AQIP Categories and Items 2008 Revision

Academic Quality Improvement Program

The Higher Learning Commission

Contents

Introduction to the AQIP Categories

The AQIP Categories provide a tool to help any higher education institution examine, analyze, and evaluate the key systems it uses to do its work and achieve its outcomes. AQIP uses the word *quality* to refer to the never-ending improvement of these systems, individually and collectively, in support of an institution's unique mission. Looking at these systems provides opportunities to ask penetrating questions about critical processes, their interrelationships, and their combined effectiveness in producing the performance levels the institution seeks. The AQIP Categories focus on nine systems common to all higher education institutions, posing a series of questions about each that together ask:

> *Are we doing the right things to achieve our mission and goals?*

> *Are we doing the things we do as well as we could?*

This focus on *systems* — on *processes,* their performance *results*, and how an institution systematically strives to enhance both its processes and results — constitutes AQIP's method for assuring quality and stimulating organizational improvement. By developing and using performance metrics, an institution ensures that it uses its resources effectively, demonstrating its accountability to those who fund and support it. When gaps exist between present results and possible or desirable performance, new strategies for improvement come primarily through understanding those existing systems and processes that produced the current results. Used in this way, the Categories allow AQIP to make accrediting judgments that meet the Higher Learning Commission's quality assurance standards while helping participating colleges and universities improve the quality and effectiveness of what they do.

The Categories provide critical, constructive, and collaborative questions

In its Categories, AQIP uses *you* and *we* (rather than the stiffly formal *the institution* and *the Higher Learning Commission*) to advance the welcoming, friendly tone that models and reinforces the relationship AQIP seeks to establish with institutions. Sharing its institutions' goals, AQIP wants participating colleges and universities to thrive and be vital: *we* and *you* both want *your* students to experience educational programs that will make their lives fulfilling and successful, and *your* faculty and staff to have satisfying, productive, and secure jobs. AQIP pushes and supports *your* institution to succeed in achieving *your* goals, and we share *your* pride when *you* are successful

Moreover, AQIP stresses that higher education institutions are the ongoing creation of the administrators, faculty, and staff that operate them — that you*,* the employees, individually and collectively, hold responsibility for continuing or changing your operations. If how you are operating now is working well, producing the results you want, then continuing to do things the same way makes sense. But if your current processes are not producing the performance you want — the number and quality of applicants you wish, the faculty and staff you need, the salary levels you want, the student achievement levels that would make you proud — then you must decide to change processes and performance, and you must make the changes happen. The

AQIP Categories provide a set of "How-do-you..?" questions your institution can ask itself, as a whole or at the level of specific academic units, divisions, departments, programs, or offices. Systems thinking makes it essential for institutions to cascade these questions, posing them at every level, The

The Academic Quality Improvement Program Categories

Understanding Students' and Other Stakeholders' Needs (3)	Valuing People (4) Leading and Communicating (5) Supporting Institutional Operations (6) Planning Continuous Improvement (8) Building Collaborative Relationships (9)	Helping Students Learn (1) Accomplishing Other Distinctive Objectives (2)

Measuring Effectiveness (7)

questions in the AQIP Categories provide tools for systematic and penetrating self-study, and the Systems Portfolio provides an effective tool for communicating the discoveries and insights that emerge.
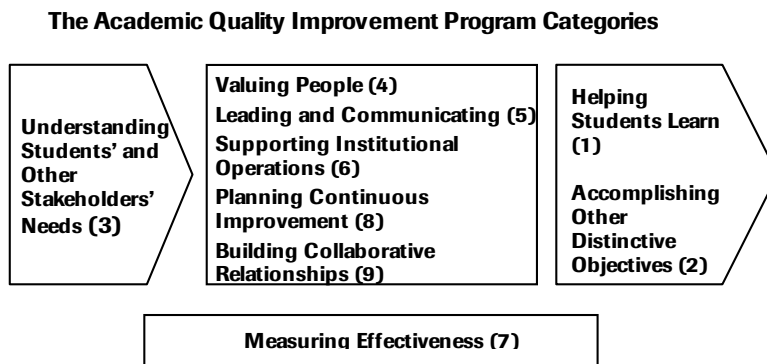
The nine AQIP Categories comprehensively examine any higher education institution's key systems

The figure above shows how the nine AQIP Categories together cover the key systems essential to any effective college or university. (The number AQIP uses for each Category appears after it in the figure.)

