

Coastal Bend College's Quality Enhancement Plan

The Process



Acronyms

SACS

- ▶ The Southern Association of Colleges and Schools
 - Our regional accrediting agency
 - Very important to our success as a college!

QEP

- ▶ Quality Enhancement Plan
 - What is a QEP?
 - An integral part of SACS reaccreditation

QLT

- ▶ QEP Leadership Team
 - What role will the QLT play?
 - Who will serve?



What is SACS?

The Southern Association of Colleges and Schools

It is the recognized regional accrediting body in eleven Southern states including Texas for postsecondary institutions that award degrees including associates.

To gain or maintain accreditation with the Commission on Colleges, an institution must comply with the standards contained in the Principles of Accreditation: Foundations for Quality Enhancement and with the policies and procedures of the Commission on Colleges.

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SACS Requirement and Standard

Core Requirement 2.12 requires, among other things, an institution to develop a plan for increasing the effectiveness of some aspect of its educational program relating to student learning and/or the environment supporting student learning and accomplishing the mission of the institution.

Comprehensive Standard 3.3.2 mandates that the institution demonstrate institutional capability for completion of the QEP, involve institutional constituencies in both planning and implementation of the QEP, and establish goals and an assessment plan.



What is a QEP?

- ▶ A plan developed by the college community that attempts to enhance student learning
- ▶ Based upon documented research and best practices
- ▶ Relates to the CBC mission, vision, etc.
- ▶ Is doable
- ▶ Should have scalability and sustainability
- ▶ Includes a five year plan of action
- ▶ Requires student learning outcomes



What is Student Learning?

- ▶ Defined as changes in students'
 - Knowledge,
 - Skills,
 - Behaviors, and/or
 - Values
- ▶ Assessment :Must have well-defined achievable and measurable outcomes
- ▶ Process Outcomes vs. Learning Outcomes



Student Learning Outcomes should be...

- ▶ Measurable
- ▶ Directly related to the topic
- ▶ Reasonable



Learning Outcomes

Learning Outcomes:

- Stem from the impact of strategies on the knowledge, skills, behaviors, and values of students.
- What should they know or be able to do post-QEP implementation that they don't know now?
- How should their behavior change?
- What changes in values are anticipated?



Model Samples



Institutions whose student learning outcomes have been reviewed favorably by visiting committees and the Commission presented statements such as the following.

- ▶ “Students will be able to describe the fundamental elements of the social, political, and economic reality of a country or region other than [their own].”
- ▶ “Students will be able to describe a single event from their own cultural point of view and from that of another culture.”
- ▶ “Students who take the developmental courses will succeed in the next level course.”
- ▶ “The graduating student will generate respectful communications that have a clear purpose and are well organized, grammatically correct, and appropriate to the audience and mode of communication.”



Process Outcomes



Process: what institutions will do as they implement their QEPs rather than what students will be able to do as a result of the implementation of the QEP.

- ▶ The college will establish baseline performance measures for content related skills
- ▶ The faculty will use technology resources to develop and implement at least twelve web-enhanced classes over a five-year period.
- ▶ The college will provide professional development opportunities for faculty and staff.



How Will We Determine the QEP Topic?

All constituencies of the college must be involved.

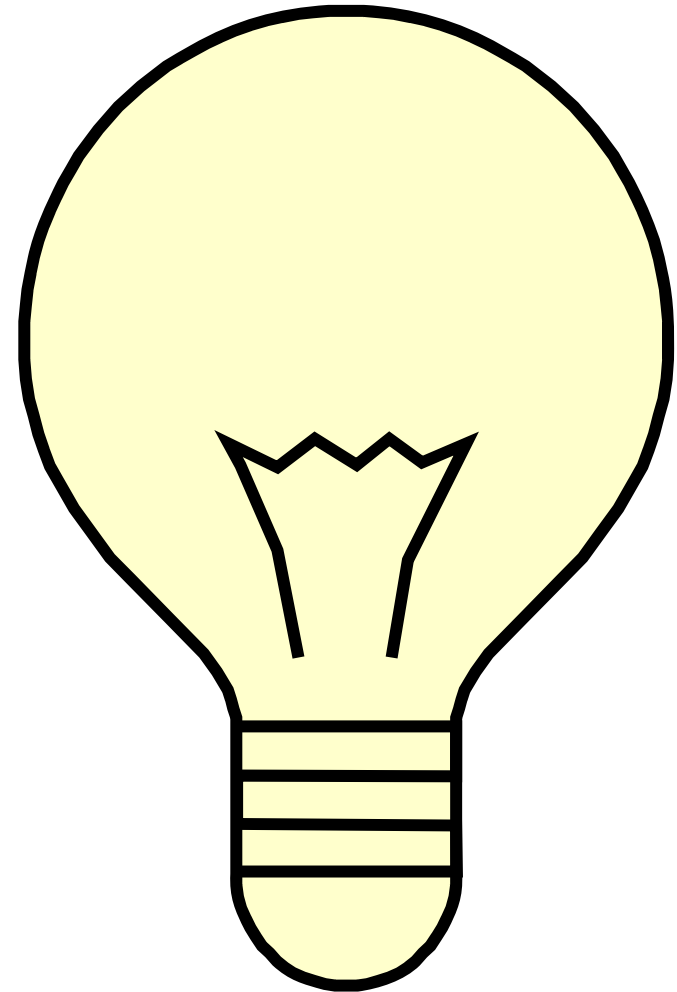
- ▶ This afternoon “Courageous Conversations”
- ▶ Surveys (student and staff)
- ▶ Proposal Opportunity
- ▶ Focus Groups
- ▶ Discussions with Departments

We will compile the top topics and allow for additional input of those topics.



QEP Topic Ideas

- ▶ Subject Specific
- ▶ Communication Skills
- ▶ Writing Skills
- ▶ Reading Skills
- ▶ Global Knowledge
- ▶ Online Instruction
- ▶ Coping Skills
- ▶ Advising
- ▶ Leadership Training
- ▶ Information Literacy
- ▶ Digital Literacy



What Happens Next...

- ▶ We narrow topics and allow for more input.
- ▶ We select topic based on input and we ensure with QEP compliance standards.
- ▶ We define the student learning outcomes.
- ▶ We research the topic (review the literature and data).
- ▶ We identify the actions to be implemented.
- ▶ We establish the timeline for implementation.
- ▶ We identify necessary resources. (financial, human and physical)
- ▶ We determine the assessment plan.
- ▶ We write draft and get feedback college-wide
- ▶ We assess the success of the QEP.
- ▶ We prepare the final QEP for submission.



What is the QLT?

QEP Leadership Team

The QLT work with the SACS Leadership Team to monitor the programs and activities that are needed to complete and document the progress of the QEP.

Committee Responsibilities

- Provides oversight of the planning of the QEP
- Makes sure the items mentioned in the previous slide are accomplished.



Current QLT Membership

- ▶ Velma Elizalde (Chair/Student Services)
- ▶ Donna Atkins (Faculty Senate)
- ▶ Patti Candia (SACS Compliance)
- ▶ Ruth Cude (Administrative Services)
- ▶ Bruce Exstrom (Instructional)
- ▶ Claire Fletcher (Institutional Resources)
- ▶ Amador Ramirez (Web Presence)
- ▶ Susan Smedley (PR)
- ▶ Glynis Strause (Institutional Advancement)

Others will be added dependent on the QEP focus.
If you are interested in serving, we have room for others
please advise.



Questions?

