



**So, You Have Selected
Your QEP Topic!!**

Now What??



Presenters:

Mary P. Kirk
SACSCOC Vice President

Denise Y. Young
SACSCOC Vice President



**The Quality
Enhancement Plan**

If you are in this session, the
presumption is that your topic is
identified for your plan



Using the proposed topic, “Developing a Creative Writing Center”, what is the focused statement of your QEP?



Your first draft of outcomes!

Let’s be clear – QEP Outcomes and Student Learning Outcomes! They are two different animals!



Topic: Developing a Creative Writing Center

QEP Outcome: A Creative Writing Center
QEP Outcome: New Center Director Position



Additional QEP outcome examples:

- The institution will establish baseline performance measures for creative writing.



- Establish a Writing Council, a cross-disciplinary group of faculty, to facilitate communication between academic units and the Writing Center



- Improve assessment accuracy in composition courses to facilitate effective measurement of student writing strengths and weaknesses



Activity 1

You have your QEP Title – Spend the next few minutes developing your QEP outcomes



Student Learning Outcomes

Let's debunk the mystery



Defining Student Learning Outcomes – the next crucial step in the success of your plan



Even though SLOs will need refining, they must be established before your review of the literature.



Student Learning is defined as changes in:
a. Knowledge,
b. Skills,
c. Behaviors, or
d. Values



Realistic, measurable student learning outcomes, based on these values, must be developed that are appropriate to your topic.



Examples:

What should students know post-implementation of the QEP that they don't know now?



What should students be able to do post-implementation of the QEP that they can't do now?



How should their behavior change?
What changes in values are anticipated?



Institutions whose student learning outcomes have been reviewed favorably by visiting committees and the Commission presented statements such as the following:



Student employability skills will be enhanced through creative writing training and techniques.

Students will understand, analyze, and effectively use the conventions of the English language.



Students will examine how texts function across a range of genres, contexts, and cultures.



These statements focus on changes in knowledge, skills, behaviors, or values.



These statements are
(1) specific,
(2) focused, and
(3) measurable.



On-site evaluators expect a QEP to provide relevant and appropriate goals to improve student learning.

Student learning outcomes are expected to lead to observable results.



Activity 2

QEP Title –
QEP Outcomes –
Student Learning Outcomes??



Researching the Topic

Why wait until this point?



A QEP is much like a dissertation.

It doesn't do much good to research without knowing what to research.



The QEP should be grounded in a review of best practices; provide evidence of analysis of the context in which goals will be implemented; and provide evidence of consideration of best practices.



This is not the time to reinvent the wheel.

Take advantage of available literature – have your library staff assemble a bibliography of literature on the topic.



Engage numerous colleagues to do this research and report back to the QEP team. Develop executive summaries of the items on the bibliography. Research other institutions with similar QEP.



By engaging many others in this process, it makes the job easier and builds the broad-based involvement in this process.



Build a list of subject matter experts from your research. Tap into their knowledge base for your research, but most importantly, this list may lead to identification of your QEP Lead Evaluator



Attend conferences and workshops to involve your QEP team and help them be more immersed in the process and the topic; and again, find your evaluator



Identification of your QEP Lead Evaluator is key to the success of the review by the On-Site Committee.



Activity 3:
What is your game plan for your literature review and identification of the QEP Lead Evaluator?



In Summary
You should feel much more comfortable and versed about the following:



QEP Outcomes
Student Learning Outcomes
Researching the Topic



You are not alone in this process.
Use those in the field who are experts.
Use the experts on your campuses.
SACSCOC is here to help you.



QUESTIONS????



Resources:

QEP Guidelines
<http://www.sacscoc.org/pdf/Quality%20Enhancement%20Plan%20Guidelines.pdf>

Handbook for Reaffirmation beginning on Page 37
<http://www.sacscoc.org/pdf/081705/Handbook%20for%20Institutions%20seeking%20reaffirmation.pdf>

Choosing Your QEP Lead Evaluator
<http://www.sacscoc.org/documents/QEPLeadEvaluator1.pdf>

QEP Summaries
<http://www.sacscoc.org/QEPSummaries.asp>
