


SACSCOC™
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES


The New Moonshot: A Giant LEAP for Education





CS-32
The Quality Enhancement Plan
Reaffirmation Class of 2022
Sunday, December 9, 2019

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VICE PRESIDENT, SACSCOC

QEP: WHY a QEP?

 "...An opportunity to catch an institution doing something good...."

 Tom Benberg

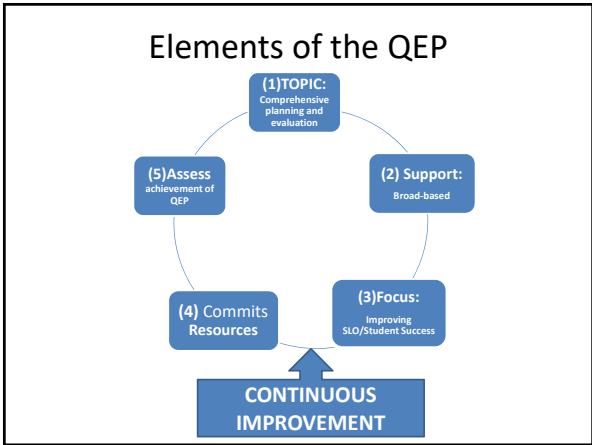
 (former SACSCOC Chief of Staff)

What has changed 2018 vs. 2012 Editions of POA?


- Just one standard (7.2); no Core Requirement
- Reaffirmation Committee will not judge acceptability
- "Student success" replaced "environment of student learning"; emphasis on "specific student learning outcomes"
- Clearer connection to planning processes
- "Resources," not just "capability"

What did *not* Change
2018 vs. 2012 Editions of POA?

- QEP requirement(s)
- Lead evaluator
- Emphasis on enhancement/
(improvement)
- Resources (previously “budget”)
- Plan for Assessment
- Still no “approval”



**Continuous Improvement -
Ongoing Planning and Analysis**



- Appropriate data and analysis consistently available
- Decision-making plan/process
 - Includes appropriate constituencies
 - Clear and transparent for stakeholders
 - Based on evidence

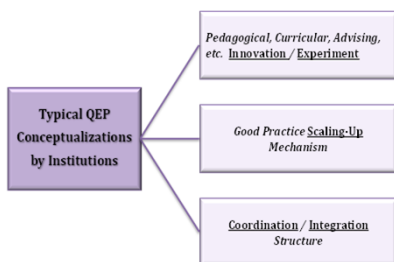
“Getting Started”- Helpful Hints

- Evaluate effectiveness of planning and assessment processes **NOW**...before the QEP topic identification process starts (**WHAT** are you are doing now re: IE? What data do you have?)
- Can you access the kinds of data and analysis that will inform the institutional decision making process? (**WHAT** kinds of data will you need?)
- Keep track of possible initiatives/topics as you go along (**WHAT** unexpected information or challenges did you encounter?)

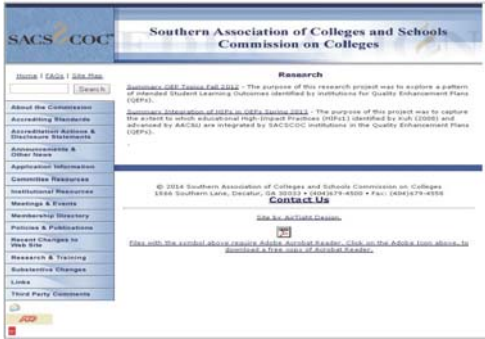
7.2(a) Topic Identification

- *“Ongoing, comprehensive planning and evaluation”*
- *“Identified,”* not “chosen” through a separate process
- Gap between expectation and reality
- Where can you “move the needle”?

Types of QEPs (Matveev)



<http://www.sacscoc.org/research.asp>



<http://www.sacscoc.org/QEPsummaries.asp>

Quality Enhancement Plans: Lists and Summaries Since 2004

The Quality Enhancement Plan (QEP) is a document developed by the institution that (1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.

From 2004 through 2006, SACSCOC did not require submission of an Executive Summary of the QEP. The following table provides links to Summaries of approved Quality Enhancement Plans (QEPs) under the Principles of Accreditation from 2007 to the present.

The table is divided into "tracks" as follows:

Track A: Institutions with Undergraduate Programs Only
Track B: Institutions with Graduate Programs

Track A	Track B
2007	2007
2008	2008
2009	2009
2010	2010
2011	2011
2012	2012
2013	2013
2014	2014
2015	2015
2016	2016
2017	2017
2018	2018

7.2(a). Helpful Hints: Topic Identification

- Examine your current data on student success/student learning
- Consider what others have done (caution: must be relevant to your institution and supported by YOUR data)
- What have you been yearning to explore about student success/learning?

