





**Embracing the QEP as a
Campus-Wide Continuous
Improvement Activity**

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Central Carolina Community College


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Our Plan

- 01 Overview
- 02 Embracing Continuous Improvement
- 03 Making your QEP a Success
- 04 Planning for Silver Linings
- 05 Question & Answer Session





Overview



What do you want to get out of this session?

Participant Learning Outcomes

Attendees will be able to:

- Assess their QEP to determine if it will likely enjoy success as a continuous improvement initiative
- Embrace the QEP as an opportunity for institution-wide continuous improvement
- Make their QEP a success by effectively organizing, planning ongoing meetings, using data to inform change, and sharing the QEP with their campus community
- Plan for when things don't work out as intended



About Central Carolina Community College

- Three county service area in central North Carolina
- 25+ instructional sites
- Primarily rural population
- 6,000+ curriculum & 8,000+ continuing education students
- Decentralized advising model (159 faculty and staff advisors)



CCCC's QEP



THE THREE GOALS OF M.A.P.

- 1 Goals** Enable each student to select an appropriate academic program
- 2 Progress** Consistently enhance each student's pathway to goal completion
- 3 Success** Facilitate timely completion of each student's academic goals


ESSENTIAL M.A.P. ELEMENTS



Admissions, Advising, and A.C.A. courses are the three essential M.A.P. elements that support each student's pathway to academic and career success.

7.2 Quality Enhancement Plan

The institution has a **Quality Enhancement Plan** that (a) has a topic identified through its **ongoing, comprehensive planning and evaluation processes**; (b) has **broad-based support** of institutional constituencies; (c) focuses on **improving specific** student learning outcomes and/or **student success**; (d) **commits resources** to initiate, implement, and complete the QEP; and (e) includes a plan to **assess achievement**.▲



What one word do you think characterizes a mature QEP?





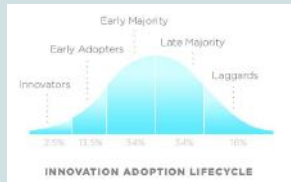

Checklist for a Mature QEP

Let's evaluate your QEP!



To Consider

Remember... the QEP is all about institutional change on a large scale.



Embracing Continuous Improvement



Creating a Positive Philosophy



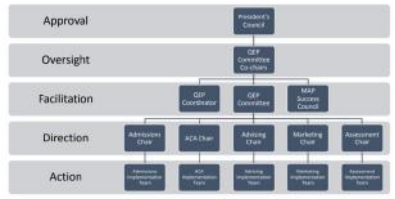
Empower Your People

- Choose the right people
- Consider:
 - Accountability
 - Responsibility
 - Charge



QEP Oversight

QEP Oversight
Oversight of the QEP has been organized to provide clear lines of reporting responsibility:






Making Your QEP Plan a Success

QEP Coordinator Role

- Meetings
- Team Support
- Assessment Support/Organization
- Marketing
- Project Management (Timeline, etc.)



Leadership Team: Plan Ongoing Meetings




Action Teams: Plan Ongoing Meetings

- 1-2 Meetings/Semester
- Chair for each Action Team
- Reviews timeline & responsibilities
- Develops/Implements projects
- Updates to QEP Coordinator



Marketing Committee

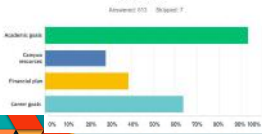


Using Data to Inform Change

9. Please indicate the areas you discussed with your advisee. Check all that apply.

<input type="checkbox"/> Academic goals	<input type="checkbox"/> Specific academic concerns
<input type="checkbox"/> Career counseling	<input type="checkbox"/> Career/future development
<input type="checkbox"/> Developing or refining a financial plan	<input type="checkbox"/> Credits/prerequisites
<input type="checkbox"/> General goals	<input type="checkbox"/> None
<input type="checkbox"/> Transfer options	
<input type="checkbox"/> Other (please specify)	

10. Please indicate the areas you discussed with your advisee. Check all that apply.



Using Data to Inform Change

5.B. Plan to Assess Achievement of Goals

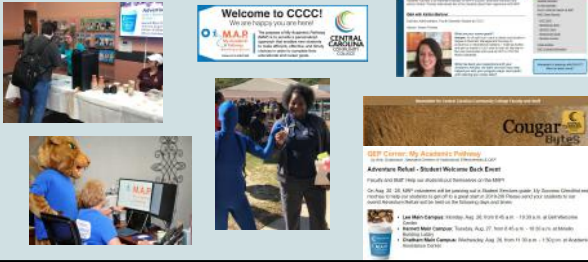
Table 14: Assessment Rationale, Targets, and Measurements

QEP content is defined as: Functions, first-time, sequential learning objectives which have been approved by the RES/EC and received needed project information prior to enrollment and program selection. Each entering cohort will be tracked for two years. Selected indicators (such as 100% graduation rate) will be tracked for three years.

Assessment Group	Measurement	Method	Baseline	Target	Implementation Date/Frequency	Owner
5.1.A. Percentage of students who complete a program of study and graduate with their first degree	Students in the QEP cohort	Longitudinal (IP) measurement of first-time enrollment in first year of degree program. Data will be collected at the beginning of the first semester of the first year of study.	100% (baseline)	100% (target)	2018-2020, annually	Assessment Management Team
5.1.B. Percentage of students who complete a program of study and graduate with their first degree	Students in the QEP cohort who completed a "high-achiever" or "high-achiever-plus" program	Longitudinal (IP) measurement of first-time enrollment in first year of degree program. Data will be collected at the beginning of the first semester of the first year of study.	100% (baseline)	100% (target)	2018-2020, annually	Assessment Management Team
5.1.C. Percentage of students who complete a program of study and graduate with their first degree	Students in the QEP cohort who completed a "high-achiever-plus" program	Longitudinal (IP) measurement of first-time enrollment in first year of degree program. Data will be collected at the beginning of the first semester of the first year of study.	100% (baseline)	100% (target)	2018-2020, annually	Assessment Management Team



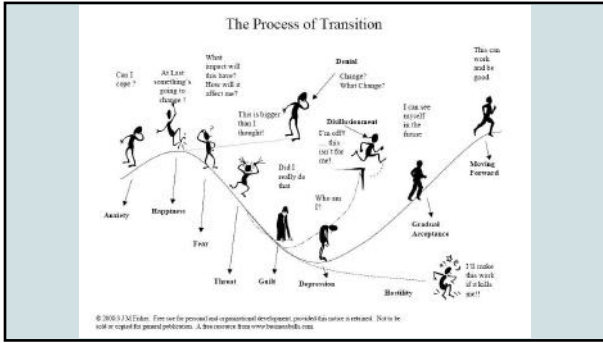
Share the QEP with your Campus



Planning for Silver Linings

Plan for Silver Linings

- Resource Reductions
- Personnel & Leadership Changes
- QEP Fatigue
- QEP Hiccups





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Thank You!

<https://www.cccc.edu/qep>
