

Southern Association of Colleges and Schools
Commission on Colleges



***SUBMITTING THE QEP
AND PREPARING FOR THE
VISIT***

Charles A. Taylor, Vice President, and
Larry L. Earvin, Chief of Staff

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Quality Enhancement Plan

**STANDARD 7.2
(QUALITY ENHANCEMENT PLAN)**

Quality Enhancement Plan

Rationale

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.

DEVELOPMENT & IMPLEMENTATION

By providing details on a specific component or subcomponent for the **comprehensive planning and evaluation process**, the institution can delve into more detail than would appear in Standard 7.1 (Institutional planning) **on a topic the institution itself has identified as a priority.**

DEVELOPMENT & IMPLEMENTATION

It is important to note that the topic of the QEP **may be something that is already underway**, or **it may represent a new initiative**; the focus of the QEP will depend heavily on where the institution is relative to its own comprehensive planning and evaluation process

AREAS OF EVALUATION

REVIEW THE

RESOURCE MANUAL
for The Principles of
Accreditation:
Foundations for Quality Enhancement

DEVELOPMENT & IMPLEMENTATION

- **Good excuse for discussions about student learning across the institution**
- **Is this the most important use of time, energy, and resources right now?**

AREAS OF EVALUATION

STANDARD 7.2
(QUALITY ENHANCEMENT PLAN)
There are
5
Basic Components

AREAS OF EVALUATION

The institution has a Quality Enhancement Plan that

(a) has a topic identified through its ongoing, comprehensive planning and evaluation processes;

USE RESEARCH



SOLICIT DIVERSE IDEAS



DECIDE ASPECT OF THE TOPIC IS RIGHT FOR "YOUR" INSTITUTION



AREAS OF EVALUATION

The institution has a Quality Enhancement Plan that

(b) has broad-based support of institutional constituencies;

INVOLVE YOUR CONSTITUENCIES



RESEARCH AND UNDERSTAND ALL SIDES OF THE TOPIC



AREAS OF EVALUATION

The institution has a Quality Enhancement Plan that

(c) focuses on improving specific student learning outcomes and/or student success;

AREAS OF EVALUATION

The institution has a Quality Enhancement Plan that

(d) commits resources to initiate, implement and complete the QEP; and

AREAS OF EVALUATION

The institution has a Quality Enhancement Plan that

(e) includes a plan to assess achievement.

AREAS OF EVALUATION

REVIEW THE

RESOURCE MANUAL
for The Principles of Accreditation:
Foundations for Quality Enhancement

DEVELOPMENT & IMPLEMENTATION

- **Look at your Institution's Planning & Assessment Process**
- **Review your institution's Strategic Plan**

DEVELOPMENT & IMPLEMENTATION

✦ **Sound Practices**

- Is it a Faculty-led Process?
- Senior Leadership-Led Process?
- or an Institution-Wide Process?

DEVELOPMENT & IMPLEMENTATION

➤ **Document the Process !**

- **Keep good Documentation/Minutes of Meetings, Decisions, Plans, etc.**
- **Start Early, and Use IE Data & Results**

DEVELOPMENT & IMPLEMENTATION

- ✦ Does it impact a significant student population
- ✦ Continue to engage various constituencies and stakeholders
- ✦ Designed to play a central role in educational life of institution over at least next five years
- ✦ Establish a timeline. Think through sequences; allow time for policy and procedure changes. Organize to implement

DEVELOPMENT & IMPLEMENTATION

- ✦ **Do:** Identify personnel required for each item on the timeline
- ✦ **Do:** Make sure important hiring actions are on the timeline
- ✦ **Do:** Plan for ‘picking up the slack’ when assigning tasks to existing employees
- ✦ **Do:** Account for personnel capabilities and limitations

DEVELOPMENT & IMPLEMENTATION

- ✦ **Don't:** Be unreasonable – too much work piled on existing employees will raise questions about the college’s capacity to carry out the plan.
- ✦ **Don't:** Leave faculty and front-line staff hanging. Make sure a clear “chain of command” is established for the QEP
- ✦ **Don't:** Forget to assign administrative responsibilities (e.g., reporting, budget)

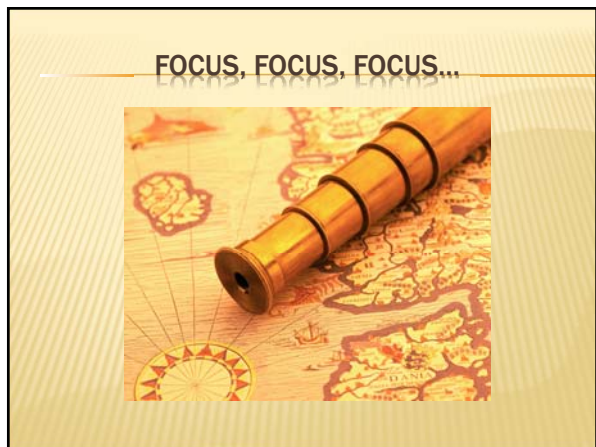
EDUCATE YOUR CONSTITUENCIES



HOW WILL YOUR INSTITUTION SUBMIT ITS QEP ...

