

# Baker College Systems Portfolio Guide

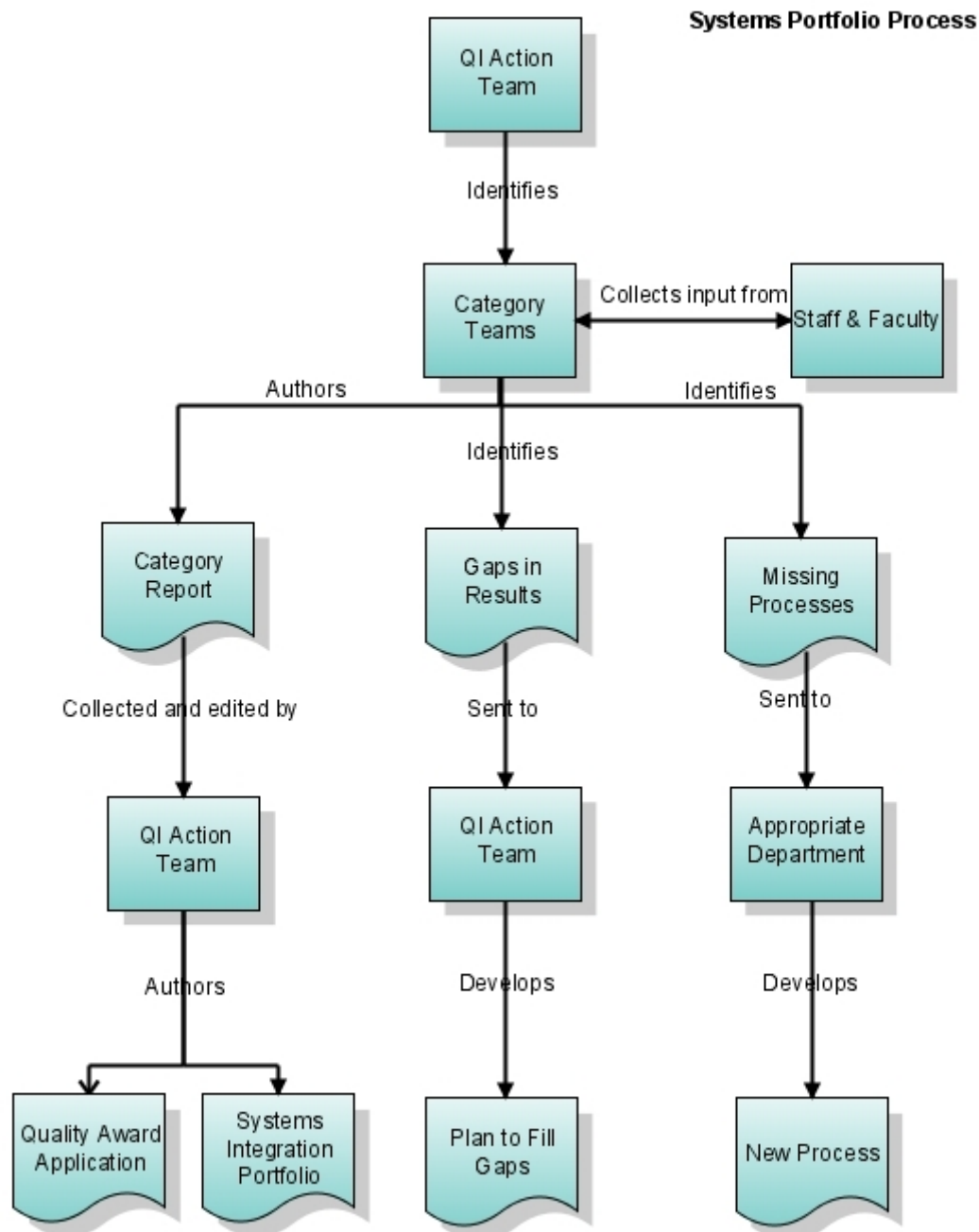
## **Introduction**

The Systems Portfolio covers the nine AQIP Categories, describing context, processes, results and improvement in each system. It also provides evidence that we continue to meet the Higher Learning Commission's five Criteria for Accreditation. Our intent is that the work put into crafting the systems portfolio will also be leveraged to develop applications for state and national quality awards. In addition, the process of reviewing our processes and results should identify opportunities for improvement at the college.

The guide describes the process that Baker College will use in assembling the systems portfolio.

