

Developing the QEP

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2012 SACSCOC Institute on Quality
Enhancement and Accreditation
July 31, 2012



Overview

- Core Requirement 2.12 and Comprehensive Standard 3.3.2
- Evaluation criteria
- Structure of the QEP Team
- QEP development process
 - Identification of a viable topic
 - Identification of actions that address the learning issue
 - Development of project plan and assessment plan
 - Allocation of adequate resources to accomplish the plan
- QEP documentation
- Making the case

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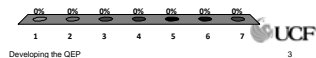
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2

What Class Are You?

1. 2012 or earlier
2. 2013
3. 2014
4. 2015
5. 2016
6. 2017 or later
7. Not sure



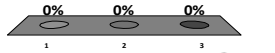
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3

What Track Are You?

1. Track A
2. Track B
3. Don't know



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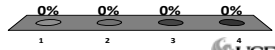
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4

What Is Your Position?

1. Faculty member
2. Student
3. Administrator/staff member
4. Other



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5

SACSCOC Reaffirmation Requirements *Principles of Accreditation*

- Compliance with the *Principle of Integrity (not addressed)*
- Compliance with the *Core Requirements*
 - 12 standards (16 parts)
 - (2.12 on QEP *not addressed*)
- Compliance with the *Comprehensive Standards*
 - Institutional mission, governance, and effectiveness—17 (24 parts—3.3.2 on QEP *not addressed*)
 - Programs—31
 - Resources—8
 - Institutional responsibility for Commission policies—3 (11 parts)
- Compliance with additional *Federal Requirements (7)*

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6

QEP: Requirement or Opportunity?

- Carefully designed course of action that addresses a well-defined and focused topic related to **enhancing student learning**
- Required by Commission on Colleges
- Opportunity to create a focused effort on an important problem
 - Energize faculty
 - Address student learning
 - New resources (reprogrammed?)
- QEP document has multiple audiences
 - Evidence for compliance
 - Plan to direct QEP activities—blueprint for action

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7

To Be Reaffirmed, SACSCOC Must Approve Your QEP?

1. True
2. False



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8

Quality Enhancement Plan

- Core Requirement 2.12.** The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution

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9

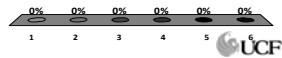
Quality Enhancement Plan

- **Comprehensive Standard 3.3.2.** The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.



What Is Your Role?

1. Accreditation Liaison
2. QEP committee chair
3. QEP committee member
4. QEP writer
5. QEP editor
6. Other



Review and Approval Process

Reaffirmation Year: 2014

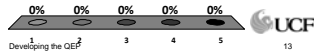
Track A: Time line for institutions offering only undergraduate programs
 Track B: Time line for institutions offering graduate and undergraduate programs or only graduate programs

	Track A	Track B	
	2012	2012	
Orientation of Leadership Teams	January 30	June 4	
	2013	2013	
Compliance Certification Due	March 17	September 10	Review of compliance certification document
Off-Site Peer Review Conducted	May 7 - 10	Nov. 5 - 8	
	2013	2014	
Quality Enhancement Plan Due (and optional Focused Report)	4-6 weeks in advance of On-site Review	4-6 weeks in advance of On-site Review	
On-Site Peer Review Conducted	Sept. 8 - Nov. 15	Jan. 20 - April 25	
	2014	2014	
Review by the Commission on Colleges	June 17 - 19 (tentative dates)	Dec. 5 - 9 (tentative dates)	Review of unresolved and DOE compliance items and the QEP



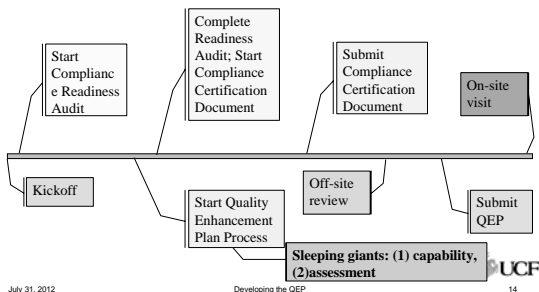
How Long Do You Think It Should Take to Identify a Topic and Develop a Plan?

