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Category Improvement Project – Decisions [Edit Title](#) | [design survey](#) | [collect responses](#) | [analyze results](#)

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Response Summary

Total Started Survey: 75
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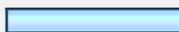
1. What is your opinion of the proposal to keep the nine AQIP Category names unchanged in the 2008 Category Revision?

		Response Percent	Response Count
extremely good		34.7%	26
good		52.0%	39
neutral/no opinion		9.3%	7
bad		4.0%	3
extremely bad		0.0%	0
Suggested adjustments to this proposed action view			17
answered question			75
skipped question			0

2. What is your opinion of the proposal to subdivide previously complex questions and give each part its own separate number in the 2008 Category Revision?

	Response Percent	Response Count
answered question		75
skipped question		0

2. What is your opinion of the proposal to subdivide previously complex questions and give each part its own separate number in the 2008 Category Revision?

extremely good		53.3%	40
good		37.3%	28
neutral/no opinion		4.0%	3
bad		5.3%	4
extremely bad		0.0%	0
Suggested adjustments to this proposed action  view			23
answered question			75
skipped question			0

3. If subdivided questions each get a number of their own, organizations creating Systems Portfolios will have more control in choosing which items they answer in depth and which items they answer only briefly. What is your opinion of the effect of this change in the 2008 Category Revision on Systems Portfolios ?

		Response Percent	Response Count
extremely good		35.1%	26
good		44.6%	33
neutral/no opinion		14.9%	11
bad		5.4%	4
extremely bad		0.0%	0
Suggested adjustments to this proposed action  view			23
answered question			74
skipped question			1

4. If subdivided questions each get a number of their own, there will be more P and R items that organizations creating Systems Portfolios will have to answer in depth, although some items will be shorter and easier to answer. What is your opinion of the effect of this change in the 2008 Category Revision on Systems Portfolios ?

		Response Percent	Response Count
extremely good		24.3%	18
good		51.4%	38
neutral/no opinion		17.6%	13
bad		6.8%	5
extremely bad		0.0%	0
Suggested adjustments to this proposed action view			18
answered question			74
skipped question			1

5. What is your opinion of the proposed change in the 2008 Category Revision that would combine the previous C (or Context) items and the eight previous Overview questions into a single introduction and set of nine Overview areas?

		Response Percent	Response Count
extremely good		43.8%	32
good		39.7%	29
neutral/no opinion		11.0%	8
bad		4.1%	3
extremely bad		1.4%	1
Suggested adjustments to this proposed action view			24
answered question			73
skipped question			2

6. What is your opinion of the proposed change in the 2008 Category Revision that would double the size of the Overview?

		Response Percent	Response Count
extremely good		20.3%	15
good		41.9%	31
neutral/no opinion		27.0%	20
bad		8.1%	6
extremely bad		2.7%	2
Suggested adjustments to this proposed action view			25
answered question			74
skipped question			1

7. If the proposed scheme for expanding the Overview to ten pages is adopted, which of the following Portfolio page length limits do you think should be used?

		Response Percent	Response Count
Limit the Portfolio to 80 pages, including the Overview		16.2%	12
Limit the Portfolio to 90 pages, including the Overview		14.9%	11
Limit the Portfolio to 100 pages, including the Overview		44.6%	33
Limit the Portfolio to 100 pages and the Overview to 10		24.3%	18
Suggested adjustments to this proposed action view			19
answered question			74
skipped question			1

8. What do you think of the 2008 Category Revision's proposal to replace the current I (or Improvement) items with a single item that must be addressed at length in each Category?

		Response Percent	Response Count
extremely good		35.6%	26
good		41.1%	30
neutral/no opinion		13.7%	10
bad		9.6%	7
extremely bad		0.0%	0
Suggested adjustments to this proposed action view			24
answered question			73
skipped question			2

9. What do you think of the 2008 Category Revision's proposal to remove all the notes from the Category items and place them in a separate document?

		Response Percent	Response Count
extremely good		13.3%	10
good		36.0%	27
neutral/no opinion		25.3%	19
bad		17.3%	13
extremely bad		8.0%	6
Suggested adjustments to this proposed action view			24
answered question			75
skipped question			0

10. What do you think of the 2008 Category Revision's proposal to allow the community of AQIP users to expand and edit the notes to the AQIP Categories by placing them in a "wiki" accessible by AQIP institutions and reviewers?

		Response Percent	Response Count
extremely good		18.9%	14
good		31.1%	23
neutral/no opinion		35.1%	26
bad		9.5%	7
extremely bad		5.4%	4
Suggested adjustments to this proposed action			32
		answered question	74
		skipped question	1

11. When should AQIP make using the new Category items required for all AQIP institutions?

		Response Percent	Response Count
Immediately (i.e., July 1, 2008)		5.6%	4
With the Systems Appraisal cycle that begins November 2008		9.7%	7
With the Systems Appraisal cycle that begins June 2009		51.4%	37
With the Systems Appraisal cycle that begins November 2009		16.7%	12
With the Systems Appraisal cycle that begins June 2010		11.1%	8
With the Systems Appraisal cycle that begins November 2010		5.6%	4
Comments			28
		answered question	72
		skipped question	3

12. When should AQIP make using the new Category items <i>optional</i> for all AQIP institutions?			
		Response Percent	Response Count
Immediately (i.e., July 1, 2008)		66.2%	47
After the Systems Appraisal cycle that begins November 2008		21.1%	15
After the Systems Appraisal cycle that begins June 2009		9.9%	7
After the Systems Appraisal cycle that begins November 2009		2.8%	2
Comments			15
answered question			71
skipped question			4

13. If your organization is participating in AQIP, how quickly do you think you would convert your Portfolio to using the revised Category items?			
		Response Percent	Response Count
Immediately		9.9%	7
In the next six months		21.1%	15
In one year		22.5%	16
In two years		22.5%	16
In three years		4.2%	3
In four years		0.0%	0
My organization is not in AQIP		19.7%	14
Comments			17
answered question			71
skipped question			4

14. AQIP's goal in this 2008 Category Revision Project was a conservative simplification of the Category items that would make it easier for colleges and universities to prepare Systems Portfolios and easier for reviewers to appraise them. Overall, what do you think of the result of this Project so far?

		Response Percent	Response Count
extremely good		25.7%	19
good		59.5%	44
neutral/no opinion		5.4%	4
bad		9.5%	7
extremely bad		0.0%	0
Suggested adjustments to this proposed action			20
answered question			74
skipped question			1

15. What other rewordings, adjustments, suggestions, or comments would you like to contribute to the 2008 Category Improvement Project?

	Response Count
	25
answered question	25
skipped question	50

16. NEXT STEPS in AQIP Category Improvements

After the 2008 Category Improvement Project is concluded, AQIP would like to implement an annual process for focusing on one (or two) Categories each year, and identify more fundamental revisions in their items that would make the Category more valuable as a lens for inspecting and analyzing organizational processes, results, and improvement. What do you think would be the best strategy for accomplishing this?

	Response Percent	Response Count
answered question		69
skipped question		6

16. NEXT STEPS in AQIP Category Improvements

After the 2008 Category Improvement Project is concluded, AQIP would like to implement an annual process for focusing on one (or two) Categories each year, and indentify more fundamental revisions in their items that would make the Category more valuable as a lens for inspecting and analyzing organizational processes, results, and improvement. What do you think would be the best strategy for accomplishing this?

Leave things as they are now for a few years		37.7%	26
Begin annual improvements focusing on Category 1		42.0%	29
Begin annual improvements focusing on Category 2		7.2%	5
Begin annual improvements focusing on Category 3		1.4%	1
Begin annual improvements focusing on Category 4		1.4%	1
Begin annual improvements focusing on Category 5		4.3%	3
Begin annual improvements focusing on Category 6		1.4%	1
Begin annual improvements focusing on Category 7		10.1%	7
Begin annual improvements focusing on Category 8		1.4%	1
Begin annual improvements focusing on Category 9		1.4%	1
Suggested adjustments to this proposed action			26
answered question			69
skipped question			6

17. Who are you? (check all that apply)

	Response Percent	Response Count
answered question		74
skipped question		1

17. Who are you? (check all that apply)

An AQIP Systems Appraiser	<input checked="" type="checkbox"/>	60.8%	45
A state or national quality award examiner	<input type="checkbox"/>	8.1%	6
A faculty or staff member of an AQIP participating organization	<input checked="" type="checkbox"/>	66.2%	49
Other (please specify)  view			12
answered question			74
skipped question			1

