THE QUALITY ENHANCEMENT PLAN – CS 120
SACSCOC ANNUAL MEETING
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HOUSTON, TX
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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
- "...FOCUS ON IMPROVING SPECIFIC STUDENT LEARNING OUTCOMES AND/OR STUDENT SUCCESS"; (FORMER LANGUAGE: ...FOCUS 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
**IDENTIFYING A TOPIC**

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

**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?