SUBMITTING THE QEP AND PREPARING FOR THE VISIT

Charles A. Taylor, Vice President, and Larry L. Earvin, Chief of Staff

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;

SOLICIT DIVERSE IDEAS

A COMMON PURPOSE
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

(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

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**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

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**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

HERE’S THE SCOOP ON THE QEP

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...
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:

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

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.

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KEEP EVERYONE INVOLVED

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MANAGE THE PROCESS AND THE PEOPLE

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QUESTIONS?

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HAVE A GREAT DAY!