AQIP and the New Criteria for Accreditation



Academic Quality Improvement Program

The Higher Learning Commission

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Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

AQIP and the new Criteria for Accreditation

With the Higher Learning Commission's adoption of new, more detailed Criteria for Accreditation (that become effective for all institutions on January 1, 2013), AQIP has made changes in how it expects institutions to document compliance with accreditation expectations. To simplify this task for both institutions and Systems Appraisers, AQIP's Action Project Task Force on Improving the Systems Appraisal determined that beginning with the June 2013 cycle of Systems Appraisals, AQIP should require all institutions to embed the evidence that they meet the Criteria in specific locations in their Systems Portfolios. This approach replaces AQIP's earlier strategy, in which an institution provided an Index showing where in its Systems Portfolio the evidence for each Criterion and Core Component was located. The change means, in effect, that AQIP provides a single index that all participating institutions must use.

The Criteria for Accreditation
(effective January 1, 2013)

Criterion 1. Mission. The institution's mission is clear and articulated publicly; it guides the institution's operations.

Criterion 2. Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Criterion 3. Teaching and Learning: Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.

Criterion 4. Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Criterion Five. Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Demonstrating how an institution meets the Criteria for Accreditation. The Systems Portfolio provides an institution an opportunity to demonstrate it meets each of the Core Components of the Criteria for Accreditation, and to do so well before the Higher Learning Commission judges it for Reaffirmation of Accreditation. If its presentation of a Core Component in its Portfolio is inadequate, the institution will get from AQIP an early alert that it needs to strengthen its argument before Reaffirmation. Thus the Systems Portfolio and Systems Appraisal helps an institution prevent situations in which it discovers itself out of compliance with accreditation requirements.

Documenting the Core Components. The chart at the right shows under which AQIP Category P questions an institution must demonstrate that it meets each of the 21 Core Components. In some cases, an institution's entire argument for a Core Component must be incorporated in a single P answer; in others, the institution can argue that it meets the Core Component in answering two different P questions (typically within the same AQIP Category), but can decide how to distribute the evidence across its two answers.

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

The presentation that the institution makes for each Core Component can be woven through its answer(s), but must in total address *all* of the Core Component's subcomponents. In reviewing a Systems Portfolio to check an institution's compliance with the Criteria, these P answers will be the specific locations that reviewers will check for each Core Component, so it is unwise for an institution to places relevant or important information elsewhere in its Portfolio. It is critical for an institution to "make its case" that it meets a Core Component clearly and concisely within its answers to the specified P questions.

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Referring to additional evidence. 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 necessarily have to address or write to each subcomponent separately; it can address them together, in a holistic, integrated argument. It can also cite additional evidence that builds its case for a Core Component, evidence it believes is relevant but is not suggested explicitly by one of the subcomponents of a Core Component. To do this in an AQIP Portfolio, an institution might incorporate references like these in its answers to the P questions in the chart:

> *[In the institution's answer to 1P4] Although the evidence presented here (and in 1P13) demonstrates that we meet CC4A, the description of our assessment system in 1P1-2, and the results of assessment in 1R1-4, provide additional evidence for CC4A.*
>
> *[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.*

Such references (to additional evidence that supports a Core Component) must be made *in the P items from the chart* where Appraisal teams are directed to look for evidence. Referring to Core Components elsewhere, under other Portfolio questions—and hoping that the Appraisal team will connect the dots—is a dangerous institutional strategy.

Answer Every AQIP Question. Skipping questions could lead an institution to fail to present data showing how it meet the five Criteria for Accreditation. Acceptable answers to AQIP questions include statements like these:

> *"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."*

Since it is obvious that such answers reflect opportunities for improvement, Appraisal teams may choose not to respond with comments, but merely with Os or OOs. Whether or not teams provide such feedback, the institution should, of course, realize these areas represent serious challenges.

In Systems Portfolio due June 2013 and later, an institution *must* answer *every* AQIP P, R, and I question.

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AQIP Category One, HELPING STUDENTS LEARN, focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie your institution's credit and non-credit programs and courses, and on the processes required to support them.

Processes (P)

1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

Address Core Component 3B under 1P1 and 1P2

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.

- The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
- 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.
- 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.
- The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
- 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.

