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The University of Mississippi Medical Center

Agenda QEP Steering Committee May 15, 2009

1. Call to Order
2. Review of progress to date
3. Presentation of Topic Ideas generated by Needs Assessment Sub-committee
4. Distillation of Topic Ideas into Topic Categories
5. Introduce modifications to projected timeline
6. Review of Call for QEP Pre-Proposals
7. Consideration of QEP Pre-Proposal review criteria
8. Committee structure for QEP Pre-Proposal review
9. Other Business
10. Adjournment



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Call for QEP Pre-Proposals

As the University of Mississippi Medical Center prepares for re-affirmation of accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC), pre-proposals are requested that detail specific approaches to preparation of a Quality Enhancement Plan (QEP) for this campus. The QEP Steering Committee will review, select and recommend four of the submitted QEP pre-proposals to the UMMC SACS Leadership Team for consideration as this institution's QEP topic.

SACS Accreditation and the QEP

Background

This institution has a primary accreditation by SACS-COC, which is charged with accreditation of all institutions of higher learning in the eleven state southern region. All other accreditations for academic programs on this campus require continuation of SACS accreditation. Furthermore, continuation of federal funding, including research awards and federal student loans, are dependent upon maintenance of this accreditation.

A QEP is one of several components that will be reviewed by a site visit team from SACS in 2011 and must be approved for re-affirmation of our accreditation. Specifically, the medical center must have:

“developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the university, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.” (The Principles of Accreditation, SACS-COC, 2008)

Opportunity

Because a QEP is developed by an institution's members in response to an internal assessment of student learning needs, it provides an opportunity to reflect, plan, and devote new resources to improvement of the campus learning environment. This opportunity offers us the ability to effect focused, positive, significant and long-reaching improvements to our educational mission.

QEP History at UMMC

The QEP Steering Committee began to solicit topic ideas related to student learning for the QEP on January 5, 2009 with an article in the campus newsletter, CenterView; distribution of several thousand “QEP - It's a good idea” lapel buttons; posters and suggestion boxes that were distributed across campus; a mailing to alumni; and an e-mail solicitation from the Vice Chancellor for Academic Affairs to all faculty, staff, students and employees. The “QEP - It's a good idea” campaign continued through April, 2009 with **XX** groups that were conducted with campus constituents by members of the QEP Steering Committee. From these efforts, over 500 individual topic ideas were recorded. Subsequently, qualitative research methods were employed to group topic ideas into **XX** proposal concepts. Following review by the QEP Steering Committee, a final list of **XX** proposal concepts was selected for distribution to and consideration by campus constituencies.



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The **XX** proposal concepts will be vetted to campus constituencies in two “town hall” meetings to be held between mid-May and June 30, 2009; by publication in CenterView; and through an e-mail to all UMMC faculty, students and employees. An additional e-mail will be delivered to UMMC alumni. This document will be updated appropriately and made available to the campus to guide individuals in preparation of QEP pre-proposal documents. The deadline for receipt of formal pre-proposals will be **August 31**.

QEP pre-proposals will be reviewed by a QEP Proposal Review Group, in consultation with the SACS Leadership Committee. Four pre-proposals will be selected to receive QEP Pre-proposal Awards of \$5,000 each and to submit an expanded proposal in competition for the subsequent round of review in which a single submission will be selected for development as the UMMC QEP Proposal.

Guidelines for Preparing Proposals

Topic Categories

The Topic Categories that individuals or teams should use as a point of departure in crafting their QEP proposals may be summarized as follows:

- .
- .
- .
- .

Pre-Proposal Review Criteria

Above all, a QEP Pre-Proposal must address the salient features identified by SACS-COC as essential to an acceptable QEP. These are identified as:

- demonstrating a capability to exert a transformative effect on student learning or the learning environment at the medical center,
- emerging from/directly addressing identified campus needs,
- describing the group or groups targeted by the QEP and the impact projected for the campus as a whole,
- defining the specific outcome measures by which success of the QEP will be verified and the methodology to be used for that assessment,
- delineating the timeline for the project and
- describing the budgetary and personnel needs for initiation, implementation and completion of the QEP.

The degree to which a Pre-Proposal meets these criteria will be assessed by a review group in consultation with the SACS Leadership Committee. The relationship of a Pre-Proposal to the institutional mission and resources of the medical center will be additional and meaningful factors in consideration of each submission.

A Pre-Proposal should be prepared in the form of a manuscript with the following sections.

1. Descriptive Title of the QEP (not to exceed 100 characters)
2. Identification of Campus Need
 - Present a cogent argument that clearly defines that element of our current campus learning environment that would be addressed by the proposed QEP topic?



- Documentation of needs from medical center assessments should be supplemented by a scholarly review of the supporting literature.

3. Statement of Purpose

- Using the following standard format, define the focus of the proposed QEP.

“The [proposed QEP topic] will exert a positive impact on [student learning or the environment for student learning] at the University of Mississippi Medical Center by . . .

4. Plan of Action

- Narrative description of types and sequence of activities being proposed: Detail the timeline for initiation and completion of the elements of the QEP. Include a capability for ongoing review and mid-course correction, if proven necessary. A graphical representation of the timeline is a desirable supplement to the narrative.
- Institutional resource needs: Identify needs for faculty/staff personnel, facilities, space, equipment, supplies, and administrative support. Include a budget of estimated costs. A core team of existing faculty/staff may be identified but is not essential.
- Student learning outcomes: Detail the specific criteria to be used to assess the impact of the QEP and what means will be used to gather the required data and provide statistical validation that the outcomes have been achieved. For example, effects on nationally validated learning instruments, changes in class/course structure or number, graduation rates, numbers of faculty/student involved in new learning activities, measures of student/faculty satisfaction, etc. Use of direct and indirect assessments should be defined.

5. Summary Statement

- Clearly relate the proposed impact of the QEP on the ability of the medical center to improve achievement of its educational mission.

Incentives

The Principal Author of each the four most viable QEP Pre-Proposals will receive a \$5,000 award. In the case of team submissions, team members should be identified as Co-Principal Authors.

Manuscript Submission

Format

The proposal should be prepared as a Microsoft Word document with one-inch margins and 10-point typeface. Excluding bibliography, the narrative component may not exceed twelve (12) single-spaced pages in length. Space devoted to graphical representations of a timeline or other figure must adhere to that limit. The name(s), e-mail address(es), and primary telephone number(s) of the author(s), along with the title of the proposal, should be indicated on a separate cover page.

Submission Procedure

Proposals must be received by the QEP Pre-Proposal Review Group no later than 5:00 p.m. on Monday, August 31, 2009. Electronic documents should be emailed as an attachment to rockhold@pharmacology.umsmed.edu. Print copies of the Pre-Proposal should be delivered Dr. Rob Rockhold, Assistant Vice Chancellor for Academic Affairs, Room U173, University of Mississippi Medical Center, 2500 North State Street, Jackson, MS, 39216-4505.