



## PROCESS FOR THE REVIEW OF THE QEP IMPACT REPORT

### **What the institution is requested to address in its QEP Impact Report**

Institutions submitting a QEP Impact Report were asked to provide a copy of the QEP Executive Summary submitted to the Commission following reaffirmation and a brief (10 page or less) addressing the following:

1. a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan;
2. a discussion of changes made to the QEP and the reasons for making those changes;
3. a description of the QEP's impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP. This description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP; and
4. a reflection on what the institution has learned as a result of the QEP experience.

### **Review Procedure by the Committee on Fifth-Year Interim Reports**

The QEP Impact Report is reviewed by the Committee on Fifth-Year Interim Reports (Committee E of the standing committees of the SACSCOC Board of Trustees). Committee E is composed of special readers, not members of the Board of Trustees. Committee E members do not recommend action on the accreditation status of an institution, including the imposition of sanctions.

### **Options for the Fifth-Year Interim Report Committee**

#### ***Accept with comment:***

The institution has adequately described the initial goals and intended outcomes of its QEP, discussed the limited changes made in the QEP, and discussed the impact on student learning and/or the environment supporting student learning, and described what the institution has learned as a result of the QEP experience.

No additional report required.

The Committee may also indicate whether it finds that an institution's QEP was particularly strong in areas such as its significance and impact on student learning and/or the environment supporting student learning; the outstanding support of the institution's administrative leadership, faculty, and students throughout its implementation; the strength of the assessment design; or any other elements of excellence.

#### ***Refer to C & R for review***

The institution did not adequately document the implementation of its Plan, and/or summarize the level of success in achieving the desired impact on student learning and/or the environment supporting student learning, and/or reflect upon the implementation of the QEP as a learning experience for the institution.

Institution is requested to provide an additional report in 12 months that documents progress in implementing its QEP. This report will be forwarded to C & R who can either monitor the institution through additional reports or may take other action.

*Approved: Board of Trustees, June 2009  
Revised: Board of Trustees, December 2011  
Edited: September 2013*