


SACS COC™
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

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CS 120- QEP
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It's about student learning and success



2018 vs. 2012 Editions

- Just one standard (7.2); no Core Requirement
- Reaffirmation Committee will not judge acceptability
- “Student success” replaced “environment of student learning”; emphasis on “specific student learning outcomes”
- Clearer connection to planning processes
- “Resources,” not just “capability”

What Did **Not** Change?

- QEP requirement(s)
- Lead evaluator
- Emphasis on enhancement (improvement)
- Budget
- Assessment
- Still no “approval”

What will be “enhanced?”

- A **gap in student learning** performance that needs to be closed?
- A **successful program** with potential to be even stronger?
- An **innovative idea** to enhance the student learning environment?

How will you know?

- Look to assessment data; robust planning/evaluation processes
- Pay careful attention to trends
- Make a clear decision about what will be enhanced/improved
- Deal with the “and/or”



Standard 7.2 (QEP)

- **Topic** identified through ongoing, comprehensive planning and evaluation processes
- **Broad-based** support of institutional constituencies
- Focuses on improving specific student learning outcomes and/or student success
- **Commits** resources to initiate, implement, and complete
- Includes a plan to assess achievement

It can't wait

- Clear picture of student learning/success on your campus
- Not just indirect measures
- Analysis is as important as data



IE/Assessment is the Foundation



Before you “write”

- Clear statement of “thesis”
- Define “success”; how will you improve?
- Keep asking what will be enhanced



Identifying a Topic

- Planning, evaluation, data analysis comes first
- Topic selection is not a separate process resulting in a topic going in search of supporting data
- Shouldn't be a “beauty contest” or excuse to fund pet project
- Where can you “move the needle” in terms of student learning and/or student success
- Don't have to incorporate every good idea into QEP...or wait until QEP to do what needs doing

Assessment

- Clear statement of “thesis”
- Goals/outcomes align with thesis/purpose of plan
- Baselines and targets
- Authentic, appropriate assessments
 - Artifacts
 - Instruments
- Planning and evaluation is ongoing (CR 7.1)
- Sustainable structure
- Formative and summative

Capability and Resources

- “Scope” matters
- Clear and appropriate plan
- Goals, outcomes, assessments that are appropriate, authentic, sustainable
- Human and financial resources
- Integration with other assessment processes

Is it working?



Structured for Success

- QEP is research project
- Strategies may not work or need adjustment
- Formative data and analysis along the way
- Impact Report
- Subsequent QEPs
- Sustainable within capability

Warning Signs



- Assessing how well strategies are implemented, rather than improvement in student behavior
- Topic too broad
- Ongoing issues with assessment/IE
- Too many goals/complex structure

Questions?


