

**THE QUALITY
ENHANCEMENT
PLAN – CS 120**






SACSCOC ANNUAL MEETING
DECEMBER 9, 2019
HOUSTON, TX
LINDA THOMAS-GLOVER, PH.D.
SACSCOC VP

PREAMBLE TO SECTION 7.2

➤ THE QUALITY ENHANCEMENT PLAN (QEP) IS AN INTEGRAL COMPONENT OF THE REAFFIRMATION OF ACCREDITATION PROCESS AND IS DERIVED FROM AN INSTITUTION'S **ONGOING COMPREHENSIVE PLANNING** AND **EVALUATION PROCESSES**.

➤ IT REFLECTS AND AFFIRMS A COMMITMENT TO **ENHANCE OVERALL INSTITUTIONAL QUALITY AND EFFECTIVENESS** BY FOCUSING ON AN ISSUE THE *"INSTITUTION"* CONSIDERS IMPORTANT TO IMPROVING STUDENT LEARNING OUTCOMES AND/OR STUDENT SUCCESS.

**STANDARD
7.2 (QEP)**

-  Topic identified through ongoing, comprehensive planning and evaluation processes
-  Broad-based support of institutional constituencies
-  Focuses on improving specific student learning outcomes and/or student success
-  Commits resources to initiate, implement, and complete
-  Includes a plan to assess achievement

**WHAT CHANGED FOR THE QEP IN 2018 POA?
(STD. 7.2)**

- NO LONGER CORE REQUIREMENT
- “.....FOCUSES ON IMPROVING SPECIFIC STUDENT LEARNING OUTCOMES AND/OR STUDENT SUCCESS”;(FORMER LANGUAGE: FOCUSES ON LEARNING OUTCOMES AND/OR THE ENVIRONMENT...)
- “...MAY CHOOSE TO SUBMIT SELECTED INFORMATION ABOUT ITS QEP FOR REVIEW BY THE OFF-SITE REAFFIRMATION COMMITTEE”

WHAT DID NOT CHANGE RE: THE QEP IN 2018 POA?

- QEP REQUIREMENT(S)
- LEAD EVALUATOR
- EMPHASIS ON ENHANCEMENT (IMPROVEMENT)
- BUDGET
- ASSESSMENT
- STILL NO “APPROVAL”



**IE/ASSESSMENT:
THE FOUNDATION**

Planning, evaluation, data analysis comes first

Topic selection is not a separate process resulting in a topic going in search of supporting data

Shouldn't be a "beauty contest" or excuse to fund pet project

Where can you "move the needle" in terms of student learning and/or student success

Don't have to incorporate every good idea into QEP...or wait until QEP to do what needs doing

IDENTIFYING A TOPIC

**Broad Based Support
(not necessarily involvement)**

- SUPPORT AND/OR PARTICIPATION?
 - CLARIFY ROLES
 - FOCUS (TARGET AUDIENCE OR ALL STUDENTS)
 - HOW WILL YOU KEEP ENTITIES INFORMED?
- WHAT LEVEL OF KNOWLEDGE AND ENGAGEMENT IS APPROPRIATE FOR VARIOUS STAKE-HOLDERS?

WHAT WILL BE "ENHANCED?"

- 
A gap in student learning performance that needs to be closed?
- 
A successful program with potential to be even stronger?
- 
An innovative idea to enhance the student learning environment?

CAPABILITY AND RESOURCES


- "Scope" matters**
- Clear and appropriate plan**
- Goals, outcomes, assessments that are appropriate, authentic, sustainable**
- Human, financial and physical resources**
- Integration with other assessment processes**

ASSESSMENT

- Clear statement of "thesis"
- Goals/outcomes align with thesis/purpose of plan
- Baselines and targets
- Authentic, appropriate assessments
 - Artifacts
 - Instruments
- Planning and evaluation is ongoing (CR 7.1)
- Sustainable structure
- Formative and summative

"STRUCTURED" FOR SUCCESS

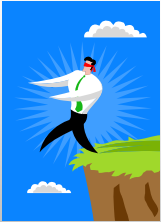
- QEP IS RESEARCH PROJECT
- STRATEGIES MAY NOT WORK OR MAY NEED ADJUSTMENT
- FORMATIVE DATA AND ANALYSIS ALONG THE WAY
- IMPACT REPORT
- SUBSEQUENT QEPS
- SUSTAINABLE WITHIN CAPABILITY



**BEFORE YOU
"WRITE"**

- CLEAR STATEMENT OF "THESIS"
- DEFINE "SUCCESS"; HOW WILL YOU IMPROVE?
- KEEP ASKING WHAT WILL BE ENHANCED

WARNING SIGNS



- ASSESSING HOW WELL STRATEGIES ARE IMPLEMENTED, RATHER THAN IMPROVEMENT IN STUDENT BEHAVIOR
- TOPIC TOO BROAD
- ONGOING ISSUES WITH ASSESSMENT/IE
- TOO MANY GOALS/COMPLEX STRUCTURE

QUESTIONS?