

Southern Association of Colleges and Schools
Commission on Colleges



***SUBMITTING THE QEP
AND PREPARING FOR THE
VISIT***

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Southern Association of Colleges and Schools
Commission on Colleges

AREAS OF EVALUATION

Principles of Accreditation
Standard 7.2
(Quality Enhancement Plan)

Old: Core Requirement 2.12 &
Comprehensive Standard 3.3.2

AREAS OF EVALUATION
Principles of Accreditation
Standard 7.2
(Quality Enhancement Plan)

There are
5
Basic Components

AREAS OF EVALUATION
The institution has a Quality Enhancement
Plan that

(a) has a topic identified through
its ongoing, comprehensive
planning and evaluation
processes;



AREAS OF EVALUATION

The institution has a Quality Enhancement Plan that

(b) has broad-based support of institutional constituencies;

INVOLVE YOUR CONSTITUENCIES



AREAS OF EVALUATION

The institution has a Quality Enhancement Plan that

(c) focuses on improving specific student learning outcomes and/or student success;

AREAS OF EVALUATION

The institution has a Quality Enhancement Plan that

(d) commits resources to initiate, implement and complete the QEP; and

AREAS OF EVALUATION

The institution has a Quality Enhancement Plan that

(e) includes a plan to assess achievement.

DEVELOPMENT & IMPLEMENTATION

- **Look at your Institution's Planning Process**
- **Review your institution's Strategic Plan**

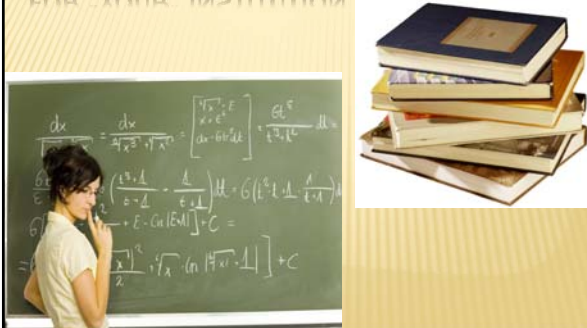
DEVELOPMENT & IMPLEMENTATION

“By providing detail on a specific component or subcomponent for the comprehensive planning and evaluation process, the institution can delve into more detail than would appear in Standard 7.1 (Institutional planning) on a topic the institution itself has identified as a priority.”

DEVELOPMENT & IMPLEMENTATION

- **Good excuse for discussions about student learning across the institution**
- **Is this the most important use of time, energy, and resources right now?**

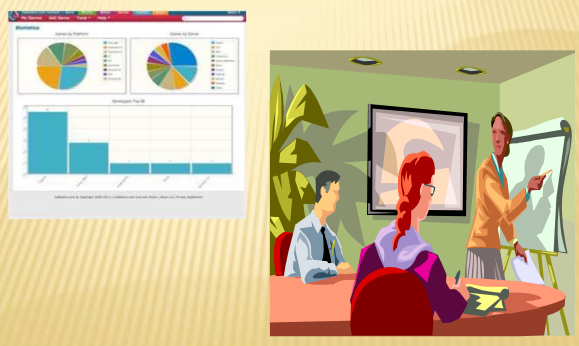
DECIDE ASPECT OF THE TOPIC IS RIGHT FOR “YOUR” INSTITUTION



DEVELOPMENT & IMPLEMENTATION

- Impact a significant student population
- Continue to engage various constituencies and stakeholders
- Designed to play a central role in educational life of institution over at least next five years
- Establish a timeline. Think through sequences; allow time for policy and procedure changes.
- Organize to implement

USE RESEARCH



RESEARCH AND UNDERSTAND ALL SIDES OF THE TOPIC



DEVELOPMENT & IMPLEMENTATION

- **Document the Process !**
- **Keep good Documentation/Minutes of Meetings, Decisions, Plans, etc.**
- **Start Early, and Use IE Data & Results**