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	Comment Text	Response Date
 Find	1. People are familiar with the nine categories and many have assessment structures within institutions setup and mapped to the nine categories. Changing those at this point would cause some problems for many schools.	Mon, 6/30/08 4:33 PM
 Find	2. The 9 categories work and no reason to change them has been presented.	Mon, 6/30/08 7:48 AM
 Find	3. The emphasis in the new format for Category 2 is on "non-instructional objectives" as opposed to "other distinctive objectives." If you change the format, I suggest changing the Category title to correspond.	Mon, 6/23/08 11:28 AM
 Find	4. We wrestle with obvious alignment of categories with accreditation criteria	Thu, 6/19/08 11:30 AM
 Find	5. [Please correct the spelling of the word "proposed" above.] Category Two's title-- Accomplishing Other Distinctive Objectives--remains vague and overwhelming. The title "Other Distinctive Objectives" is vast. Narrow the scope of the title and/or divide it into other categories. Category One, "Helping Students Learn," focuses specifically on one aspect whereas Category Two is a sweeping "catch-all" title and category. The AQIP portfolio project is challenging and arduous. Why add confusing and unapproachable to an already difficult task? AQIP is not adhering to the very principles of clear, concise writing that it demands in the responses.	Tue, 6/17/08 4:20 PM
 Find	6. In terms of wording, the document is full of unnecessary jargon that confuses the average person trying to answer the questions in good faith.	Tue, 6/17/08 11:16 AM
 Find	7. I am still not convinced that Accomplishing Other Distinctive Objectives is a clear label for this category. I understand the emphasis on non-instructional objectives, but the label for me does not match.	Fri, 6/13/08 2:06 PM
 Find	8. fix spelling of "proposed" The problems didn't lie with the category names.	Thu, 6/12/08 4:59 PM
 Find	9. Although keeping the categories as is will help those of us who are familiar with them now, the "dissonance" between them and the accreditation criteria remains. I'd like to see better alignment somehow, eliminating the need for a "crosswalk."	Thu, 6/12/08 7:41 AM
 Find	10. "Distinguishing" instead of "distinctive" objectives might be more easily understood for Category Two--or perhaps "Other mission-specific objectives"?	Wed, 6/11/08 8:18 PM
 Find	11. I think we need to keep continuity by using the same names. If the names are changed I believe it would signify a total overhaul rather than tweeking.	Tue, 6/10/08 6:48 AM
 Find	12. It makes sense given the historical development of the AQIP system of accreditation. It allows past and current institutions to make a somewhat seamless move into the future.	Mon, 6/9/08 11:35 AM
 Find	13. Need continuity	Fri, 6/6/08 7:31 AM
 Find	14. We are just beginning to get some level of recognition of the categories and what they represent. If names are changed, we will have to begin again.	Thu, 6/5/08 1:40 PM
 Find	15. Tell liaisons at schools where to find the new caterogies, and we'll use them	Thu, 6/5/08 12:48 PM

instead. I just don't think it should take a year to get the news out about the changes, especially since we've been following the discussion all along.



16. chedck your spelling on the word proposed

Thu, 6/5/08 12:05 PM



17. there is still a bit of overlap particularly between category seven and eight.

Thu, 6/5/08 11:42 AM

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	Comment Text	Response Date
 Find	1. The improvement section is really two questions and should be divided into 2. Other questions that could be divided into two questions are 1P14 and 3P6.	Tue, 7/1/08 1:24 PM
 Find	2. The problems have been in the complexity of the questions. By seperating those complex questions, better defining those and giving each part a different number it helps to better define the questions without changing the basic structure of the none category format.	Mon, 6/30/08 4:33 PM
 Find	3. The multiple questions made it harder for institutions to respond and even harder for appraisers to identify if a question had been answered.	Mon, 6/30/08 7:48 AM
 Find	4. I notice however, a number of multiple part, complex questions are still part the questionnaire.	Mon, 6/23/08 1:48 PM
 Find	5. In general, I found no advantage to breaking out questions that were previously embedded or grouped together. What are most noticeable are the changes in wording which changed the emphasis of some of the questions. Making separate questions requires separate responses, ergo space, for systems that may have similar processes.	Mon, 6/23/08 11:28 AM
 Find	6. However, I believe a clear process needs to be developed to clarify for the reviewer what items may not be addressed in depth purposely so they are more aware of what the institution focused on and thus what they should be focusing on.	Thu, 6/19/08 3:39 PM
 Find	7. Too many questions!	Thu, 6/19/08 11:30 AM
 Find	8. [proposed] Do not inadvertently increase repetition, however, by subdividing complex questions!	Tue, 6/17/08 4:20 PM
 Find	9. You have separated complex questions but the focus of the questions is still unclear because there are too many questions. You should determine what you really want to ask instead of throwing in multitudes of questions and expecting to have clear responses in the restricted number of pages allowed to respond. the real problem is the apparent fuzziness of thinking. Rather than coming up with a few concise questions whcih target important factors you seem to throw in numerous question wah with some lack of clarity. Please decide what is important to ak and restrict the number of questions to 2 or at best 3 per section.	Mon, 6/16/08 3:47 PM
 Find	10. There remain a number of complex questions under one number. As it, the writers will have several things to respond to. Every effort to have one focus per item will simply both the writing and the review.	Mon, 6/16/08 2:31 PM
 Find	11. Overall question count increases, makes institution have to respond to more questions. Cut number of questions back to WHAT IS REALLY IMPORTANT and scratch the rest.	Fri, 6/13/08 10:49 PM
 Find	12. Easier to follow and to comment upon as a reviewer	Thu, 6/12/08 4:59 PM
 Find	13. There are still quite a few items in this new draft that still have ask two questions-- 1P9 for examples, but there are others.	Thu, 6/12/08 7:41 AM

 Find	14. 1P9 still contains two different questions. Separate them.	Wed, 6/11/08 8:18 PM
 Find	15. By subdividing it makes the writing easier. Our school is in the midst of writing the System Portofolio so the changes are important to us.	Tue, 6/10/08 6:48 AM
 Find	16. As a reviewer I struggled on how to deal with multiple parts..it just got so confusing and deciding which were the most important components.	Mon, 6/9/08 3:00 PM
 Find	17. This seems to "unpack" and to make the more complex questions a bit easier to understand, interpret and apply.	Mon, 6/9/08 11:35 AM
 Find	18. Becomes a checklist, both for the institution and the reviewers, rather than encourage a holistic response	Sun, 6/8/08 8:14 AM
 Find	19. Will allow for more complete answers to the most critical part(s) of these complex questions. Will help the reviewer and the institution focus on the most critical aspects of each question.	Sat, 6/7/08 5:52 AM
 Find	20. Hopefully, this will clarify question intent.	Fri, 6/6/08 7:31 AM
 Find	21. The subdivisions make sense and will enable institutions and reviewers to pay attention to what is most important. The previous complex questions were frequently responded to in ways that made it difficult to know what institutions were really focused on and what they were doing.	Fri, 6/6/08 7:14 AM
 Find	22. Clarifies things quite a bit. May add to the amount of work.	Thu, 6/5/08 1:40 PM
 Find	23. We should definitely encourage more in depth explanations for one or two questions to see if they really have the process down.	Thu, 6/5/08 11:42 AM

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Comment Text	Response Date
 Find 1. I have no problem with this. I think we are more likely to get more clearly defined answers than in the past with the broader more complex questions anyway.	Mon, 6/30/08 4:33 PM
 Find 2. It makes this decision which was implicit before explicit, making it clearer what the intentions of the institution were in crafting the portfolio.	Mon, 6/30/08 7:48 AM
 Find 3. Based on our porfoilo evaluation it is notclear whether we really allowed to choose which items within the categories we wanted to choose. It seems we were strongly criticiad	Mon, 6/23/08 1:48 PM
 Find 4. How will the peer reviewers know which questions an institution is answering briefly or in depth because they may or may not have the breadth of information to respond to a question? For example, how will a reviewer know if we answered the question briefly to put greater emphasis on another question or because we wanted to draw less attention to a question we did not have strong evidence for?	Mon, 6/23/08 11:28 AM
 Find 5. We were given O and OO for itmes that we answered briefly stating that we didn't provide enough information. We could have provided more details but chose not to so that we could focus on some of the other items that we wanted to elaborate on more.	Fri, 6/20/08 9:14 AM
 Find 6. Please see the above comment. A clear system needs to be developed to let the reviewers know what is purposely being addressed and what is not.	Thu, 6/19/08 3:39 PM
 Find 7. On the one hand, this gives the organizations the opportunity to show off their areas of improvement. On the other hand, if they don't answer an area, the AQIP review team won't know what they are truly doing in that area and so cannot offer suggestions. I would maybe suggest that there be a way the organization can ask for assistance from the team without being penalized (given all else is good).	Thu, 6/19/08 7:36 AM
 Find 8. [proposed] The initial statement assumes without proof that organizations will have more control in choosing items that they choose to answer briefly or in depth as a result of subdividing questions.	Tue, 6/17/08 4:20 PM
 Find 9. It is not readily apparent that one is not supposed to answer each and every question. The "in depth" explanation is not helpful. What is 1/3 of a full response?	Tue, 6/17/08 11:16 AM
 Find 10. Good if responses on the "questions in brief ' are not taken by reviews as an indiction for opportunities for improvment. AGain lack of true focus in question clarity in each section is the overriding problem not the number of items answered or the length of the document.	Mon, 6/16/08 3:47 PM
 Find 11. Too many questions. Cut number back	Fri, 6/13/08 10:49 PM
 Find 12. Are there some questions, at least in some categories, for which an in-depth response is mandatory?	Fri, 6/13/08 7:14 AM
 Find 13. I'm genuinely curious about this. What if they don't answer what I "want" them too in the kind of depth I think matters? Will that create some kind of negativity? Will that lead me to be suspicious of them, even though we've set it up this way? Will I judge	Thu, 6/12/08 4:59 PM

them as lacking something critical and is that fairminded? (no but how to eliminate this effect is a question for me).



14. It is my perception however, that appraisers expected complete answers to every question, and those left undeveloped automatically recieved Os and OOs. I'm not sure that was appropriate, given the institution's control you mention above.