1. Six months
2. One year
3. Eighteen months
4. Two years
5. Three years



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Reaffirmation of Accreditation Event Sequence



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14

QEP Planning Timeline

- Allow at least one semester to identify topic (need faculty involvement)
 - Ambitious (18 months prior to visit)
 - Comfortable (27 months prior to visit)
 - Need 10-12 months to develop the plan
- Plan backwards from Leadership Team meeting schedule

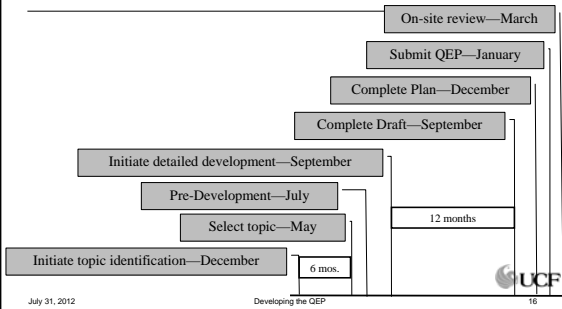
"We wish we had had a clearer understanding of the scope and magnitude of developing the plan. We would advise institutions to allow themselves a great deal of time in selecting a topic, developing the plan, etc. We do feel that we came up with an excellent QEP; however, we would have appreciated the opportunity to have spent more time having a thoughtful dialogue about the process." (Level IV institution)

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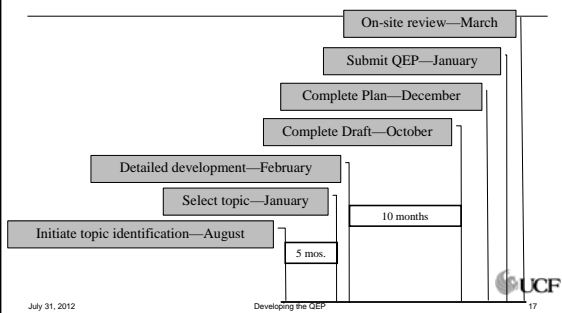
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15

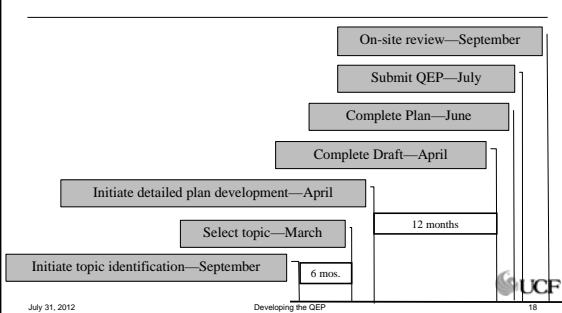
Comfortable Timeline—Track B



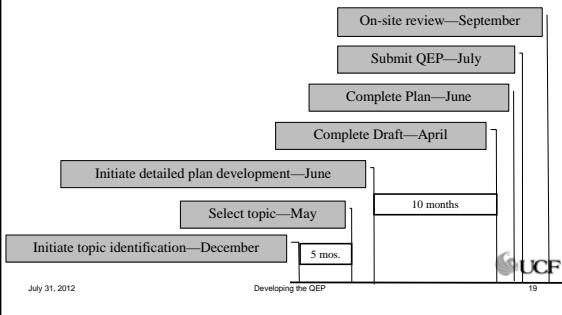
Ambitious Timeline—Track B



Comfortable Timeline—Track A



Ambitious Timeline—Track A (one less semester)



Where Is Your Institution in the Development of Its QEP?

1. Has not started
2. Identifying a topic
3. Working on tasks
4. Working on resources
5. Working on assessment
6. Draft narrative
7. Final narrative
8. Don't know



Typical Organization for Compliance

- President/Chief Executive Officer
- SACSCOC Accreditation Liaison
- Leadership Team
- Other Committees
 - Compliance Certification
 - Quality Enhancement Plan
 - Faculty Qualifications
 - Institutional Effectiveness



Who Is in Charge of QEP?

- QEP Committee
 - Steering committee
- Task groups
 - Topic identification—who decides?
 - Literature review
 - QEP activities
 - QEP financing/budget
 - Assessment
- Who does the writing?

