

QEP Topic Proposal Rubric

Standard 7.2: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. (*Quality Enhancement Plan*)

INDICATOR	UNACCEPTABLE 1	WEAK 2	ACCEPTABLE 3	EXCEPTIONAL 4
A: A topic identified through its ongoing, comprehensive planning and evaluation processes	The topic is vaguely defined and unclear –or– the QEP has multiple topics and therefore not viable. The QEP appears to have little or no connection to ongoing institutional planning and evaluation or little or no data exists to support the topic.	Topic is somewhat defined and has potential with significant revision. Some attempt has been or could be made to connect topic/plan to prior institutional planning and data but viability of the plan is doubtful.	A clearly-defined topic that is or could be directly connected to prior institutional planning. It is informed and can be supported by institutional data. Plan is viable and could be further developed by key individuals and/or groups on campus.	A clear and well-defined topic is directly related to – and arose out of – institutional planning processes. Topic selection will involve a wide range of constituents. Topic considers and addresses student/institutional needs and is viable.
B: has broad-based support of institutional constituencies	No evidence of how appropriate institutional stake-holders will be involved in developing the plan or how stakeholders will support the plan. QEP may ignore constituent groups important to its successful implementation.	Some evidence of how some appropriate constituent groups will be consulted and brought on board in process of developing and implementing the plan. Not clear how QEP will include a range of key institution constituencies necessary for success.	Process of developing and implementing the QEP will engage a range of appropriate constituencies. Stakeholders will be informed and somewhat engaged in the implementation process.	QEP identifies important constituent groups needed in developing and initiating the plan. Plan shows how stake-holders will be appropriately engaged in the implementation and assessment of the plan.
C: focuses on improving specific student learning outcomes and/or student success	Topic appears focused on faculty and/or institutional administrative strategies rather than student learning and/or student success. Little or no identification of specific outcomes directly related to student learning and/or success. Goals and outcomes/objectives are generic and difficult to measure.	QEP is generally related to student learning and/or student success. Outcomes are stated in very general terms. Strategies may threaten to shift focus away from improving student learning and/or student success during implementation phase.	QEP is focused on specific outcomes and related strategies aimed to improve student learning and/or student success. Outcomes are specific and measurable. A significant percentage of the population will be impacted by the QEP.	QEP is focused on important outcomes related to student learning and/or student success. Strategies well-aligned to achieving specific and measurable outcomes. The QEP will have high impact and support a large percentage of the student population

FIVE COMPONENTS OF QEP STANDARD 7.2:

A = Topic. The institution identified a topic through its ongoing, comprehensive planning and evaluation processes.

B = Broad-based support. The topic has broad-based support of institutional constituencies.

C = Focus. The plan focuses on improving specific student learning outcomes and/or student success.

D = Resources. The institution commits resources to initiate, implement, and complete the QEP.

E = Assessment. The institution has developed a plan to assess the achievement of its QEP.

<p>D: commits resources to initiate, implement, and complete the QEP</p>	<p>QEP narrative lacks any information about potential institutional resources available to initiate, implement, and complete the plan. Plan doesn't address what are "new" vs. "re-purposed" resources. Too incomplete to determine if the plan is feasible.</p>	<p>QEP narrative provides minimal information about potential resources necessary to implement the plan, both "new" and "repurposed." Resources required to implement and complete the plan may stretch institution capacity and therefore may not be feasible in terms of financial and other institutional resources. QEP may have too many goals. The scope and scale too broad to be feasible.</p>	<p>QEP narrative provide sufficient information about potential resources needed to implement the plan. Human, financial, other resources necessary are provided. The plan seems likely feasible in terms of financial and institutional resources as well as the scope, scale, and goals of the plan.</p>	<p>Human, financial, and other resources are clearly identified for all stages of implementing and completing the plan. Plan is feasible, not just in terms of financial and institutional resources but also in scope, scale, and goals of the plan.</p>
<p>E: includes a plan to assess achievement</p>	<p>Outcomes related to specific student learning and/or student success are poorly stated or non-existent. Discussion on how outcomes and/or success will be assessed is absent.</p>	<p>Outcomes are related to student learning and/or student success, but too general to be assessed though there may be some discussion on how the outcomes will be assessed.</p>	<p>Outcomes are specific and clearly related to student learning and/or student success. Discussion regarding assessments is directly related to measurable outcomes.</p>	<p>Outcomes are specific, measurable, and clearly related to student learning and/or student success. Discussion on assessments is well-aligned to properly measuring outcomes. The plan suggests possible formative and /or summative assessments that could be used in the planning and implementation of the plan.</p>

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