## Process Overview

The Quality Infrastructure Action Project Team will coordinate the portfolio development process. For each of the nine categories, a category team will be identified. The Systems Portfolio Process Diagram provides a graphical view of the process.



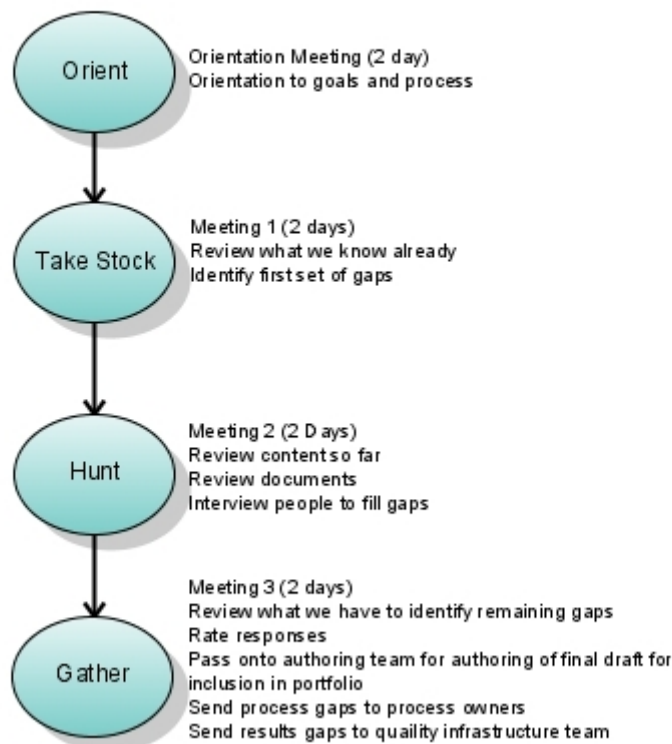
Each team will meet four times over a six-month period. Each meeting will be a two-day working session where team members will work together to answer the questions in the portfolio. The work will include seeking out information from other individuals and

departments at the college. Our goal is to require minimal activity outside of the meetings.

Within each category, we have a set of questions to answer. The answers to these questions will be compiled into a 100 page report which will become our Systems Portfolio. In order to answer those questions, we are putting together a team for each category. Each team will consist of people from various campuses, departments, and employment categories.

The Systems Portfolio Category Development Process diagrams the flow across the four meetings and the expected milestones for each meeting.

### Systems Portfolio Category Development Process



The category teams will be organized into three cohorts to allow a staggered start to their work.

	Categories	Orientation	First Meeting	Completion
Cohort 1	1, 3, 5	Nov./Dec. 2007	Jan. 2008	Jun. 2008
Cohort 2	6, 8, 9	Feb. 2008	Mar. 2008	Aug. 2008
Cohort 3	2, 4, 7	Apr. 2008	May 2008	Oct. 2008

## Sample Portfolios

Many institutions have posted their systems portfolios online. These are three examples worth reviewing:

<http://www.dmacc.edu/dmaccaqip.pdf>

<http://www.gcccks.edu/aboutgcc/AQIP.pdf>

<http://www.missouriwestern.edu/portfolio/aqipportfolio/>

## Systems Portfolio Items

### Organizational Overview

01. What are the distinctive features of your organizational culture (type of control – public or private, non-profit or for-profit; purposes; vision; mission; and values)?
02. What is the scope of your educational offerings?
03. What is your student base (markets served and target populations, undergraduate and graduate, full- and part-time, traditional and non-traditional, enrollment by campus)?
04. What collaboration exist between yours and other organizations (businesses, foundations, agencies, other colleges and universities, K-12 schools and school districts, bargaining units, etc.?)
05. What is your faculty and staff base (numbers, types, full- and art-time status, educational level, and bargaining units)?
06. What are the critical and distinctive facilities, equipment, and technologies upon which your organization depends and the regulatory environment within which you operate (size and location of campus, number of buildings, types of equipment and technologies, program accreditation, health and safety requirements, financial rules, a designated “service area,” etc.?)
07. Which organizations are (or might be in the future) competing with you for students and/or for services and products you provide?
08. What are your key opportunities and vulnerabilities as an organization?