7.2(b). Broad-based Support

- From planning to completion
- Appropriate constituencies



7.2b: Helpful Hints for ensuring broad-based support

- 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?

7.2(c) Focused on student learning and/or success

- Specific outcomes:
 - student learning
 - and/or student success
- Emphasis on "improving"
- "and/or"



7.2(c) Helpful Hints

- Distinguish between student learning/student success and institutional strategies
- Questions to ask yourselves:
 - “How can we **improve** student learning outcomes?”
 - “How can we **improve** student success outcomes?”
- What would “improvement” look like?

7.2(d) Resources

- Initiate
- Implement
- Sustain to completion
- Adequate and appropriate resources
 - Human?
 - Fiscal?
 - Physical?

7(d). Helpful Hints

- Most committees are concerned with the project’s “scope,” institutional capability, sustainability
- The QEP is “action” research; we hope you learn something about student learning that will not only enhance your educational quality but that you can also share with peers
- Pay careful attention to reallocated resources

7.2(e) Assessment Plan

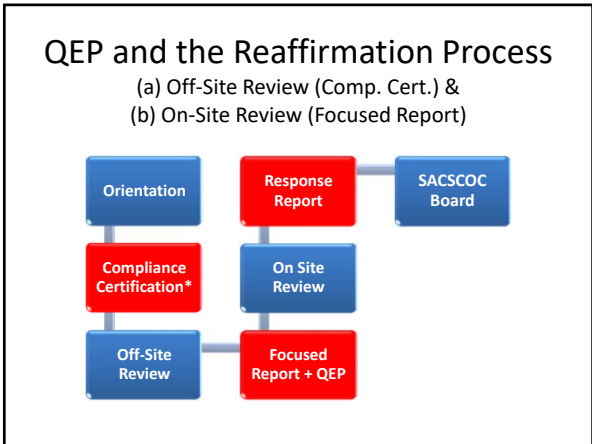


- Focus: SLOs or student success measures
- Clear goals/outcomes (reflect project scope)
- Measure student learning (prefer direct)
- Authentic measurements
- Baseline(s) and target(s)
- Sustainable system/process

7.2(e) Helpful Hints

- Student learning is the focus, ***not*** faculty/staff activity
- Synergy with existing assessments is a positive
- Gather meaningful data about the success of your project
- Is there a group empowered to analyze data and suggest mid-course improvements?
- Keep it as simple as you can
- Keep the Fifth-year Impact Report in mind

When to address the QEP?



QEP (7.2) and Off-Site Review

- Limit to a few paragraphs that address the key components w/in the Compliance Certification document (**OPTIONAL**)
- Feed back from Off-Site Committee goes back to institution
- Comments are removed from final On-Site Reaffirmation document
- No penalty for “not” submitting

QEP Lead Evaluator

- (<http://www.sacscoc.org/pdf/081705/Quality%20Enhancement%20Plan.pdf>)
- Check with SACSCOC VP; some of us have more precise deadlines
- Content expert; evaluation by entire On-Site Reaffirmation Committee
- Doesn't have to be from SACSCOC region; look to your literature review, etc., for ideas
- Aim high – might be surprised at who will agree to serve

On-Site Review and QEP

- Submit the QEP along with the Focused Report - 4-6 weeks before the On-Site Visit
- Plan to provide an overview of the QEP development, goals, assessment to the visiting team Day 1 (generally PM)
- Prepare for interviews by the Committee with faculty, students and staff (most of AM Day 2)
- Committee will deem compliant or non-compliant on each component
- If non-complaint - address in Response Report

Lead QEP Evaluator

- Make contact with nominee before submitting name to SACSCOC VP
 - Assess nominee's willingness and availability
 - Ensure no conflict of interest (we verify)
 - Ask nominee to reserve visit dates on calendar
 - Expenses plus \$100 miscellaneous expenses
- Submit at least top two choices; second choice likely a backup
- Vetting by the SACSCOC staff member before extending invitation to serve***

FAQs

- Can we "pilot" the program?
- Do we have to involve every constituency in the planning and implementation?
- Can our second QEP continue the emphasis of the first?
- May we use indirect measures to assess goals/outcomes?

Reviewer Comments

- Make sure your QEP topic fits your institution.
- Ask: What do our students need from us that they are not getting to the degree they that they should?
- Before any work is done on the QEP, including topic selection, make sure you identify strengths and weaknesses with student learning.

Reviewers Comments (cont.)

- Ask early "What difference will /should the QEP make?"
- Scope is probably the greatest challenge for the institution. Many overestimate what they can accomplish.
- Stay focused on something meaningful with wide impact but doable.
- Direct measures MUST be first on the list

QEP vs QEV

➤ **Quality Enhancement Plan (QEP)**

NOT

• **Quality Enhancement Vision (QEV)**

Began with a vision.....



NASA was successful in great part due to a
"quality plan" developed to support a
vision.