Thu, 6/12/08 7:41 AM



15. I think there might need to be some adjustment to assure that institutions answer enough of each area to allow reviewers to evaluate and to allow the institution to effectively respond to the five HLC criteria. The "1/3 of the total" rule could be changed to 1/3 of the Process and 1/3 of the Results questions (which in some categories equates to 1) and the one Improvements question. This would equal 42 responses. OR it could be 1/3 of the combined total of the Process and Results questions (which is 39) plus the 9 Improvement questions for a total of 48. That would ensure at least one of each, but would require more than one for any process/results that have 6 or more questions. That might assure a more even spread of the responses.

Wed, 6/11/08 8:18 PM



16. I believe that it is misleading to talk about choosing questions to answer in depth and some not. I think that idea is often misinterpreted. When our school first began writing the portolio some people told us we didn't even have to answer some questions, which is incorrect.

Tue, 6/10/08 6:48 AM



17. WE could, however, require that certain questions be answered by all

Mon, 6/9/08 3:00 PM



18. Any change brings some anxiety, but this should not create any undo concern.

Mon, 6/9/08 11:35 AM



19. Organizations should be encouraged to respond to as many questions as possible as soon as possible

Sun, 6/8/08 8:14 AM



20. allowing for more institutional choice will tailor the process to what an institution needs most

Fri, 6/6/08 8:20 AM



21. This is very good for people writing their first portfolio, slightly more buredensome for those in an update mode. Once transitioned, however, it should work out ok. I do not think it really changes the ability institutions had to respond appropriately.

Fri, 6/6/08 7:31 AM



22. May add to the work. The only way this will happen the way it is envisioned is if institutions are required to answer some in depth. If they are allowed to select, everything will ultimately get the same weight and only add to the length of the answers.

Thu, 6/5/08 1:40 PM



23. great idea. Will need to emphasize this to people filling out the portfolio. I fear the tendancy will be to answer every question. We educators are good at that.

Thu, 6/5/08 11:42 AM

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 Find	1. There may be more questions to address but I think the information that we get will be clearer and more accurate than what we have gotten in the past.	Mon, 6/30/08 4:33 PM
 Find	2. The advantages outweigh the disadvantages, but it will add some time to the writing process.	Mon, 6/30/08 7:48 AM
 Find	3. See above (#3).	Mon, 6/23/08 11:28 AM
 Find	4. There are still too many questions that overlap. There will be a tendency to teach to the test.	Thu, 6/19/08 11:30 AM
 Find	5. [proposed] Again, AQIP assumes without proof that items will be shorter and easier to answer by creating more P and R items.	Tue, 6/17/08 4:20 PM
 Find	6. Good context responses are drawn together in one place but there is no corresponding place to do the same with results and "I" to show an institution's overall improvement strategies or vision for the future - a real lack - we never get to show you the big picture in continuous quality improvement.	Mon, 6/16/08 3:47 PM
 Find	7. Same as above.	Fri, 6/13/08 10:49 PM
 Find	8. Even with more questions, subdividing will give writers more flexibility. I was frustrated in the last Portfolio when I could answer only part of a question but felt compelled to try to answer everything in a numbered question.	Fri, 6/13/08 2:06 PM
 Find	9. It will be helpful, especially for institutions preparing their initial portfolio, to provide examples of strong responses varying in length and content.	Fri, 6/13/08 7:14 AM
 Find	10. I think it will be good for the length but my issues remain with #3 above.	Thu, 6/12/08 4:59 PM
 Find	11. It seems to me that more questions will probably result in a longer document. I'd like to see about 20% of the questions eliminated. I suspect that some of them represent a staffer's hobby horse.	Thu, 6/12/08 7:41 AM
 Find	12. See comment above. I don't recall how many P and R questions there were in the original, but I think it is good to stretch institutions to respond to enough in each category to enable good evaluation and clear links to the HLC criteria. "In depth" will be subject to interpretation (as it has been in the past). I'm not sure if this change will help or hurt--more likely help as the questions are more specific and have clearer parameters.	Wed, 6/11/08 8:18 PM
 Find	13. That is fine if it makes the process more clear. I was interviewing our Institutional Research Director to write Cat 7. He is a very intelligent person and he was stumped by some of the questions!	Tue, 6/10/08 6:48 AM
 Find	14. I would foresee no major problems.....maybe a little confusion as the transition happens.	Mon, 6/9/08 11:35 AM
 Find	15. Will allow an institution to focus on its most critical issues within each question and do a better job of allocating scarce resources to its most critical needs.	Sat, 6/7/08 5:52 AM

- | | | |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|  Find | 16. Maybe the review committee should respond to all P and R questions that the institution did. We could establish a list of things that should be commented on if the institution chose not to. What I mean is there may be some areas that should always have a comment from the review team. | Fri, 6/6/08 8:20 AM |
|  Find | 17. The "in-depth" question reminds me of when I was in the English composition classroom - the idea was not a 5 page paper or a 500 word essay, but a paper of limited scope in which the student effectively treated the subject. I'd suggest some similar explanations be given so institutions do not feel compelled to be artificial in their portfolios or treatment of items. | Fri, 6/6/08 7:31 AM |
|  Find | 18. I like it. It feels like we can then focus our response. Many times organizations did one part of the question well and the other part not so well. That made it difficult to write a comment. | Thu, 6/5/08 11:42 AM |

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Comment Text	Response Date
 Find 1. This area needs work - some key items that need to be addressed are no longer included. For example: "How are you organized" (category 5); Wording under category 6 was better stated in the context question section. The concept is good, but the implementation needs work yet.	Tue, 7/1/08 1:24 PM
 Find 2. Easier to follow and respond to.	Mon, 6/30/08 4:33 PM
 Find 3. This should tighten the writing, and the context questions were often an issue in the appraisal process. This removes the opportunity to appraise the C comments and focuses the appraisers on PRI questions.	Mon, 6/30/08 7:48 AM
 Find 4. The concept of combining the Context responses into the Institutional Overview isn't a bad idea, however I suggest you let the institutions decide how best to use the 10 pages rather than impose restrictions on how many pages for each Category. The proposed Overview format does not specifically ask what are an institutions instructional objectives (just their non-instructional), mission, vision, values, common learning objectives, or to identify their key students and stakeholders.	Mon, 6/23/08 11:28 AM
 Find 5. I think it would also be helpful to provide for a Summary section. The overview is important, but a clear and concise summary of important issues might be just as helpful to readers.	Thu, 6/19/08 3:39 PM
 Find 6. OK	Thu, 6/19/08 11:30 AM
 Find 7. [Correct the spelling of "proposed," please.] Do you want one introduction followed by nine introductions to specific categories? If so, provide a bulleted or numbered list of exactly the type of information you want to see in the Portfolio Introduction so that writers avoid redundancy in the following nine category introductions. Please, be clear and concise with your wording.	Tue, 6/17/08 4:20 PM
 Find 8. Drawing the 'C' sections together gives reviewers a better sense of an institution.	Mon, 6/16/08 3:47 PM
 Find 9. Some of the context questions can be sharpened. All of the questions begin with "What." This works for factual data as in what are your goals (#1) but it does not work with #5 and #6, for example (What aligns your leadership.) Something like "Summarize your leadership...might work better."	Mon, 6/16/08 2:31 PM
 Find 10. As long as you are also going to have a place for a summary.	Fri, 6/13/08 10:49 PM
 Find 11. This change will probably reduce redundancies.	Fri, 6/13/08 2:06 PM
 Find 12. It has been difficult in the past to find the Overview questions for systems appraisal. This clears that up nicely.	Fri, 6/13/08 9:01 AM
 Find 13. I thought that having more parameters for a general institutional overview was helpful, and would insure that all institutions provide similar information about such matters as the scope of their offerings, the demographics of their student and employee populations, and their physical plant. I also thought that having a set of	Fri, 6/13/08 7:14 AM

context questions for each category was helpful. I'm not sure that the single context questions proposed will be as effective in providing critical background.

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|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|  | 14. I think this will clarify and focus materials and responses. | Thu, 6/12/08 4:59 PM |
|  | 15. This should help institution's focus on process/results. | Thu, 6/12/08 7:41 AM |
|  | 16. I think the institutions still should be allowed a page or so to tell about the institution --to introduce it to the public and the reviewers -- in addition to the nine category responses. Just answering the context questions doesn't tell the institution's story. The college's have a right to do that, in my opinion--outside of the question responses. I'm not sure readers would have a picture of the nature of the institution before plunging into the categories, which is vey specific context, but doesn't necessarily give an introduction to the college. A brief intro to the institution should be kept--Distinctive Features (Characteristics might be a better word?), including the college's mission and vision come to mind as not being clearly addressed in the context questions. | Wed, 6/11/08 8:18 PM |
|  | 17. As a portfolio appraiser, I'm not clear yet on how this will change the appraisal process. | Wed, 6/11/08 11:41 AM |
|  | 18. The more the information has a logical flow the easier it will be to write and to read. | Tue, 6/10/08 6:48 AM |
|  | 19. This is a wonderful idea. when doing the key items at the beginning of the review, some just read the opening and others read all context sections...I did because I always found additional key items in those areas. | Mon, 6/9/08 3:00 PM |
|  | 20. This is an improvement that makes the Portfolio much more readable. | Mon, 6/9/08 9:30 AM |
|  | 21. This should make the portfolio flow better, although it may be harder to "connect the dots." | Fri, 6/6/08 7:31 AM |
|  | 22. This is the best change you are proposing - it's also good that you are clarifying that these items are to provide a context for the appraisers. There has been a lot of confusion about these items among many of the reviewers I've served with as to whether or not they should be providing feedback. This method will help to make this more clear. | Fri, 6/6/08 7:14 AM |
|  | 23. This should eliminate some duplication and help organizations focus their responses. | Thu, 6/5/08 11:42 AM |
|  | 24. Please make sure you include unique items from the 'old' overview area. example: item 01. Some of us need to be told we can provide an overview of the demographics and history of our organizations. Thanks! | Thu, 6/5/08 11:07 AM |