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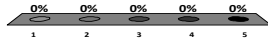
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22

Development of a QEP Is Primarily

1. A creative activity
2. An administrative activity
3. A formula driven activity
4. A last minute activity
5. A long, drawn out activity



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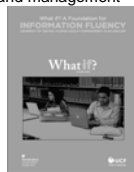
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23

Development of Quality Enhancement Plan

- Primarily creative activity
- Focused on student learning
 - Broad-based input
 - Capability—resources, organization and management
 - Assessment



- Faculty-based; lots of person-hours

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24

QEP Resources

- Principles of Accreditation (2010 Edition)
 - <http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf>
- Handbook for Institutions Seeking Reaffirmation (2011)
 - <http://sacscoc.org/pdf/081705/Handbook%20for%20Institutions%20seeking%20reaffirmation.pdf>
 - See section IV for the "QEP Handbook"
- Resource Manual for the Principles of Accreditation (2012)
 - <http://sacscoc.org/pdf/Resource%20Manual.pdf>
- Quality Enhancement Plan Guidelines (2012)
 - <http://sacscoc.org/pdf/Quality%20Enhancement%20Plan%20Guidelines.pdf>
- Handbook for Review Committees (2005)
 - <http://www.sacscoc.org/pdf/handbooks/Exhibit%2018.HandbookForReviewCommittees.pdf> (under revision)



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25

QEP Guidance

[\[http://sacscoc.org/pdf/081705/Handbook%20for%20Institutions%20seeking%20reaffirmation.pdf\]](http://sacscoc.org/pdf/081705/Handbook%20for%20Institutions%20seeking%20reaffirmation.pdf)

- 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



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26

QEP Phases

- Pre-planning
- Topic identification
 - Ensure broad input into identification and selection of topic
- Plan development
 - Engage experts and develop "champion"
 - Conduct research, identify activities, and write the plan
- QEP implementation
 - Pre-implementation—baseline data and initial structures
 - Implementation—manage the project and allocate resources
- QEP Document must address elements from all phases
 - Document as you go



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QEP Evaluation Criteria

(Report of the Reaffirmation Committee--
<http://sacscoc.org/forms/principle/Reaffirmation%20Committee%20Report%20Form.doc>)

- An Institutional Process** The institution uses an institutional process for identifying key issues emerging from institutional assessment
- Focus of the Plan** The institution identifies a significant issue that
 - (1) focuses on learning outcomes and/or the environment supporting student learning and
 - (2) accomplishes the mission of the institution
- Institutional Capability for the Initiation, Implementation, and Completion of the Plan** The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP
- Broad-based Involvement of Institutional Constituencies** The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan
- Assessment of the Plan** The institution identifies goals and a plan to assess the achievement of those goals

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28



Acceptability of the Quality Enhancement Plan

- On-Site Review Committee is responsible for evaluating the acceptability of the QEP and confirming that it is part of an ongoing planning and evaluation process
 - Framework for analyzing the extent to which the institution has provided evidence that it is committed to a course of action that addresses a topic or issue to improve the quality of student learning
 - Framework for providing advice and consultation to assist the institution in strengthening its QEP
- Directions (<http://www.sacscoc.org/pdf/Directions%20for%20Reaffirmation%20Report.pdf>)
 - A: Complete a very brief description of the Quality Enhancement Plan focusing on the main elements of the Plan
 - B: Use the indicators outlined in 1 – 5 to evaluate the acceptability of the QEP
 - C: Use this section to highlight strengths that have not been addressed above and to provide advice to assist the institution in strengthening its QEP

HINT

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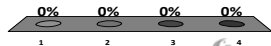
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29



What Is Your Position?

1. Faculty member
2. Student
3. Administrator/staff member
4. Other



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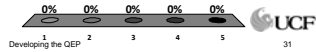
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What Approaches Would You Use to Identify a Topic?

1. Ask the Faculty Senate
2. Ask the Deans
3. Ask the QEP Committee
4. Ask the Student Council
5. Ask the Institutional Effectiveness Office



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31

QEP Topic Identification Phase

- Use an institutional process that obtains institutional input into the identification, selection, and "acceptance" of the QEP topic
- Process should have breadth of coverage
 - Involve constituencies
 - Emerge from institutional assessment
 - Include expertise in student learning
- Topic should have some relationship to strategic plan



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Institutional Process

- Look at strategic plan
- Look at program assessment results
- National Survey of Student Engagement (NSSE) results
- Look at institutional survey results
- Look at program review results
- Look at what other universities are doing
- Invite topic ideas
- Brief presentations to captive audiences
- Focus groups and pro-active solicitation of issues
- Feedback survey
- White papers (competitive)