At the left of the figure, ***Understanding Students' and Other Stakeholders' Needs (Category 3)*** represents the system an institution uses to determine the needs, requirements, expectations, and preferences of its students and stakeholders. AQIP insists that a higher education institution be clear and direct about what it is trying to accomplish and for whom it is doing the things on which it expends its energies and resources. To do this effectively, every institution needs trustworthy processes than can accurately analyze the shifting needs of its prospective students and stakeholders. Deciding which of these stakeholder needs it chooses to serve delineates a college or university's unique mission and vision. In turn, this understanding of mission drives everything else — the design and operation of the other systems and processes an institution establishes to achieve its goals. This block in the figure represents the information inputs that allow a higher education institution to define and articulate its mission, and to decide what resources and systems it must assemble to achieve that mission.

On the figure's right, ***Helping Students Learn (Category 1)*** highlights the core processes for credit and non-credit instructional design and delivery that contribute directly to student learning, a primary purpose any educational institution. ***Accomplishing Other Distinctive Objectives (Category 2)*** provides for diversity in the character of higher education institutions that pursue additional critical goals (such as research, development of endowment funds, competitive athletics, or service to specific communities), spotlighting the key processes that an institution might operate to achieve these goals and thereby serve its stakeholders. Together, these two Categories examine the key processes that an institution employs to create value directly for its students and its other external stakeholders — the places an institution touches and affects people's lives. The right block in the figure therefore represents the outputs that a college or university produces for its students and other stakeholders.

The figure's center block shows the internal systems that every institution builds and operates to sustain those processes that directly touch the people it serves. These internal systems make it possible for an institution to provide direct services that respond to whatever it understands to be its stakeholders' needs. ***Valuing People (Category 4)***, ***Leading and Communicating (Category 5)***, ***Supporting Institutional Operations (Category 6)***, ***Planning Continuous Improvement (Category 8)***, and ***Building Collaborative Relationships (Category 9)*** designate these major systems — which include specific processes like payroll, maintenance, personnel, planning, partnering, and many others. These systems are *enablers*, making the delivery of educational and other services possible, and are often themselves invisible to students and stakeholders. These five Categories do not merely review independently operating departments, offices, and divisions, but seek to understand a set of critical systems that an institution must link and align to maximize its ability to provide its students and stakeholders with the services they need.

Measuring Effectiveness (Category 7) examines a contemporary higher education institution's "knowledge management" system, the set of processes it uses for effectively collecting, storing, retrieving, and interpreting the information it needs to operate and improve. These processes are essential to maintain, track, and regulate the other eight organizational systems. While each of the nine AQIP Categories stresses the need to measure accurately the current performance of key processes, Category 7 provides the whole institution with the opportunity to ask itself whether it is collecting all the information it needs, storing it securely and accurately, and giving access to it to the right people when they need it most. It provides for an audit of the system by which colleges and universities accumulate and distribute the knowledge they need to thrive.

Interpreting and answering the questions in the AQIP Categories is challenging, and many questions will arise as an institution attempts to use them. AQIP maintains a collaborative website on which it explains in more detail what each question means and collects advice and strategies from institutions on how they have successfully used the Categories.

The AQIP Category Improvement Project

From January through July 2008, AQIP invited all its participants — both institutions and reviewers — to suggest improvements to the AQIP Category items originally published in 1999-2000. Higher educators submitted hundreds of suggestions and comments, so this new 2008 version incorporates numerous improvements over the previous (1999-2000) version. Beginning November 2009, institutions submitting Systems Portfolios for review must use this version, but any institution submitting a Systems Portfolio on or after November 2008 may use this version. Some key improvements are:

- The Overview questions and Context (C) items have been combined into an introduction and 9 Overview areas, one corresponding to each Category. The goal is to reduce the space devoted to presenting background context in a Systems Portfolio, and make clear the boundary between context and P, R, and I items.

- To avoid further confusion over length requirements of Systems Portfolios and recognizing that many are created electronically, length limitations are now given in word totals. The Overview should be under 5000 words and the complete Systems Portfolio, including the Overview, should be under 50,000 words (This is roughly 100 double-spaced printed pages).

- Category 2 has been reworded to make clear that it refers to the description of key processes and their results other than instructional programs that serve the needs of an institution's external constituents. Category 1 covers instructional programs (credit and non-credit), and Categories 3 - 9 covers the array of internal processes that enable an institution to operate those programs (in Categories 1 and 2) that directly serve its students and other external stakeholders.

- Category 7 has been reworked to make clear that it refers to "organizational knowledge management" — an institution's overall processes for collecting, distributing, and maintaining data. Interpretation and analysis of data for a specific process belongs in the Result section relating to the Category under which the process belongs.