A woman with blonde hair and glasses is looking thoughtfully to the side, holding a pencil to her chin. In the foreground, a yellow pencil lies on a white piece of paper with the letters 'Y' and 'N' circled.

FOCUS, FOCUS, FOCUS...

A golden telescope is positioned diagonally over an antique map. The map features a compass rose and various geographical details.

Review of the Quality Enhancement Plan

**Off-Site Reaffirmation
Committee Review**

NEW INFORMATION

Review of the Quality Enhancement Plan

The institution may choose to submit selected information about its QEP for review by the Off-Site Reaffirmation Committee.

Review of the Quality Enhancement Plan

This information allows the Off-Site Reaffirmation Committee to provide an opinion as to whether the intended QEP appears to offer a reasonable attempt to comply with sections (a) and (c) of Standard 7.2 regarding the relationship of the QEP topic to the institutional planning process and the focus of the QEP on improving student learning outcomes and/or student success.

Review of the Quality Enhancement Plan

The Off-Site Reaffirmation Committee may also choose to provide additional narrative feedback to the institution

QEP LEAD EVALUATOR



FOCUS, FOCUS, FOCUS...

QEP Lead Evaluator

NEW INFORMATION

FOCUS, FOCUS, FOCUS...

QEP Lead Evaluator

NEW INFORMATION

An institution participating in a review leading to reaffirmation of accreditation has the *option of nominating two candidates* - from which SACSCOC staff will choose one - for service in the Lead Evaluator's role on its On-Site Reaffirmation Committee.

FOCUS, FOCUS, FOCUS...

QEP Lead Evaluator
NEW INFORMATION

QEP Lead Evaluator Nominations should be submitted **3 Months or more** before Visit

FOCUS, FOCUS, FOCUS...

QEP Lead Evaluator
NEW INFORMATION

Should the institution **choose not to submit nominations,**

FOCUS, FOCUS, FOCUS...

QEP Lead Evaluator
NEW INFORMATION

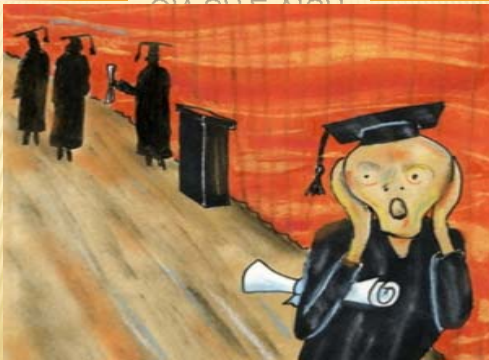
a QEP Lead Evaluator will be chosen by SACSCOC staff **based on the information submitted at the time of the Off-Site Reaffirmation Committee's review.**

QEP LEAD EVALUATOR

× IMPORTANT!! IMPORTANT!! IMPORTANT!!



ON-SITE VISIT



ON-SITE VISIT

Initial Institutional QEP presentation !!

Day One: - Usually, Immediately After Committee Meeting with Leadership Staff

ON-SITE VISIT

**Initial Institutional QEP
Presentation !!**

Don't Be Boring
Be Excited about Your QEP
Practice Presentation

ON-SITE VISIT

Multiple conversations

- ✦ QEP team
- ✦ Other Faculty & Staff
- ✦ Students
- ✦ Other constituencies important for committee to understand

Day Two: - Major Emphasis on QEP Review

ON-SITE VISIT

- **1. Topic Identification.** The institution has a topic identified through its ongoing, comprehensive planning and evaluation processes.
- **2. Broad-based Support.** The plan has the broad-based support of institutional constituencies.

ON-SITE VISIT

- × 3. **Focus of the Plan.** The institution identifies a significant issue that focuses on improving specific student learning outcomes and/or student success.
- 4. **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** The institution provides evidence that it has committed sufficient resources to initiate, implement, and complete the QEP.

ON-SITE VISIT

- 5. **Assessment of the Plan.** The institution has developed an appropriate plan to assess achievement.

KEEP EVERYONE INVOLVED



MANAGE THE PROCESS AND THE PEOPLE



QUESTIONS?



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