

Preparing Coahoma Community College's QEP

QEP Team – October 20, 2017

Indicators of an Acceptable QEP

- The goal is to be evaluated by SACS with rating of ***“EXCEPTIONAL”*** for each Indicator.

An Institutional Process

- 1 A
 - Plan is directly related to ***institutional planning efforts***. Topic selection involves process that ***generates information and specific ideas from a wide range of constituents (stakeholders)***. Topic selection is determined by representative process that considers ***institutional needs and viability of plan***.
- 1 B
 - A direct and strong relationship of ***QEP topic to institutional needs***; a clear pathway that shows how the ***accomplishment of the QEP*** would directly ***improve institutional and student performance***.

Focus of the Plan

- 2 A
- Detailed Student Learning Outcomes (SLOs) *ties directly to institutional needs.*
- 2 B
- A clear relationship between **activities of QEP** and the *improvement of student learning* all tied to the *established institutional needs.*

Institutional Capability for the Initiation, Implementation, and Completion of the Plan

- **3 A Capability to Initiate**
 - Detailed budget items and institutional commitment of budgeted items for QEP.
 - Detailed job descriptions identified showing specific skills and abilities needed to carry out QEP.
 - Organizational structure shows clear reporting responsibilities and oversight structures in place.
- **3 B Capability to Implement and Complete the Plan**
 - Detailed timetable is provided for year by year activities including specific actions, budgetary expenditures and assessment processes.
 - Timetable indicates that QEP can be realistically implemented and completed in five years.

Broad-based Involvement of Institutional Constituencies and Stakeholders

4A – ***Development*** of Plan – The process used ensures input from all relevant constituencies and stakeholders in developing the plan.

4B – ***Implementation*** of the Plan – All relevant constituencies have direct involvement in implementation.

Assessment of the Plan

5A Identified Goals

- Goals are clearly stated and lead to specific, measurable outcomes.

5B Plan to Assess

- Assessment is based on clear outcomes, assessment methods related to outcomes, and are direct measures of those outcomes.

Overall Evaluation of Acceptability of the Quality Enhancement Plan

A successful QEP is when ...

**All components of the Plan are “acceptable” or
“exceptional.” There are NO weaknesses.**