### AQIP Category One: Helping Students Learn

Category One identifies the shared purpose of all higher education organizations and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching–learning processes within a formal instructional context, yet also addresses how

the entire organization contributes to student learning and overall student development. It examines processes and systems related to:

- \* Learning objectives
- \* Mission-driven student learning and development
- \* Intellectual climate
- \* Academic programs and courses'
- \* Student preparation
- \* Key issues such as technology and diversity
- \* Program and course delivery
- \* Faculty and staff roles
- \* Teaching and learning effectiveness
- \* Course sequencing and scheduling
- \* Learning and cocurricular support
- \* Student assessment
- \* Measures
- \* Analysis of results
- \* Improvement efforts

Answer the following questions about Category One.

#### Context for Analysis (C)

1C1 What common student learning objectives do you hold for all students (regardless of their status or program of study), and what pattern of knowledge and skills do you expect them to possess upon completion of their general and specialized studies?

*As appropriate, address cocurricular objectives/goals. Category Six, Supporting Institutional Operations, asks how you determine, address, and improve your learning support systems to contribute to achieving student learning and development objectives.*

1C2 By what means do you ensure that student learning expectations, practices, and development objectives align with your mission, vision, and philosophy?

1C3 What are your key instructional programs? What delivery methods are used within these key programs? To what degree is technology used within the formal instructional context?

1C4 What practices do you use to ensure that the design and delivery of student learning options prepare students to live in a diverse world and accommodate a variety of student learning styles?

1C5 By what means do you create and maintain a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions?

#### Processes (P)

1P1 How do you determine your common student learning objectives as well as specific program learning objectives? Who is involved in setting these objectives?

1P2 How do you design new programs and courses to facilitate student learning? How do you balance educational market issues with student needs in designing responsive academic programming?

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

1P4 How do you communicate expectations regarding student preparation and student learning objectives (for programs, courses, and the awarding of specific degrees or credentials) to prospective and current students? How do admissions, student support, and registration services aid in this process?

1P5 How do you help students select programs of study that match their needs, interests, and abilities? In providing this help, how are discrepancies between the necessary and actual preparation of students and their learning styles detected and addressed?

1P6 How do you determine and document effective teaching and learning? How are these expectations communicated across the institution?

*Category Four, Valuing People, examines how you ensure that hiring practices take into account the needs for appropriate faculty talents and credentials and how you ensure that reward and recognition systems are aligned with teaching and learning objectives.*

1P7 How do you build an effective and efficient course delivery system? How do delivery decisions balance student and institutional needs?

1P8 How do you monitor the currency and effectiveness of your curriculum? What process is in place for changing or discontinuing programs and courses?

1P9 How do you determine student and faculty needs relative to learning support?  
How are learning support areas involved in the student learning and development process?

*Learning support areas may include library, advising, and tutoring, as appropriate.*

1P10 How are cocurricular development goals aligned with curricular learning objectives

*From the point of view of the formal instructional process, Category Six, Supporting Institutional Operations, asks how support areas such as residence life, student activities, advising, and counseling address student development performance (learning, behaviors, values, activities, etc.) and determine processes and goals to aid in student development.*

1P11 How do you determine the processes for student assessment?

1P12 How do you discover how well prepared the students who are completing programs, degrees, and certificates are for further education or employment?

1P13 What measures of student performance do you collect and analyze regularly?

#### Results (R)

1R1 What are your results for common student learning objectives as well as specific program learning objectives?

1R2 What is your evidence that students have acquired the knowledge and skills base required by the institution and its stakeholders (that is, other educational institutions and employers) for the awarding of specific degrees or credentials?

*Results might address perspectives of other higher education institutions, employers, and so on.*

1R3 What are your results for processes associated with helping students learn?

*Results might include processes in designing and introducing new courses and programs, using technology and its impact, evidence of effective teaching, processes associated with scheduling, and so on.*

1R4 Regarding 1R1 through 1R3, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

*For 1R1 through 1R4, address historical trends and patterns, as appropriate.*

#### Improvement (I)

1I1 How do you improve your current processes and systems for helping students learn and develop?

1I2 With regard to your current results for student learning and development, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will they be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

#### **AQIP Category Two: Accomplishing Other Distinctive Objectives**

Category Two addresses the processes that contribute to the achievement of the major objectives that complement student learning and fulfill other portions of the mission. Depending on the organization's character, the Category examines processes and systems related to:

- \* Identification of other distinctive objectives
- \* Alignment of other distinctive objectives
- \* Faculty and staff roles
- \* Assessment and review of objectives
- \* Measures
- \* Analysis of results

Answer the following questions about Category Two.

