PROPOSED SYSTEMS PORTFOLIO STRUCTURE WITH NEW AQIP CATEGORIES

This document identifies the revised AQIP Categories (now six in number) and the accompanying revised Systems Portfolio structure. This information was announced at the Commission's 2014 Annual Conference in April.

Institutions that are preparing Systems Portfolios for submission on November 1, 2014 may write to the new Categories using the new Systems Portfolio structure. (It is acceptable to write to the current nine Categories using the traditional Systems Portfolio structure for submissions due this November.) This allowance is to accommodate institutions that wish to try the new Categories, without penalizing those institutions that have been writing already to the traditional nine Categories and do not wish to change.

Systems Portfolios that will be submitted this summer (June 1, 2014) must write to the current nine Categories using the traditional Systems Portfolio format. Systems Portfolios submitted on June 1, 2015 and thereafter must address the six AQIP Categories and Systems Portfolio structure announced in April 2014.

Revised guides for constructing the new Systems Portfolio (institutional focus) and for appraising the new Systems Portfolio (peer reviewer focus) are forthcoming. Systems Portfolio and Appraisal guides for the traditional model remain available at hlcommission.org/aqip.

If you have questions, please contact Dean Dube at ddube@hlcommission.org.

AQIP Category One: Helping Students Learn

Helping Students Learn focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

Common Learning Outcomes

1P1   Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating, and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)
- Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)
- Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1   What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1   Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Program Learning Outcomes

1P2   Program Learning Outcomes focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating, and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)
- Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)
- Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2   What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

- Outcomes/measures tracked and tools utilized
- Overall levels of deployment of assessment processes within the institution
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2   Based on 1R2, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Address Core Components 3.B., 3.E., and 4.B. under Common and Program Learning Outcomes

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

ACADEMIC PROGRAM DESIGN

1P3 Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

- Outcomes/measures tracked and tools utilized
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3 Based on 1R3, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Components 1.C. and 4.A. under Academic Program Design

1.C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

ACADEMIC PROGRAM QUALITY

1P4 Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools/methods/instruments used to assess program rigor across all modalities

1R4 What are the results for determining the quality of academic programs?

- Outcomes/measures tracked and tools utilized
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4 Based on 1R4, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Component 3.A. and 4.A. under Academic Program Quality

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

4.A. The institution demonstrates responsibility for the quality of its educational programs.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

ACADEMIC STUDENT SUPPORT

1P5 Academic Student Support focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Ensuring staff members who provide student academic support services are qualified, trained, and supported (3.C.6)
- Communicating the availability of academic support services (3.D.2)
- Determining goals for retention, persistence and program completion (4.C.1, 4.C.4)
- Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services

1R5 What are the results for determining the quality of academic support services?

- Outcomes/measures tracked and tools utilized
- Summary results of assessments (include tables and figures when possible) (4.C.2, 4.C.4)
- Comparison of results with internal targets and external benchmarks (4.C.4)
- Interpretation of assessment results and insights gained (4.C.2)

1I5 Based on 1R5, what improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Address Core Components 3.C., 3.D., and 4.C. under Academic Student Support

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

   5. Instructors are accessible for student inquiry.

   6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.D. The institution provides support for student learning and effective teaching.

   1. The institution provides student support services suited to the needs of its student populations.

   2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

   3. The institution provides academic advising suited to its programs and the needs of its students.

   4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

   5. The institution provides to students guidance in the effective use of research and information resources.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

   1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

   2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

   3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

   4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

ACADEMIC INTEGRITY

1P6 Academic Integrity focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R6 What are the results for determining the quality of learning support systems?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

Address Core Components 2.D. and 2.E. under Academic Integrity

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

AQIP CATEGORY TWO: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

Meeting Student and Other Key Stakeholder Needs focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.

CURRENT AND PROSPECTIVE STUDENT NEED

2P1 Current and Prospective Student Need focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

- Identifying key student groups
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained, and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting tools/methods/instruments to assess student needs
- Assessing the degree to which student needs are met

2R1 What are the results for determining if current and prospective students' needs are being met?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2P1 Based on 2R1, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Components 3.C. and 3.D. under Current and Prospective Student Need

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.D. The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Retention, Persistence, and Completion

2P2 Retention, Persistence, and Completion focus on the approach to collecting, analyzing and distributing data on retention, persistence, and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

- Collecting student retention, persistence, and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence, and completion
- Analyzing information on student retention, persistence, and completion
- Meeting targets for retention, persistence, and completion (4.C.1)
- Selecting tools/methods/instruments to assess retention, persistence, and completion (4.C.4)

2R2 What are the results for student retention, persistence, and completion?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2 Based on 2R2, what improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Address Core Component 4.C. under Retention, Persistence, and Completion

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Key Stakeholder Needs

2P3 Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting tools/methods/instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3 What are the results for determining if key stakeholder needs are being met?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3 Based on 2R3, what improvements have been implemented or will be implemented in the next one to three years?

