

**QEP Plan**  
**Feedback Template**

**Recommended Core Elements for Program QEP Plans:**

**Section I. General Information**

1. Program/Department Contact: Programs should designate one person to be the primary contact to communicate with the QEP Assessment Committee about the QEP Plan. The contact information for that person should be included in the plan.

Contact Information Provided?  Yes  No

Comments:

2. Unit/Timeframe Covered by the Plan: Programs should clearly identify the unit(s) covered by the plan and the timeframe covered by the plan.

Program and Timeline Information Specified?  Yes  No

Comments:

3. Mission Alignment: Programs should articulate clearly and convincingly how the objectives of the QEP are aligned with and reflected in the program mission. Further, the program mission should be clearly written and appropriate for the program.

Mission Alignment Statement?  Yes  No

Comments:

4. Integration of QEP and Program Objectives: Programs should outline the time frame for integrating the QEP objectives/assessments into their overall program assessment plan.

Integration Timeline?  Yes  No

Comments:

5. Program Outcomes/Assessment Methods: The program should state its goals/objectives/outcomes and identify where in the curriculum/co-curriculum they are being delivered; where/when they plan to collect data on student performance and what methods they will use to assess student performance. A completed assessment plan matrix is strongly recommended (see Appendix A)?

Completed Assessment Plan Matrix? \_\_\_\_\_Yes      \_\_\_\_\_No

Criteria to evaluate program goals/outcomes/objectives:

- a. Aligned with QEP outcomes
- b. Specific, detailed, measurable
- c. Clearly state what a student should know or be able to do
- d. Attainable (i.e., within the capability of the program to achieve)

Criteria to evaluate assessment methods:

- a. Include at least one direct measure of student learning
- b. Relates to the outcome (i.e., measures what it is meant to measure)
- c. Specifies what data will be collected, from what sources, using what methods, by whom, in what approximate timeframe
- d. Likely to yield relevant information to make (co)curricular or programmatic change
- e. Provides evidence that the program is effectively achieving the goals of the QEP.

Comments:

## Appendix A. QEP Assessment Plan Matrix

QEP Outcome	Program SLOs	Delivery Points in Curriculum/Services/Programming	Capture Points	Assessment Methods
Solve Complex Problems	State the program student learning outcome(s) that align with this QEP Outcome	Where in the curriculum or co-curriculum are these outcomes being addressed?	Where in the curriculum or co-curriculum will student performance data be collected to demonstrate proficiency in this outcome?	What methods will be used to determine if students have achieved proficiency?
Communicate Effectively and Responsibly				
Integrate Information from a Variety of Contexts				
Practice Civic Engagement				
Clarify Purpose and Values				