#### Context for Analysis (C)

2C1 What are your explicit institutional objectives in addition to helping students learn (Category One)?

*Other distinctive objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, service to a religious order or philosophy, economic stimulation and development of the community, growth in organizational capital, participation in college athletics and other auxiliary or secondary activities, or any other major activities to which the institution commits substantial resources, energy, and attention. These objectives are distinctive because they*

*distinguish the institution's unique identity, while all higher education organizations share the objective of helping students learn.*

2C2 By what means do you ensure that your other distinctive objectives align with your mission, vision, and philosophy?

2C3 How do your other distinctive objectives support or complement your processes and systems for helping students learn?

#### Processes (P)

2P1 How do you determine your other distinctive objectives? Who is involved in setting these objectives?

2P2 How do you communicate your expectations regarding these objectives?

*Category Four, Valuing People, examines the ways you make certain that your reward and recognition systems are aligned with your other distinctive objectives.*

2P3 How do you determine faculty and staff needs relative to these objectives?

2P4 How are these objectives assessed and reviewed? Who is involved, and how is their feedback incorporated in readjusting the objectives or the processes that support them?

2P5 What measures of accomplishing your other distinctive objectives do you collect and analyze regularly?

#### Results (R)

2R1 What are your results in accomplishing your other distinctive objectives?

2R2 How do the results in 2R1 compare with the results of peer institutions? How do they compare, if appropriate, with the results of other higher education institutions and of organizations outside the education community?

*For 2R1 and 2R2, address historical trends and patterns, as appropriate.*

2R3 How do your results in accomplishing other distinctive objectives strengthen your overall institution? How do they enhance your relationship with the community and region you serve?

#### Improvement (I)

2I1 How do you improve your systems and processes for accomplishing your other distinctive objectives?

2I2 With regard to your current results for accomplishing your other distinctive objectives, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will they be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

### **AQIP Category Three: Understanding Students' and Other Stakeholders' Needs**

Category Three examines how the organization works actively to understand student and other stakeholder needs. It examines processes and systems related to:

- \* Student and stakeholder identification
- \* Student and stakeholder requirements
- \* Analysis of student and stakeholder needs
- \* Relationship building with students and stakeholders
- \* Complaint collection, analysis, and resolution
- \* Determining satisfaction of students and stakeholders
- \* Measures
- \* Analysis of results
- \* Improvement efforts

Answer the following questions about Category Three.

#### Context for Analysis (C)

3C1 Into what key groups do you subcategorize your students and other stakeholders? How do you define and differentiate these student and other stakeholder groups?

*Students are any educational organization's primary stakeholders, but your organization may see its mission as serving other groups as well. For purposes of Category Three, other stakeholders refers to groups that have a major stake in the organization's success, such as, for example, parents, alumni, board members, local and regional communities, employers, and legislators. Internal groups (faculty and staff) are addressed in Category Four, Valuing People.*

3C2 What are the short-term and long-term requirements and expectations of your student and other stakeholder groups?

#### 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?

Changing needs might address, for example, needs that will impact enrollment in programs and courses, services provided, and facilities required, as appropriate.

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

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

*Changing needs might address, for example, needs of the communities and region that you serve and needs that will impact students upon entry into internship and service opportunities, the job market, and further educational opportunities, as appropriate.*

3P4 How do you build and maintain a relationship with your key stakeholders?

Address both current and prospective stakeholders, as appropriate.

3P5 How do you determine whether new student and stakeholder groups should be addressed within your educational offerings and services?

*How you anticipate the future needs of your student and other stakeholder groups and include them in your planning process should be addressed in Category Eight, Planning Continuous Improvement.*

3P6 How do you collect complaint information from students and other stakeholders? How do you analyze this feedback both in a formative and summative manner and select a course of action? How do you communicate your actions to students and stakeholders?

3P7 How do you determine student and other stakeholder satisfaction? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

#### Results (R)

3R1 What are your results for student satisfaction with your performance?

*Results might include satisfaction with instructional and supporting institutional operations, as driven by the requirements identified in 3C2. Results might include complaint information as well.*

3R2 What are your results for the building of relationships with your students?

*Results might address, for example, attrition and retention, transfer, loyalty, and overall value ratings.*

3R3 What are your results for stakeholder satisfaction with your performance?

*Results regarding serving the communities and region that you serve should be addressed in Category Two, Accomplishing Other Distinctive Objectives.*

3R4 What are your results for the building of relationships with your key stakeholders?