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	Comment Text	Response Date
 Find	1. I don't think it will double the size of the overview, it will definitely increase it, but I don't believe it will double it.	Mon, 6/30/08 4:33 PM
 Find	2. an overview is supposed to brief. doubling the size moves away from that goal.	Mon, 6/30/08 12:37 PM
 Find	3. This logically follows from the other change to the overview.	Mon, 6/30/08 7:48 AM
 Find	4. I think the Overview could be limited to less than 10 pages but I don't have a strong opinion against expanding it from 5.	Thu, 6/26/08 5:23 PM
 Find	5. If you add the requirement of including the Context responses to the Institutional Overview, then you will HAVE to increase the page limit.	Mon, 6/23/08 11:28 AM
 Find	6. OK - Need a place to explain the big picture.	Thu, 6/19/08 11:30 AM
 Find	7. [proposed] I'm confused. If you are adding nine category introductions, why double the size of the Overview? (Yes, I have read "The AQIP Category Improvement Project" piece a number of times, and each time I interpret the proposed "improvements" differently. I am an intelligent, experienced teacher and writer with corporate as well as academic research and composing experience, and I am dismayed to find the proposed changes presented for the revision to be as obfuscating as the original instructions/directions/pormpts.	Tue, 6/17/08 4:20 PM
 Find	8. 1.5 greater not double. This is not PEAQ ;)	Tue, 6/17/08 12:08 PM
 Find	9. Rvwviewers need the "C" overview all in one place and the unique context of each institutions needs to be clearly defined upfront	Mon, 6/16/08 3:47 PM
 Find	10. One alternative is to provide an opportunity for an introductory paragraph to each category to set the context a bit. Without this, jumping right into the questions will be like taking a cold shower.	Mon, 6/16/08 2:31 PM
 Find	11. As long as there is a summary	Fri, 6/13/08 10:49 PM
 Find	12. As noted above, I think that the present structure for the overview and context items works well.	Fri, 6/13/08 7:14 AM
 Find	13. What is the obsession with size and length? It sounds like my students asking about a paper length. Theoretically, it would provide "double" the quality information we seek.	Thu, 6/12/08 4:59 PM
 Find	14. If our experience was typical, we had to cut our draft overview by 2/3 to get under the length limit for the entire doument. This left us feeling rushed and restricted from saying things we felt were important.	Thu, 6/12/08 7:41 AM
 Find	15. It would double the Overview but reduce the rest. I think this would help institutions and reviewers focus on the Process, Results and Improvements in the review process--and force institutions to spend more time on "HOW" they do things than explaining what they do. This would also mean, I assume, that in the feedback report, the reviewers would not "score" the context questions in terms of Strength or	Wed, 6/11/08 8:18 PM

Opportunity? -- Or would they just give one for each category, which might be difficult since the description will now be so broad.

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|  Find | 16. I think the Overview should be just that, an overview. So if a person didn't want to read all the details of the portfolio they could get a good picture of the school by reading the overview. | Tue, 6/10/08 6:48 AM |
|  Find | 17. I would think that it would not need to be double in length. | Mon, 6/9/08 3:00 PM |
|  Find | 18. More context setting information is a good idea. Sometimes, it is difficult to place an college/university in an understandable position due to lack of context. | Mon, 6/9/08 11:35 AM |
|  Find | 19. I'm confused. The overview traditionally was allowed 10 pages. | Mon, 6/9/08 9:30 AM |
|  Find | 20. Institutions need to concisely answer all questions rather than provide a lot of fluff that is off point. The overview should NOT be expanded | Sun, 6/8/08 8:14 AM |
|  Find | 21. Will allow institutions to assess more areas of their institution and decide which areas need special attention. Should allow for a more complete process. | Sat, 6/7/08 5:52 AM |
|  Find | 22. I suspect this is simply the estimate of space needed to accomodate the Context Questions. Should not be an issue. | Fri, 6/6/08 7:31 AM |
|  Find | 23. While the overview is increased, the reality is that the overall effect should be to decrease its size relative to the other sections given the previous "C" items will no longer be included in each category. This will also make it cleaner in terms of what items need to be reviewed for context and general understanding of the institutions versus those items being reviewed for the purpose of providing feedback to the insitutions | Fri, 6/6/08 7:14 AM |
|  Find | 24. It doesn't really double the size of the overview, just re-arranges the location of overview information. | Thu, 6/5/08 1:40 PM |
|  Find | 25. Many of us had overall questions about how an organization operates. This should help. Somewhere, here and in other other places, we should encourage the use of models or visuals to illustrate how they implement processes. | Thu, 6/5/08 11:42 AM |

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	Comment Text	Response Date
 Find	1. We consistently hear that there isn't enough space in the portfolio to adequately address issues. If space is allowed but not mandated, I think it's better. Some schools may not use that.	Mon, 6/30/08 4:33 PM
 Find	2. Will you start enforcing this limitation? What does it mean for e-portfolios?	Mon, 6/30/08 7:48 AM
 Find	3. In order to keep this to a manageable length it will be important to be able to choose a percentage of the category questions to focus on (and let the reviewers know) and if a summary is possible to include this will mean trying to reduce space again in the categories.	Thu, 6/19/08 3:39 PM
 Find	4. [Proposed, not proposed.]	Tue, 6/17/08 4:20 PM
 Find	5. The longer the portfolio, the more "fill" and less "meat." The longer the document is allowed to be will become the expected standard and becomes too daunting a project.	Tue, 6/17/08 11:16 AM
 Find	6. the problem is not the length but the lack of targeing a few clear questions in each section instead of throwing the kitchen sink in each category. "Suffling the document deck' avoid the greater need of AQip staff to determine "what is really important to ask in each sections - I suspect you are trying to please two may cooks with one recipe.	Mon, 6/16/08 3:47 PM
 Find	7. I would make the Portfolio 100 pages (10 per category except Helping Student Learn which I would allow 20. I would allow the overview to be 15 - 20 pages.	Mon, 6/16/08 2:31 PM
 Find	8. If we can't say it in 80 then we probably don't need to say it. Honestly, are we back to the self-study?	Fri, 6/13/08 10:49 PM
 Find	9. Shorter the better, but there are still too many questions to have a chance to develop everything in less than 100 pages.	Thu, 6/12/08 7:41 AM
 Find	10. Leave it the same. I would suspect that most institutions spent more than a total of 5 pages on the context questions of the nine categories, so this change would significantly reduce the space spent on context, but that would allow institutions to be more complete in their responses to the process, results and improvement questions.	Wed, 6/11/08 8:18 PM
 Find	11. Short is better.	Wed, 6/11/08 11:41 AM
 Find	12. Keep in mind that Baldrige requires a 50 page portfolio. A page limit helps focus the institution responses.	Wed, 6/11/08 7:59 AM
 Find	13. I think AQIP should emphasize the writing be succinct. I've read through portfolios. Some are to-the-point and others are more wordy. I'm a fan of to-the-point, bullet statments. I don't want to read a novel about a school, I want easy to find facts.	Tue, 6/10/08 6:48 AM
 Find	14. This is a doable size for the institution and also for the peer reviewers.	Mon, 6/9/08 11:35 AM
 Find	15. This whole question of pages does not make sense unless standardization occurs	Mon, 6/9/08 9:30 AM

in font size and is followed by all institutions. Also, some institutions have expanded the length by including appendices.

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|  Find | 16. The portfolio should be shortened, not lengthened. Without tough page limits THAT ARE ENFORCED, institutions continue to ramble down the path without getting concise and clear on how they are addressing the criteria, or just acknowledging when they are not and be done with it | Sun, 6/8/08 8:14 AM |
|  Find | 17. See my earlier comment. Scope should be provided as a guideline - Baldrige asks for 50 pages - forces more focus on vital few. | Fri, 6/6/08 7:31 AM |
|  Find | 18. See my comments for item #6 above | Fri, 6/6/08 7:14 AM |
|  Find | 19. I'm a bit ambivalent as it is not so much how long it is, but how well constructed it is. We should encourage at least one detailed example for each section and possibly models and diagrams. | Thu, 6/5/08 11:42 AM |

