

November 21, 2014
Revised December 11, 2014

To: Quality Enhancement Plan Development Committee

Mary Ashlock, A&S	Il Barrow, Delphi
Gay Baughman, Dentistry	Lynn Boyd, COB
David Brown, A&S	Kristen Brown, Delphi
Wanda Collins, Kent	Henry Cunningham, VPCE
Jasmine Farrier, A&S	Cate Fosl, Provost's Office
Nisha Gupta, Delphi	Timothy Hall, Law
Vicki Hines-Martin, Nursing	Amy Holthouser, Medicine
Susan Jenkins, VPCE	Stephen Mattingly, Music
Rose Mills, A&S	Jason Osborne, CEHD
Toccaro Porter, Libraries	Edna Ross, Delphi
Katie Shanahan, CEHD	Celeste Shawler, Nursing
Marian Vasser, A&S	Pete Walton, SPHIS
Joanne Webb, CEHD	Beth Willey, A&S
To be named: SGA Reps (2)	

From: Shirley C. Willihnganz, SACS Leadership Team co-chair
Executive Vice President and University Provost

Re: 2017 SACS Reaffirmation Process

The University of Louisville is scheduled for reaffirmation of accreditation in 2017 by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). In preparation for developing and implementing an effective SACS reaffirmation process that will lead to a successful accreditation site visit, several committees have been established to address the Principles of Accreditation. I am pleased to appoint you to serve as a member of the Quality Enhancement Plan Development Committee.

The co-chairs of the Quality Enhancement Plan Development Committee are Patty Payette, Senior Associate Director of the Delphi Center for Teaching and Learning and Executive Director of Ideas to Action, and Riaan Van Zyl, Professor and Associate Dean of Research in the Kent School of Social Work. You will be contacted soon to discuss the committee's task to develop a new quality enhancement plan (QEP). Also, please review the attached addendum with information about the development process. I am confident the university will have a successful outcome with your participation.

Please contact the co-chairs or Connie Shumake, Assistant Provost and the accreditation liaison (ccshum01@louisville.edu) if you have any questions. For more information, go to: <http://louisville.edu/oapa/2017-sacs-reaffirmation-project>

Thank you for your continued support of the University of Louisville.

Att.

cc: Patty Payette
Riaan Van Zyl

ADDENDUM

Excerpts from the SACS-COC Handbook for Institutions Seeking Reaffirmation

The Quality Enhancement Plan (QEP) is the component of the reaffirmation process that reflects and affirms the commitment of the Commission on Colleges to enhancing the quality of higher education in the region and to focusing attention on student learning. The QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning and/or the environment supporting student learning and accomplishing the mission of the institution. The QEP should be embedded within the institution's ongoing integrated institution-wide planning and evaluation process and may very well evolve from this existing process or from other processes related to the institution's internal reaffirmation review (p. 39-40).

Developing a QEP is a recursive rather than a linear process, much like any other important, deliberative, and reflective planning and writing project. An institution should expect the focus and framework for the QEP to shift and evolve as the research, writing, talking, and campus participation occur. Over time, the focus will become sharper, the outline more certain, and the goals better defined. These considerations and reconsiderations are instrumental in the development of greater confidence in the QEP. In fact, a substantial amount of ambiguity is to be expected during the creative phase of the development process.

An important distinction for institutions to understand at the outset is that the QEP is an action plan; it is not a timeline for subsequent planning. Planning needs to be completed during the months prior to the arrival of the On-Site Reaffirmation Committee on campus. Several years ago, a task force of experienced on-site reviewers identified nine steps in the development of the QEP. These steps, which are presented below, help to guide an institution through a comprehensive planning process that can result in an effective action plan. Institutions may choose, however, to organize their QEP development process in whatever manner suits their culture and resources; additionally, institutions may sequence the following steps in whatever order that best communicates the intent of their QEP (p. 42).

- Step One: Selecting the Topic
- Step Two: Defining the Student Learning Outcomes
- Step Three: Researching the Topic
- Step Four: Identifying the Actions to be Implemented
- Step Five: Establishing the Timeline for Implementation
- Step Six: Organizing for Success
- Step Seven: Identifying Necessary Resources
- Step Eight: Assessing the Success of the QEP
- Step Nine: Preparing the QEP for Submission

The Handbook is located at:

<http://www.sacscoc.org/pdf/081705/Handbook%20for%20Institutions%20seeking%20reaffirmation.pdf>