DEVELOPMENT & IMPLEMENTATION

- **Do:** Identify personnel required for each item on the timeline
- **Do:** Make sure important hiring actions are on the timeline
- **Do:** Plan for ‘picking up the slack’ when assigning tasks to existing employees
- **Do:** Account for personnel capabilities and limitations

DEVELOPMENT & IMPLEMENTATION

- **Don't:** Be unreasonable – too much work piled on existing employees will raise questions about the college’s capacity to carry out the plan.
- **Don't:** Leave faculty and front-line staff hanging. Make sure a clear “chain of command” is established for the QEP
- **Don't:** Forget to assign administrative responsibilities (e.g., budget)

EDUCATE YOUR CONSTITUENCIES





- 1. Philosophy and Intent
- 2. Institutional Fit
- 3. Focus on Improving ...
- 4. Broad-Based Support
- 5. Institution Planning
- 6. Viability and Sustainability
- 7. Assessment Plan

HOW WILL YOUR INSTITUTION SUBMIT ITS QEP ...



FOCUS, FOCUS, FOCUS...



QEP LEAD EVALUATOR



QEP LEAD EVALUATOR

× IMPORTANT!! IMPORTANT!! IMPORTANT!!



FOCUS, FOCUS, FOCUS...

Institutions should submit the names and pertinent information for at least **two** persons to their Commission staff representative. When an institution submits nominations for the evaluator, it provides the following information to the Commission staff for each nominee at least **three months** before the on-site reaffirmation visit:

FOCUS, FOCUS, FOCUS...

- ❖ (1) Name and contact information
- ❖ (2) Title
- ❖ (3) Institution or organization
- ❖ (4) Experience and special expertise and/or resume
- ❖ (5) Rationale for selection and explanation of how the nominee's expertise pertains to the QEP and its evaluation

FOCUS, FOCUS, FOCUS...

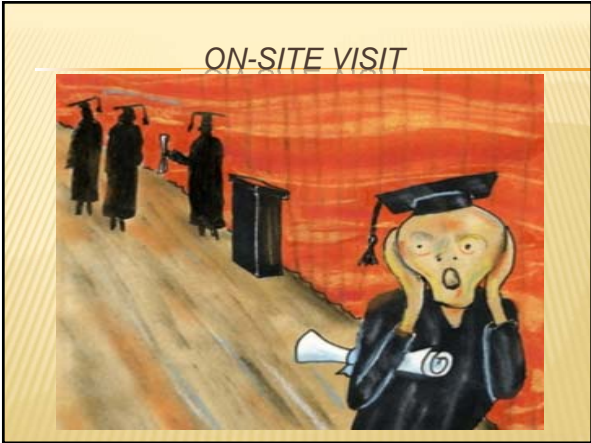
SACSCOC Policy

***THE QEP LEAD EVALUATOR:
SELECTION AND ROLE***

On SACSCOC Web Site

FOCUS, FOCUS, FOCUS...

**Focused Report and QEP
Mailed @ 6 weeks
before
On-Site Reaffirmation
Committee Visit**



ON-SITE VISIT

- Initial institutional presentation
- Multiple conversations
- QEP team
- Faculty
- Students
- Other constituencies important for committee to understand

**Day Two: - Major Emphasis on QEP Review
(all day sessions)**

ON-SITE VISIT

➤ Initial institutional QEP presentation !!

ON-SITE VISIT

➤ 1. **Institutional Process:** has a topic identified through its ongoing, comprehensive planning and evaluation processes;

➤ 2. **Constituencies:** has broad-based support of institutional constituencies;

ON-SITE VISIT

➤ 3. **Focus:** focuses on improving specific student learning outcomes and/or student success;

➤ 4. **Resources:** commits resources to initiate, implement and complete the QEP;

ON-SITE VISIT

- 5. **Assessment:** includes a plan to assess achievement.

KEEP EVERYONE INVOLVED



MANAGE THE PROCESS AND THE PEOPLE