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 Find	1. As worded, the "I" contains two questions, not one. Divide it into two.	Tue, 7/1/08 1:24 PM
 Find	2. Previously this section seemed very repetitive and didn't address the needs of the schools. This will address the issues and provide a way for them to address the areas that need to be addressed.	Mon, 6/30/08 4:33 PM
 Find	3. In reviewing the portfolios of 8+ schools, I have yet seen any that answered this effectively. The new focus should help.	Mon, 6/30/08 7:48 AM
 Find	4. This may compound the difficulty in obtaining clarity in regard to describing improvement made in response to results...	Mon, 6/23/08 1:48 PM
 Find	5. I like the concept. It would be helpful, however, to provide guidance as to "how" an institution is to respond to the question or offer some suggestions. We plan on using the Baldrige ADLI and LeTCI scoring system.	Mon, 6/23/08 11:28 AM
 Find	6. Summary per category is good.	Thu, 6/19/08 11:30 AM
 Find	7. I think I'd rather see the organization lay their cards all on the table so we know what they recognize as needing improvement.	Thu, 6/19/08 7:36 AM
 Find	8. [Please correct the misspelling of "proposed."] YES!--But do not cloud the single item with a multitude of questions as is AQIP's pattern.	Tue, 6/17/08 4:20 PM
 Find	9. Good idea but unlike the "C" no place to draw it all together and paint the reviewers an overall picture of quality management at any institution	Mon, 6/16/08 3:47 PM
 Find	10. This question is right on target, and really gets at the heart of how an institution has adopted a practice and philosophy of continuous improvement.	Fri, 6/13/08 7:14 AM
 Find	11. Excellent - best feature. 1P3 has a typo - complete should say compete, I think.	Thu, 6/12/08 4:59 PM
 Find	12. Without some sort of rubric to guide institutions in determining the extent of the maturity of their "systems, etc" this question is too open-ended to produce meaningful results, esp from those institutions that have yet to truly understand that AQIP is about admitting your limitations & challenges & not tooting their own horns.	Thu, 6/12/08 2:03 PM
 Find	13. The new version of these questions seems appropriately metacognitive and self-evaluative. It should help us discuss specific improvements in the results sections, if that's the intent. Calling the section "Improvement" still leads to some misunderstanding about the expectations for this section however.	Thu, 6/12/08 7:41 AM
 Find	14. I'm not sure how well institutions will be able to respond. The interpretation of "mature" and "comprehensive" will vary, but I like the focus on how the culture and infrastructure support the category. It may be difficult for institutions to isolate, however, how institutional culture and infrastructure support each category as distinct and differentiated from the others.	Wed, 6/11/08 8:18 PM
 Find	15. This change is likely to result in category "I" responses that are essentially all the same. I think it is best if we can align C, P, R, and I for each major institutional process. This change takes us away from targeted improvement.	Wed, 6/11/08 11:41 AM

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|  Find | 16. You can pur all of your points of improvement in one group. | Tue, 6/10/08 6:48 AM |
|  Find | 17. I like this alot, EXCEPT for the question about "How mature"? I'm not sure that institutions really know how mature their processes are. Some downplay their ability and others over state it. That is, rather, a judgement that the review team might make. | Mon, 6/9/08 3:00 PM |
|  Find | 18. This might provide a clearer sense of direction for the insitution as it considers its next quality moves. | Mon, 6/9/08 11:35 AM |
|  Find | 19. This is absolutely an improvement. | Mon, 6/9/08 9:30 AM |
|  Find | 20. Forcing organizations to think through improvement for each key process area is good discipline. I'm also very concerned any time I hear the words "at length". Having reviewed up to 140 page system portfolios that got worse as they got longer, we need to address length as an issue and not encourage longer portfolios. | Sun, 6/8/08 8:14 AM |
|  Find | 21. Only if the institution is allowed to select which item | Fri, 6/6/08 8:20 AM |
|  Find | 22. I like a more generalized assessment, but do not see how the question gets to the intended improvement. It really does not focus on intended improvement in a category, but rather an overall assessment of the category. I suspect culture and infrastructure permeate the entire institution and anticipate redundancy in the answer to this question throughout the portfolio. | Fri, 6/6/08 7:31 AM |
|  Find | 23. This makes a lot of sense to me because it helps to focus the institution on improvement in general and I would imagine this would also help them to have more of a systems approach to evaluating their attention to improvement. Hopefully, this item will serve as a mechanism for the institution to evaluate itself as part of the portfolio development process. | Fri, 6/6/08 7:14 AM |
|  Find | 24. The idea is a good one. Implementation may be tricky. The tendency will be to answer all in length. | Thu, 6/5/08 1:40 PM |

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	Comment Text	Response Date
 Find	1. It now requires one to flip back and forth between two documents in order to answer the questions. Keep it together.	Tue, 7/1/08 1:24 PM
 Find	2. It will make it more difficult to prepare the systems portfolio.	Mon, 6/30/08 4:33 PM
 Find	3. It will be more complex to refer to two documents. This would work well if the Category items were hyperlinked to the comments.	Mon, 6/30/08 7:48 AM
 Find	4. makes evaluation more difficult, leads to misunderstanding on part of evaluators.	Mon, 6/23/08 1:48 PM
 Find	5. We did not use "notes."	Mon, 6/23/08 11:28 AM
 Find	6. I want to see the notes next to the category items so that I don't have to search for the notes. Question: If a note is required, it appears that the category item must not have been written very clearly. Maybe the wording in the category items need to be revisited.	Fri, 6/20/08 9:14 AM
 Find	7. It is very helpful to have the notes imbedded in the instructions to refer to quickly as you are working. It think it would be a little cumbersome to go to a separate site and find your specific topic when you need clarification.	Thu, 6/19/08 3:39 PM
 Find	8. Would rather have notes by questions, but perhaps if note is needed, the question may not be worded clearly enough.	Thu, 6/19/08 11:30 AM
 Find	9. [Proposed] Relevant notes need to be placed next to the items requiring annotations.	Tue, 6/17/08 4:20 PM
 Find	10. It is helpful to have that information all in one plae when responding to the questions. Removing the notes is not at all helpful and would only creat a paper an time-consuming paper suffle when responding to the questions.	Mon, 6/16/08 3:47 PM
 Find	11. Why would you want us to have to look in two different places for the info?	Fri, 6/13/08 10:49 PM
 Find	12. As long as the notes are easily accessible, this change will be fine. I hope we will be able to print the notes as before.	Fri, 6/13/08 2:06 PM
 Find	13. I thought it was helpful to have the notes in the same place as the items.	Fri, 6/13/08 7:14 AM
 Find	14. Seems exciting but will have to be watched, especially with changes in review process and items.	Thu, 6/12/08 4:59 PM
 Find	15. I humbly suggest that if a question needs a note to be clear, the question needs to be re-written.	Thu, 6/12/08 7:41 AM
 Find	16. People will need to remember to refer to them.. Perhaps an asterisk where notes used to occur might remind people there's more information on this particular question?	Wed, 6/11/08 8:18 PM
 Find	17. Is there a way to have the questions in electronic format and create links to the notes?	Wed, 6/11/08 7:59 AM
 Find	18. While the document is "cleaner" in this format, I think the notes would be more	Mon, 6/9/08 3:00 PM

helpful for both the institutions and the reviewers if contained within the document.
By the way, I don't like your choices of "Bad" or "extremely bad"!!!

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|  Find | 19. Notes should be placed where they can easily be referred to. The chances that people will search for them in a separate document is very slim, thus limiting their usefulness. | Sun, 6/8/08 8:14 AM |
|  Find | 20. Will allow for more clarity in the category items. | Sat, 6/7/08 5:52 AM |
|  Find | 21. This likely makes it harder on the writer and easier to produce the document. Not sure it serves the customer. | Fri, 6/6/08 7:31 AM |
|  Find | 22. We just need to be certain that institutions and reviewers are made aware of this resource. | Fri, 6/6/08 7:14 AM |
|  Find | 23. Recommend that the notes be consolidated and be placed at the end of the criteria questions | Thu, 6/5/08 1:03 PM |
|  Find | 24. I guess I'm unclear about what notes are involved. | Thu, 6/5/08 12:48 PM |

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	Comment Text	Response Date
 Find	1. Just makes more work and another place to look for the information you need to do the portfolio.	Tue, 7/1/08 1:24 PM
 Find	2. I like that idea.	Mon, 6/30/08 4:33 PM
 Find	3. This reminds me of the annual meeting. There are some great sessions and some bad sessions, and because it is sponsored by AQIP, it appears to have AQIP's seal of approval. There is also the risk that this will not be actively used, like the AQIP forums. This might need some editorial leadership to support and guide.	Mon, 6/30/08 7:48 AM
 Find	4. We did not use "notes."	Mon, 6/23/08 11:28 AM
 Find	5. I don't think that it would be used very often. Everyone has too much to do.	Fri, 6/20/08 9:14 AM
 Find	6. See above comment.	Thu, 6/19/08 3:39 PM
 Find	7. Most people don't take the time to go to a "wiki."	Thu, 6/19/08 11:30 AM
 Find	8. I don't know how many people will go to the wiki and provide input. I just don't have a lot of extra time to do this.	Thu, 6/19/08 7:27 AM
 Find	9. [proposed] Bring together a group of no more than 10-12 competent, seasoned individuals who have written AQIP portfolios for their institutions so that they can review, analyze, revise, and edit the AQIP Systems Portfolio instructions, questions, and prompts. The "wiki" approach is technologically fashionable but not appropriate if you want to turn out, in a reasonable period of time, an improved product that users and readers find accessible, meaningful, and truly informative.	Tue, 6/17/08 4:20 PM
 Find	10. The last thing we need is a wikipedia of AQIP which would only lead to further confusion in responding to the focus-deficient, over-abundant questions in each section now!	Mon, 6/16/08 3:47 PM
 Find	11. I think we should give it a try. Wikipedia is allowing for a review component. The same could happen with AQIP.	Mon, 6/16/08 2:31 PM
 Find	12. Honestly, if we have questions, we're calling you, not looking somewhere in a wiki.	Fri, 6/13/08 10:49 PM
 Find	13. Just assure some control so that I am not unintentionally misled.	Fri, 6/13/08 2:06 PM
 Find	14. I am not a big proponent of wikis because the info provided is not always very good or correct.	Fri, 6/13/08 9:01 AM
 Find	15. Don't the current listserv's serve this purpose?	Fri, 6/13/08 7:14 AM
 Find	16. see above #9	Thu, 6/12/08 4:59 PM
 Find	17. Well, you may be making some big assumptions about receptivity to such new techniques as wikis.	Thu, 6/12/08 2:03 PM
 Find	18. I don't know how much my institution would use this, but it would be good for those who would.	Thu, 6/12/08 7:41 AM

