

**QEP Impact Report:  
Planning, Organizing and Telling your Story**

2019 SACSCOC Summer Institute on  
Quality Enhancement and Accreditation  
July, 2019

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UNIVERSITY OF LOUISVILLE | **Our Goals Today**

- Unpacking expectations for the QEP Impact Report
- Planning for a successful QEP Impact Report
- Completing the QEP Impact Report



theory  practice

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UNIVERSITY OF LOUISVILLE | **My Assumptions**

- ✓ You recognize my QEP is a case study to inform your thinking ([Disclaimer](#))
- ✓ These insights and lessons learned are applicable across [contexts and campuses](#)
- ✓ You are engaged with planning, implementing or assessing your [QEP Impact Report](#)

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## Your Opportunities:

- Normalize the messy QEP process
- 5 minute “micro-shares” and “shout outs”
- Lots of practical tips
- Questions after the session & over email/phone call:  
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**Mission:** Kentucky’s premier, nationally recognized metropolitan research university

- **Established: 1798 in Louisville, KY**
- **Total Student Headcount: 22,471**
- **Faculty and Staff: 4,502**
- **Operating Budget : \$1.2 billion**
- **12 Schools and Colleges**



## QEPs at a glance

First QEP, 2007: Ideas to Action, or i2a

**i2a**

[louisville.edu/ideastoaction](http://louisville.edu/ideastoaction)

Second QEP, 2017: Find Your Fit



[louisville.edu/findyourfit](http://louisville.edu/findyourfit)

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## What's your journey like so far?

- Introduce yourself to others at your table: name/role/institution
- Describe in one word what your QEP journey has been like so far.
- Share a burning question you have about the QEP Impact Report so far.



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## Growing A QEP



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## Where is your institution in its journey toward the QEP Impact Report?

1. Early stages of planning/writing the QEP topic or proposal
2. Proposal complete—planning for site visit or just had site visit
3. In the thick of QEP implementation (years 1-3)
4. Prepping Impact Report or completed (years 4-5)
5. You are an Impact Report Survivor



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Why is it important to SACSCOC?  
and...to your institution?



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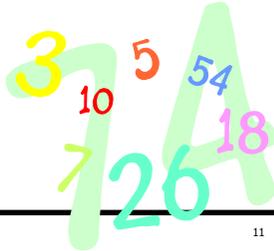
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According to SACSCOC, the Impact Report must contain certain numbers and metrics that are common across all institutions.



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“There are no numbers that SACSCOC expects”—you have to make the case for your institution regarding what is meaningful data and why. Data on its own “does not speak”—you must interpret and explain its significance in your institutional context.

*-Crystal Baird, SACSCOC Vice President, “The Fifth-Year Interim Report” session at 2011 Summer Institute*



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## Myth or Reality?

It's fine to add appendices to your 10-page QEP Impact Report if you need to get all the details and data in there.



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“Institutions submitting a QEP Impact Report were asked to provide a copy of the QEP Executive Summary submitted to the Commission following reaffirmation and a brief (**10 page or less**) addressing the following...”

["Process for the Review of the QEP Impact Report"](#)

<http://www.sacscoc.org/fifth%20year/Process%20review%20of%20QEP%20Impact%20Rpt.pdf>

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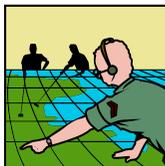
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## QEP Myth or Reality?

Once you get started on your QEP, you pretty much need to just stick to what you told SACSCOC you would do and by when.



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“You need to be checking in along the way during implementation and looking at the data—is this money we are spending on all this stuff working? It’s trial and error.”

--Steve Sheeley, SACSCOC Senior Vice President, QEP Session, Annual Meeting in December 2017



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### Myth or Reality?

SACSCOC wants to hear all about the “trauma and drama” and the nitty gritty of your QEP implementation journey in your Impact Report.



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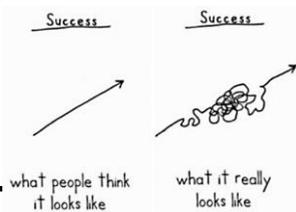
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“In your 5 year report, SACSCOC wants to know about your evolutionary change process, what made the difference in student learning and what did not.”

--Crystal Baird, SACSCOC Vice President, “The Fifth-Year Interim Report” session at 2011 Summer Institute



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## Myth or Reality?

Those who review your QEP Impact Report after submission are the same people who conducted the site visit when the QEP was proposed.



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## Options for the Fifth-Year Interim Report Committee:

- Accept with Comment
- or
- Refer to C&R (Compliance & Reports) for Review



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## Myth or Reality?

Your QEP Impact report really needs to include a lot of data presented in tables, no matter what.