Existing institutional assessment results

New institutional assessment initiatives

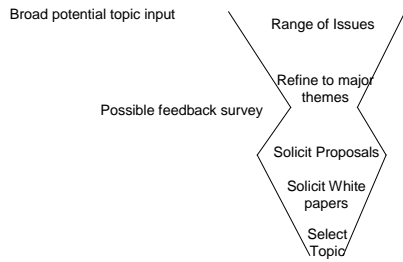


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Topic Identification Process



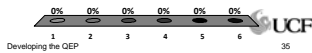
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How Would You Create In-depth Involvement?

1. Ask the Faculty Senate
2. Ask the key academic leaders
3. Ask the QEP Committee
4. Ask the Student Council
5. Ask individual faculty members
6. Don't bother

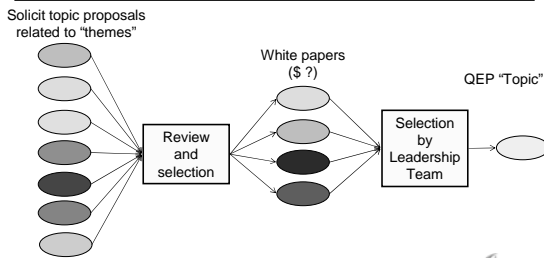


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Example: Creating In-depth Involvement



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36

Select Topic—Somewhat Broad

- Topic must be important to institution
 - Faculty involvement
- Allow specifics to surface in development phase
- Must be viable
 - Potential for adequate resources
 - Focus on student learning
 - Assessable
- Commitment by administration

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37

Topic Identification Lessons

- Do not pick topic too quickly—encourage alternatives
- Ensure broad faculty input
 - They are the hardest to get to commit
 - Go where they are
 - Provide exposure and opportunity
- Do not lose sight of a good topic
 - Assign justification responsibility if no one comes forward
- Beware of excessive breadth
- Don't lose sight of learning outcomes requirement, even if you are focusing on the learning environment***
- Don't end up with a "solution looking for a problem"***

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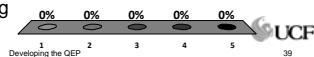
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38

What Is the Biggest Challenge in Moving from the Topic to the Plan?

1. Identification of appropriate leader
2. Lack of knowledge of best practices for addressing the topic
3. Political pressure for a pre-determined "solution"
4. Lack of resources
5. Difficulty in addressing student learning



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39

Development Team Membership Challenges

- Need broad representation
- Maximize number of faculty
- Need topic area knowledge and expertise
- Maintain focus—avoid “scope creep”
 - Student learning
- Ensure alignment with available resources
- Open communication
 - Internal
 - University community

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40

Development Phase Deliverables

- Draft QEP for broad review (three to five months prior to submission to COC)
 - Summary of topic identification process **How to do it!**
 - State of the art and review of best practices
-
- Demonstration of “appropriate” involvement

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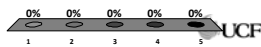
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41

What Approach Should You Use to Identify Specific QEP Tasks?

1. Rely on results of best practice review
2. Seek input from faculty with expertise in the topic area
3. Identify “high performers” who will get “something” done
4. Hire a consultant
5. Build on tasks and projects that are already started



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Identification of Tasks

- Based on identified student learning outcomes
- Comprehensive project vs. pilot projects
- Volunteers, selected, or competitive selection
- Example tasks
 - Focused student learning projects (multi-year)
 - Small, one-year projects
 - Technology
 - Faculty development
- Identify early adopters—sure winners
- Maintain focus
- Document is more understandable if tasks are organized—not just a long list

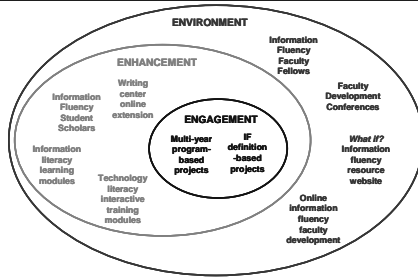


Create a Framework to “Tell the Story”

- Establish a “Foundation”—can’t do it all
 - QEP may apply to a subset of students as a developmental effort if resources are limited
- Organize the tasks
 - Environment—tasks that create structure or capability to address QEP issue (e.g., faculty development, facilities)
 - Enhancement—tasks that create tools to address QEP issue (e.g., computer-based learning modules)
 - Engagement—tasks that incorporate direct involvement of students and faculty
- Create awareness