 Find	19. I don't know... it will need to be monitored, I think.	Wed, 6/11/08 8:18 PM
 Find	20. This will allow endless and continual change which for practical purposes of writing the portfolio will render them useless.	Wed, 6/11/08 11:41 AM
 Find	21. From past experience, online discussions have not appeared to be robust and the number of participants appeared low. I am not sure that providing a "wiki" will change this behavior.	Wed, 6/11/08 10:51 AM
 Find	22. A pilot for a particular category (Category 1) would provide needed information to determine whether the suggestion is a good one.	Wed, 6/11/08 7:59 AM
 Find	23. The more conversation we have among schools, the better. We should not be each out in the field recreating the wheel when we could have a forum to share, clarify and ask each other questions.	Tue, 6/10/08 6:48 AM
 Find	24. This sortof work would assist the overall development of the AQIP processes and provide valuable general information for participating schools.	Mon, 6/9/08 11:35 AM
 Find	25. We don't need more interpretations of what the criteria questions mean; we need more good examples of how institutions are addressing them.	Sun, 6/8/08 8:14 AM
 Find	26. This is a wonderful revision that should redound to improved efforts by AQIP institutions, better reviews by AQIP reviewers, and greater understanding by the community of AQIP users.	Fri, 6/6/08 11:42 AM
 Find	27. Conceptually this makes sense, but if the updates to the portfolio are a simple recording of the process management work being doen by process owners throughout the organization (ratrher than a portfolio "owner") it may be not as helpful as anticipated - viewed as more work.	Fri, 6/6/08 7:31 AM
 Find	28. We can all learn from and contribute to our collective continuous improvement.	Fri, 6/6/08 7:14 AM
 Find	29. I think it is a good idea for organizations to be able to provide feedback and edits, but do not recommend that this information be the set of notes that an organization writing its Systems Portfolio access as the "official" note site.	Thu, 6/5/08 1:03 PM
 Find	30. This appears to be the only place I can offer this comment. I noted throughout the phrase "measure regularly" and I am not clear what is intended, or what "regularly" is. Perhaps that should be a wiki type item, that it is at leasted defined. For the portfolio it might be every year, every three years....	Thu, 6/5/08 12:02 PM
 Find	31. This may take some getting used to, but it is an excellent idea. My fear is organizations will only use it during review times, but that may be as much as we can expect.	Thu, 6/5/08 11:42 AM
 Find	32. OK as long as additions are monitored.	Thu, 6/5/08 11:07 AM

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 Find	1. Don't make those in process change direction mid stream	Tue, 7/1/08 1:24 PM
 Find	2. Those in the July 1 cycle will have already completed.	Mon, 6/30/08 4:33 PM
 Find	3. we are in the November 2009 cycle. Although I like the proposed changes, we have already done extensive work under the current guidelines. Changing midstream would mean retrofitting and will take added time and resources.	Mon, 6/30/08 12:37 PM
 Find	4. Smart schools will start working on the portfolio at least 2 years in advance.	Mon, 6/30/08 7:48 AM
 Find	5. You need to provide ample time to allow institutions that have invested significant time rewriting portfolios under the old requirements to complete and submit those portfolio updates. This is especially important when institutions were initially told that once the first portfolio was completed it would only require updating. I know that we invested extraordinary time and effort to answer all the questions in the initial portfolio to have a comprehensive document to build on. Additionally, writing a sequel, if you will, to that first portfolio would provide closure for institutions that have embedded that portfolio within the collective consciousness of their respective campus communities. This almost seems that the first portfolio work was for naught, to some degree. If you keep changing the requirements for portfolios you lose the longitudinal connection and comparability between them. AQIP has been a hard sell for a portion of our faculty and upon learning of the upcoming changes (which are not really "conservative" changes) this group has begun again to voice again their objections.	Tue, 6/24/08 12:21 PM
 Find	6. obviously determined by the our institutions sequence of events..	Mon, 6/23/08 1:48 PM
 Find	7. The implication from earlier emails is that this will be required of institutions submitting their Portfolios in June 2009.	Mon, 6/23/08 11:28 AM
 Find	8. I believe it will offer institutions who may not have these types of information readily available to them time to make adjustments so that when it becomes a requirement they will be more prepared.	Sat, 6/21/08 7:01 PM
 Find	9. Institutions will need time to assess and adapt to the new criteria	Thu, 6/19/08 10:59 AM
 Find	10. How about with the next time that the institution is required to do the 4 year update?	Thu, 6/19/08 7:27 AM
 Find	11. I do not see how you could possibly implemt the feedback from this survey in any improvement process with integrity and have a final document in anything less than 6 months.	Mon, 6/16/08 3:47 PM
 Find	12. Absolutely depends on where the institution is in its process	Fri, 6/13/08 10:49 PM
 Find	13. Those already undating would not have to redo yet	Fri, 6/13/08 7:33 AM
 Find	14. This gives those who have already begun to write the opportunity to complete under the current structure, and time for those who are just beginning to use the	Thu, 6/12/08 5:53 PM

new.

- | | | |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|  Find | 15. Why wait? | Thu, 6/12/08 4:59 PM |
|  Find | 16. You need to be sure that these changes don't catch up institutions that have started portfolio development under the old questions. Since AQIP has advised a 2-3 yr process for portfolio development, might some institutions be faced w/ changing horses in mid-stream? | Thu, 6/12/08 2:03 PM |
|  Find | 17. NONE of the above. New institutions just starting on their portfolios NOW and institutons working on their second can choose, but by their third they'd need to go to the new. That could put it out to Nov 2012. | Wed, 6/11/08 8:18 PM |
|  Find | 18. Institutions are already preparing their systems portfolio for the November 2008 cycle. | Wed, 6/11/08 7:59 AM |
|  Find | 19. Allowing people to incorporate them earlier if they wish. | Tue, 6/10/08 6:48 AM |
|  Find | 20. This allows for plenty of lead time for planning for any changes. | Mon, 6/9/08 11:35 AM |
|  Find | 21. I would say immediately except... it takes time for institutions in the process of writing the Portfolio to adjust as well as institutions in the process of updating to adjust. The question is how the Appraisers will be instructed to handle the Portfolios. | Mon, 6/9/08 9:30 AM |
|  Find | 22. There should be time for institutions to adjust their processes to reflect the new Category items. | Fri, 6/6/08 11:42 AM |
|  Find | 23. Actually, I'd say never "require" it. The deal was institutions could write the portfolio and thereafter simply update what had been done. This will cause a (not insignificant) effort to re-create the document. If the changes are good, the benefit will cause the institutions to make the transition on thier own. | Fri, 6/6/08 7:31 AM |
|  Find | 24. Folks need adequate notice of these changes | Fri, 6/6/08 7:14 AM |
|  Find | 25. People may need some notice. We started answering our questions two years before the Portfolio was due. | Thu, 6/5/08 1:40 PM |
|  Find | 26. If they have started writing the Nov 2008, which they should have, they will be irritated by changes in requirements. | Thu, 6/5/08 12:02 PM |
|  Find | 27. Sooner the better, but many probably are already started on the old form. | Thu, 6/5/08 11:42 AM |
|  Find | 28. Optional for 2009 and mandated for 2010 | Thu, 6/5/08 11:07 AM |

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	Comment Text	Response Date
 Find	1. let individual institutions make the call (unless it is too crazy for reviewers)	Mon, 6/30/08 12:37 PM
 Find	2. Schools should be able to start using the new items as soon as they are ready.	Mon, 6/30/08 7:48 AM
 Find	3. Again, give institutions the option to use the new category items immediately if they wish.	Tue, 6/24/08 12:21 PM
 Find	4. see comments for #11, above.	Mon, 6/23/08 1:48 PM
 Find	5. OR, what about having institutions use the new Categories for their second portfolio submission?	Mon, 6/23/08 11:28 AM
 Find	6. I believe the option to use the new category items will allow institutions an opportunity to either define or hone their process for participating in this requirement.	Sat, 6/21/08 7:01 PM
 Find	7. Mke a clean switch date with no optional period.	Mon, 6/16/08 3:47 PM
 Find	8. As soon as approved.	Mon, 6/16/08 2:31 PM
 Find	9. Or whenever the institution is ready	Fri, 6/13/08 10:49 PM
 Find	10. See comments above for #11.	Thu, 6/12/08 2:03 PM
 Find	11. As soon as you have had a chance to integrate this feedback and finalize the draft.	Thu, 6/12/08 7:41 AM
 Find	12. NOT optional for new institutions, but optional for those finishing their first or doing their second.	Wed, 6/11/08 8:18 PM
 Find	13. Same as above.....multiple dates might be confusing.	Mon, 6/9/08 11:35 AM
 Find	14. We'd like to begin with the current annual update underway right now.	Fri, 6/6/08 7:31 AM
 Find	15. For the sake of reviewers, it would be easier if the required/optional dates were one and the same.	Thu, 6/5/08 1:40 PM

