COMPONENTS OF A QEP RESEARCH FRAMEWORK

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Behavior</td>
<td>Influence of student learning on the mission of the institution</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Influence of student learning on the mission of the institution</td>
</tr>
<tr>
<td>Administrative Policies</td>
<td>Influence of administrative policies on the mission of the institution</td>
</tr>
</tbody>
</table>

**EXEMPLARY**

- Teacher Behavior
- Student Learning
- Administrative Policies

**ACHIEVABLE**

- Teacher Behavior
- Student Learning
- Administrative Policies

**MEASURABLE**

- Teacher Behavior
- Student Learning
- Administrative Policies

**INVOLVED**

- Teacher Behavior
- Student Learning
- Administrative Policies

**NON-INVOLVED**

- Teacher Behavior
- Student Learning
- Administrative Policies

**NOTE TO THE READER:** The guidelines presented below are intended to assist you in planning and developing your professional development.

**QUALITY ENHANCEMENT PLAN GUIDELINES**

SACS COC
<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where your objectives are missed by more than 5% of the plan, or if your plan is to be interrupted, you're not acceptable.</td>
<td>Acceptable level of performance is attained. Your plan is meeting its objectives within the acceptable margin.</td>
<td>Where your objectives are missed by more than 10% of the plan, or if your plan is to be interrupted, you're unacceptable.</td>
</tr>
</tbody>
</table>

**FCM: The mission has developed a quality enhancement plan that (1) demonstrates institutional capability for the implementation of the AEF, and (2) triggers plan adjustments as a plan to the AEF.**

CS: 9.2: The mission has developed a quality enhancement plan that (1) demonstrates institutional capability for the implementation of the AEF, and (2) triggers plan adjustments as a plan to the AEF.