

HLC Criteria and Core Component Crosswalk with AQIP Portfolio Processes

General Guidelines for Using this Crosswalk

The crosswalk below gives the connections between HLC Criteria/Core Components and AQIP Processes. When evaluating gaps in our assessment of the Core Components, you should frame your answer in terms of the AQIP processes. Likewise, when you “map” processes within the college, you should give the AQIP processes primary importance. You can map additional processes, but the ones below are required for accreditation.

Instead of patterns of evidence, AQIP processes have results and improvements. What are the results for assessing how well RRCC is accomplishing each AQIP Portfolio Process, such as determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for all the processes identified under each set of Core Components.


Where relevant, the data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:


- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals);
- Summary results of assessments (include tables and figures when possible);
- Comparison of results with internal targets and external benchmarks;
- Interpretation of assessment results and insights gained.


Finally, based on the results for the assessment of the process, what process improvements have been implemented or will be implemented in the next one to three years?

Criterion One. Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.


 **Core Component 1.A.** *The institution’s mission is broadly understood within the institution and guides its operations.*

 **Core Component 1.B.** *The mission is articulated publicly.*

 **Core Component 1.D.** *The institution’s mission demonstrates commitment to the public good.*

AQIP Portfolio Category Mission and Vision – Key Processes

1. How do we develop, deploy, and review the institution’s mission, vision, and values?	2. How do we ensure that institutional actions reflect a commitment to our values?
3. How do we communicate our mission, vision, and values?	4. How do we ensure that academic programs and services are consistent with the institution’s mission?
5. How do we allocate resources to advance the institution’s mission and vision, while upholding the institution’s values?	6. How do we track outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)?



-  **Core Component 1.C.** *The institution understands the relationship between its mission and the diversity of society.*

AQIP Portfolio Category Academic Program Design – Key Processes

1. How do we identify student stakeholder groups and determine their educational needs?	2. How do we identify other key stakeholder groups and determine their needs?
3. How do we develop and improve responsive programming to meet all stakeholders’ needs?	4. How do we select the tools, methods and instruments used to assess the currency and effectiveness of academic programs?
5. How do we review the viability of courses and programs and change or discontinue them when necessary?	


Criterion Two. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

-  **Core Component 2.A.** *The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.*
-  **Core Component 2.B.** *The institution presents itself clearly and completely to its students and to the public about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

AQIP Portfolio Category Integrity – Key Processes


1. How do we develop and communicate standards?	2. How do we train employees and model for ethical and legal behavior across all levels of the institution?
3. How do we operate financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff?	4. How do we make information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents?


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

AQIP Portfolio Category Leadership – Key Processes

1. How do we establish appropriate relationships between the institution and its governing board to support leadership and governance?	2. How do we establish oversight responsibilities and policies of the governing board?
3. How do we maintain board oversight, while delegating management responsibilities to administrators and academic matters to faculty?	4. How do we ensure open communication between and among all colleges, divisions, and departments?

5. How do we collaborate across all units to ensure the maintenance of high academic standards?	6. How do we provide effective leadership to all institutional stakeholders?
7. How do we develop leaders at all levels within the institution?	8. How do we ensure the institution's ability to act in accordance with its mission and vision?
9. How do we track outcomes/measures utilizing appropriate tools?	

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


 **Core Component 2.E.** *The institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.*

AQIP Portfolio Category Academic Integrity – Key Processes

1. How do we ensure freedom of expression and the integrity of research and scholarly practice?	2. How do we ensure ethical learning and research practices of students?
3. How do we ensure ethical teaching and research practices of faculty?	4. How do we select the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity?


Criterion Three. Teaching and Learning: Quality, Resources, and Support


The institution provides high quality education, wherever and however its offerings are delivered.

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

AQIP Portfolio Category Academic Program Quality – Key Processes

1. How do we determine and communicate the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?	2. How do we evaluate and ensure program rigor for all modalities, locations, consortia, and dual-credit programs?
3. How do we award prior learning and transfer credits?	4. How do we select, implement, and maintain specialized accreditation(s)?
5. How do we assess the level of outcomes attainment by graduates at all levels?	6. How do we select the tools, methods and instruments used to assess program rigor across all modalities?