UCF Information Fluency Tasks

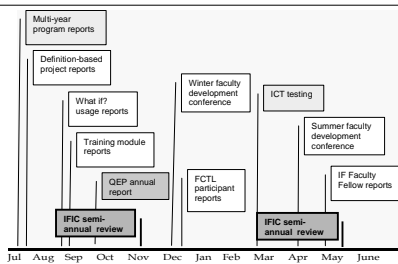


Types of Assessment

- Operational Questions (examples)
 - How well are we meeting our timeline?
 - Are we providing adequate and appropriate support to the faculty and staff involved in the programs?
 - What changes should be made in the support provided to the programs?
 - Is there new research that informs any of the fundamental elements of the QEP?
- Impact Questions (examples)
 - What evidence do we have to show student development?
 - What is the direct evidence of student learning?
 - How well do the data we have collected respond to our original goals for the project?
 - Looking at our results, what is generalizable, stable, and sustainable?



Example: Assessment Timeline



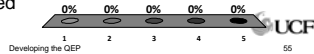
Institutional Capability for the Initiation and Completion of the Plan

- Provide evidence of sufficient resources to initiate, implement, sustain, and complete the QEP
- Task and actions—who, what, when, where, how?
 - Management responsibility
- Resources—new and reprogrammed/in-kind
 - Personnel
 - Budget
 - Facilities
- Policies



Which Institutional Capability Area Is Least Important at Time of On-site Visit?

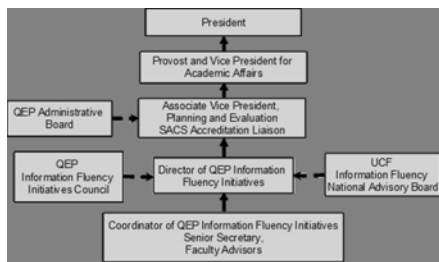
1. QEP Director is on board
2. Needed facilities are available
3. Management structure for the execution of the QEP is in place
4. Firm commitments are in place for new resources
5. Reprogrammed/in-kind resources are identified



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55

Management Plan



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56

Financial Plan—New Resources

QEP INFORMATION FLUENCY
17 MONTH BUDGET FISCAL YEAR

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	TOTAL
AVOID COSTS								
Director	\$ 50,000							\$ 50,000
Coordinator	\$ 25,000							\$ 25,000
Secretary	\$ 10,000							\$ 10,000
Travel	\$ 1,000							\$ 1,000
Total	\$ 96,000							\$ 96,000
PROJECT COSTS								
Faculty Programs - Large Project Development - pilot program	\$ 4,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 66,000
Small Scale Programs - Pilot	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 7,000
UCF - Faculty Release	\$ 4,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 66,000
Research and User Conferences	\$ 20,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 80,000
Research and User Conferences - International and Continental	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 70,000
Research and User Conferences - Summer and Winter Conferences & Symposia	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 70,000
Marketing	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 70,000
Faculty and Management	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 70,000
Faculty and Management - Upgrade	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 70,000
Faculty and Management - Upgrade	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 70,000
Assessment - QEP Evaluation - 100 students @ \$50	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 70,000
Assessment - QEP Evaluation - 100 students @ \$50	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 70,000
Assessment - QEP Evaluation - 100 students @ \$50	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 70,000
IT - Academic Management and Technology Learning Objectives	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 7,000
IT - Academic Management and Technology Learning Objectives	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 7,000
Total	\$ 100,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 1,400,000
NON-FUND COST								
State Equipment Purchase	\$ 10,000	\$ 4,000	\$ 7,000					\$ 21,000
Travel	\$ 10,000	\$ 4,000	\$ 7,000					\$ 21,000
Total	\$ 20,000	\$ 8,000	\$ 14,000					\$ 42,000
Total FY Available	\$ 120,000	\$ 208,000	\$ 214,000	\$ 214,000	\$ 214,000	\$ 214,000	\$ 214,000	\$ 1,442,000
Total University Support	\$ 120,000	\$ 208,000	\$ 214,000	\$ 214,000	\$ 214,000	\$ 214,000	\$ 214,000	\$ 1,442,000

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57

Implementation Considerations

- Increasing expectation that something has been started
 - Baseline data
 - Targets established for assessment
 - Leadership identified and "in place"

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58

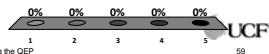
What Is the Best Way to Prepare Your QEP Document?

