

# CHANGES IN THE SYSTEM PORTFOLIO

New  
Criteria

Other  
Pathways

Greater  
Value

Clearer  
Focus

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## + Systems Portfolio

- Concise description of how a complex institution operates
- Emerges from an institution's study of its key systems and how well they perform
- Helps an institution's people learn how well its parts and processes work
- Stimulates an AQIP Appraisal team to provide feedback on how an institution might make itself more effective

## + Systems Portfolio

- Non-judgmental, formative process that allows and prizes frankness
- Provides an institution with formative feedback on how well it meets accreditation requirements
- Prevents any potential problems in complying with Criteria
- Keeps institutional focus and energy on improvement and quality rather than mere compliance

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### + Why Changes?

- If you always do what you've always done, you'll always get what you've always got. —*Ed Foreman*
- Insanity: doing the same thing over and over again and expecting different results. —*Albert Einstein*
- Practice what AQIP preaches.

### + AQIP Action Project Task Force

- Barbara Keinath, Metropolitan State University, MN
- Scott Epstein, Davenport University, MI
- Kate Alley, South Dakota School of Mines & Technology, SD
- Vince Linder, Cleary University, MI
- Mary Sue Marz, Eastern Michigan University, MI
- Cathy Mullins, Shawnee State University, OH
- Marcia Sauter, University of Saint Francis, IN
- Connie Wilson, University of Indianapolis, IN
- Robert Spohr, Montcalm Community College, MI

### + When Changes Take Effect

- June 2012 Appraisals follow current rules
- Optional for institutions submitting Portfolios in November 2012. (Notify AQIP before July 1, 2012 to participate in the “pilot.”)
- New rules will affect all Portfolios and Systems Appraisals from June 2013 onward.

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### When Changes Take Effect

- Some institutions can “opt” to use the new Portfolio features in November 2012.
- All changes will affect all institutions and Systems Appraisal teams from June 2013 onward.

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### The Overview

#### ■ Reduced from 10 pages to 2 pages

- The first page will include important information like:
  - Student Demographics
  - Locations
  - Campuses
  - etc.
- The second page will include trends and issues that are important to the institution.

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### Where Are the Other 8 Pages?

#### ■ **For each of the nine categories the institution will include a one-page Category Summary that includes:**

- Its perceived level of maturity on that category.
- Special activities the institution has been engaged in.
- Foci that it wants feedback on.

#### ■ **The revised Systems Portfolio Guide will provide guidance and examples.**

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### + Systems Maturity



### + 100-11=89? Is that enough?

- There will be no separate **Index** or **Self-Assessment**: everything about how an institution meets the Criteria and Core Components will be embedded in specific locations (under P questions).
- To allow the “Index” to be embedded, the maximum length of Portfolios will be 125 pages.

To satisfy a Criterion for Accreditation, an institution must meet *all* of its Core Components; if one or more is not met, the Criterion is not met. To meet a Core Component, an institution must *address* all of its subcomponents, but does not have to address or write to each subcomponent separately; it can address them together, in a holistic, integrated argument.

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## + Embedded Criteria

Core Component	AQIP Categories Process Questions		Core Component	AQIP Categories Process Questions	
1A	5P1	5P2	3A	1P4	1P12
1B	5P3	5P8	3B	1P1	1P2
1C	1P4	1P10	3C	4P2	4P10
1D	3P3	3P5	3D	1P7	1P15
2A	4P7		3E	1P16	
2B	1P6		4A	1P4	1P13
2C	5P2		4B	1P2	1P18
2D	1P11		4C	3P1	
2E	1P11	4P7	5A	8P6	
			5B	5P5	5P9
			5C	5P2	5P6
			5D	7P2	7P4

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**AQIP and the New Criteria for Accreditation**

**Section 1: Core Component 1C**

1C. The institution has the faculty and staff resources, facilities, equipment, personnel, and student services...

1C1. How do you provide for the needs of your students?

1C2. How do you provide for the needs of your faculty and staff?

1C3. How do you provide for the needs of your community?

1C4. How do you provide for the needs of your environment?

1C5. How do you provide for the needs of your future?

1C6. How do you provide for the needs of your past?

1C7. How do you provide for the needs of your present?

1C8. How do you provide for the needs of your future?

1C9. How do you provide for the needs of your past?

1C10. How do you provide for the needs of your present?

1C11. How do you provide for the needs of your future?

1C12. How do you provide for the needs of your past?

1C13. How do you provide for the needs of your present?

1C14. How do you provide for the needs of your future?

1C15. How do you provide for the needs of your past?

1C16. How do you provide for the needs of your present?

1C17. How do you provide for the needs of your future?

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1C97. How do you provide for the needs of your present?

1C98. How do you provide for the needs of your future?

1C99. How do you provide for the needs of your past?

1C100. How do you provide for the needs of your present?

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**AQIP AND THE NEW CRITERIA FOR ACCREDITATION**

**Academic Quality Improvement Program**

**Table 1: Core Component 1C**

**Table 2: Core Component 1C**

**Table 3: Core Component 1C**

**Table 4: Core Component 1C**

**Table 5: Core Component 1C**

**Table 6: Core Component 1C**

**Table 7: Core Component 1C**

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**Table 100: Core Component 1C**

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## + What to address?

- Institutions *MUST* answer *EVERY* P, R, & I question.
- If there's little they can say in response to a question, they should say little.
- That some questions remain OO's and O's should be obvious.

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### Examples of saying little

- *"We have no measures of the effectiveness of support services at this time."*
- *"We have not yet developed processes for leadership succession."*
- *"We began gathering student retention and persistence data two years ago, but have yet organized and analyzed the data so that it can inform our actions."*

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### Second Portfolios and later?

- Institutions submitting their second or subsequent Systems Portfolio *MUST* also answer *EVERY* P, R, & I question.
- They may refer and link to previous Systems Portfolios if nothing has changed.
- Links must take reviewers directly to the specific items within the previous Systems Portfolio.

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### Links must be simple, direct, and described clearly:

- *Our student assessment system measures attainment of clearly stated learning goals in every academic program, and produces data that we use to annually improve curriculum and pedagogy. (See our 2009 Portfolio on 1P1). The 2009 Systems Appraisal praised our system as an SS. (See 2009 Appraisal 1P1 response).*

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### Links must tell why the information there matters:

*In our 2008 Portfolio (see SP2008-7R1), we reported we nearly reached consensus on measures to evaluate our IT support and data collection and storage; the Appraisal team recognized this as an OO opportunity (SA2009-7R1). We still have not reached consensus or begun actual data collection, so our OO remains critical.*

### + Cross-references allow additional support for Criteria

*[In the institution's answer to 4P7, where Core Component 2E will be addressed]*

■ *In addition to the support presented here and in 1P11, see 2P1 for more evidence of our concern for ethical practices; there we discuss our process for assuring that human and animal research projects are ethically sound.*

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# Questions?

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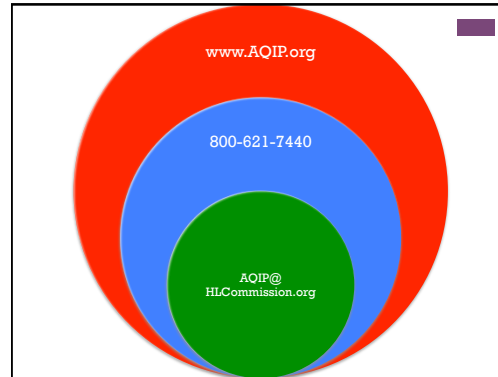
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