SUBMITTING THE QEP AND PREPARING FOR THE VISIT

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

Southern Association of Colleges and Schools Commission on Colleges

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

TOGETHER we can make massive breakthroughs!

TEAMWORK
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;

(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.

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
Sound Practices

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

Document the Process!

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

- 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**

HERE’S THE SCOOP ON THE QEP
HOW WILL YOUR INSTITUTION SUBMIT ITS QEP ...?

FOCUS, FOCUS, FOCUS...

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.
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

NEW INFORMATION

Should the institution choose not to submit nominations,

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.
IMPORTANT!! IMPORTANT!! IMPORTANT!!

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.
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.

5. **Assessment of the Plan.** The institution has developed an appropriate plan to assess achievement.
MANAGE THE PROCESS AND THE PEOPLE

QUESTIONS?

SUBMITTING THE QEP AND PREPARING FOR THE VISIT

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

Southern Association of Colleges and Schools
Commission on Colleges