The Quality Enhancement Plan
Reaffirmation Class of 2022
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The New Moonshot: A Giant LEAP for Education

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”

Elements of the QEP

1. TOPIC: Comprehensive planning and evaluation
2. Support: Broad-based
3. Focus: Improving Student Success
4. Commit: Resources
5. Assess: Achievement of QEP

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 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)
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 stakeholders?

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 and the Reaffirmation Process

(a) Off-Site Review (Comp. Cert.) &
(b) On-Site Review (Focused Report)

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

- 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-compliant - 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 should?
➢ Before any work is done on the QEP, including topic selection, make sure you identify strengths and weaknesses with student learning.

Reviewer 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.

Question Time