*Results might address, for example, retention, loyalty, and overall value ratings.*

3R5 Regarding 3R1 through 3R4, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

*For 3R1 through 3R5, address historical trends and patterns, as appropriate.*

#### Improvement (I)

3I1 How do you improve your current processes and systems for understanding the needs of your key student and other stakeholder groups?

3I2 With regard to your current results for understanding the needs of your key student and other stakeholder groups, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will they be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

### **AQIP Category Four: Valuing People**

Category Four explores commitment to the development of faculty, staff, and administrators, since the efforts of all are required for success. It examines processes and systems related to:

- \* Work and job environment
- \* Workforce needs
- \* Training initiatives
- \* Job competencies and characteristics
- \* Recruitment, hiring, and retention practices
- \* Work processes and activities
- \* Training and development
- \* Personnel evaluation
- \* Recognition, reward, compensation, and benefits
- \* Motivation factors

- \* Satisfaction, health and safety, and well-being
- \* Measures
- \* Analysis of results
- \* Improvement efforts

Answer the following questions about Category Four.

#### Context for Analysis (C)

4C1 In what distinctive ways do you organize your work environment, work activities, and job classifications to strengthen your focus on student learning and development?

*Category Four addresses your workforce, including faculty, staff, and administrators. As appropriate, address your student workforce throughout Category Four as well.*

4C2 What key institutional and geographic factors determine how you address your work environment and job classification? In what ways do you use part-time employees?

4C3 What demographic trends do you analyze as you look at your workforce needs over the next decade?

*Also discuss how the plans addressed in Category Eight, Planning Continuous Improvement, include these trends and needs.*

4C4 What key faculty, staff, and administrative training initiatives are you currently undertaking or planning to implement in the near future?

#### Processes (P)

4P1 How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators? How do your hiring processes make certain that you employ people who possess these characteristics?

4P2 How do you recruit, hire, and retain employees? How do you orient all employees to your organization? How do you plan for changes in personnel?

4P3 How do your work processes and activities contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing? How do you ensure the ethical practices of all employees?

4P4 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?

*Training and development might include, for example, leadership training at all organizational levels, the use of technology, safety issues, the collection and use of tools*

*associated with measuring effectiveness, and the key issues associated with educational changes.*

4P5 How do you determine training needs? How is your training aligned with the plans addressed in Category Eight, Planning Continuous Improvement, and how does it augment your focus on helping students learn and accomplishing other distinctive objectives?

*Include how you prepare all personnel to contribute to a culture of continuous improvement and an understanding of how their roles and responsibilities contribute to the success of your organization.*

4P6 How do you design and use your personnel evaluation system? How does this system align with your objectives in One, Helping Students Learn, and in Category Two, Accomplishing Other Distinctive Objectives?

*Include how you provide feedback to employees.*

4P7 How do you design your recognition, reward, and compensation systems to align with your objectives in One, Helping Students Learn, and in Category Two, Accomplishing Other Distinctive Objectives? How do you support employees through benefits and services?

4P8 How do you determine key issues related to the motivation of faculty, staff, and administrators? How are these issues analyzed, and how is a course of action selected?

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

Specify varying methods, if appropriate, for faculty, staff, and administrators.

4P10 What measures of valuing people do you collect and analyze regularly?

#### Results (R)

4R1 What are your results in valuing people?

*Include faculty, staff, and administrator satisfaction, health and safety, well-being, and your employees' impact on institutional development.*

4R2 What are your results in processes associated with valuing people?

*Results might include, for example, processes in designing, modifying, and delivering new recruitment and selection procedures, orientation and/or training sessions, retention of employees, and employee evaluation systems.*

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

4R4 Regarding 4R1 and 4R3, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

*For 4R1 through 4R4, address historical trends and patterns, as appropriate.*

#### Improvement (I)

4I1 How do you improve your current processes and systems for valuing people?

4I2 With regard to your current results for valuing people, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

#### **AQIP Category Five: Leading and Communicating**

Category Five addresses how the leadership and communication structures, networks, and processes guide the organization in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines processes and systems related to:

- \* Leading activities
- \* Communicating activities
- \* Alignment of leadership system practices
- \* Institutional values and expectations
- \* Direction setting
- \* Future opportunity seeking
- \* Decision making
- \* Use of data
- \* Leadership development and sharing
- \* Succession planning
- \* Measures
- \* Analysis of results
- \* Improvement efforts

Answer the following questions about Category Five.

