

**University of North Florida  
Quality Enhancement Plan (QEP)  
Full Proposal Evaluation Form**

**Proposal Title/Number:**

*Enter the proposal name here*

**Name of Lead Applicant:**

*Enter the lead proponent's name here*

**Email Address of Lead Applicant:**

*Enter email address of lead applicant here*

**College/School/Department/Division/Unit of Applicant:**

*Enter affiliation of applicant here*

**Please use the form in the following page to evaluate this proposal**

Proposal Section		Challenges the Section Must Address	Evaluation Scale			
			Strongly Agree	Mostly Agree	Somewhat Disagree	Strongly Disagree
1. Goals	1	Section 1 clearly articulates the goals of this design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	Section 1 makes clear the connection between the goals of this design and the university's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	Section 1 is precise about the connection between the goals of this design and student learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Benefits and Broad-Based Involvement	4	Section 2 specifies the benefits this design will secure for the university and for its students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	Section 2 makes clear how this design will involve multiple university constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Learning	6	Section 3 demonstrates this design's importance to student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	Section 3 specifies the student learning outcomes this design will enable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8	Section 3 is clear and convincing as to how this design will support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Institutional Capability and Implementation	9	Section 4 makes a strong case for practicality: it “demonstrates institutional capability for the initiation, implementation, and completion” of this design. <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10	Section 4 is specific and comprehensive as to all the resources (human, financial, material or academic) necessary to develop, deploy, and monitor this design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11	Section 4 presents a careful and workable plan for initiating and then monitoring the progress of the deployment of this design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessment and Continuous Improvement	12	Section 5 describes a careful and workable plan for the productive assessment of this design's success in attaining its goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13	Section 5 makes clear how assessment findings will be put to use to secure continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<sup>1</sup> Quoted from SACS “Executive Summary of Changes to the Principles of Accreditation - Section 2 - Core Requirements - Core Requirement 2.12”.