

The Anatomy of the QEP

SACS-COC

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What will we accomplish in the session?

- We will discuss issues related to the development of the Quality Enhancement Plan.
- We will identify the relationship between the QEP and strategic planning and institutional improvement.
- We will identify the component parts of a QEP.
- We will discuss how peer reviewers look at QEPs.
- We will discuss the concerns of stakeholders and possible changes on the horizons.
- Other

What is a QEP?

- The QEP is a vehicle by which institutions can increase their overall quality and effectiveness by focusing on one issue that can improve student learning.
- The QEP is a transformative campus process that is anchored in student learning and enhancing the climate for student learning.
- The Quality Enhancement Plan is grounded in the commitment of SACS to increase quality and promote student learning.

Relationship to Strategic Planning and Improvement

- The development of the QEP should not be an isolated process.
- The QEP should be based upon research and best practices.
- The QEP should be derived from the on-going and integrated institution-wide planning process.
- The QEP should have improvement and increased student learning as its "book ends."

Relationship to Strategic Planning and Improvement

- There has to be a belief that you can enhance the quality of experiences for students.
- The intent is not to be broad but very focused and intentional.
- You can not solve all of your institutional problems through a QEP.
- You can identify other areas needing improvement
- The process can increase faculty and staff morale and marshal the campus in a positive direction.

Component Parts of a QEP

- One hundred page document consisting of:
 1. Five year plan linking focus and outcomes of the QEP to resources
 2. Brief title
 3. Topic linked to improvement of student learning
 4. Clear definition of student learning related to the focus of the QEP
 5. Documentation of broad based involvement
 6. Well crafted goals that can be measured
 7. Documentation of research on best practices

Component Parts of a QEP (cont)

8. Implementation plan inclusive of timelines, budgets, assessment schedule, and personnel
9. Evaluation plan
10. Appendices not to exceed 25 pages (optional)

What Do Peer Reviewers Look For?

- Broad based involvement in topic selection
- Focus
- Institutional Capacity
- Assessment
- Broad based involvement in implementation

Broad based involvement in topic selection

- All constituents of the university should be involved in the topic selection.
- Ways to demonstrate broad base involvement
- Show the process used to select the topic
- Benefits of broad based involvement

Focus

- Should make the link to student learning and make the case for use for the QEP
- Should provide clear goals and expected learning outcomes based on best practices
- Should demonstrate how the learning environment will be improved
- Should clearly show the benefits to the institution

Institutional Capacity

- Demonstrate that you have the resources to implement, sustain, and complete the QEP over a five year period
- Demonstrate that you have the expertise in personnel and the infrastructure to carry out the plan
- Demonstrate that processes are in place to maintain progress and full implementation
- Demonstrate adequacy in academic resources to complete the QEP
- Demonstrate support from the "Top"

Assessment

- Show that you can determine the success of the QEP using direct measures. (use measurable indicators)
- Identify the measures to be used to evaluate the plan.
- Develop a micro and macro assessment strategy (Assess product and process)
- Show how results will be used to improve student learning?
- Do not over rely on indirect measures such as student satisfaction surveys (they do not measure student learning.)

Broad based involvement in implementation

- All constituents of the university should be involved in the implementation of the plan.
- Ways to demonstrate broad base involvement in implementation
- Benefits of broad based involvement in implementation

Stakeholders Concerns

- What topics are acceptable? (curricular, pedagogical, faculty, and student services initiatives.)
- How successful have other institutions been?
- Does the QEP really have to be related to student learning?
- Do we have to have the budget identified for all five years?
- What have been the problem areas? (assessment, learning outcomes, capacity)

What do you wish you had known at the beginning of the QEP?

- The time commitment needed to develop the plan
- More financial support should have been built into the budget
- If we had recognized the QEP as an intentional process that we could work at, we could accomplish the same with less anxiety
- Do not underestimate the number of people needed to be involved in the development and implementation process

What do you wish you had known at the beginning of the QEP? *(continued)*

- It is important to have the persons involved in developing the assessment plan in on the front end.
- It is important to have the president and the leadership team voice the importance of the QEP to get buy in from the campus.
- It is important to document institutional capacity.

QEP Evaluator

- Make sure you pick someone who knows the topic.
- Make sure you pick someone who understands your institution's mission.
- Make sure you pick someone with good judgment.
- Make sure you pick a person who is willing to give you a fair but critical review.

Changes on the Horizons

- A. Defining an acceptable QEP?
- B. Satisfying all areas of review.
- C. Federal expectations.

QEP***QEP***QEP***QEP

- Thank you for your attendance
- Thank you for your attention
- Thank you for your service to your institution