Complaint Processes

2P4 Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting tools/methods/instruments to evaluate complaint resolution

2R4 What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4 Based on 2R4, what improvements have been implemented or will be implemented in the next one to three years?

Building Collaborations and Partnerships

2P5 Building Collaborations and Partnerships focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting tools/methods/instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5 What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5 Based on 2R5, what improvements have been implemented or will be implemented in the next one to three years?

AQIP Category Three: Valuing Employees

Valuing Employees explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

Hiring

3P1 Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

- Recruiting, hiring, and orienting employees
- Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services

3R1 What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1 Based on 3R1, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Component 3.C. under Hiring

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

EVALUATION AND RECOGNITION

3P2 Evaluation and Recognition focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff, and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators (3.C.3)
- Establishing employee recognition, compensation, and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement

3R2 What are the results for determining if evaluation processes assess employees' contributions to the institution?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2 Based on 3R2, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Component 3.C. under Evaluation and Recognition

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

   3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

DEVELOPMENT

3P3 Development focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives

3R3 What are the results for determining if employees are assisted and supported in their professional development?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3 Based on 3R3, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Component 3.C. and 5.A. under Development

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

4. The institution's staff in all areas are appropriately qualified and trained.

AQIP Category Four: Planning and Leading

Planning and Leading focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

Mission and Vision

4P1 Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution's mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

4R1 What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

- Outcomes/measures tracked and tools utilized (e.g. brand studies, focus groups, community forums/studies, and employee satisfaction surveys)
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1 Based on 4R1, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Components 1.A., 1.B., and 1.D. under Mission and Vision

1.A The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.

1.B. The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

1.D. The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

STRATEGIC PLANNING

4P2 Strategic Planning focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision, values (5.C.2)
- Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

4R2 What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

- Outcomes/measures tracked and tools utilized (e.g. achievement of goals and/or satisfaction with process)
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4R2 Based on 4R2, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Component 5.B. and 5.C. under Strategic Planning

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

   3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.C. The institution engages in systematic and integrated planning.

   1. The institution allocates its resources in alignment with its mission and priorities.

   2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

   3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

   4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

   5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

LEADERSHIP

4P3 Leadership focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Establishing appropriate board-institutional relationships to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions, and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

4R3 What are the results for ensuring long-term effective leadership of the institution?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3 Based on 4R3, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Components 2.C. and 5.B. under Leadership

2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

5. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
6. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
7. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

INTEGRITY

4P4 Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Developing and communicating standards
- Training employees for legal and ethical behavior
- Modeling ethical and legal behavior from the highest levels of the organization
- Ensuring the ethical practice of all employees (2.A.)
- Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4 What are the results for ensuring institutional integrity?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4 Based on 4R4, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Components 2.A. and 2.B. under Integrity

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

AQIP Category Five: Knowledge Management and Resource Stewardship

Knowledge Management and Resource Stewardship addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

Knowledge Management

5P1 Knowledge Management focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making
- Determining data, information, and performance results that units and departments need to plan and manage effectively
- Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements
- Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes

5R1 What are the results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution?

- Outcomes/measures tracked and tools utilized (including software platforms and/or contracted services)
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1 Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?

RESOURCE MANAGEMENT

5P2 Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

5R2 What are the results for resource management?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation results and insights gained

5I2 Based on 5R2, what improvements have been implemented or will be implemented in the next one to three years?

OPERATIONAL EFFECTIVENESS

5P3 Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure, and user-friendly
- Maintaining a physical infrastructure that is reliable, secure, and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness

5R3 What are the results for ensuring effective management of operations on an ongoing basis and for the future?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3 Based on 5R3, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Component 5.A. under Resource Management and Operational Effectiveness

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
5. The institution has a well-developed process in place for budgeting and for monitoring expenses

AQIP Category 6: Quality Overview

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

Quality Improvement Initiatives

6P1 Quality Improvement Initiatives focus on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Selecting, deploying, and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums

6R1 What are the results for continuous quality improvement initiatives?

6I1 Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Culture of Quality

6P2 Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

6R2 What are the results for continuous quality improvement to evidence a culture of quality?

6P1 Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Address Core Component 5.D. under Culture of Quality

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts