

**FIVE COMPONENTS OF QEP REVIEW FRAMEWORK:**

**A = Topic.** The

INDICATOR	UNACCEPTABLE	WEAK	ACCEPTABLE	EXCEPTIONAL
<b>C: focuses on <i>improving specific student learning outcomes</i> and/or <i>student success</i></b>	Topic appears focused on <i>faculty and/or institutional administrative strategies</i> rather than <b>student learning</b> and/or <b>student success</b> . Little or no identification of <i>specific outcomes</i> directly related to student learning and/or success. Goals and outcomes/objectives are generic and difficult to measure. Baseline data and target for improvement is not present.	QEP is generally related to <b>student learning</b> and/or <b>student success</b> . 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. Baseline data and targets for improvement may be present but not clearly related or demonstrably appropriate.	QEP is clearly <i>focused</i> on outcomes related to <b>student learning</b> and/or <b>student success</b> . Outcomes are <i>specific</i> and <i>measurable</i> . Baseline data is present, and targets for improvement are identified.	QEP is <i>focused</i> on important outcomes related to <b>student learning</b> and/or <b>student success</b> . Outcomes are <i>specific</i> and <i>measurable</i> . Baseline data is present and has been <b>analyzed</b> . Targets for improvement are appropriate.

**FIVE COMPONENTS OF QEP REVIEW FRAMEWORK:**

- 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.