- Complex P and R items that previously combined two or more separate issues have been made separate items and given numbers of their own, enabling an institution to respond to either (or both) items in depth if it so chooses. Institutions creating Systems Portfolios will find that the increase in the number of P and R items (but not in the underlying questions) gives them more flexibility, and Systems Appraisers should find fewer instances in which an institution addresses only part of a numbered P or R item.

- In square brackets following each item appears the number used for that item in the 1999-2000 edition of the AQIP Categories. This number may appear more than once because the

revision separated complex items. These references should simplify the task of converting an older Portfolio to the revised Category items.

- Improvement (I) items have been replaced with a two items for each Category, one (I1) that invites the institution to describe its recent successful Action Projects and to explain the rationale behind its choosing the P and R questions it has answered in depth. The I2 item in each Category invites an institution to explain the degree to which it is practicing continuous quality improvement in the specific key systems and processes that fall under that Category. Answering either (or both) of these Improvement items will enable the Systems Appraisal team to provide more focused feedback on how the institution might improve its culture and infrastructure and encourage further improvement for that Category.

- The revision eliminated or improved overly-complicated or wordy items and questions posed in the passive voice. The questions are easier to read, understand, and answer.

- AQIP has simplified the rules for addressing items "in depth." In each Category, an institution must address at least 1/3 of the total P, R, and I items in depth; it must address at least one P, one R, and one I item in depth in every Category.

- The previous Notes (and explanatory phrases embedded in the questions themselves) have been removed, and will be placed in an AQIP web-based Notes and Support for Systems Portfolios "wiki," where they can be improved and expanded collaboratively and openly by the community of higher educators pioneering the use of quality improvement though AQIP participation. AQIP's goal is to make Notes and Support as valuable as possible for those actually creating and reviewing Systems Portfolios. AQIP will separate the wiki into "official" (AQIP approved) and "advisory" (community collaboration) sections, and make a compilation of the "official" sections available as a downloadable document on its website.

- AQIP will study the items in individual Categories in depth each year to identify further improvements, perhaps more far-reaching ones. Category 1 will be the subject of this more intensive review during 2008-09.

Instructions. This 2008 version of the AQIP Categories incorporates several improvements over the previous (1999-2000) version. Beginning November 2009, institutions submitting Systems Portfolios for review should use this new version, but any institution submitting a Systems Portfolio on or after November 2008 may use this version.

The Overview should be under 5000 words (approximately 10 double-spaced printed pages). The complete Systems Portfolio, including the Overview, should be under 50,000 words (approximately 100 double-spaced printed pages).

In square brackets following each item appears the number used for that item in the 1999-2000 edition of the AQIP Categories. This number may appear more than once because complex items were separated. These references should simplify the task of converting an older Portfolio to the revised Category items.

In each Category, address "in depth" at least 1/3 of the total P, R, and I items, covering in depth at least one P, one R, and one I item. A Systems Portfolio should include references (item numbers, at a minimum) for all Category items. Items not addressed in depth and thus recognized as future opportunities for improvement may be answered briefly and honestly: "We don't do this at present." Or "We currently have no comparative performance results from other organizations for processes in this category."

Items that represented significant strengths in earlier Systems Portfolios can similarly be answered with a short response rather than an "in depth" discussion: "Our processes in this area are robust and well designed, as our last Systems Appraisal recognized." (An institution could provide a hyperlink in a statement like this, giving readers who want more information about these "robust and well-designed" processes a means of reading the details.)

Visit http://AQIP.pbwiki.com for *Notes and Support for Systems Portfolios*, an internet-based wiki containing both official AQIP guidance as well as advice and tips from the AQIP community higher educators.

Overview. Provide an overview of your institution by briefly introducing vital characteristics such as mission, values, strategic vision, history, location, control (public or private) and status (for-profit or not-for-profit), and then answering the following nine items in a total of fewer than 5000 words (approximately 10 double-spaced printed pages). Devote no more than 1000 words (2 pages) to item 1 and no more than 500 words (1 page) each to items 2 to 9. In your Overview, describe the *context* and *constraints* within which your institution structures and operates its systems and processes, but use the appropriate AQIP Category P, R, and I items to explain and evaluate the processes themselves.

1. What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?

2. What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?

3. What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?

4. What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?

5. What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?

6. What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?

7. What determines the data and information you collect and distribute? What information resources and technologies govern how you manage and use data?

8. What are the key commitments, constraints, challenges, and opportunities with which you must align your institution's short- and long-term plans and strategies?