 **Core Component 3.B.** *The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.*


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


AQIP Portfolio Category Common Learning Outcomes – Key Processes

1. How do we align common outcomes (institutional or general education goals) to the mission, educational offerings, and degree levels of the institution?	2. How do we determine common outcomes?
3. How do we articulate the purposes, content, and level of achievement of the outcomes?	4. How do we incorporate into the curriculum opportunities for all students to achieve the outcomes?
5. How do we ensure the outcomes remain relevant and aligned with student, workplace, and societal needs?	6. How do we design, align, and deliver co-curricular activities to support learning?
7. How do we select the tools, methods and instruments used to assess attainment of common learning outcomes?	8. How do we assess common learning outcomes?

AQIP Portfolio Category Program Learning Outcomes – Key Processes

1. How do we align learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings, and degree levels of the institution?	2. How do we determine program outcomes?
3. How do we articulate the purposes, content, and level of achievement of the outcomes?	4. How do we ensure the outcomes remain relevant and aligned with student, workplace, and societal needs?
5. How do we design, align, and deliver co-curricular activities to support learning?	6. How do we select the tools, methods and instruments used to assess attainment of program learning outcomes?
7. How do we assess program learning outcomes?	

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

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

AQIP Portfolio Category Current and Prospective Student Need –Key Processes

1. How do we identify underprepared and at-risk students, and determine their academic support needs?	2. How do we deploy academic support services to help students select and successfully complete courses and programs?
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3. How do we ensure faculty are available for student inquiry?	4. How do we determine and address the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty?
5. How do we determine new student groups to target for educational offerings and services?	6. How do we meet changing student needs?
7. How do we identify and support student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)?	8. How do we deploy non-academic support services to help students be successful?
9. How do we ensure staff members who provide non-academic student support services are qualified, trained and supported?	10. How do we communicate the availability of non-academic support services?
11. How do we select the tools, methods, and instruments to assess student needs?	12. How do we assess the degree to which student needs are met?

AQIP Portfolio Category Hiring – Key Processes

1. How do we recruit, hire and orient staff and administrators who possess the required qualification, skills, and values?	2. How do we develop and meet academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs?
3. How do we ensure that RRCC has sufficient numbers of faculty to carry out both classroom and non- classroom programs and activities?	4. How do we ensure the acquisition of sufficient numbers of staff to provide student support services?
5. How do we track outcomes/measures utilizing appropriate tools?	

AQIP Portfolio Category Evaluation and Recognition – Key Processes


1. How do we design performance evaluation systems for all employees?	2. How do we solicit input from and communicate expectations to faculty, staff, and administrators?
3. How do we align the evaluation system with institutional objectives for both instructional and non-instructional programs and services?	4. How do we utilize established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators?
5. How do we establish employee recognition, compensation, and benefit systems to promote retention and high performance?	6. How do we promote employee satisfaction and engagement?
7. How do we track outcomes/measures utilizing appropriate tools?	

AQIP Portfolio Category Development – Key Processes

1. How do we provide and support regular professional development for all employees?	2. How do we ensure that instructors are current in instructional content in their disciplines and pedagogical processes?
3. How do we support student support staff members to increase their skills and knowledge in their areas of expertise?	4. How do we align employee professional development activities with institutional objectives?
5. How do we track outcomes/measures utilizing appropriate tools?	

Criterion Four. Teaching and Learning: Evaluation and Improvement

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


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

AQIP Portfolio Category Academic Program Design – Key Processes

1. How do we identify student stakeholder groups and determine their educational needs?	2. How do we identify other key stakeholder groups and determine their needs?
3. How do we develop and improve responsive programming to meet all stakeholders' needs?	4. How do we select the tools, methods and instruments used to assess the currency and effectiveness of academic programs?
5. How do we review the viability of courses and programs and change or discontinue them when necessary?	

AQIP Portfolio Category Academic Program Quality – Key Processes

1. How do we determine and communicate the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?	2. How do we evaluate and ensure program rigor for all modalities, locations, consortia, and dual-credit programs?
3. How do we award prior learning and transfer credits?	4. How do we select, implement, and maintain specialized accreditation(s)?
5. How do we assess the level of outcomes attainment by graduates at all levels?	6. How do we select the tools, methods and instruments used to assess program rigor across all modalities?

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


AQIP Portfolio Category Common Learning Outcomes – Key Processes

1. How do we align common outcomes (institutional or general education goals) to the mission, educational offerings, and degree levels of the institution?	2. How do we determine common outcomes?
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3. How do we articulate the purposes, content, and level of achievement of the outcomes?	4. How do we incorporate into the curriculum opportunities for all students to achieve the outcomes?
5. How do we ensure the outcomes remain relevant and aligned with student, workplace, and societal needs?	6. How do we design, align, and deliver co-curricular activities to support learning?
7. How do we select the tools, methods and instruments used to assess attainment of common learning outcomes?	8. How do we assess common learning outcomes?

