evangel's system for planning continuous improvement are regularly collected and analyzed.
- 8R1-8R4 O Evangel acknowledges that it does not yet have a formal process for measuring the effectiveness of its planning or for comparing its strategies and action plans with peers and aspirant peers. This makes it difficult to determine the strengths and weaknesses of the University's planning efforts and can negatively impact progress toward continuous improvement.
- 8I1-8I2 O Although Evangel's AQIP Steering Committee has developed a conceptual model for continuous improvement that offers a structural framework upon which the University can systematically address opportunities for improvement, it appears that the University has not yet used the model to target specific improvement priorities.

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## **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 Evangel University 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***

- O3 Evangel's most important collaborative relationship is with the Assemblies of God. Other relationships include the Council for Christian Colleges and Universities; Springfield R-12 School District; ROTC and accelerated master's programs at Missouri State University; and Cox College of Nursing.
- O5a Evangel's 88-acre campus is located in Springfield, Missouri (population 150,000). Five other HLC-accredited institutions are located in Springfield.
- O6 Evangel has identified its competitors as other Assemblies of God institutions that emphasize the arts and sciences, local state or community colleges with low tuition costs, and other colleges in the Springfield area.
- O7a Evangel has identified the following opportunities: (1) building on its reputation for high-quality programs; (2) maintaining the positive image and momentum that has come from ten years of campus development; (3) developing programs in graduate studies and for non-traditional students; (4) developing information technology for both operations and learning; (5) sustaining collaborative relationships with the Assemblies of God; and (6) using AQIP to improve the quality of its processes.
- O7b Evangel's vulnerabilities include the following: (1) a small endowment and gifts that focus on capital projects, making Evangel tuition-dependent for revenue; (2) the potential for a large number of retirements in the near term; (3) changing student preferences for campus housing; and (4) potential uncertainty in the regulatory and legislative environment for faith-based institutions.

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

<b>Item</b>	<b>S/O</b>	<b>Comment</b>
9P1	S	Evangel has a process for developing collaborative relationships with various educational, religious and business organizations based on its key stakeholders' needs. It prioritizes these relationships based upon alignment with Evangel's mission, urgency, and return on investment. Its greatest priority is to build relationships with the Assemblies of God Fellowship. Evangel also enjoys collaborative relationships with Christian high schools and athletic associations, other educational institutions, employers of its graduates, and more than 823 vendors.
9P2	S	Evangel seeks to maintain and meet the needs of partners through its employees serving on local committees and boards; through service programs such as "Adopt-a-School"; through surveys of graduates and employers; and by hosting cultural and academic events on its campus. For example, the President, who has served on more than 40 boards of partner organizations, has been recognized by the community for his public service.
9P3	S	Evangel fosters a "family" atmosphere and builds relationships within the institution through chapel services; residence hall events; student club events; and campus-wide events involving employees, students, and other stakeholders. Operation Connect and stipends offered for faculty-student interaction outside the classrooms are further examples.
9P4a	S	Evangel has presented a variety of measures it utilizes to assess the effectiveness of relationships and collaborative work with external stakeholders (Table 9.1).
9P4b	O	Most measures of building collaborative relationships cited in Table 9.1 are largely participation counts (numbers of people involved, number of activities, etc.). It is also not apparent how frequently these data are collected, analyzed and used to make data driven improvements.

- 9R1a            S        Evangel has collected data on its collaborative relationships and is now beginning to document results. These processes represent progress with systems that foster continuous improvement.
- 9R1b            O        It is not clear whether Evangel collects evidence from its major collaborative partners about the benefits of the partnerships. Evangel could benefit from setting criteria and broadening its data collection to include historical trends, effectiveness, satisfaction, and feedback for improvement.
- 9R2             O        While Evangel reports results regarding the building of key collaborative relationships, it has the opportunity to develop benchmark data to compare its results with peer institutions.
- 9I1,9I2        O        Evangel has an opportunity to develop processes to identify the relationships that need improvement as well as how to share these results with all university stakeholders. The university has identified four of these areas which are in various stages of implementation, including identifying those who will be responsible for collecting and analyzing the data; targeting and prioritizing the collaborative relationships for improvement; clarifying processes for consistent measures; and sharing the results with all University stakeholders.