1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Address Core Component 3B under 1P1 and 1P2

Address Core Component 4B under 1P2 and 1P18

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

- The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
- The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
- The institution uses the information gained from assessment to improve student learning.
- The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

1P4. How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

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Address Core Component 1C under 1P4 and 1P10

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

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

Address Core Component 4A under 1P4 and 1P13

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

- The institution maintains a practice of regular program reviews.
- The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
- The institution has policies that assure the quality of the credit it accepts in transfer.
- 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.
- The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
- 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).

Address Core Component 3A under 1P4 and 1P12

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

- Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
- The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
- 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).

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

Address Core Component 2B under 1P6

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.

1P7. How do you help students select programs of study that match their needs, interests, and abilities?

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Address Core Component 3D under 1P7 and 1P15

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

- The institution provides student support services suited to the needs of its student populations.
- 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.
- The institution provides academic advising suited to its programs and the needs of its students.
- 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).
- The institution provides to students guidance in the effective use of research and information resources.

1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?

1P9. How do you detect and address differences in students' learning styles?

1P10. How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

Address Core Component 1C under 1P4 and 1P10

1P11. How do you define, document, and communicate across your institution your expectations for effective teaching and learning?

Address Core Component 2D under 1P11

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

Address Core Component 2E under 1P11 and 4P7

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

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

1P12. How do you build an effective and efficient course delivery system that addresses both students' needs and your institution's requirements?

Address Core Component 3A under 1P4 and 1P12

1P13. How do you ensure that your programs and courses are up-to-date and effective?

Address Core Component 4A under 1P4 and 1P13

1P14. How do you change or discontinue programs and courses?

1P15. How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?

Address Core Component 3D under 1P7 and 1P15

1P16. How do you align your co-curricular development goals with your curricular learning objectives? [1P10]

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1P17. Address Core Component 3E under 1P16

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

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

1P18. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations? [1P12]

1P19. How do you design your processes for assessing student learning? [1P11]

Address Core Component 4B under 1P2 and 1P18

Results (R)

1R1. What measures of your students' learning and development do you collect and analyze regularly? [1P13]

1R2. What are your performance results for your common student learning and development objectives?

1R3. What are your performance results for specific program learning objectives?

1R4. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational institutions and employers)? [1P12, 1R2]

1R5. What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education institutions and, where appropriate, with results of organizations outside of higher education?

Improvement (I)

1I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Helping Students Learn*?

1I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Helping Students Learn*?

AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES, addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders — the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational institutions.

Processes (P)

2P1. How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

2P2. How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

2P3. How do you communicate your expectations regarding these objectives?

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

2P5. How do you determine faculty and staff needs relative to these objectives and operations?

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

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Results (R)

2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

2R2. What are your performance results in accomplishing your other distinctive objectives?

2R3. How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

Improvement (I)

2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?

2I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?

AQIP Category Three, UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS, examines how your institution works actively to understand student and other stakeholder needs.

Processes (P)

3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

Address Core Component 4C under 3P1

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.

- 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.
- The institution collects and analyzes information on student retention, persistence, and completion of its programs.
- The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
- 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.)

3P2. How do you build and maintain a relationship with your students?

3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

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Address Core Component 1D under 3P3 and 3P5

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

- 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.
- 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.
- The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

3P4. How do you build and maintain relationships with your key stakeholders?

3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

Results (R)

3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

3R2. What are your performance results for student satisfaction?

3R3. What are your performance results for building relationships with your students?

3R4. What are your performance results for stakeholder satisfaction?

3R5. What are your performance results for building relationships with your key stakeholders?

3R6. How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Improvement (I)

3I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Understanding Students' and Other Stakeholders' Needs*?

3I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Understanding Students' and Other Stakeholders' Needs*?

AQIP Category Four, VALUING PEOPLE, explores your institution's commitment to the development of your faculty, staff, and administrators.

Processes (P)

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

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Address Core Component 3C under 4P2 and 4P10

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

- 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.
- All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.
- Instructors are evaluated regularly in accordance with established institutional policies and procedures.
- 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.
- Instructors are accessible for student inquiry.
- 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.

4P3. How do you recruit, hire, and retain employees?

4P4. How do you orient all employees to your institution's history, mission, and values?

4P5. How do you plan for changes in personnel?

4P6. How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

4P7. How do you ensure the ethical practices of all of your employees?

Address Core Component 2A under 4P7

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.

Address Core Component 2E under 4P7

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

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

4P8. How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

Address Core Component 3C under 4P2 and 4P10

4P11. How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

4P12. How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

4P13. How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

Results (R)

4R1. What measures of valuing people do you collect and analyze regularly?