AQIP Portfolio Category Program Learning Outcomes – Key Processes

1. How do we align learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings, and degree levels of the institution?	2. How do we determine program outcomes?
3. How do we articulate the purposes, content, and level of achievement of the outcomes?	4. How do we ensure the outcomes remain relevant and aligned with student, workplace, and societal needs?
5. How do we design, align, and deliver co-curricular activities to support learning?	6. How do we select the tools, methods and instruments used to assess attainment of program learning outcomes?
7. How do we assess program learning outcomes?	


 **Core Component 4.C.** *The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

AQIP Portfolio Category Retention, Persistence, and Completion – Key Processes

1. How do we collect student retention, persistence, and completion data?	2. How do we determine targets for student retention, persistence, and completion?
3. How do we analyze information on student retention, persistence, and completion?	4. How do we meet targets for retention, persistence, and completion?
5. How do we select the tools, methods, and instruments to assess retention, persistence, and completion?	

Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

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

AQIP Portfolio Category Development – Key Processes


1. How do we provide and support regular professional development for all employees?	2. How do we ensure that instructors are current in instructional content in their disciplines and pedagogical processes?
3. How do we support student support staff members to increase their skills and knowledge in their areas of expertise?	4. How do we align employee professional development activities with institutional objectives?
5. How do we track outcomes/measures utilizing appropriate tools?	

AQIP Portfolio Category Resource Management – Key Processes

1. How do we maintain fiscal, physical, and technological infrastructures sufficient to support operations?	2. How do we set goals aligned with the institutional mission, resources, opportunities, and emerging needs?
3. How do we allocate and assign resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected?	4. How do we track outcomes/measures utilizing appropriate tools?

Portfolio Category Operational Effectiveness – Key Processes

1. How do we build budgets to accomplish institutional goals?	2. How do we monitor financial position and adjust budgets?
3. How do we maintain a technological infrastructure that is reliable, secure, and user-friendly?	4. How do we maintain a physical infrastructure that is reliable, secure, and user-friendly?
5. How do we manage risks to ensure operational stability, including emergency preparedness?	6. How do we track outcomes/measures utilizing appropriate tools?

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

AQIP Portfolio Category Strategic Planning – Key Processes

1. How do we engage internal and external stakeholders in strategic planning?	2. How do we align operations with the institution’s mission, vision, and values?
3. How do we align efforts across departments, divisions and colleges for optimum effectiveness and efficiency?	4. How do we capitalize on opportunities and institutional strengths and counter the impact of institutional weaknesses and potential threats?
5. How do we create and implement strategies and action plans that maximize current resources and meet future needs?	6. How do we track outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)?

AQIP Portfolio Category Leadership – Key Processes

1. How do we establish appropriate relationships between the institution and its governing board to support leadership and governance?	2. How do we establish oversight responsibilities and policies of the governing board?
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3. How do we maintain board oversight, while delegating management responsibilities to administrators and academic matters to faculty?	4. How do we ensure open communication between and among all colleges, divisions, and departments?
5. How do we collaborate across all units to ensure the maintenance of high academic standards?	6. How do we provide effective leadership to all institutional stakeholders?
7. How do we develop leaders at all levels within the institution?	8. How do we ensure the institution's ability to act in accordance with its mission and vision?
9. How do we track outcomes/measures utilizing appropriate tools?	

 **Core Component 5.C.** *The institution engages in systematic and integrated planning.*

AQIP Portfolio Category Strategic Planning – Key Processes

1. How do we engage internal and external stakeholders in strategic planning?	2. How do we align operations with the institution's mission, vision, and values?
3. How do we align efforts across departments, divisions and colleges for optimum effectiveness and efficiency?	4. How do we capitalize on opportunities and institutional strengths and counter the impact of institutional weaknesses and potential threats?
5. How do we create and implement strategies and action plans that maximize current resources and meet future needs?	6. How do we track outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)?

 **Core Component 5.D.** *The institution works systematically to improve its performance.*

AQIP Portfolio Category 6.2 Culture of Quality – Key Processes

1. How do we develop an infrastructure and providing resources to support a culture of quality?	2. How do we ensure that continuous quality improvement is making an evident and widely understood impact on institutional culture and operations?
3. How do we ensure that RRCC learns from its experiences with CQI initiatives?	4. How do we review, reaffirm, and understand the role and vitality of the AQIP Pathway within RRCC?