1. Follow the "step-method" in the guidelines
2. Follow the "criteria-method" in the guidelines
3. Use your own creativity to tell your story
4. Minimize length of QEP by using lots of Web links
5. Hire a consultant



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59

What Are the SACSCOC Criteria for the QEP Document?

1. None
2. Page limits
3. Font size and line spacing
4. Limits on use of graphical objects
5. Limits on external links
6. Specified organizational structure



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60

QEP Documentation

- Text limit of 75 pages plus 25 page appendix
- Include concise summary of QEP that can be used by the On-site Review Team in its report
- Key principle is that the document has to “make the case” by providing evidence
- Include summary statements of evidence supporting each of the five evaluation criteria
- Format
 - Structural
 - Evaluation criteria
 - Creative

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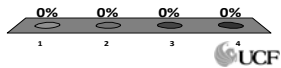
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61

What Is Best Strategy for Preparing the QEP Document?

1. Assign writing responsibilities to committees
2. Assign writing responsibilities to individual team members
3. Use a single person to write it all
4. Other



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62

Key Components of QEP Document

- Documenting the problem
- Document best practices
- Describe activities/tasks
- Document schedule
- Identify assessment
- Describe capability to accomplish activities/tasks within the schedule

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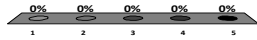
Developing the QEP



63

What Is Most Important to Consider in Developing a QEP Document?

1. Address all of the evaluation criteria
2. Describe all processes used to identify topic and develop plan
3. Describe the enthusiasm for the plan
4. Clearly describe how QEP will impact student learning
5. Create a blueprint for the QEP director to follow



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64

QEP Document as Evidence

- Balance criteria evidence with directive plan
- Describe both process and product
- Need to focus on readability
- Use multiple communication methods
 - Narrative
 - Graphics
 - Tables



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65

Big Documentation Hint

- Create a brief summary of the QEP that the On-site Review Team can use in its report
- Create short narratives that explain how the QEP satisfies each of the five criteria
 - More than an assertion that it does
 - Make sure to reference specific accomplishments in the development of the plan and its proposed implementation
- Try to make these narratives visible and easily found
 - Try to help the review team come to a conclusion about the QEP
 - Do not bury them in the text
 - Do not be "pushy"



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66

The Final Narrative

- Create a single voice
 - Establish editorial guidelines with explicit guidance
 - May have multiple authors prepare separate parts
 - Each author should read other authors parts for consistency
 - Use a single editor to bring it together
- Make each word count
 - Will be pressure to include a part because someone spent a lot of time preparing it (long list of references)
- Make it readable
 - Use illustrations to highlight concepts
 - Include tables and graphs as appropriate
- Consider use of external readers who are familiar with SACSCOC requirements



QEP Review Process

- On-site review team is the first entity to see the QEP
- Institution may nominate QEP "Lead Evaluator"
 - Should be familiar with topic area
 - Beneficial to be familiar with SACSCOC
- Report of the Reaffirmation Committee may include recommendations (must do) and/or suggestions (should do)
- Expect to make revisions following the site visit
- Only the Committee Chair and the SACSCOC VP will continue to review revision



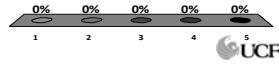
Additional Website Links

- UCF QEP reaffirmation Website
 - <http://sacs.ucf.edu/qep/index.asp>
 - There are four tabs: Home, Planning, Development, and Implementation
- The final UCF QEP
 - http://www.sacs.ucf.edu/ccr/doc/UCF_QEP_document.pdf
- The detailed task and assessment plan
 - http://sacs.ucf.edu/qep/development_docs/qep_detailed_task_plan_final.pdf
- The UCF Information Fluency resource website
 - <http://www.if.ucf.edu/>
- Topic identification summary report
 - http://sacs.ucf.edu/qep/planning_docs/tr0506_idofqeptopic_20050824final.pdf



Are You Excited about Developing Your QEP?

1. yes
2. Yes!
3. YES!!!
4. **YESSS!!!**
5. ?



July 31, 2012

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70

Questions

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July 31, 2012

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71