#### Context for Analysis (C)

5C1 Describe your leadership and communication systems. (A brief chart or summary of groups, committees, or teams and their functions may be useful.)

*Your leadership system includes not only individuals who have day-to-day supervisory or decision-making responsibility, but also leadership groups within the organization and oversight entities such as institutional or state boards or trustees.*

5C2 In what ways do you ensure that the practices of your leadership system—at all institutional levels—align with the practices and views of your board, senior leaders, and (if applicable) oversight entities?

5C3 What are your institutional values and expectations regarding ethics and equity, social responsibilities, and community service and involvement?

*Specific community service and involvement activities may be addressed in Category Two, Accomplishing Other Distinctive Objectives. For purposes of Category Five, address the overall values and expectations set forth by leaders.*

#### Processes (P)

5P1 How do your leaders set directions in alignment with your mission, vision, and values that are conducive to high performance, individual development and initiative, organizational learning, and innovation? How do these directions take into account the needs and expectations of students and key stakeholder groups and create a strong focus on students and learning?

5P2 How do your leaders guide your institution in seeking future opportunities and building and sustaining a learning environment?

5P3 How are decisions made in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions and to carry them out?

*Describe how decisions are actually made and implemented, even if this differs from your theoretical or procedural governance guidelines.*

5P4 How do your leaders use information and results in their decision-making process?

*By specific group, describe the key results reviewed and indicate the frequency. Key results are those results, from all organizational areas, that are critical to understanding whether the organization is succeeding—the kind of results described in the nine AQIP Categories.*

5P5 How does communication occur between and among institutional levels?

*Address downward, upward, and two-way communication, as well as how leaders and leadership groups communicate with one another.*

5P6 How do your leaders communicate a shared mission, vision, values, and high performance expectations regarding institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibilities, and community service and involvement?

5P7 How are leadership abilities encouraged, developed, and strengthened among faculty, staff, and administrators? How are leadership best practices, knowledge, and skills communicated and shared throughout your institution?

5P8 How do your leaders and board members ensure that your mission, vision, and values are passed on during leadership succession? How is your leadership succession plan developed?

*Describe your leadership succession plan.*

5P9 What measures of leading and communicating do you collect and analyze regularly?

#### Results (R)

5R1 What are your results for leading and communicating processes and systems?

*Results might include, for example, leadership effectiveness, satisfaction with leadership, leadership communication effectiveness, and value of decisions made.*

5R2 Regarding 5R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

*For 5R1 and 5R2, address historical trends and patterns, as appropriate.*

#### Improvement (I)

5I1 How do you improve your current processes and systems for leading and communicating?

*Address how you use student, faculty, staff, administrator, and key stakeholder feedback, as appropriate.*

5I2 With regard to your current results for leading and communicating, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

### **AQIP Category Six: Supporting Institutional Operations**

Category Six addresses the support processes that help provide an environment in which learning can thrive. It examines processes and systems related to:

- \* Student support
- \* Administrative support
- \* Identification of needs
- \* Contribution to student learning and accomplishing other distinctive objectives
- \* Day-to-day operations
- \* Use of data
- \* Measures
- \* Analysis of results
- \* Improvement efforts

Answer the following questions about Category Six.

#### Context for Analysis (C)

6C1 What are your key student and administrative support service processes? What are the support service process needs of students and other stakeholder groups?

*Student support services could include, for example, admissions, advising, athletics, bookstore, campus activities, campus safety, career services, computing, disability services, financial aid, food services, health, library, registration, residential life, and tutoring. Administrative support services could include, for example, accounting, business office, cashiering, custodial services, facilities planning and management, financing, maintenance, purchasing, and risk management. Address which services, if any, are outsourced*

6C2 How do your key student and administrative support services reinforce processes and systems described in Category One, Helping Students Learn, and Category Two, Accomplishing Other Distinctive Objectives?

#### Processes (P)

6P1 How do you identify the support service needs of your students?

6P2 How do you identify the administrative support service needs of your faculty, staff, and administrators, as well as other key stakeholder groups (e.g., oversight board, alumni)?

6P3 How are your key student and administrative support service processes managed on a day-to-day basis to ensure that they are meeting the needs of students and key stakeholder groups? How do you document your processes and encourage knowledge sharing, innovation, and empowerment?