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	Comment Text	Response Date
 Find	1. If we had completed our portfolio I would feel better about making the changes. Because we are mid way through the process making the changes is harder. I am focused on meeting our timeline to make the submission deadline. So my thinking now is we could make the changes one year after that.	Mon, 6/30/08 12:37 PM
 Find	2. I have waited on starting until the items were finalized.	Mon, 6/30/08 7:48 AM
 Find	3. In one year minimum to do a comprehensive job and involve the entire campus community in the process. Two years would be more doable.	Tue, 6/24/08 12:21 PM
 Find	4. see #11 and #12 above..	Mon, 6/23/08 1:48 PM
 Find	5. Do not require an institution to submit a Portfolio using the new Categories until they have attended a workshop on the new format.	Mon, 6/23/08 11:28 AM
 Find	6. We are currently preparing for a site visit and would not want to revise everything until after the site visit.	Fri, 6/20/08 9:14 AM
 Find	7. We would like to go through our site visit first with our first version.	Thu, 6/19/08 3:39 PM
 Find	8. After our Quality Checkup Visit	Thu, 6/19/08 11:30 AM
 Find	9. Lilke students enrolling at our institutions we should be held to expectations of the "catalogue year" in which we enrolled.	Mon, 6/16/08 3:47 PM
 Find	10. Hopefully, never. There are many more questions esp in category 6	Fri, 6/13/08 10:49 PM
 Find	11. After our second portfolio which is due May 2010.	Wed, 6/11/08 8:18 PM
 Find	12. Our first portfolio is due June 2009.	Tue, 6/10/08 6:48 AM
 Find	13. I could live with one year. Two years provides more flex time.	Mon, 6/9/08 9:30 AM
 Find	14. The conversion will likely take several months to complete as we would convert as part of our update process.	Fri, 6/6/08 7:31 AM
 Find	15. Changes would likely come over time as sections are updated.	Thu, 6/5/08 1:40 PM
 Find	16. My organization had problems with this before, so I have heard, and I do not expect them to be 'nimble.'	Thu, 6/5/08 12:02 PM
 Find	17. We haven't started writing yet.	Thu, 6/5/08 11:42 AM

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Comment Text	Response Date	
 Find	1. This effort tackled problems with C and I items, and the breaking out of the multiple questions into separate questions will help identify what needs to be tweaked in each of those. This was an important foundational step for the future.	Mon, 6/30/08 7:48 AM
 Find	2. I checked neutral because, while the idea of clarifying language and intent is laudable, there are changes that will make a complete redraft seem easier than updating and revising the current format. The most difficult adjustment we would need to make is moving context sections that are cross referenced extensively in other sections to an overview section unconnected to the process sections that explain its details. Rather than planning and tracking and reporting out improvements--what we would like to spend our time on--several of us will spend considerable time rewriting and editing without confidence that the changes are permanent enough.	Fri, 6/27/08 1:38 PM
 Find	3. The questions are clearer than the ones presently used.	Thu, 6/26/08 5:23 PM
 Find	4. However, I would not call the revision "conservative." It is "moderate" at best.	Tue, 6/24/08 12:21 PM
 Find	5. I don't think the Category items have been simplified. If anything, they are more complex. This is not a minor change. Questions were not broken out as written, the CONTEXT of many of the questions have been changed and some are entirely new. As a reviewer, I am going to have to be retrained to understand what the Commission is looking for in terms of responses. I think the proposed changes overshoot the intent. I recommend going back and reviewing the "Education Criteria for Performance Excellence" as a starting point.	Mon, 6/23/08 11:28 AM
 Find	6. Good start - not there yet.	Thu, 6/19/08 11:30 AM
 Find	7. [Proposed] The project appears to be a long way from identifying and implementing meaningful improvement.	Tue, 6/17/08 4:20 PM
 Find	8. Mostly cosmetic with your team avoiding going through the more difficult work of determining what is really important in each section and reducing the questions to the "necessary and sufficient" which will ultimately determine the necessary size of the resultant document.	Mon, 6/16/08 3:47 PM
 Find	9. I really think the simplification was too conservative however.	Thu, 6/12/08 7:41 AM
 Find	10. I think it will be helpful, but we'll have to see how it goes for the institutions and the reviewers. I do think it will place more emphasis on the processes, results and improvements and less on the context, which is good.	Wed, 6/11/08 8:18 PM
 Find	11. I think the changes may achieve these goals, but they will likely make the portfolio less useful to institutions.	Wed, 6/11/08 11:41 AM
 Find	12. I appreciate that you are open to the continuous improvement of the process.	Tue, 6/10/08 6:48 AM
 Find	13. items are much clearer and the overall document will be of greater value, i believe.	Mon, 6/9/08 3:00 PM

 Find	14. It seems to be meeting the overall goals for revising the program. Plenty of discussion is being allowed with multiple voices participating.	Mon, 6/9/08 11:35 AM
 Find	15. I'm very impressed with the suggested revisions.	Mon, 6/9/08 9:30 AM
 Find	16. I'm very concerned about the theme to lengthen overviews and portfolios	Sun, 6/8/08 8:14 AM
 Find	17. Thank you for being responsive to both reviewers and to the institutions.	Fri, 6/6/08 8:20 AM
 Find	18. Don't change too frequently going forward. This entire AQIP process should be a reflection of "doing business" in a way that helps us get better. Too much or too frequent change begins to feel burdensome.	Fri, 6/6/08 7:31 AM
 Find	19. This is highly representative of the reviewer's comments I heard and read	Fri, 6/6/08 7:14 AM
 Find	20. Excellent effort. There will be bugs, but I think the movement is in the right direction.	Thu, 6/5/08 11:42 AM

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	Comment Text	Response Date
 Find	1. I have several comments regarding wording which i will send in a separate document - way too long to put here.	Tue, 7/1/08 1:24 PM
 Find	2. I would like to save my comments for after I use the items for the first review and/or portfolio.	Mon, 6/30/08 7:48 AM
 Find	3. Using the arbitrary number of 1/3 of the items must be addressed in the total of P, R, and I items and one in each category is less than in the spirit of AQIP and more in the form of a compliance measure. Why not let each respondent address the items that it deems important for the school and mission instead of "compliantly" meeting the new stipulations. If they do less than needed, it will be picked up by the reviewers.	Sat, 6/28/08 8:56 AM
 Find	4. There are numerous changes in Category items. For example, 1R3 is different; we went from "What are your results for processes associated with Helping Students Learn" to asking for specific program learning objectives (not realistic to list them all). Category two has changed from "Other Distinctive Objectives" to non-instructional objectives. 2P4 is a new question and does not ask in the Category what the key non-instructional processes are. Breaking out 3R2 and 3R4 (new format) implies processes and measures are different for students and other stakeholders. 6P3 appear to be redundant. 6R4 isn't tied back to an earlier question – or doesn't appear to be.	Mon, 6/23/08 11:28 AM
 Find	5. Let the reviewers know that all of the items do not need to be written in detail so that they don't issue Os and OOs for items that we chose to keep brief so that we could focus on more pressing issues at our institution.	Fri, 6/20/08 9:14 AM
 Find	6. None at this time.	Thu, 6/19/08 11:30 AM
 Find	7. The majority of the questions are written in passive voice, which makes it difficult to determine how to accurately address the question.	Thu, 6/19/08 10:59 AM
 Find	8. None at this time	Thu, 6/19/08 7:36 AM
 Find	9. I have too many to list here. Overall, I would say stop asking several questions within one item, eliminate redundancy, and greatly improve clarity and conciseness of wording.	Tue, 6/17/08 4:20 PM
 Find	10. Focused questions, fewer questions with clear expectations as to presentation style - verbage versus charts and graphs.	Mon, 6/16/08 3:47 PM
 Find	11. One matter that seems odd to me is that the action projects are not officially a part of the portfolio. Since each institution is to have 3 of these and to report on their development, it sees like a missing link to go from the annual action work to the official improvement report. I wonder if an appendix might be good that has a table of the projects and status.	Mon, 6/16/08 2:31 PM
 Find	12. Cut the number of questions. Decide what's important, have all institutions answer the same questions; make it easier for the reviewers to consistently review the same	Fri, 6/13/08 10:49 PM

info from institution to institution.

