
Conducting the Assessment of the Quality Enhancement Plan

In assessing the QEP, you should consider that it will include but is not limited to the following components:

- A brief descriptive title.
- A topic that is creative and vital to the long-term improvement of student learning.
- A definition of student learning appropriate to the focus of the QEP.
- Evidence that developing the QEP has engaged all appropriate campus constituencies.
- A description of the importance of the QEP that will help you and others understand its value and appropriateness to the institution.
- Specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results.
- Evidence of careful analysis of the institutional context in which the goals will be implemented and of consideration of best practices related to the QEP's topic or issues.
- A viable implementation plan that includes necessary resources and a framework that details matters such as:
 - timelines,
 - leadership,
 - resource allocation, and
 - assessment schedule.

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- A comprehensive evaluation plan clearly related to the QEP goals, with the latitude and flexibility to make adjustments to achieve the desired student learning outcomes.
 - Appendices, if applicable.

The On-Site Review Committee will evaluate the acceptability of the QEP based primarily on the following indicators:

1. **Focus.** The institution identifies a significant issue(s) related to student learning and justifies its use for the Quality Enhancement Plan.
2. **Institutional Capability for the Initiation and Continuation of the Plan.** The institution provides evidence that it has sufficient resources to implement, sustain, and complete the Quality Enhancement Plan.
3. **Assessment of the Plan.** The institution demonstrates that it has the means for determining the success of its Quality Enhancement Plan.
4. **Broad-Based Involvement of the Community.** The institution demonstrates that all aspects of its community were involved in the development of the Plan.

Listed below are some questions that a committee member might use when evaluating an institution's QEP against the indicators above. The questions are *guidelines only—not a check list—and only are meant to be of assistance.*

1. **Focus of the Plan.** (1) *Has the institution provided a clear and concise description of the critical issue(s) to be addressed?* (2) *Has the institution described the relationship between the focus of the plan and student learning?* (3) *Has the institution provided relevant and appropriate goals and objectives to improve student learning?* (4) *Has the institution provided a comprehensive and clear analysis of the crucial importance of the Plan for improving the learning environment?* (5) *Has the institution identified the benefits to be derived from the QEP?*
2. **Institutional Capability for the Initiation and Continuation of the Plan.** (1) *Has the institution provided a time line for implementing and completing the QEP?* (2) *Has the institution assigned qualified*

individuals to administer and oversee its implementation? (3) Has the institution provided evidence of sufficient financial and physical resources to implement, sustain, and complete the QEP? (4) Has the institution allocated sufficient academic resources and systems to implement and sustain the outcomes of the Plan? (5) Has the institution established appropriate administrative processes for maintaining the progress of its quality improvements?

3. **Assessment of the Plan.** (1) *Has the institution developed means for assessing the success of its QEP? (2) Has the institution identified relevant internal and external measures to evaluate the Plan? (3) Has the institution identified an internal system for evaluating the QEP and monitoring its progress? (4) Has the institution described how the results of the evaluation of the QEP will be used to improve student learning?*
4. **Broad Based Involvement of the Community.** (1) *Has the institution described the methods used for the development of the QEP? (2) Has the institution demonstrated that all aspects of its community—faculty, staff, students, board members, and administrators—were involved in the development of the QEP?*