

## QEP TIMELINE

Year	Date	Action
2017	November	<ul style="list-style-type: none"> <li>● Phase 1: Determine a QEP topic               <ul style="list-style-type: none"> <li>○ Explore QEP topics</li> <li>○ Survey constituents about QEP topics</li> </ul> </li> </ul>
2018	January	<ul style="list-style-type: none"> <li>○ Establish QEP Committee; Chair, Dean Kelly Reed-Hirsch</li> <li>○ Conduct regular committee meetings</li> <li>○ Analyze results of the survey and choose the QEP topic</li> <li>○ Pilot Learning Framework course in Spring semester</li> </ul>
	February	<ul style="list-style-type: none"> <li>○ Name the QEP</li> <li>○ Announce to constituents</li> </ul>
	March	<ul style="list-style-type: none"> <li>○ Review of literature and best practices related to QEP topic</li> <li>○ Create a budget for the QEP 2018-2019</li> </ul>
	April	<ul style="list-style-type: none"> <li>○ Establish student learning objectives for the LF course, SLOs to measure for IE, and retention/progression targets for the QEP</li> </ul>
	July	<ul style="list-style-type: none"> <li>○ Explore methods for collecting student data</li> </ul>
	August	<ul style="list-style-type: none"> <li>● Phase 2: Implementation of the QEP               <ul style="list-style-type: none"> <li>○ Hire full-time Learning Framework professor and QEP Director, Dr. Cathy Singletary</li> </ul> </li> </ul>
2019	February	<ul style="list-style-type: none"> <li>○ Write and submit Standard 7.2 section for the SACSCOC compliance report</li> </ul>
	March	<ul style="list-style-type: none"> <li>● Phase 3: Write the QEP report and collect/analyze student retention/progression data               <ul style="list-style-type: none"> <li>○ Begin writing the QEP report</li> <li>○ Budget for QEP 2019-2020</li> <li>○ Begin second revision of the Learning Framework course</li> <li>○ Add Learning Framework course sections to the Fall 2019 class schedule</li> </ul> </li> </ul>
	May	<ul style="list-style-type: none"> <li>○ Finish revision of the LF course</li> <li>○ Collect QEP student outcomes and SLO data from Fall 2018-Spring 2019 LF courses</li> <li>○ Collect retention/progression data about LF students and accumulate success points</li> <li>○ Complete IE assessment</li> <li>○ Write the QEP Report</li> </ul>
	June	<ul style="list-style-type: none"> <li>○ Edit the QEP report</li> </ul>
	July	<ul style="list-style-type: none"> <li>○ Send draft of the QEP report to an off-site peer reviewer</li> <li>○ Interview and hire full-time Education professor to teach Learning Framework classes</li> <li>○ QEP Director attends SACSCOC Summer Institute</li> <li>○ Revise the QEP with information learned at the Summer Institute and from the peer reviewer</li> <li>○ Meet with printer for quote on publishing QEP</li> </ul>

	August	<ul style="list-style-type: none"> <li>○ Publish the QEP report</li> <li>○ Send copies of the QEP report in print and electronically to SACSCOC and the QEP lead evaluator</li> <li>○ Adjunct &amp; Dual Credit Orientation – present QEP to adjunct and dual credit instructors; meet with adjunct Learning Framework instructors to review the Learning Framework course, procedures for teaching the course, and data reporting</li> <li>○ Faculty &amp; Staff Convocation – present the QEP to the entire institution</li> <li>○ Professional development - conduct breakout sessions on the QEP in preparation for the SACSCOC on-site visit</li> <li>○ Board of Trustees meeting – present QEP to the Board</li> <li>○ Launch revised Learning Framework course</li> <li>○ LF instructors monitor student behaviors and identify student deficiencies in the first five weeks of classes; instructors intervene through email, phone, and in-person conversations and by using the First Alert Program to notify Student Services</li> <li>○ Learning Framework instructors begin tracking student outcomes, SLOs, and retention and progression data</li> <li>○ Attend monthly Instructional Council meetings throughout the year to report on the progress of the QEP to Deans and Directors</li> <li>○ Submit QEP report to SACSCOC by August 27</li> </ul>
	October	<ul style="list-style-type: none"> <li>○ Add a smaller number of Learning Framework course sections to the Spring 2020 class schedule</li> <li>○ Promotional activities to energize and remind students and employees about the QEP</li> <li>○ SACSCOC on-site visit</li> </ul>
	December	<ul style="list-style-type: none"> <li>○ LF instructors submit student outcome, SLO, and retention and progression data to the QEP Director</li> <li>○ QEP Director to attend SACSCOC Annual Meeting</li> </ul>
2020	January	<ul style="list-style-type: none"> <li>○ Professional development - full-time Learning Framework professor will visit high school teachers and counselors throughout the semester to answer questions about LF and to explain the curriculum, LMS, and procedures to prospective LF instructors</li> <li>○ Instructors teach the LF course and track student outcomes, SLOs, and retention and progression of LF students</li> </ul>
	March	<ul style="list-style-type: none"> <li>○ Add Learning Framework course sections to the Fall 2020 class schedule</li> <li>○ Develop and submit the 2020-2021 QEP budget</li> </ul>
	April	<ul style="list-style-type: none"> <li>○ Attend budget hearings to present the QEP budget</li> </ul>
	May	<ul style="list-style-type: none"> <li>○ LF instructors submit student outcome, SLO, and retention and progression data to the QEP Director</li> </ul>

	June	<ul style="list-style-type: none"> <li>○ QEP Director updates database and reviews data; notes barriers to success to discuss with faculty</li> </ul>
	July	<ul style="list-style-type: none"> <li>○ QEP Director attends SACSCOC Summer Institute</li> </ul>
2021-2024	August	<ul style="list-style-type: none"> <li>○ Professional development – QEP Director and full-time LF instructor meet with adjunct faculty teaching LF</li> <li>○ Fall Convocation – report to the institution on the progress of the QEP</li> <li>○ Attend monthly Instructional Council meetings to report on the progress of the QEP to Deans and Directors</li> <li>○ Learning Framework instructors employ intervention strategies to help students succeed</li> </ul>
	October	<ul style="list-style-type: none"> <li>○ Add Learning Framework course sections to the Spring class schedule</li> </ul>
	December	<ul style="list-style-type: none"> <li>○ LF instructors submit student outcome, SLO, and retention and progression data to the QEP Director</li> <li>○ QEP Director to attend SACSCOC Annual Meeting</li> </ul>
	January	<ul style="list-style-type: none"> <li>○ Professional development - full-time Learning Framework professor will visit high school teachers and counselors throughout the semester to answer questions about LF and to explain the curriculum, LMS, and procedures to prospective LF instructors</li> <li>○ Instructors teach the LF course and track student outcomes, SLOs, and retention and progression of LF students</li> </ul>
	March	<ul style="list-style-type: none"> <li>○ Add Learning Framework course sections to the Fall class schedule</li> <li>○ Develop and submit the QEP budget</li> </ul>
	April	<ul style="list-style-type: none"> <li>○ Attend budget hearings to present the QEP budget</li> </ul>
	May	<ul style="list-style-type: none"> <li>○ LF instructors submit student outcome, SLO, and retention and progression data to the QEP Director</li> </ul>
2024	June	<ul style="list-style-type: none"> <li>○ Write and submit QEP Impact Report to SACSCOC</li> </ul>