Group	N	%			Comparisons		
		positive	neutral	negative	df	test	p
University group	170	43	33	20			
school group	170	42	32	17	0.45	z	.65
Overall	340	42	32	18			
University group	170	47	23	16			
school group	170	47	23	16	0.3	z	.59
Overall	340	47	23	16			
University group	170	48	22	16			
school group	170	48	22	16	3.3	z	.06
Overall	340	48	22	16			
University group	170	44	27	29			
school group	170	44	27	29	0.09	z	.76
Overall	340	44	27	29			
University group	170	47	25	16			
school group	170	47	25	16	0.11	z	.74
Overall	340	47	25	16			
University group	170	36	23	23			
school group	170	36	23	23	0.34	z	.56
Overall	340	36	23	23			

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“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 everybody else.”

-Steve Sheeley, SACS Annual Meeting session on the QEP, December 2018

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### “Process for the Review of the QEP Impact Report”

Source:

<http://www.sacscoc.org/fifth%20year/Process%20review%20of%20QEP%20Impact%20Rpt.pdf>

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“Data don’t speak on their own”

“Don’t whitewash your QEP reality because you think that is what SACS wants to hear”



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“What the institution is requested to address in its QEP Impact Report:

Institutions submitting a QEP Impact Report were asked to provide a copy of the QEP Executive Summary submitted to the Commission following reaffirmation and a brief (10 page or less) addressing the following:”

- 1. “a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan;
2. a discussion of changes made to the QEP and the reasons for making those changes;
3. a description of the QEP’s impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP. The description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP; and
4. a reflection on what the institute has learned as a result of the QEP experience”

Source: http://www.sacscoc.org/fifth%20year/Process%20review%20of%20QEP%20Impact%20Rpt.pdf

What did you plan to do?
What worked?
What didn’t work?
What happened that you didn’t expect?
What did you learn?



1. "A succinct list of the **initial goals and intended outcomes** of the Quality Enhancement Plan;"

- Look for alignment between your initial proposal and your QEP Impact Report
- Tie to institutional mission & give the "so what"
- Be careful not to simplify your QEP as a "SACSCOC hoop to jump through."
- Provide *succinct context for your reader*



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**Your Turn**

In 3 sentences:

- The goals of your QEP are:
- Why are these meaningful for students?
- Why are these meaningful for your institution?

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2. "A discussion of changes made to the QEP and the reasons for making those changes;"

- Why do they assume it will change?
- What kinds of changes are acceptable? How do you know?



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- Timeline
- Assessment plans
- Faculty development
- Critical thinking definition



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3. “A description of the QEP’s impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP. The description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP;”

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What does it mean “impact on student learning”—what could that look like?

- Reporting back on learning goals & outcomes
- Qualitative and quantitative
- Authentic assessment
- Direct and indirect
- Baseline(s) and target(s)
- Sustainable system/process



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Don't forget to include the "so what?" when you share impact data!




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**"Environment supporting student learning"??**

- Curricular expectations
- New resources/staff/programs/events
- Collaboration student support services & academic units
- Physical changes
- "Oxygen" we breathe and concepts/principles we use all the time




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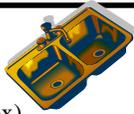
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**Assessment is not a 4-letter word!**

- Set priorities—not everything and the kitchen sink
- Look for biggest ROI (and not complex)
- Don't collect more than you can handle (or info you won't use!)
- May need professional development for faculty and/or staff to pilot assessment tools and make it meaningful




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What is an unintended outcome or result of your QEP, process or product?



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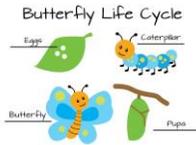
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“Unintended results of the process can be as transformative as the project itself.”

–Bob Boehmer, Associate Provost, Univ of Georgia, “QEP Directors’ Perspectives” panel at the 2011 Summer Institute



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- What are you finding out about your campus and the project that you didn't expect? Share a good/bad/or ugly example.



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4. A reflection on what the institute has learned as a result of the QEP experience

- Be honest, be reflective, be practical about next steps
- Pick and choose your lessons learned
- Explain why they are important



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A word about the preparation:  
<http://www.sacscoc.org/FifthYear.asp>

“The report should not exceed ten pages, excluding the Executive Summary but including the narrative, all appendices, and/or any other supporting documentation (whether in printed or electronic format).”

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**Some Final Tips!**

- Do a longer draft version first then whittle down
- Leave MORE time than you think you need to put report together (18 months for us)
- Regularly check SACSCOCs’ expectations and with questions
- Construct your report as a journey---beginning, middle and end
- Check the Annual Meeting Resource Room for sample reports

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- Houston Community College
- Morris College
- Northern Virginia Community College
- Mississippi College
- Old Dominion University
- University of North Carolina-Asheville
- Texas A&M University

<http://tamut.edu/about/administration/QEP%20Report%20Final.pdf>

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- First, celebrate!
- “My QEP budget ran out: now what?”
- QEP: new SACSCOC guidelines released in 2018

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What have you learned today about the theory and practice of the QEP Impact Report?

Let’s generate together: 10 things you are taking away from this session about expectations, planning and completing the QEP Impact report!



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