



CS-33
Reaffirmation Class of 2021
Sunday, December 9, 2018

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SENIOR VICE PRESIDENT

The Quality Enhancement Plan

Understanding and Planning
For the QEP

CS-33

“...An opportunity to
catch an institution
doing something
good....”

Tom Benberg
(former SACSCOC Chief of Staff)

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”

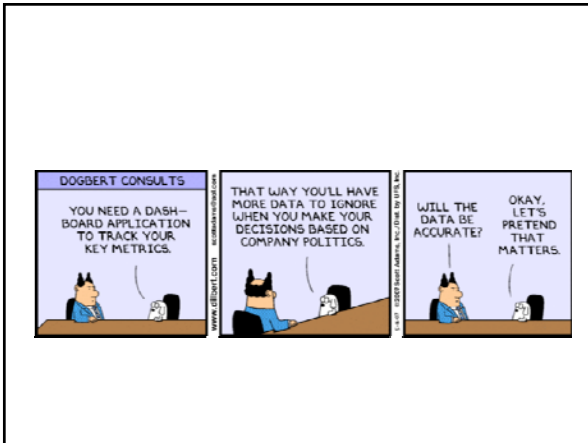
...QEP Foundation and Context: Planning and Assessment



- Data-rich environment
- Culture of data and analysis
 - “Good” data
 - Analysis is key
- Institutional habit of making decisions based on evidence

Helpful Hints

- Evaluate effectiveness of planning and assessment processes now...before the QEP topic identification process starts
- Can you access the kinds of data and analysis that will inform the institutional decision process?
- Keep track of possible initiatives/topics as you go



Identify a Topic

- "Ongoing, comprehensive planning and evaluation"
- "Identified," not chosen through a separate process
- Gap between expectation and reality

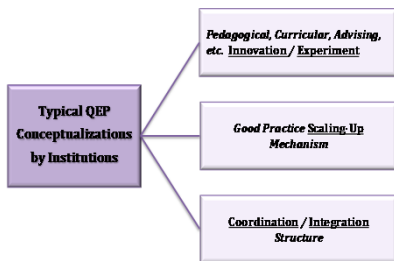


Ongoing Planning and Analysis



- Appropriate data and analysis consistently available
- Decision-making plan/process
 - Includes appropriate constituencies
 - Clear and transparent for stakeholders
 - Based on evidence

Types of QEPs (Matveev)



<http://www.sacscoc.org/research.asp>



Broad-based Support

- From planning to completion
- Appropriate constituencies



Helpful Hints

- Support and/or participation?
- What level of knowledge and engagement is appropriate for various stake-holders?

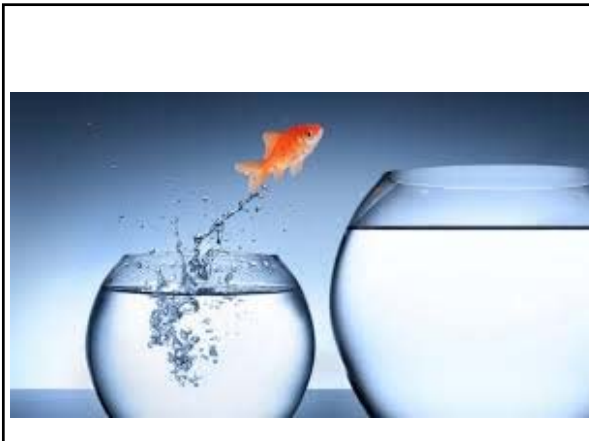
Focused on student learning/success

- Specific outcomes: student learning and/or student success
- Emphasis on “improving”
- “and/or”



Helpful Hints

- Distinguish between student learning/student success and institutional strategies
- Ask: “How can we improve student learning outcomes?” “How can we improve student success outcomes?”
- What would “improvement” look like?



Committed Resources

- Initiate
- Implement
- Sustain to completion
- Adequate and appropriate resources
 - Human?
 - Fiscal?
 - Physical?



“If you can dream it, you can do it. Always remember that this whole thing was started with a dream and a mouse.”

Walt Disney

Helpful Hints

- Most committees are concerned with the project's "scope," institutional capability, sustainability
- 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
- Pay careful attention to reallocated resources

Goals and assessment plan



- Foundation in IE system
- Clear goals/outcomes (reflect project scope)
- Measure student learning (prefer direct)
- Authentic measurements
- Baseline(s) and target(s)
- Sustainable system/process

Helpful Hints

- Student learning is the focus, not faculty/staff activity (strategies)
- Keep it as simple as you can
- Synergy with existing assessments is a positive
- Gather meaningful data about the success of your project
- Is there a group empowered to analyze data and suggest mid-course improvements?
- Keep the Fifth-year Impact Report in mind

QEP Lead Evaluator

- (<http://www.sacscoc.org/pdf/081705/Quality%20Enhancement%20Plan.pdf>)
- Check with SACSCOC VP; some of us have more precise deadlines
- Content expert; evaluation by entire On-Site Reaffirmation Committee
- Doesn't have to be from SACSCOC region; look to your literature review, etc., for ideas
- Aim high – might be surprised at who will agree to serve

Lead Evaluator

- Make contact with nominee before submitting name to SACSCOC
 - Assess nominee's willingness and availability
 - Ensure no conflict of interest
 - Ask nominee to reserve visit dates on calendar
 - Expenses plus \$100 miscellaneous expenses
- Submit at least top two choices; second choice likely a backup
- Vetting by the SACSCOC staff member before extending invitation to serve

FAQ

- Can we "pilot" the program?
- Do we have to involve every constituency in the planning and implementation?
- Can our second QEP continue the emphasis of the first?
- May we use indirect measures to assess goals/outcomes?