

CHART YOUR OWN COURSE

Successfully Navigate the QEP On-Site Visit

Renea Akin, Ed.D.
Associate VP of Institutional Planning, Research and Effectiveness
Renea.Akin@kctcs.edu



About West Kentucky Community and Technical College



Outcomes

- Familiarize participants with the SACSCOC On-Site Reaffirmation Committee's responsibilities pertaining to the QEP.
- Help participants formulate strategies to identify a QEP Lead Evaluator whose strengths align with the institution and the QEP.
- Develop a schedule for the on-site visit that maximizes opportunities for the institution to make the case for compliance.



2012 QEP Standards

- 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.
- 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.



Standard 7.2 Quality Enhancement Plan

The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation process; (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.

2017



Comparison of "Old" vs "New"

- | | |
|---|--|
| <ul style="list-style-type: none"> • 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. • 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. | <ul style="list-style-type: none"> • 7.2: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation process; (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. |
|---|--|



Comparison of "Old" vs "New"

- 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.
- 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.
- 7.2: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation process; (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.



Comparison of "Old" vs "New"

- 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.
- 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.
- 7.2: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation process; (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.



Comparison of "Old" vs "New"

- 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.
- 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.
- 7.2: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation process; (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.



Comparison of "Old" vs "New"

- 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.
- 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.
- 7.2: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation process; (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.



Comparison of "Old" vs "New"

- 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.
- 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.
- 7.2: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation process; (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.



Comparison of "Old" vs "New"

- 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.
- 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.
- 7.2: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation process; (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.



Standard 7.2 Quality Enhancement Plan

The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation process; (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.

2017



On-Site Reaffirmation Committee QEP Responsibilities



SACSCOC Policy Statement: The Quality Enhancement Plan (June 2018)

Replaces SACSCOC Policy "QEP Lead Evaluator"



Review of the QEP

- The review of the QEP is the responsibility of all members of the On-Site Reaffirmation Committee.
- Any recommendations the Committee might propagate will result from consensus decisions of the Committee as a whole.
- The QEP Lead Evaluator’s role on the Committee is one of leadership and coordination under the supervision of the Chair.



On-Site Reaffirmation Committee Assessment of the QEP

- Brief description of the QEP
- Analysis of the QEP
 - **Topic Identification:** The institution has a topic identified through its ongoing, comprehensive planning and evaluation processes.
 - **Broad-based Support:** The plan has the broad-based support of institutional constituencies.
 - **Focus of the Plan:** The institution identifies a significant issue that focuses on improving specific student learning outcomes and/or student success.
 - **Institutional Capability for the Initiation, Implementation, and Completion of the Plan:** The institution provides evidence that it has committed sufficient resources to initiate, implement, sustain, and complete the QEP.
 - **Assessment of the Plan:** The institution has developed an appropriate plan to assess achievement.
- Analysis and Comments for Strengthening the QEP



7.2 vs the Committee Report

- 7.2: The institution has a QEP that (a) has a **topic identified** through its ongoing, comprehensive planning and evaluation process; (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**.
- **Topic Identification:** The institution has a topic identified through its ongoing, comprehensive planning and evaluation processes.
- **Broad-based Support:** The plan has the broad-based support of institutional constituencies.
- **Focus of the Plan:** The institution identifies a significant issue that focuses on improving specific student learning outcomes and/or student success.
- **Institutional Capability for the Initiation, Implementation, and Completion of the Plan:** The institution provides evidence that it has committed sufficient resources to initiate, implement, sustain, and complete the QEP.
- **Assessment of the Plan:** The institution has developed an appropriate plan to assess achievement.



Analysis and Comments for Strengthening the QEP

- “The On-Site Reaffirmation Committee will also offer consultative advice to the institution, highlighting strengths of the plan/project and identifying possible challenges to the successful implementation and completion of the QEP....”
- “The Committee’s consultative comments...are intended to add value to the institution;
- The institution may choose the best way to make use of such comments.”



QEP Lead Evaluator: Definition

- Peer reviewer whose primary responsibility lies in review of the QEP



QEP Lead Evaluator



QEP Lead Evaluator: Qualifications

- Possess expertise in the general QEP content area
- May be from outside the SACSCOC region
- May be employed by an entity other than a college or university



QEP Lead Evaluator: Conflict of Interest

- The institution should be particularly sensitive to avoid even the potential appearance of impropriety that could result from personal or professional relationships between the nominee and institutional personnel, either past or present.



QEP Lead Evaluator: Nomination and Selection

- Institution may nominate **two** candidates— Commission staff will select one
- OR
- SACSCOC staff will chose based on information submitted at the time of the Off-Site review



Nomination Process

- Names due to SACSCOC staff by April 1 (Track A) or October 1 (Track B).
- Institution is responsible for confirming that the first nominee is able and willing to serve on the On-Site Reaffirmation Committee before submitting the nomination.
- Should the first nominee be unacceptable or decline the invitation, SACSCOC staff will notify the institution...to allow the institution to make an initial contact...in advance of the invitation.



Required Information for Lead Evaluator

- Name and contact information
- Title
- Institution or organization
- Experience and special expertise
- Rationale for selection and explanation of how the nominee's expertise pertains to the QEP and its evaluation



On-Site Reaffirmation Committee Assessment of the QEP

- Brief description of the QEP
- Analysis of the QEP
 - **Topic Identification:** The institution has a topic identified through its ongoing, comprehensive planning and evaluation processes.
 - **Broad-based Support:** The plan has the broad-based support of institutional constituencies.
 - **Focus of the Plan:** The institution identifies a significant issue that focuses on improving specific student learning outcomes and/or student success.
 - **Institutional Capability for the Initiation, Implementation, and Completion of the Plan:** The institution provides evidence that it has committed sufficient resources to initiate, implement, sustain, and complete the QEP.
 - **Assessment of the Plan:** The institution has developed an appropriate plan to assess achievement.
- Analysis and Comments for Strengthening the QEP



QEP Lead Evaluator Sources



On-Site Visit



WKCTC On-Site Visit

11 hours, 15 minutes



On-Site Visit Preparation

- Marketing
- Scheduling
- Prepping
- Timeline



What to Expect on Day 1

- Areas of non-compliance
- DOE required standards
- Off-campus sites



What to Expect on Day 2

- Institutional presentation



What to Expect on Day 2

- Interviews
 - President/Topic Selection Team/Steering Committee
 - QEP Research and Development Teams
 - Faculty and staff involved in the implementation of the QEP
 - Students
 - Scheduled wrap-up



What to Expect on Day 3



After the Visit

- The institution may not call upon On-Site Reaffirmation Committee members, including the lead evaluator for the QEP, for advice or consultation in relation to any follow-up responses or reports submitted by the institution until final positive action has been taken on reaffirmation of accreditation.



Questions?

Renea Akin, Ed.D.

Associate VP of Institutional Planning, Research and Effectiveness

Renea.Akin@kctcs.edu


