

AQIP Action Project Task Force "Improving the Systems Appraisal" The Higher Learning Commission

+ Why Changes?

- ■Over the past nine months, AQIP has been examining ways to improve the systems portfolio and appraisal process and value to institutions.
- ■In other words... Quality Improvement isn't just for institutions.

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

+ AQIP Action Project Task Force

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+ When Changes Take Effect



- ■Optional for institutions submitting November 2012.
- ■To select the "option" of using the new format, an institution must notify AQIP before July 1,2012, and AQIP will confirm participation in the "pilot" version of the new format by August 1, 2012.

+ 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.

+ The Overview + Where Are the Other 8 Pages? ■For each of the nine categories the ■Reduced from 10 pages to 2 pages institution will include a one-page ■The first page will include important **Category Summary that includes:** information like: ■Its perceived level of maturity on that category. ■Student Demographics Special activities the institution has been ■Locations engaged in. ■Campuses ■Foci that it wants feedback on. ■etc. ■The second page will include trends and ■The revised Systems Portfolio Guide will provide guidance and examples. issues that are important to the institution.

Reacting	Systematic	Aligned	Integrated
Approaches	Approaches	Approaches	Approaches
nd of course valuations are done" but how they are used in structor structor valuations is not effined, nor can upy meta-level ata analysis be one because of ariations in the strument and vactice across rograms.	A common end-of- course evaluation tool is used across programs, and language on instructional excellence appears in annual review docs. Department heads review all evals over time	Teaching excellence and student success are linked strategic foci. Each program works from a common definition of instructional excellence to create program strategic criteria	The aligned processes described for program heads involve other units of the institution, such as student affairs, retention, tutoring, placement and testing, and institutional research

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100-11=89? Is that enough?

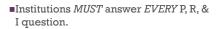
- ■There will be no separate Index or Self-Assessment: everything about how an institution meets the Criteria and Core Components will be embedded in specific locations (under P questions).
- ■Because of the additional work, the maximum length will be 125 pages.

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.

Core Component		Categories rocess	Core Component	AQIP Ca	tegories cess
Component	Qu	estions	Component	Ques	tions
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



+ What to address?



- ■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.

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."

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.

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).

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.

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⁺ Cross-refe	rences o	nly for
additional	Criteria	support

[In the institution's answer to 4P7]

■In addition to the support presented here and in 1P11, additional evidence of our concern for ethical practices (CC2E) is presented in 2P1, where we discuss our process for reviewing and approving human and animal research projects.

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Changes to the Appraisal Process

+Team Composition Changes

- One Team Leader.
- Currently trained, or will be invited to become a team leader and will be trained.
- Guidelines for Team Leaders to follow will be created
- ■At least five trained Appraisers as Team Members (in addition to Team Leader).
- ■One team member will be tasked with editing.
- ■The corps of AQIP Peer Reviewer is being refined.

+ Giving Feedback

- Reporting the Critical Characteristics at the beginning of each category is eliminated.
- ■The SS, S, O, OO labels will remain
- ■The Team Leader (with consent of the team and AQIP) may e-mail or call the institution to get answer to questions it believes are critical to the Appraisal.

+ Giving Feedback

■Team writes summary sections introducing each category and the team's appraisal of the institution's level of maturity.

Tentative

- ■The Team Leader calls the institution's AQIP Liaison after the end of the appraisal to:
- Reaffirm the team's findings and advice.
- Debrief the liaison on the usefulness of the team's work.

+ Accreditation Issues

- ■If serious issues regarding the Criteria are identified, the team can recommend either:
 - The institution must provide a monitoring report (3 – 24 months) documenting that any accreditation issue has been rectified.

Tentative

 The institution is required to host a focused visit that permits an onsite team to evaluate that the issues have been corrected.

Questions?