TSTC QEP STEERING COMMITTEE WORKPLAN

Introduction

The Quality Enhancement Plan (QEP) is a component of the accreditation process that reflects and affirms the commitment of an accredited institution of higher education to the enhancement of student learning.
The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires member institutions seeking reaffirmation of accreditation to develop a QEP. This requirement launches a process that facilitates the development and/or modification of creative, engaging, and meaningful learning experiences for students.

SACSCOC defines a QEP as follows: The QEP describes a carefully designed and focused course of action that addresses an identified element from within the institution's comprehensive planning process that focuses on continuous improvement regarding student learning outcomes and/or student success. (Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement, 2018).

There are five primary elements that SACSCOC requires of an institutional QEP:

1). **A topic identified through ongoing, comprehensive planning and evaluation processes**
The QEP describes a carefully designed and focused course of action that addresses an identified element from within the institution's comprehensive planning process that focuses on continuous improvement regarding student learning outcomes and/or student success. The QEP should not be considered as something to be "bolted on" the planning process, but instead something that arises from that process.

2). **Broad-based support of institutional constituencies**
Generally, this element of the QEP can be established by demonstrating that the comprehensive planning and evaluation process itself has this element. In any event, the chosen QEP topic should have this characteristic. Since most comprehensive planning and evaluation processes will have multiple potential QEP topics embedded within the strategic plan, the decision to "pick one" should have broad support of appropriate constituencies. Similarly, the institution should demonstrate that this broad involvement also is being carried over into the implementation strategies as the QEP proceeds.

3). **Focuses on improving specific student learning outcomes and/or student success**
Student learning is defined broadly in the context of the QEP as enhancing student knowledge, skills, behaviors, and/or values. Student success is also defined broadly as improvements in key student outcomes such as student retention, completion, time-to-degree, placement in field, or performance in "gatekeeper" courses. While the potential topics cover a very broad range of options, the chosen QEP should be specific as to what its goals are, and why those goals are important to the institutional mission.

4). **Commits resources to initiate, implement and complete the QEP**
Resources should be interpreted more broadly than just direct monetary expenditures. There is no obligation for a specific, advance monetary commitment for the QEP. Instead, the QEP should identify the realistic resources, including personnel, needed for successful implementation and should explain how the institution will marshal these resources. Depending on whether the QEP project is a new initiative, this may be both forward and backward looking, and the case for a commitment of resources may build upon previous successful implementation of similar activities. Because the QEP is a demonstration of continuous improvement at the institution, however, there should definitely be clarity as to future plans related to the chosen topic. In most cases, QEP efforts are not formally "completed." If successful, the QEP becomes an ingrained part of the institution's activities and culture. In that sense, the concept of "completion" refers to what will be reported to SACSCOC within the institution's Fifth-Year Impact Report.

5). **Includes a plan to assess achievement**
The institution may well have process outcomes for past and present initiation phases of the QEP, and that information would be a helpful part of the plan. However, this part of the standard refers specifically to the assessment of specific student learning and/or student success measures that the institution is addressing within the QEP topic. As mentioned above, if the QEP is seen as a continuous improvement activity of the institution, there is an expectation that there will be meaningful data regarding the achievements of the QEP available when the institution submits its Fifth-Year Interim Report.

QEP Steering Committee

The QEP Steering Committee will be led by an appointed chair and co-chair, and supported by the QEP IA project administrator and QEP Program Coordinator. Membership in the QEP Steering Committee will be appointed by the Executive Management Council and should include selective representation from departments of the college and campuses. *Membership may evolve with the addition or deletion of members as the topic is operationalized, such the addition of representatives/faculty from educational programs selected for the QEP.*

These individuals should have knowledge about and interest in the ideas, content, processes, and methodologies to be developed in the QEP along with expertise in planning and assessment and in managing and allocating institutional resources. Since the QEP addresses enhancing student learning and/or student success, faculty should play a primary role in this phase. Subject matter experts (SMEs) for the selected topic are critical for the Steering Committee.

The QEP Steering Committee will establish sub-committees that focus on particular aspects of the planning and development process; for example, one group will conduct the literature review, another will flesh out the strategies for professional development, a third develop the assessment plan, a fourth

detail the budget, and the last will work on a marketing and communication plan.

An outside, subject matter expert consultant may or may not be necessary, depending on the committee's recommendation.

