

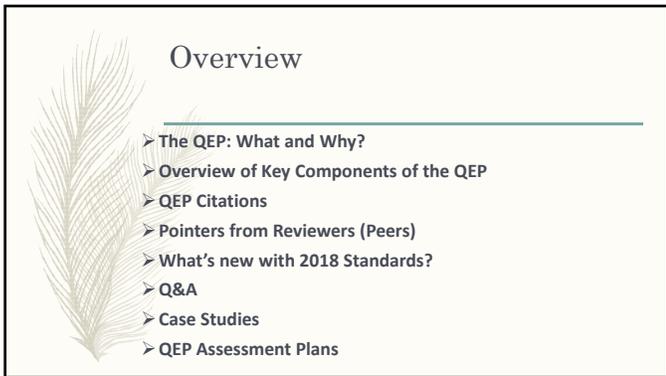


**DEVELOPING
the QEP
ASSESSMENT
PLAN**

2019 Institute on Quality
Enhancement and Accreditation

7.23.2019

Linda Thomas-Glover – VP SACSCOC
Denise Young – VP SACSCOC



Overview

- > The QEP: What and Why?
- > Overview of Key Components of the QEP
- > QEP Citations
- > Pointers from Reviewers (Peers)
- > What's new with 2018 Standards?
- > Q&A
- > Case Studies
- > QEP Assessment Plans



The QEP: What and Why?

Preamble to Section 7.2

- 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.

Key Components of the Quality Enhancement Plan (QEP)

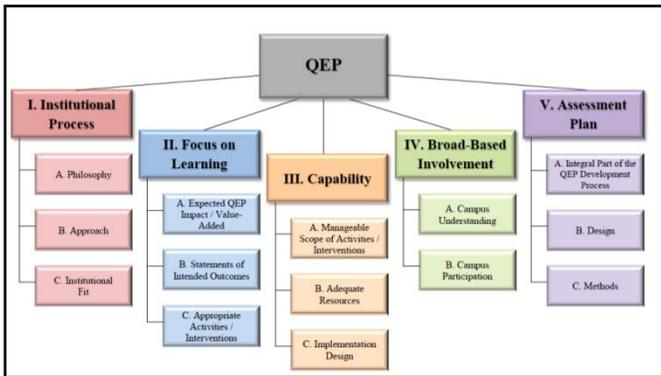
Standard 7.2 (*Quality Enhancement Plan*)

***The institution has a QEP 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.

New for QEPs in 2018 (Std. 7.2)

- No longer Core Requirement
- “.....focuses on improving specific student learning outcomes and/or student success”;(former language: focuses on learning outcomes and/or the environment...)
- “...may choose to submit selected information about its QEP for review by the Off-Site Reaffirmation Committee”

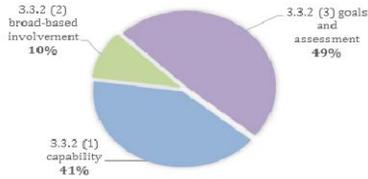


Components of the QEP Assessment Plan

- **Student Learning Outcomes and/or Student Success**
 - Clearly defined; measurable
- **Specific Assessments**
 - Appropriate for the stated expected outcomes
- **Analysis and use of Data**

On-Site Reaffirmation Committee Citations re: QEP

Distribution of On-Site Committee Recommendations
on CS 3.3.2 (2017 Reaffirmation Class)



Peer Evaluator Perspectives of QEP Assessment Plans

- A. INTEGRAL PART OF THE QEP DEVELOPMENT PROCESS
- B. DESIGN OF ASSESSMENT PLAN
- C. METHODS OF ASSESSMENT

A. INTEGRAL PART OF THE QEP DEVELOPMENT PROCESS (PROACTIVE ASSESSMENT PLANNING)

- "Assessment needs to be **developed at the same time as the QEP** plan and activities, not as something after the fact."
- "Think, **'how will we assess this outcome?'** from the beginning."
- "Keep assessment in the forefront of your mind ... constantly ask **'How are we going to measure that?'** as you roll through the process of determining a QEP. Many things sound good but are difficult/ impossible to measure or won't yield sufficient or substantive data. **Keep asking that question!!!**"



B. DESIGN OF ASSESSMENT PLAN

- (a) Comprehensive;
- (b) Deliberate & Selective
- (c) Manageable & Meaningful



B. Design of Assessment Plan: *i. Comprehensive*

- "Assessment needs to be addressed for the final outcomes, but **also for each implementations step along the way**, so that adjustments can be made as necessary.
- "Must use **more than** pre- and post-test assessment tools."
- "Be sure that your assessment plan includes both **formative and summative** components."



B. Design of Assessment Plan: *ii. Deliberate and Selective*

- "Do not try to do too much, but make sure the data you are collecting from the assessments is useful."
- "[Develop] goals that are narrow in focus so that the institution does not stretch itself too thin; some institutions say they are going to evaluate many things, often this is not possible as resources are not available to do so."
- "Answer these questions: Why is your assessment tool being used? Why is it most appropriate? What other tools did you consider?"

B. Design of Assessment Plan: *iii. Manageable and Meaningful*

- "Take the time to develop a **detailed** assessment plan and **timeline** for those assessments."
- Only assess what you can **manage** and you have **resources** to do something about."
- "Emphasis on **quality versus quantity** in terms of assessment."
- "...Assessment is to support the program planning and development, **not to be** the primary focus of the institution's activities."



C. Methods of Assessment

- Alignment
- Toolbox
- Benchmarks



C. Methods of Assessment: *i. Alignment*

- "Make sure the **assessment tools** suggested actually measure what you articulate as changes in student learning (*success*)."
- "Explain how the **assessment tool** will provide meaningful data".
- "Provide a matrix aligning **goals with assessments**."



C. Methods:
ii. Assessment Toolbox

- "Direct measures must be first on the list. Indirect measures are certainly appropriate for support and depth. (If the topic does not readily align with some reasonably direct assessment method then it is likely problematic)."
- "Use multiple measures that will demonstrate dimensional views of outcomes being assessed."
- "Make sure to provide adequate detail on the chosen assessment tools....."

C. Methods:
iii. Benchmarks

- "Must establish the baseline of where the institution and its students are at the **start** of the QEP, and then assess where they are at the **end**."
- "Establish some baseline measures from **existing** assessment data, or conduct assessment in order to establish such measures during the development of the QEP."
- "Conduct appropriate baseline data sampling **in advance** so that the targets you set for QEP learning goals appear clear and reasonable."

Questions & Answers



Case Studies



Contact Information

Dr. Linda Thomas-Glover, Vice President
(404) 679-4501 ext. 4558
lthomas-glover@sacscoc.org

Dr. Denise Y. Young, Vice President
(404) 679-4501 ext. 4524
dyoung@sacscoc.org