*Address how feedback from students and key stakeholder groups (including faculty and staff) is used to change processes.*

6P4 How do your key student and administrative support areas use information and results to improve their services?

*Address how information and results are used on a day-to-day and summative basis.*

6P5 What measures of student and administrative support service processes do you collect and analyze regularly?

#### Results (R)

6R1 What are your results for student support service processes?

6R2 What are your results for administrative support service processes?

*Address patterns of financial capacity as well as other indicators of institutional health and viability.*

6R3 Regarding 6R1 and 6R2, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

*For 6R1 through 6R3, address historical trends and patterns, as appropriate*

#### Improvement (I)

6I1 How do you improve your current processes and systems for supporting institutional operations?

6I2 With regard to your current results for student and administrative support processes, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

### **AQIP Category Seven: Measuring Effectiveness**

Category Seven examines how the organization collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines processes and systems related to:

- \* Collection, storage, management, and use of information and data at the institutional and departmental/unit levels

- \* Institutional measures of effectiveness

- \* Information and data alignment with institutional needs and directions
- \* Comparative information and data
- \* Analysis of information and data
- \* Effectiveness of information system and processes
- \* Measures
- \* Analysis of results
- \* Improvement efforts

Answer the following questions about Category Seven.

#### Context for Analysis (C)

7C1 In what ways do you collect and store information and data, both in centralized and decentralized circumstances? In what ways is this information made accessible to those who need it?

*Address your primary data collection mechanisms, as appropriate, your information system(s)-not only your central information system, but also those used at varying levels-and your accessibility options (what is available and to whom).*

7C2 What are your key institutional measures for tracking effectiveness?

*These measures might include data on students; accomplishing other distinctive objectives; faculty, staff, and administrators; other key stakeholder groups; academic and other programs; and the performance of institutional operations and processes; and comparative information concerning students, stakeholder groups, programs, and performance in other organizations.*

#### Processes (P)

7P1 How do you select, manage, and use information and data (including current performance information) to support student learning (Category One), overall institutional objectives (Category Two), strategies (Category Eight), and improvement efforts (all Categories)?

7P2 How do you determine the needs of your departments and units related to information and data collection, storage, and accessibility? How are these needs met?

7P3 How do you determine the needs and priorities for comparative information and data? What are your criteria and methods for selecting sources of comparative information and data within and outside the education community?

*Address determination of needs at both the institutional and department or unit levels.*

7P4 How, at the institutional level, do you analyze information and data regarding overall performance? How is this analysis shared throughout the organization?

*Analysis of performance information should span measures you determine to be key from across the nine AQIP Categories.*

7P5 How do you ensure that department and unit analysis of information and data aligns with your institutional goals regarding student learning (Category One) and overall institutional objectives? How is this analysis shared?

7P6 How do you ensure the effectiveness of your information system(s) and related processes?

*Address, for example, your hardware and software system upgrades, integrity and reliability of information and data, and confidentiality and security of information and data.*

7P7 What measures of the effectiveness of your system for measuring effectiveness do you collect and analyze regularly?

#### Results (R)

7R1 What is the evidence that your system for measuring effectiveness meets your institution's needs in accomplishing its mission and goals?

*Results should address processes associated with information and data collection, analysis, and use. These might include, for example, system accessibility; reliability and confidentiality of information and data; and internal satisfaction ratings of the timeliness, accessibility, and user-friendliness of information and Data.*

7R2 Regarding 7R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

*For 7R1 and 7R2, address historical trends and patterns, as appropriate.*

#### Improvement (I)

7I1 How do you improve your current processes and systems for measuring effectiveness?

7I2 With regard to your current results for measuring effectiveness, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

### **AQIP Category Eight: Planning Continuous Improvement**

Category Eight examines the planning processes and how strategies and action plans are helping achieve the mission and vision. It examines processes and systems related to:

- \* Institutional vision
- \* Planning
- \* Strategies and action plans
- \* Coordination and alignment of strategies and action plans
- \* Measures and performance projections
- \* Resource needs
- \* Faculty, staff, and administrator capabilities
- \* Measures
- \* Analysis of performance projections and results
- \* Improvement efforts

Answer the following questions about Category Eight.

#### Context for Analysis (C)

8C1 What is your institution's vision of what your institution will be like in the next five to ten years?

8C2 What are your institution's short-term and long-term strategies? How are these strategies aligned with your mission and vision?

