Behind the Magic: Planning and Presenting a Successful Quality Enhancement Plan

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Quality “Enchantment” Plan?
Or just “Special Effects?”

"Pay no attention...."
What constitutes “Success?”

- Is it **important**?
- Can it be **implemented** and **sustained**?
- Will it make an **impact**?
What will be “enhanced?”

- A gap in student learning performance that needs to be closed?
- A successful program with potential to be even stronger?
- An innovative idea to enhance the student learning environment?
Preparing for success (CR 2.12)

- Institutional process
  - Identify key issues
  - Emerging from institutional assessment

- Focus
  - Learning outcomes
  - And/or
    - Environment supporting student learning and accomplishing the mission of the institution
Preparation strategies

- Look to institutional assessment process
- Engage appropriate constituencies
- Pay careful attention to trends
- Make a clear decision about what will be enhanced
- Deal with the “and/or”
- Work with staff member toward QEP Lead Evaluator
Preparing for implementation (CS 3.3.2)

- Institutional capability to initiate, implement, and complete planned project
- Broad–based involvement of institutional constituencies in development and proposed implementation
- Goals and a plan to assess their achievement
Implementation strategies

- Clear statement of “thesis”
- Define “success”
- Keep asking what will be enhanced
Capability

- Not just money/budget
- Organizational structure
- Human and physical resources
- Fiscal resources
- Scope of the project…not entire strategic plan
Broad-based Involvement

- Appropriate constituencies based on project
- Involve students, faculty, and staff
- Keep good records
Goals and Assessment

- Clear statement of “thesis”
- Goals align with thesis/purpose of plan
- Student learning outcomes?
- Authentic, appropriate assessments
  - Artifacts
  - Instruments
- Prepared to collect and analyze data (how’s your 2.5?)
- Sustainable structure
- Formative and summative
Presentation: Before the visit

- Document for On-Site Review
  - Page limitation
  - Clear, crisp narrative, logically organized and presented
  - “Final” manuscript

- Before the visit
  - Consult with staff and committee chair
  - Questions you would like committee to consider?
Presentation: During the visit

- Session early in the visit schedule
  - Introduce people and project/plan
  - Summary, additional information, lingering questions
  - Initial questions from committee members

- Second day on campus
  - Critical “mass” for vibrant discussions
  - Be prepared to learn something and consider different perspectives

- Exit conference
  - Expect recommendations, particularly on CS 3.3.2
  - Be prepared to ask for clarification
  - Last discussion with committee members
QEP Document: Strategies

- Budget should include human, physical, and fiscal resources allocated to project
- Use pages wisely – clear, crisp prose
- Check with staff member to see how writing assignments will be organized; mirror that organization
- Literature review is a good place to find QEP Lead Evaluator
Myths and Misconceptions

- Must wait until QEP is “approved”
- QEP Lead Evaluators must be from SACSCOC region
- Successful QEPs demand significant new money – and – evaluators are looking for a certain number
- QEP should address as many “issues” as possible
- QEP must have student learning outcomes and standardized evaluation instruments
- Assessment must use rubrics
- QEP project must continue in perpetuity
Keys to Success

- Know your audience
  - On-Site Committee – QEP Document
  - SACSCOC BOT – Response to any recommendations
  - Fifth-Year Interim Committee – Impact Report

- Keep it simple and sustainable

- Clear “thesis” is foundational
Questions?