Marketing the Quality Enhancement Plan at North Carolina A&T State University

From 2007 to 2009, a comprehensive effort was made to market the Quality Enhancement Plan (QEP). To see the actual document or media highlighted below, simply click on the image to the left.

This was the first PowerPoint presentation developed in order to teach faculty and administrators how the QEP should be developed.

The effort began by reaching out to the University community before and during input sessions designed to lead the University toward the selection of a QEP topic.

This poster was posted around campus. Its purpose was to heighten awareness of the QEP and the upcoming chance to provide input. This was prior to the topic being determined. It was designed by Fatima Johnson, at the time a Graphics senior. She later joined the QEP Committee as a graduate student.

This poster was posted around campus. Its purpose also was to heighten awareness of the QEP and the upcoming chance to provide input. This was prior to the topic being determined. It too was designed by Fatima Johnson, at the time a Graphics senior. She later joined the QEP Committee as a graduate student.
This slide was shown on the University’s closed circuit TV. This graphic also was an attempt to increase awareness of input sessions.

This poster was displayed on the closed circuit TV. Its purpose too was to heighten awareness of the QEP and the upcoming chance to provide input. This was prior to the topic being determined. It too was designed by Fatima Johnson, at the time a Graphics senior.

Aggie Report, 2009. The University featured the SACS reaffirmation process in the University’s semi-weekly newsletter. The article provided heavy emphasis on the QEP, and the large photo is of many of the QEP Committee members, including Lonnie Cockerham, our very effective alumnus member.

Aggie Report, 2010. The University featured the SACS reaffirmation process in the University’s semi-weekly newsletter. The article provided renewed emphasis on the reaffirmation process and the QEP.
This write up was posted several times on the University listserv operated by Mable Scott and University Relations. It also promoted input sessions.

Once the topic was selected, a QEP Marketing Committee was formed in order to steer the marketing process.

At the time of this flyer, posted on closed circuit TV, the QEP was called Critical Connections by the QEP Committee. This flyer announced summer meetings for input into implementation planning/writing of the QEP. The summer input participants and the Chancellor both liked the current title better than Critical Connections.

The Associate Vice Chancellor for Academic Affairs in charge of IPAR, kept the Board of Trustees informed.

This is one version of the presentation used in the summer input sessions.
This is the presentation used in the fall input sessions.

This banner and its graphic were conceptualized by the QEP Marketing Committee with input from student focus groups in the Department of Marketing, Transportation, and Supply Chain, as led by Dr. George Stone. The final graphic was designed by Breon Williams, QEP Marketing Committee member, graphic designer and technician in the Department of Graphic Communication Systems and Technological Studies, and part time grad student.

The banner is displayed at the student union and in the cafeteria. Its purpose is to get the University community to understand that the QEP is Critical Thinking. To help illustrate what that really means, it was tied in with the slogan of the new advertising campaign, “We teach students how to think, not what to think.”

The QEP Marketing Budget was set up as what was hoped to be used to market the QEP. Cuts were made because of the harsh cuts being made across the University. Of those items highlighted on the budget, only the “postcards” were not actually ordered.
This graphic was used on the closed circuit TV. It’s an awareness piece about the QEP.

This graphic was used as a tent card in the cafeteria during the Faculty-Staff Institute. The picture to the left shows both the front and back.

This has been used in the napkin dispensers in the cafeteria. The dispensers have slotted windows so that advertisements can be inserted and seen by students. These are not on display when the cafeteria has a paying advertiser who has paid to advertise in the napkin dispensers. However, when an ad expires, this promotional item is replaced.
This ad was run on the closed circuit TV after the topic was chosen. It announced the three general input sessions in the fall for developing/providing input to the writing of the QEP/implementation planning.

This is the speech given at the Faculty-Staff Institute that described the QEP up to that point in time. It updated everyone on all aspects of the QEP up to that point.

This is the supporting slide presentation given at the Faculty-Staff Institute that described the QEP up to that point in time.