QEP Sub-Committees

Literature Review Sub-committee
The Literature Review sub-committee will research the selected topic and review best practices to provide evidence of careful analysis of the context in which the goals will be implemented. This sub-committee will also make recommendations for the QEP Lead Evaluator.   TSTC should use this step as an opportunity to build a broad base of support for the QEP by engaging a wide range of colleagues in the development of executive summaries of the items on the bibliography. Supplementing their research with conversations with current practitioners not only adds an interactive element to this part of the planning process, thereby confirming or refuting initial impressions, but also helps to uncover potential consultants for the professional development component of the QEP or to find that specialized QEP evaluator for the on-site review.

Instructional and Student Services Sub-Committee
This sub-committee will focus on researching and recommending programs that will be targeted for the QEP. Their research will involve review of program vitality reports, performance trends on key vitality metrics (i.e., enrollment, completion, placement, wage rates, etc.), TWC wage data, institutional survey results (i.e., Noel Levitz, CCSSE, etc.), and other related information for the establishment of need and program potential from which to base recommendation. Members will also be charged with recommending appropriate strategies, both in and out of the classroom, evaluation and identification of related student learning outcomes, resource needs, implementation timelines, and other related instructional and support services strategies/interventions to operationalize the QEP.

Professional Development Sub-committee
The Professional Development sub-committee will be responsible for developing training for faculty and staff based on the topic selected. This step is important as the SACSCOC On-Site Reaffirmation Committees expect colleges to provide professional development on programming, implementation and best practices for participating faculty and staff for QEP implementation.

Assessment Plan sub-committee
The college's evaluation of its QEP should be multifaceted, with attention both to key objectives and benchmarks to be achieved in the implementation of the QEP as well as to the overall goals of the plan. In evaluating the overall goals of the QEP, primary emphasis is given to the impact of the QEP on its primary goal: of "**Improve students' job readiness for the attainment of gainful employment**".

Since On-Site Reaffirmation Committees must be convinced that TSTC has developed the means for assessing the success of their QEP, they expect details -- names of assessment instruments, timelines for administration, and processes for the review of the assessment results -- rather than general

descriptions of intentions to develop instruments at some point in the future. Multiple strategies using both quantitative and qualitative, as well as internal and external, measures should be employed.   On-Site Reaffirmation Committees also expect colleges to have developed a system for monitoring progress in implementing its QEP and to describe the process by which the results of evaluation will be used to improve student learning. The sub-committee is critical in the success of a QEP and members should be dedicated to the goal.

Budget sub-committee
TSTC must take care to detail the infrastructure for the implementation and the continuation of the QEP. This sub-committee will be responsible for identifying fiscal resources for QEP implementation, for monitoring progress, and for developing and modifying the budget plan, as necessary.

Marketing/Communication sub-committee
The Marketing & Communication sub-committee is another critical piece of the QEP for at least the next two years. Once the topic has been chosen, it will be the charge of this committee to make sure every employee at TSTC knows and understands the mission of our QEP. The On-Site Reaffirmation Committee members have been known to stop and ask random employees about the QEP during their visit.

Milestone Schedule

Key Deliverable / Milestone	Estimated Completion Date
Establish Steering Committee	June 2018
Inaugural Meeting of Steering Committee	June 2018
Establish Sub-Committees	June 2018
Define Student Learning Outcomes (SACSCOC Step 2)	June 2018
Research the Topic (Literature Review & Best Practices) (SACSCOC Step 3)	July 2018
Identify Actions to be Implemented (including Prof Dev) (SACSCOC Step 4)	July 2018
Establish a Timeline for Implementation (SACSCOC Step 5)	July 2018
Define Who is Responsible for What (SACSCOC Step 6)	August 2018
Identify Necessary Resources/Budget (SACSCOC Step 7)	August 2018
QEP Evaluation Plan (SACSCOC Step 8)	September 2018
QEP Kickoff to all TSTC Campuses	September 2018
QEP First Draft Due	October 2018
QEP Second Draft Due	February 2019
QEP Final Draft Due and Approved by TSTC Leadership (SACSCOC Step 9)	April/May 2019
Submit the QEP to SACSCOC	August 20, 2019
Prepare for the on-site visit	September 2019
Implement the QEP	June 2020
Submit 5th Year Interim Report	2025
QEP On-Going Implementation	2025 onward