

The QEP

- A component of the accreditation process that reflects a commitment to the enhancement of the quality of higher education and that student learning is at the heart of the mission of the institution.

The QEP

- A part of the reaffirmation process that provides an opportunity and an impetus for the institution to enhance overall institutional quality and effectiveness by focusing on an issue or issues the institution considers important to improving student learning

The QEP

- Describes a carefully designed and focused course of ACTION that addresses a well-defined TOPIC or ISSUE(s) related to enhancing student learning.
- Complements the institution's ongoing integrated institution-wide planning and evaluation process.

The QEP

- Student learning is defined broadly in the context of the QEP and may include
 - Changes in students' knowledge, skills, behaviors, and/or values that may be attributable to the collegiate experience.

The QEP and Student Learning

- Examples of Topics or Issues
 - Enhancing the academic climate for student learning
 - Strengthening the general studies curriculum
 - Developing creative approaches to experiential learning

The QEP and Student Learning

- Examples of Topics or Issues
 - Enhancing critical thinking skills
 - Introducing innovative teaching and learning strategies
 - Increasing student engagement in learning
 - Exploring imaginative ways to use technology in the curriculum

The QEP

- The goals and evaluation strategies must be clearly and directly linked to improving the quality of student learning.

The QEP Process

- An exploration of the current data - institution's culture, strategic planning, mission, and results of assessment could be conducted to determine whether an issue related to student learning emerges.

The QEP Process

- Tap into issues centered on student learning where there are already shared interests, concerns, and aspirations and where data have already been collected and analyzed.

The QEP Process

- A QEP can extend, modify, redirect, or strengthen an improvement that is already underway.
- A QEP might be in the implementation stage when the On-Site Review Committee conducts its site visit.

The QEP Process

- A QEP might be in the planning stages prior to the preparations for reaffirmation review but has not been fully developed by the time of the on-site visit.
HOWEVER,
- A QEP may not be fully realized.

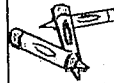
The QEP Process

- The QEP should be based on empirical data and an analysis of these data.
- The QEP should be based on studies that show best practices in higher education.
- The QEP should be based on the results of a needs assessment.
- The QEP should be based on a recognized substantive issue at the institution.



The QEP Content

- 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.



The QEP Content

- A description of the importance of the QEP that will help 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



The QEP Content

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



The QEP Content

- A viable implementation plan that includes necessary resources and a framework that details matters such as:
 - Timelines
 - Leadership
 - Resource allocation, and
 - Assessment scheduleAppendices, if applicable



How long does it take to develop the QEP?

- Time to determine an appropriate focus
 - extensive investigation,
 - discussion, and
 - refinement.
- Time for reflection



QEP Evaluation

- Initially, focus on:
 - planning and implementation process
 - feedback to QEP process
- Quantitative and qualitative measures



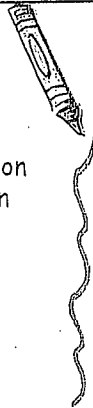
On-Site Review Committee's Evaluation of the QEP

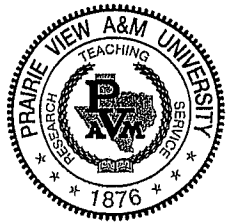
- Focus
- Institutional Capacity for the Initiation and Continuation of the Plan
- Assessment of the Plan
- Broad-Based Involvement of the Community



Reference

- *Handbook for Reaffirmation of Accreditation*, Southern Association of Colleges and School, Commission on Colleges (2004)





PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

April 5, 2007

PRAIRIE VIEW A&M UNIVERSITY INSTITUTIONAL EFFECTIVENESS COUNCIL

GUIDE FOR DEVELOPING THE QEP

WHAT IS MY RESPONSIBILITY FOR THE QEP?

In order to encourage the broad-based involvement of institutional constituencies in the identification, planning, initiation, implementation, and assessment of the QEP, we are requesting your input at the beginning of the process. As you begin organizing your thinking for participation in the QEP process, please review the University mission statement as noted in the 2005-2007 University Catalog (UG, pp. 24-25). Key components of the University mission include **"...excellence in teaching, research, and service" ... and "relevance in each component of the mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and aspirations of individuals, families, organizations, agencies, schools, and communities – both rural and urban"**. (PVAMU UG Catalog, 2005-07, p. 24)

To order to make operational the mission, the University has identified nine primary goals. The goals emphasize: 1) strengthening the quality of academic programs; 2) improving the academic indicators of the student body; 3) increasing applied and basic research; 4) strengthening environmental health and safety programs on campus; 5) achieving (and maintaining) financial stability; 6) increasing the efficiency of university operations; 7) promoting programs that contribute to student success; 8) strengthening University advancement programs, including fund-raising; and 9) increasing and enhancing the visibility and awareness of the University to the community at large/all stakeholders.

Keeping in mind the mission and goals of the University and the SACS requirements for the QEP, we must: 1) identify and organize key issues that have emerged from institutional assessment, 2) focus our thoughts on STUDENT LEARNING OUTCOMES and THE ENVIRONMENT THAT SUPPORTS STUDENT LEARNING and accomplishment of the mission, 3) demonstrate our capability (resource availability) for completion of the Quality Enhancement Plan (QEP) we define, and 4) identifying a plan for assessment of the effectiveness (did we achieve the goal[s]) of the plan.

What is My Role? Your first step in the process of helping to develop the QEP requires identification of a topic (focus) growing out of key issues. As a guide for your input on the selection of a topic, please ask and respond to the following statements:

1. Name up to three environmental factors that positively impact student learning at Prairie View A&M University (PVAMU) and that you believe should be celebrated and supported.
2. Name up to three factors that negatively impact student learning at PVAMU and that you believe need urgent attention and support.
3. For each of the factors cited in item 2 above, describe the strategies you would propose to affect change and thereby improve student learning.
4. For each proposed strategy outlined in item 3 above, describe the evidence that could provide proof that student learning improved.

Please prepare your response in writing to the four identified statements. Limit your response to TWO handwritten or typed pages. You may provide your input via email, U.S. postal mail, hand delivery, or any means you believe appropriate to:

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Please begin providing your input immediately, but note that all responses are due by April 25, 2007. Results will be shared at the May 3, 2007 Town Hall Meeting.

The Institutional Effectiveness Council will review all input. The goal is to identify a priority list of major topics with institution-wide applicability that can be recommended to the University Administration and to the President. Your input is critical to this process.

If you have questions, please contact:

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|---------------------|----------------|--|
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