This is the handout distributed at the Faculty-Staff Institute. It provided a basic description of the QEP and prompted faculty members to teach the QEP and critical thinking in order to increase awareness.
This is a screen print of our Face Book blog. It is managed by Beth Kaufka. It provides general knowledge related to critical thinking and a chance for interaction.

This is the January, 2010 (Issue 1) of the QEP Newsletter. Editor in Chief, Beth Kaufka has made sure that both the QEP and critical thinking in general are covered in the newsletter.

This is the March, 2010 (Issue 2) of the QEP Newsletter. Editor in Chief, Beth Kaufka has made sure that both the QEP and critical thinking in general are covered in the newsletter.

This is a link to the QEP radio ad that has run for a complete year. It features Tecara Bracey, student member of QEP Committee.  
http://www.ncat.edu/qep/media/got_qep.wav
This ad appeared in the Welcome Back issue of the Register, the student newspaper. This special edition is provided to all students on campus through the residence halls.

This letter of support from the Chancellor emphasized the need for the university community to participate in implementation planning for the QEP. The letter was sent out over the listserv.

This is a draft of an article that appeared in the Register, the student newspaper. Its purpose was to help students understand the nature of QEPs in general.
This is a QEP focused article in the Register. It lets students know more about the QEP as developed up to that point in time.

The image to the left is a screen shot of the QEP’s own space on the University homepage.

This is a recording of the A&T Today radio show with Lea Williams and Pat Shelton, QEP Committee member. Hosted by Mable Scott, the show focused on SACS and the QEP.

This is a recording of the A&T Today radio show with Chancellor Martin. Hosted by Mable Scott, the show has Vincent Childress calling in to emphasize the QEP. One other interview was conducted with Lea Williams and Vincent Childress, but it was not recorded.

This banner, designed by Breon Williams, was posted near the locations of the departments participating in the QEP. The “conceptual framework” Critical Thinking: Inquiry, Analysis, Decision Making was the primary emphasis, and it represents a next (and more informative) step in the promotion process leading from simple awareness to a more detailed message.
Four thousand bookmarks were distributed to QEP department students via their professors. Two thousand pencils were also distributed. The back of the bookmark explains about the QEP.

The QEP Robot Video is a student oriented video that instructors and student leaders can show students and help them to learn more about the QEP. Two different formats of the robot video are located for use on the QEP web pages off of the A&T homepage.

Windows Media
Real Player

The QEP screen saver / computer desktop is an inexpensive way to get a lot of student, staff, faculty, and administrators informed about what the QEP turned out to be. The CD that was sent to deans and DOIT included instructions for installation. These files were also posted on Vincent Childress’s web account. QEP departments were also supplied with these files.
QEP departments were also supplied with this four-page digest of the QEP.

QEP departments were supplied with this timeline explaining how to prepare themselves and students for the On-Site visiting team as related to the QEP.

QEP departments were presented this PowerPoint presentation explaining details of the QEP.

This presentation was posted on the QEP area of the A&T homepage for all departments and instructors to use.

Vincent Childress visited all 11 departments to train chairs and instructors. He also solicited input and feedback about the QEP.

QEP departments were provided this PowerPoint presentation for use in explaining details of the QEP to all of their students. This presentation was posted on the QEP area of the A&T homepage for all departments and instructors to use to explain to all students on campus, not just the QEP departments’ people.

These items were also posted on Blackboard for access for online students.

Vincent Childress visited the SGA, Student Senate, Council of Presidents, and the Pan Hellenic Council.
This is one example of a sample critical thinking activity that each QEP department is using to give students a taste of what to expect when the QEP is implemented. This educates students about the QEP and helps them (and their instructors) to better understand how critical thinking can be explicitly integrated into their major courses. Two sample activities were developed and customized for use with each of the 11 QEP departments. The Miniature Guide to Critical Thinking is suggested as a companion to each of the 22 total activities and that booklet was provided to all QEP departments’ instructors. Here is a second example.

This is the AGGIeNEWS, A&T’s online newsletter, and the March 25, 2010 issue highlighted the QEP and SACS in general with links to their respective websites.