*Strategies should be interpreted broadly to reflect institutional nuances in language. Thus, strategies might refer to initiatives, directions, objectives, and the like.*

#### Processes (P)

8P1 What is your planning process?

*Describe, as appropriate, planning steps, who is involved, timelines, factors that are addressed, and methods for addressing the future. Also address how modifications to the mission and vision are addressed.*

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

*Address, as appropriate, the key influences, challenges, and requirements that most affect your strategy selection and how you address conflicting expectations of key stakeholder groups.*

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

*Address the plans you regularly produce, implement, and revise. Also address how progress reports are regularly tracked as well as communicated to students, faculty, staff, administrators, and key stakeholder groups.*

8P4 How do you coordinate and align your planning processes and overall institutional strategies and action plans with your varying institutional levels?

*Levels might include, for example, colleges, departments, units, and satellite campuses.*

8P5 How do you select measures and set performance projections for your institutional strategies and action plans?

8P6 How do you account for appropriate resource needs within your strategy selection and action plan implementation processes?

*Resource needs might include staff, financial, space, and equipment.*

8P7 How do you ensure that faculty, staff, and administrator capabilities will be developed and nurtured to address requirements regarding changing institutional strategies and action plans?

8P8 What measures of the effectiveness of your system for planning continuous improvement do you collect and analyze regularly?

#### Results (R)

8R1 What are your results for accomplishing institutional strategies and action plans?

8R2 Regarding 8R1, what are your projections of performance for your strategies and action plans over the next one to three years?

8R3 Regarding 8R2, how do your projections for your strategies and action plans compare with those of other higher education institutions and, if appropriate, organizations outside the education community?

8R4 What is the evidence that your system for planning continuous improvement is effective?

*Results might include, for example, number of participants involved in the planning process and employee and stakeholder satisfaction with the planning process. Address historical trends and patterns, as appropriate.*

#### Improvement (I)

8I1 How do you improve your current processes and systems for planning continuous improvement?

8I2 With regard to your current results for planning continuous improvement, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities as well as performance projections to students, faculty, staff, administrators, and appropriate stakeholders?

### **AQIP Category Nine: Building Collaborative Relationships**

Category Nine examines the organization's relationships-current and potential-to analyze how they contribute to accomplishing the mission. It examines processes and systems related to:

- \* Identification of key internal and external collaborative relationships
- \* Alignment of key collaborative relationships
- \* Relationship creation, prioritization, and building
- \* Needs identification
- \* Internal relationships
- \* Measures
- \* Analysis of results
- \* Improvement efforts

Answer the following questions about Category Nine.

#### **Context for Analysis (C)**

9C1 What are your institution's key collaborative relationships?

*businesses, and other organizations. Also address the nature of the relationship (existing or emerging, feeder or receiver, community support, outsource, etc.). Activity that promotes internal collaboration among employees is best addressed in Category Four, Valuing People.*

*External collaborative partners might include organizations that are the sources of entering students (high schools, community colleges, places of work); organizations that are the destination of exiting students (four-year institutions, graduate schools, places of work); suppliers such as food services, book suppliers, and student recruiting services; external agencies such as state coordinating boards or state, local, or national governments; religious organizations; and other institutions or consortia of institutions.*

9C2 In what ways do these collaborative relationships reinforce your institutional mission? If applicable, how do the relationships support changes in your institutional directions as addressed in Category Eight, Planning Continuous Improvement?

*Involvement of external collaborative partners in planning processes may also be addressed in Category Eight, Planning Continuous Improvement.*

## Processes (P)

9P1 How do you create, prioritize, and build relationships with the following?

- Educational institutions and other organizations from which you receive your students
- Educational institutions and employers that depend on a supply of your students and graduates who meet their requirements
- Organizations that provide services to your students
- Education associations, external agencies, consortia partners, and the general community with which you interact

9P2 How do you ensure that the varying needs of those involved in these relationships are being met?

9P3 How do you create and build relationships within your institution? How do you assure integration and communication across these relationships?

9P4 What measures of building collaborative relationships do you collect and analyze regularly?

## Results (R)

9R1 What are your results in building your key collaborative relationships?

9R2 Regarding 9R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

*For 9R1 and 9R2, address historical trends and patterns, as appropriate.*

## Improvement (I)

9I1 How do you improve your current processes and systems for building collaborative relationships?

9I2 With regard to your current results for student learning and development, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to relationship partners, faculty, staff, administrators, and appropriate students and stakeholders?