9. What key partnerships and collaborations, external and internal, contribute to your institution's effectiveness?

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? [1P1]

1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives? [1P1]

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations? [1P2]

1P4. How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market? [1P2]

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue? [1P3]

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? [1P4]

1P7. How do you help students select programs of study that match their needs, interests, and abilities? [1P5]

1P8. How do you deal with students who are underprepared for the academic programs and courses you offer? [1P5]

1P9. How do you detect and address differences in students' learning styles? [1P5]

1P10. How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)? [1P5]

1P11. How do you define, document, and communicate across your institution your expectations for effective teaching and learning? [1P6]

1P12. How do you build an effective and efficient course delivery system that addresses both students' needs and your institution's requirements? [1P7]

1P13. How do you ensure that your programs and courses are up-to-date and effective? [1P8]

1P14. How do you change or discontinue programs and courses? [1P8]

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? [1P9]

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

1P17. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations? [1P12]

1P18. How do you design your processes for assessing student learning? [1P11]

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? [1R1]

1R3. What are your performance results for specific program learning objectives? [1R1]

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.)? [1R3]

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? [1R4]

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? [2P1]

2P3. How do you communicate your expectations regarding these objectives? [2P2]

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews? [2P3]

2P5. How do you determine faculty and staff needs relative to these objectives and operations? [2P3]

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them? [2P4]

Results (R)

2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly? [2P5]

2R2. What are your performance results in accomplishing your other distinctive objectives? [2R1]

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? [2R2]

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? [2R3]

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? [3P1]

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

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

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

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

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? [3P6]

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? [3P7]

3R2. What are your performance results for student satisfaction? [3R1]

3R3. What are your performance results for building relationships with your students? [3R2]

3R4. What are your performance results for stakeholder satisfaction? [3R3]

3R5. What are your performance results for building relationships with your key stakeholders? [3R4]

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? [3R5]

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? [4P1]

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require? [4P1]

4P3. How do you recruit, hire, and retain employees? [4P2]

4P4. How do you orient all employees to your institution's history, mission, and values? [4P2]

4P5. How do you plan for changes in personnel? [4P2]

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? [4P3]

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? [4P5]

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? [4P4]

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? [4P6]

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? [4P7]

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? [4P8]

4P13. How do you provide for and evaluate employee satisfaction, health and safety, and well-being? [4P9]

Results (R)

4R1. What measures of valuing people do you collect and analyze regularly? [4P1]

4R2. What are your performance results in valuing people? [4R1]

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

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? [4R4]

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?

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance? [5P1]

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups? [5P1]

5P4. How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning? [5P2]

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? [5P3]

5P6. How do you use data, information, and your own performance results in your decision-making processes? [5P4]

5P7. How does communication occur between and among the levels and units of your institution? [5P5]

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations? [5P6]

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? [5P7]

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? [5P8]

Results (R)

5R1. What performance measures of Leading and Communicating do you collect and analyze regularly? [5P9]

5R2. What are your results for leading and communicating processes and systems? [5R1]

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? [5R2]

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.)? [6P1,2]

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators? [6P1,2]

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? [6P3]

6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment? [6P3]

Results (R)

6R1. What measures of student, administrative, and institutional support service processes do you collect and analyze regularly? [6P5]

6R2. What are your performance results for student support service processes? [6R1]

6R3. What are your performance results for administrative support service processes? [6R2]

6R4. How do your key student, administrative, and institutional support areas use information and results to improve their services? [6P4]

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? [6R3]

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? [7P1]

7P2.   How do you select, manage, and distribute data and performance information to support your planning and improvement efforts? [7P1]

7P3.   How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information? [7P2]

7P4.   How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution? [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? [7P3]

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? [7P5]

7P7.   How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes? [7P6]

Results (R)

7R1.   What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly? [7P7]

7R2.   What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals? [7R1]

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? [7R2]

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? [8P1]

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

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

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

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

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

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? [8P7]

Results (R)

8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly? [8P8]

8R2. What are your performance results for accomplishing your organizational strategies and action plans? [8R1]

8R3. What are your projections or targets for performance of your strategies and action plans over the next 1-3 years? [8R2]

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? [8R3]

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? [8R4]

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? [9P1]

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? [9P1]

9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students? [9P1]

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? [9P1]

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved? [9P2]

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? [9P3]

Results (R)

9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly? [9P4]

9R2. What are your performance results in building your key collaborative relationships, external and internal? [9R1]

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? [9R2]

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*?