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|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|  Find | 13. None at this time. Make sure surveys such as this have few to no typos. | Thu, 6/12/08 4:59 PM |
|  Find | 14. W/ re: to the appraisal feedback reports, in the future these should be integrated in to the portfolios when the feedback report is sent tot he institutions. At the very least, institutions should be provided w/ user-friendly appraisal feedback files that can be cut & pasted into the files used to create the portfolio. You've got to make it possible for readers to view the feedback w/in the context of the portfolio responses. To expect readers to read both documents simultaneously is ludicrous! | Thu, 6/12/08 2:03 PM |
|  Find | 15. There is still no place for cross-category synthesis, and now the inclusion of the context questions in the overview makes it even less likely that perceived barriers between categories will be broken down. Should we consider a conclusion which helps institutions set priorities and articulate strategic plans? | Thu, 6/12/08 7:41 AM |
|  Find | 16. For consistency, 2R3 and 2R4 should be switched around as should 8R4 and 8R5. I think there should be a question comparable to 2P3 in Helping Students Learn -- relating to reviewing the value of existing programs. 1P9 still has two different questions. 1P3 should be "organizations' offerings" (not organization's) | Wed, 6/11/08 8:18 PM |
|  Find | 17. Anything that makes the questions clear and direct. This should be a simple reporting process. It becomes an additional job for whoever undertakes the project, the more straight forward the better! | Tue, 6/10/08 6:48 AM |
|  Find | 18. Overview..line3 add an "S" to the word item | Mon, 6/9/08 3:00 PM |
|  Find | 19. Maybe the improvement question could be "re-thought," but I'd think there is benefit to getting this out and allwoing us to begin to use it - it would be an easy "fix" if in 3-5 years we discovered a better way to treat this. | Fri, 6/6/08 7:31 AM |
|  Find | 20. I am a bit confused about the instructions regarding the number of "in-depth" responses that will be required. The wording indicates for each category institutions must provide in-depth responses to 1/3 of the items but then in the next sentence says they must answer at least one of the P, R, and I items in depth. Should the first sentence be reworded to indicate that overall 1/3 of the items must be responded to in-depth? | Fri, 6/6/08 7:14 AM |
|  Find | 21. N/A | Fri, 6/6/08 4:19 AM |
|  Find | 22. Overview--No. 3--should organizations specifically be asked "Who (or what) are your key student and stakeholder groups? Overview--No. 4--It might be clearer for organizations to understand the question if it is asked "Who (or what) are your key administrative, faculty, and staff workforce segments?" Category 7--recommend asking how the organization shares information and best practices and captures information from retiring or departing faculty and staff | Thu, 6/5/08 1:03 PM |
|  Find | 23. PLEASE encourage the use of models and diagrams that are referenced in the narratives. Please also encourage some in depth answers that take us through the entire proces. I would love to see more portfolios with "themes" interwoven throughout. For example, an organization might say we have benchmarked ourselves against some key institutions, provide a chart that briefly lists the efforts, a model and then go in depth in a couple of places to show how they have taken this | Thu, 6/5/08 11:42 AM |

through an entire cycle.



24. Small thing....there is a typo on page 2. First paragraph, third line..."Then answer the following nine itemS.....

Thu, 6/5/08 11:17 AM



25. The systems portofolio training includes worksheets based on the current format. Please update those handouts, as well, and make them available to AQIP institutions.

Thu, 6/5/08 11:07 AM

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Comment Text	Response Date
 Find 1. Save Category #1 for last. It is the most difficult to grapple with and will take the most change.	Mon, 6/30/08 4:33 PM
 Find 2. this should be a continuous improvement process.	Mon, 6/30/08 12:37 PM
 Find 3. There needs to be a couple of years to digest this change before we attempt others. Until we have experienced this set of changes, we don't know what needs to be fixed. (We need to study this change before we act further.)	Mon, 6/30/08 7:48 AM
 Find 4. You lose the ability to easily compare portfolios longitudinally when each one is structured different that those preceeding it.	Tue, 6/24/08 12:21 PM
 Find 5. Decide on a "new" format and questions and stay with those for a complete cycle (7 years).	Mon, 6/23/08 11:28 AM
 Find 6. Let's wait and get some feedback before we begin changing everything.	Fri, 6/20/08 9:14 AM
 Find 7. It might be helpful to let institutions become familiar with the new portfolio look that should come about from this initiative for a year or two first. Then when we have worked through the new format and understand that system pretty well we might have better insight when looking at further changes.	Thu, 6/19/08 3:39 PM
 Find 8. Maybe focus on three categories each year	Thu, 6/19/08 7:27 AM
 Find 9. Category 2 is most in need of improvement; thus, I suggest that you begin with 2. Refer to my response in #10 above. The goal should be to improve the instrument so that the instructions, questions, and prompts are clear and concise while avoiding redundancies among categories and questions. The goal also should be to produce a well written, meaningful, precise, and informative Systems Portfolio that captures the vitality and personality of the institution and which all faculty, staff, students, and AQIP reviewers will want to read! The researchers and writers of AQIP Portfolios encounter quite enough challenges as they gather information and conduct research; plan their writing strategies and outline the sections/categories; and write, revise, edit, and proofread their Portfolios without guessing at the meaning of AQIP's instructions and the Categories' questions and prompts. (Several of AQIP's questions remind me of a particular physical anthropology professor's intentional obfuscation of her multiple-choice exam questions in which she often used double negatives. Her intent was not to test students' knowledge but to distract them with difficult, imprecise, and irrelevant wording.)	Tue, 6/17/08 4:20 PM
 Find 10. You seem to be thinking in "category silos' If the categories are interrelated then you cannot change one category without changing another, Your thinking is linear and not dynamic - Where is the continous in your quality improvement - improvment not change for change sake	Mon, 6/16/08 3:47 PM
 Find 11. Using an annual cycle for focusing on one or two categories would provide a steady process of review and improvement overall, while still allowing sufficient time after any category is changed to determine whether the changes made are, in fact,	Fri, 6/13/08 7:14 AM

improvements.

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|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|  Find | 12. Get institutions focused on the new questions and understanding the ways in which they can better articulate their processes into measurable responses/reports. Then within 3 years, begin annual improvements on each of the categories. | Thu, 6/12/08 5:53 PM |
|  Find | 13. See comments above for #16. | Thu, 6/12/08 2:03 PM |
|  Find | 14. I understand that Category 1 is probably the most important, but it still seems bloated. I would hope that the process questions could be reduced to about ten. Same holds true for Category 4. | Thu, 6/12/08 7:41 AM |
|  Find | 15. We need to have more experience with the changes before trying to improve them...two years might be sufficient, but please allow at least that long. | Wed, 6/11/08 8:18 PM |
|  Find | 16. A review cycle should be established for each category starting with Category 1 should be the only category reviewed in that year. Two or more categories can be reviewed in each subsequent cycle. | Wed, 6/11/08 7:59 AM |
|  Find | 17. I would recommend that we collect data on how teams judge individual items. Doing a cumulative analysis such as Qwladys Austin and I did of 13 insitutions' results for Category 7 was very revealing as repored at the HLC Annual Mtg. Mary Hoy | Mon, 6/9/08 3:00 PM |
|  Find | 18. Category Seven has been the most problematic Category. | Mon, 6/9/08 9:30 AM |
|  Find | 19. Make the change optional now and revise and implement based on feedback in 2010 | Sat, 6/7/08 5:52 AM |
|  Find | 20. Please remember, we are trying to run the businesses - there is much work to do. The AQIP process is not our qaltiy process, but a re-accreditation process designed to be compatible with our continuous improvement efforts. Don't confuse them or make the re-accreditation a burden. If it becomes so, institutions may find two distinct processes are simply more "do-able." | Fri, 6/6/08 7:31 AM |
|  Find | 21. I think you should go with the proposed improvements for at least 1 full year before you think about any more revisions. Then, one suggestion I would make is to include an item that asks institutions to suggest the category they believe needs revision and some comments about what the institution would suggest be revised. This would allow you to have some data to determine what the institutions feel is needed. You could then select items for revision based on which items the institutions "voted" for most. You could do the same thing with the reviewer teams over the same time period - again, this would provide you with some data from which to make decisions about what needs work. | Fri, 6/6/08 7:14 AM |
|  Find | 22. If these improvements are annual, it's quite possible that 1 will seem outdated by the time 9 rolls around. | Thu, 6/5/08 1:40 PM |
|  Find | 23. I don't believe that it will be effective to update individual categories without looking at all category questions from a system perspective. For example, there is a close relationship between certain categories; e.g., 3, 6, and 4. I view Category 7 as the foundation to support all categories. Recommend updating throughout the categories as needed. | Thu, 6/5/08 1:03 PM |



24. It would be nice to complete the portfolio under a single set of standards and then revise.

Thu, 6/5/08 12:05 PM



25. This is a key area.

Thu, 6/5/08 11:42 AM



26. Analyze current submissions and discussions. Start with the category with the most questions/issues. Eliminate or change questions which are least answered. ie, look at the data!

Thu, 6/5/08 11:07 AM

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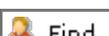
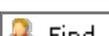
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Comment Text	Response Date
 1. Education solutions specialist - quality assurance	Mon, 6/30/08 4:33 PM
 2. Campus AQIP Liaison	Mon, 6/30/08 12:37 PM
 3. An administrator with a high level of involvement in AQIP for over 5 years.	Tue, 6/24/08 12:21 PM
 4. I am the co-writer and researcher of our institution's AQIP Systems Portfolio.	Tue, 6/17/08 4:20 PM
 5. At are college I am one of 9 category team managers	Mon, 6/16/08 3:47 PM
 6. Also a PEAQ reviewer	Fri, 6/13/08 7:14 AM
 7. Also action project evaluator	Thu, 6/12/08 5:53 PM
 8. AQIP liaison for the college	Wed, 6/11/08 8:18 PM
 9. Thanks for your efforts!	Tue, 6/10/08 6:48 AM
 10. AVP incharge of assessment and Institutional Effectiveness	Tue, 6/10/08 6:45 AM
 11. Thank you for opportunity to comment.	Mon, 6/9/08 11:35 AM
 12. Forum Facilitator	Fri, 6/6/08 7:31 AM

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