4R2. What are your performance results in valuing people?

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4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping your achieve your goals?

4R4. How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Improvement (I)

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Valuing People*?

4I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Valuing People*?

AQIP Category Five, LEADING AND COMMUNICATING addresses how your leadership and communication processes, structures, and networks guide your institution in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

Processes (P)

5P1. How are your institution's mission and values defined and reviewed? When and by whom?

Address Core Component 1A under 5P1 and 5P2

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

- The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
- The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
- The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C1)

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

Address Core Component 1A under 5P1 and 5P2

Address Core Component 2C under 5P2

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

- The governing board's deliberations reflect priorities to preserve and enhance the institution.
- The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
- 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.
- The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Address Core Component 5C under 5P2

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

- The institution allocates its resources in alignment with its mission and priorities.
- The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
- The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

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

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Address Core Component 1B under 5P3 and 5P8

1.B. The mission is articulated publicly.

- The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
- 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.
- The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

5P4. How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

5P5. How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

Address Core Component 5B under 5P5 and 5P9

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

- 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.
- 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.
- 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.

5P6. How do you use data, information, and your own performance results in your decision-making processes?

Address Core Component 5C under 5P2 and 5P6

5P7. How does communication occur between and among the levels and units of your institution?

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

Address Core Component 1B under 5P3 and 5P8

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your institution?

Address Core Component 5B under 5P5 and 5P9

5P10. How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

Results (R)

5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

5R2. What are your results for leading and communicating processes and systems?

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5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Improvement (I)

5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Leading and Communicating*?

5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Leading and Communicating*?

AQIP Category Six, SUPPORTING INSTITUTIONAL OPERATIONS, addresses the institutional support processes that help to provide an environment in which learning can thrive.

Processes (P)

6P1. How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?

6P3. How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

6P4. How do you manage your key student, administrative and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

Results (R)

6R1. What measures of student, administrative, and institutional support service processes do you collect and analyze regularly?

6R2. What are your performance results for student support service processes?

6R3. What are your performance results for administrative support service processes?

6R4. How do your key student, administrative, and institutional support areas use information and results to improve their services?

6R5. How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Improvement (I)

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Supporting Institutional Operations*?

6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Supporting Institutional Operations*?

AQIP Category Seven, MEASURING EFFECTIVENESS, examines how your institution collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.

Processes (P)

7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

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Address Core Component 5D under 7P2 and 7P4

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

- The institution develops and documents evidence of performance in its operations.
- 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.

7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

7P4. How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

Address Core Component 5D under 7P2 and 7P4

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

7P6. How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?

7P7. How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

Results (R)

7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

7R2. What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals?

7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Improvement (I)

7I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Measuring Effectiveness*?

7I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Measuring Effectiveness*?

AQIP Category Eight, PLANNING CONTINUOUS IMPROVEMENT, examines your institution's planning processes and how your strategies and action plans help you achieve your mission and vision.

Processes (P)

8P1. What are your key planning processes?

8P2. How do you select short- and long-term strategies?

8P3. How do you develop key action plans to support your organizational strategies?

8P4. How do you coordinate and align your planning processes, organizational strategies, and action plans across your institution's various levels?

8P5. How you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

8P6. How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

Address Core Component 5A under 8P6

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

- The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
- 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.
- The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
- The institution's staff in all areas are appropriately qualified and trained.
- The institution has a well-developed process in place for budgeting and for monitoring expense.

8P7. How do you assess and address risk in your planning processes?

8P8. How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

Results (R)

8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

8R2. What are your performance results for accomplishing your organizational strategies and action plans?

8R3. What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

8R4. How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

8R5. What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

Improvement (I)

8I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Planning Continuous Improvement*?

8I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Planning Continuous Improvement*?

AQIP Category Nine, BUILDING COLLABORATIVE RELATIONSHIPS, examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission.

Processes (P)

9P1. How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students?

9P2. How do you create, prioritize, and build relationships with the educational institutions and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students?

9P4. How do you create, prioritize, and build relationships with the organizations that supply materials and services to your institution?

9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?

9P7. How do you create and build relationships between and among departments and units within your institution? How do you assure integration and communication across these relationships?

Results (R)

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9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

9R2. What are your performance results in building your key collaborative relationships, external and internal?

9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Improvement (I)

9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Building Collaborative Relationships*?

9I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Building Collaborative Relationships*?

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