

The AQIP Categories

Continuous Quality Improvement

AQIP Categories vs. Criteria

- The AQIP **Categories** provide a framework that colleges can use to examine and understand their key processes.
- The Higher Learning Commission's **Criteria** for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation.

AQIP Categories

- **Helping Students Learn**
- **Meeting Student & Other Key Stakeholder Needs**
- **Valuing Employees**
- **Planning & Leading**
- **Knowledge Management & Resource Stewardship**
- **Quality Overview**

AQIP Category One: Helping Students Learn

focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution's credit and non-credit programs and courses

AQIP Category Two:

Meeting Student & Other Key Stakeholder Needs

focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners

AQIP Category Three: Valuing Employees

explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators

AQIP Category Four: Planning & Leading

focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities

AQIP Category Five:

Knowledge Management & Resource Stewardship

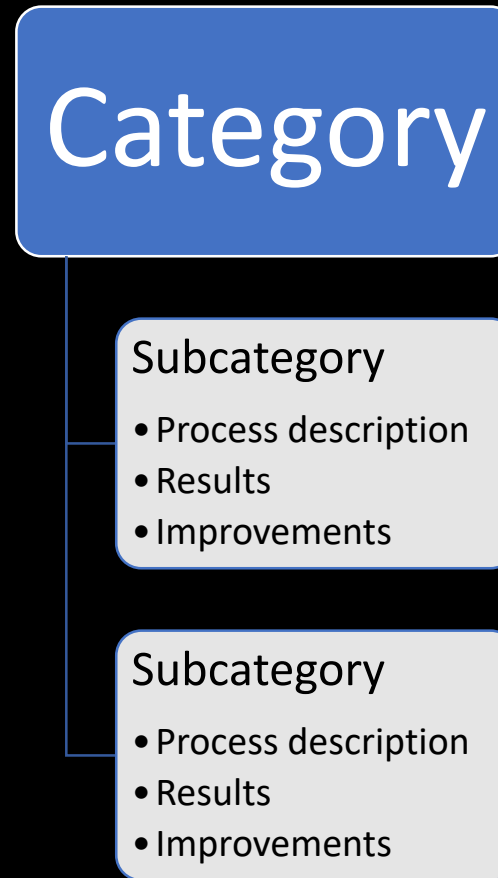
addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive

AQIP Category Six: Quality Overview

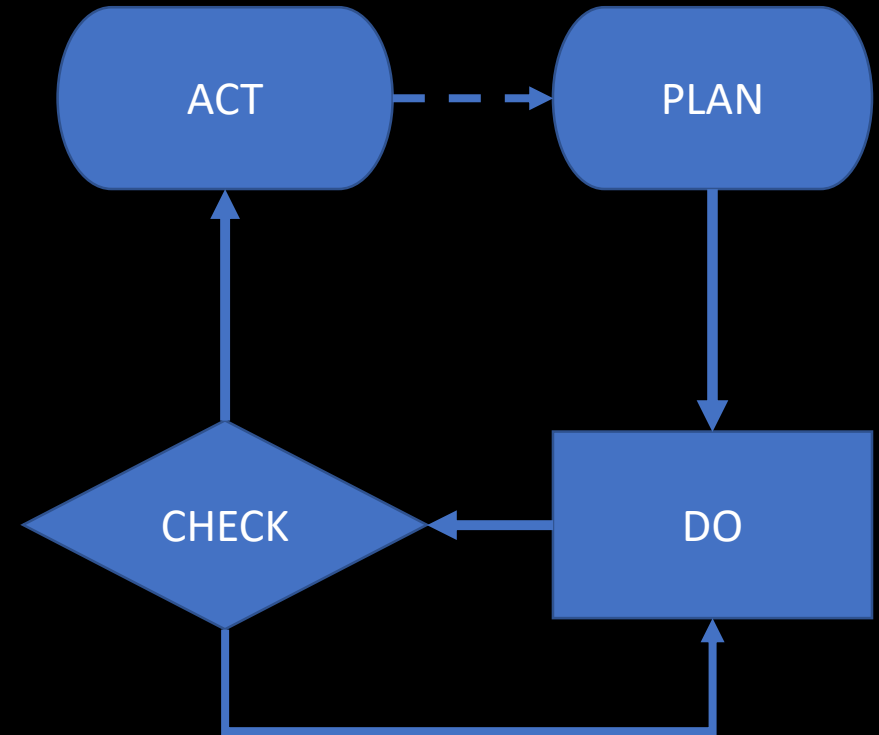
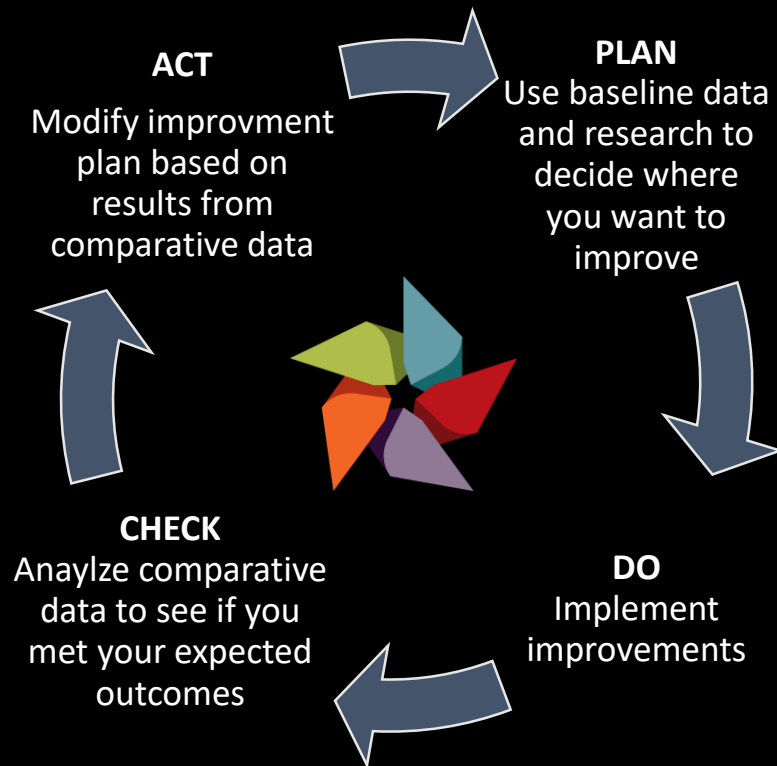
focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization

Systems Portfolio Structure

In the Systems Portfolio, each Category follows the same pattern



ILEARN as Process



AQIP Process Appraisal Rubric

Table 1: Stages in Systems Maturity: Processes

REACTING	SYSTEMATIC	ALIGNED	INTEGRATED
<p>The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.</p>	<p>The institution is beginning to operate via generally understood, repeatable and often documented processes and is prone to make the goal of most activities explicit, measurable and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.</p>	<p>The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units are emphasized so stakeholders relate what they do to institutional goals and strategies.</p>	<p>Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is successful.</p>

AQIP Results Appraisal Rubric

Table 2: Stages in Systems Maturity: Results

REACTING	SYSTEMATIC	ALIGNED	INTEGRATED
<p>Activities, initiatives and operational processes may not generate data or the data are not collected, aggregated or analyzed. Institutional goals lack measures, metrics and/ or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision making.</p>	<p>Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. Tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.</p>	<p>Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision making and resource allocations.</p>

Thank You!

This presentation was adapted from materials provided by **Jen Macken**