So You’ve Selected Your QEP Topic!!
Now What?

Institute on Quality Enhancement and Accreditation
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Standard 7.2
The institution has a Quality Enhancement Plan that
a) has a topic identified through its ongoing,
comprehensive planning and evaluation processes;
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.

What is a QEP?
• Integral component of the reaffirmation of
  accreditation process
• Derived from an institution’s ongoing
  comprehensive planning and evaluation processes
• Reflects and affirms a commitment to enhance
  overall institutional quality and effectiveness by
  focusing on an issue the institution considers
  important to improving student learning outcomes
  and/or student success
What is a QEP?

• Course of action specific to an institution and its mission and intended to be part of self-identified needs
• Opportunity to be creative in an area related to compliance with the Principles
• Stand-alone document, not a narrative within the Compliance Certification

Broad-based support of institutional constituencies

Broad-Based Support

• Can be established by demonstrating that the comprehensive planning and evaluation process itself has this element

• If selecting a specific item from strategic plan, decision on the one to pick should have broad support of appropriate constituencies
Broad-Based Support

• Regardless of origin, the chosen QEP topic should have this characteristic

• Broad involvement should also be carried over into the implementation strategies as the QEP continues forward

Broad-Based Support – Your Turn

Who are the constituencies at your institution that need to be involved in

• QEP Topic Selection
• QEP Implementation

Focuses on improving specific student learning outcomes and/or student success
Student Learning

Defined broadly in the context of the QEP as enhancing student
• Knowledge
• Skills
• Behaviors
• Values

Student Success

Defined broadly in the context of the QEP as improvements in key student outcomes such as
• Student retention
• Completion
• Time-to-degree
• Placement in field
• Performance in “gatekeeper” courses
• Levels of student debt

Focus

While the potential topics cover a very broad range of topics, the chosen QEP should be specific as to
• Its goals
• Importance of goals to the institutional mission
QEP Focus – Your Turn

What potential QEP topics have your institutions identified?

How can you make a case that they focus on improving
  • Student learning outcomes
    and/or
  • Student success

Commits resources to initiate, implement and complete the QEP

Resources
  • Interpreted more broadly than direct monetary expenditures
  • No obligation for a specific monetary commitment for the QEP
  • Identify the realistic resources, including personnel, needed for successful initiation, implementation and completion
Resources

• Explain how the institution will marshal these resources
• QEP is a demonstration of continuous improvement → need clarity as to future plans related to the chosen topic
• Timeline/Action Plan

Resources

• In most cases, QEP efforts are not formally “completed.”
• Successful QEP ingrained into institution’s activities and culture.
• Concept of “completion” refers to what will be reported to SACSCOC in fifth-year QEP impact report

Resources – Your Turn

What types of resources have your institutions identified as needed to initiate, implement, and complete the QEP?
Includes a plan to assess achievement

Assessment

- Process outcomes for past and present initiation of phases of the QEP are helpful but not required
- Focus on assessment of specific student learning and/or student success measures
- Expectation of meaningful data about achievements in fifth-year QEP impact report

Assessment – Your Turn

What types of assessments have your institutions identified (or might be appropriate) for your QEP?
Other QEP Information

QEP Lead Evaluator

• Selection and Role
• Content expert nominated by institution to serve on On-Site Committee
• Submit two names with pertinent information to your SACSCOC Vice President by April 1 (Track A) or October 1 (Track B) before On-Site Visit

Other QEP Information

• May want to study QEPs from other institutions, but should reflect needs of your institution and be specific to your comprehensive planning process
• http://sacscoc.org/QEPSummaries.asp
• QEP document due at same time as Focused Report – 6 weeks before visit
### QEP Timeline - Example

**Begin approx 18 months before visit**

**Stage 1: Explore Data & Dialogue**
- Months 1 - 8
- Explore institutional data & have broad-based discussion/input from diverse groups

**Stage 2: Narrow Focus**
- Months 9 - 10
- Explore 2-3 topics, review literature & best practices, develop white papers, decide on single focus as best fit for institution

**Stage 3: Design**
- Months 10 - 16
- Team of experts to expand review of best practices, map out major tasks & strategies, assign roles, identify resources, and design assessment

**Stage 4: Finalize**
- Months 16 - 18
- Finalize QEP document; prepare for visit; build energy among faculty, staff, and students; begin pilots

**Stage 5: Implementation, Assessment and Reporting**

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**Summary: Questions to Consider**
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<td>• How does the QEP support the mission of the institution?</td>
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<td>• What was the research-based process that led to this issue being within the institution’s comprehensive planning and evaluation processes?</td>
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<td>• Who are the affected constituencies and how have they been involved in the development of the QEP?</td>
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<td>• Has the institution identified and provided a clear and concise description of a significant topic directly related to student learning and/or student success?</td>
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<td>• What are the specific goals of the QEP for the institution and for its students?</td>
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<tr>
<td>• What resources (personnel, financial, physical, academic, etc.) are necessary for the successful implementation of the QEP? Look both backward and forward, depending on where the institution is in its implementation.</td>
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Summary: Questions to Consider

• How will the institution ensure adequate resources and sufficient expertise and experience to guide the implementation and continuation or completion of the project?

Summary: Questions to Consider

• What assessment instruments or data is being/will be used to measure achievement of the QEP’s goals?

• How is/will the progress of the QEP be monitored (timelines, administration and oversight of its implementation by qualified individuals, etc.)?

Your Questions?