I. Focus of the Plan Rubric

The focus of the QEP is on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

A. Student Learning

❑ Student learning is clearly defined in QEP focus/purpose statement.

❑ The relationship between the focus/purpose of the plan and student learning and/or the learning environment is clearly stated.

❑ Specific, relevant, measurable and appropriate goals/objectives/outcomes to improve student learning are identified.

❑ The goals/objectives/outcomes focus on an appropriate aspect of student learning that is likely to result in significant improvements in student learning.

B. Learning Environment

❑ An analysis of the plan documents its importance as relevant to various aspects of the overall institutional learning environment.

❑ Best practices and literature related to the topic or issue(s) are reviewed.

❑ The institutional context in which the QEP overall goals/objectives/outcomes will be applied is discussed.

❑ QEP discusses ways to establish a learning environment of meaningful learning experiences that will likely result in improved student learning.

C. Benefits

❑ The specific benefits of the QEP to the institution are identified.

❑ Consensus among constituency groups is evident.

❑ Improvements in quality of student learning are probable.

❑ The QEP focus/topic supports ongoing activity of the institution.

II. Involvement Rubric

The institution has engaged all appropriate campus constituencies (faculty, staff, students, board members, graduates and administrators) in identification of the topic and development of the plan. The institution has provided a clear, precise and thorough description of the methods used to identify the topic and develop the QEP.

A. QEP Topic Selection

❑ Methods used to identify the QEP topic are described; steps and activities related to topic selection are explained.

❑ Methods used to identify the QEP topic are adequate and based on input from diverse constituencies.

❑ Appropriate campus constituencies were involved in identification of QEP topic.

B. QEP Development/Design

❑ Methods used to develop/design the QEP are described with key steps and activities related to development of topic explained.

❑ Methods used to develop/design the QEP are adequate and reflect input from diverse constituencies.

❑ Appropriate campus constituencies were involved in development of the QEP.

C. Implementation Activities

❑ Methods to involve appropriate campus constituencies in implementation are explained in QEP.

❑ Implementation of plan includes a significant number and/or percent of faculty and staff as appropriate to focus.

❑ Implementation of plan will impact student learning and/or learning environment of a significant share of students.

❑ Plan implementation will involve diverse off-campus constituencies as described in QEP.

D. Administrative Processes for Assessing QEP

❑ Adequate involvement of administrative support personnel for assessing the QEP.

❑ Administrative assessment processes are presented in a multi-year timeline with clearly defined responsibilities identified.

III. Capability Rubric

The institution has provided evidence that it has sufficient resources and on-going commitment to implement, sustain and complete the QEP. The institution has provided that evidence in the form of a clear, precise and viable implementation plan that includes timelines and that addresses QEP leadership, resource allocation and an assessment schedule.

A. Human Resources

❑ Qualified individuals are assigned to manage and coordinate the QEP implementation.

❑ Appropriate individuals are assigned to QEP leadership roles in support of the implementation plan.

❑ QEP roles and responsibilities are outlined in a management plan.

❑ Appropriate adjustments (workload, compensation) account for QEP duties of key leaders, faculty and others.

B. Financial and Physical Resources

❑ A budget is presented with adequate financial resources allocated to develop, sustain and complete the QEP.

❑ Budget presentation allows identification of new monies from existing funds used to support the QEP.

❑ Adequate physical resources are identified and allocated to develop, sustain and complete the QEP.

❑ Timing of resource needs is presented in a table or timeline.

C. Implementation Activities

❑ Adequate academic systems/resources are identified and designated to implement and sustain the plan.

❑ Implementation activities are outlined in a multi-year timeline.

❑ Implementation activities are likely to produce improvements in student learning.

❑ Implementation activities involve several areas of the institution.

D. Administrative Processes for Assessing QEP

❑ Adequate administrative processes are established for assessing the QEP.

❑ Administrative assessment processes are presented in a multi-year timeline.

IV. Assessment Rubric

The institution has developed means for assessing the success of its QEP including the identification of relevant internal and external measures to evaluate the Plan with an internal system for evaluating the QEP and monitoring its progress. The Plan describes how the results of the evaluation of the QEP will be used to improve student learning.

A. Evaluation Design

❑ There is a comprehensive and coherent assessment strategy.

❑ The assessment plan includes objectives, outputs and outcomes for QEP implementation processes, program outputs and student learning outcomes.

❑ QEP objectives, outputs and outcomes, if achieved, will lead to evidence of improved student learning and/or an improved student learning environment

❑ QEP topic is related to and integrated with other institutional plans (strategic, long-range, academic system, etc.).

B. Formative and Summative Components

❑ Formative assessment included with procedures focused on improving the QEP's implementation.

❑ Clear evidence that formative assessment results will be used to modify the implementation plan as needed to achieve objectives, outputs and outcomes.

❑ Summative assessment is included to determine the overall success of the QEP.

C. Specific Learning Outcomes Assessment

❑ There are clear, specific and measurable statements of student learning outcomes.

❑ Assessment of student learning is described and based on documenting improvements in student learning outcomes.

❑ Appropriate and specific instruments that are directly measure student learning outcomes are identified.

❑ Baseline and/or control group data has been collected and/or a clear plan is in place to obtain this data.

D. Resources

❑ There is evidence of relationship between goals, objectives and learning outcomes to implementation activities and identified resources.

❑ Staff and financial resources needed to support evaluation and assessment activities are identified, included in the budget, and adequate.

❑ Administrative assessment processes are presented in a multi-year timeline with clearly defined responsibilities identified.