

# Enhancing Undergraduate Student Research: An Introduction to the QEP Faculty Development Workshop

2-27-2019 (12-1:30pm)



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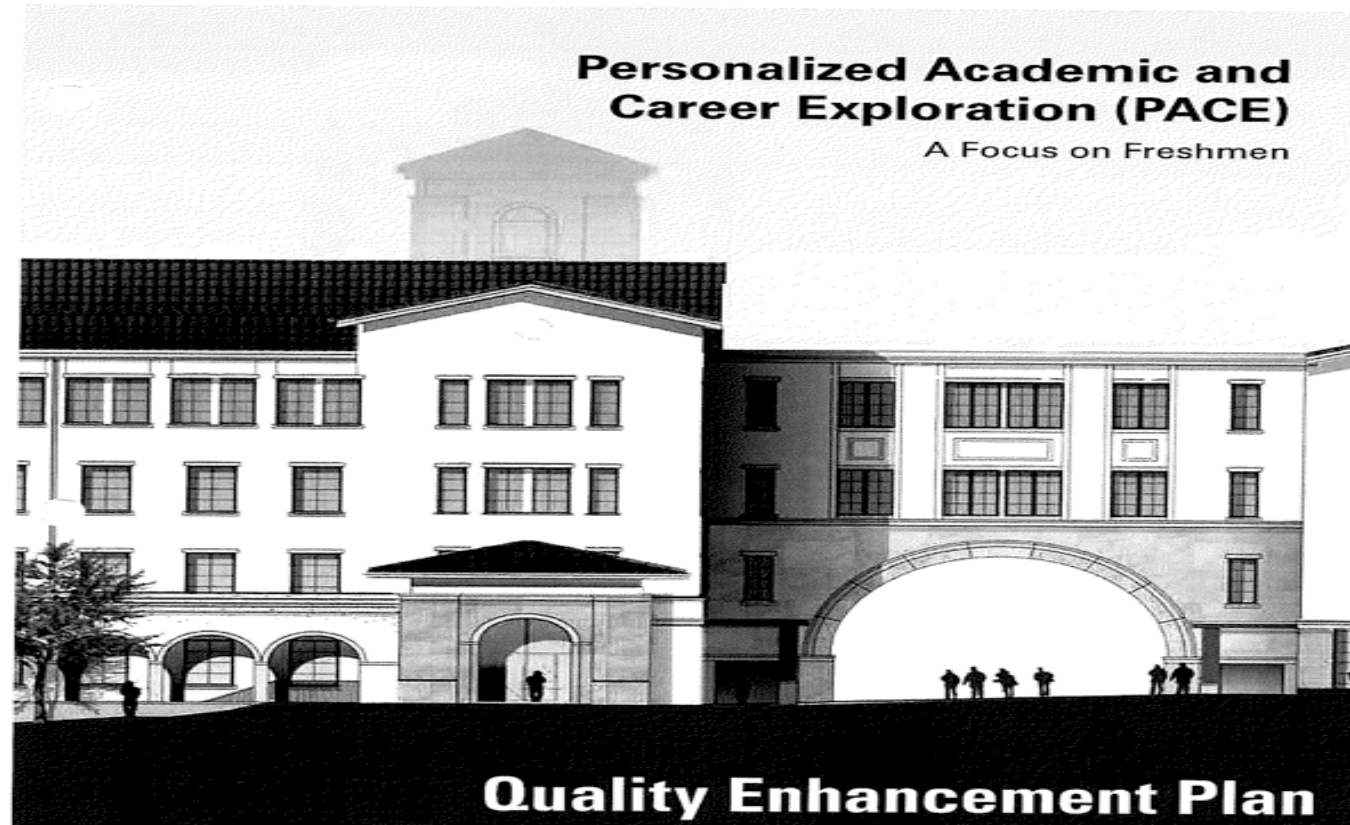
# What is a QEP?

## ❖ What is a QEP?

- The QEP, a mandate of the reaffirmation process, must affect a significant and broad spectrum of our students.
- The QEP must marshal expertise to set clear, logical and measurable goals as well as demonstrate the ability and will to adequately implement, support and complete the Plan.
- The QEP is a thoughtfully designed, focused course of action that **stimulates student learning/success** while fulfilling Texas State’s mission of “excellence and innovation in teaching, research, including creative expression, and service.”



## Previous QEP: PACE Center



Southern Association of Colleges and Schools

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## *Our QEP Theme Selection*

- ❖ **QEP Theme Development Team**
- ❖ **QEP Working Groups**
- ❖ **QEP Final Theme Selection**
- ❖ Beginning in 2017, the University community was emailed inviting them to nominate themes for our QEP. A QEP Theme Development Team was formed, comprised of 27 members representing a variety of constituent groups. This team took the 39 proposed themes and narrowed said themes down to four. The team then divided into working groups, each responsible for putting together a proposal for one of the four themes. These proposals were submitted to the President's Cabinet for final selection of the theme. From this process, undergraduate research was selected as the QEP topic.
- ❖ In Summer 2017, two QEP co-chairs were announced. These two faculty members attended SACSCOC meetings and worked on the background material for the QEP. Likewise, they formed a QEP Theme Development Task Force. Task Force members came from every college on campus as well as all administrative divisions. The Task Force met routinely in Spring of 2018 to discuss the definition of undergraduate research and identify and refine student learning outcomes for the QEP. In Summer 2018, two additional co-chairs were added to manage personnel changes. Co-chairs attended the 2018 SACSCOC Summer Institute.

# QEP Task Force

## ❖ QEP Co-Chairs

- Dr. Wes Jennings, Professor, School of Criminal Justice
- Dr. Erina Duganne, Associate Professor, School of Art and Design
- Dr. Alejandra Sorto, Professor, Department of Mathematics

# QEP Task Force

## ❖ QEP Task Force members (Academic Affairs)

- Dr. Doug Morrish, Professor & Assistant Dean, College of Applied Arts
- Dr. David Wierschem, Associate Dean for Undergraduate Programs, McCoy College of Business Administration
- Dr. Kent Griffin, Assistant Professor, Department of Health and Human Performance, College of Education
- Dr. Kelly Kaufhold, Assistant Professor, School of Journalism and Mass Communication, College of Fine Arts and Communication
- Dr. Eric J. Paulson, Professor & Associate Dean, Doctoral Program in Developmental Education, The Graduate College
- Dr. Amy Louise Schwarz, Assistant Professor, Department of Communication Disorders, College of Health Professions
- Dr. Peter Tschirhart, Associate Dean, Honors College, Honors College

# QEP Task Force

## ❖ QEP Task Force members (Academic Affairs)

- Dr. Yihong Yuan, Assistant Professor, Department of Geography, College of Liberal Arts
- Dr. Tania Betancourt, Associate Professor, Department of Chemistry and Biochemistry, College of Science and Engineering
- Ms. Victoria G. Black, Director, Personalized Academic and Career Exploration Center, University College
- Mr. Dana Willett, Director, Office of Distance & Extended Learning, Associate Vice President for Academic Affairs
- Ms. Melissa Hyatt, Associate University Registrar, Office of the University Registrar, Associate Vice President for Enrollment Management and Marketing
- Ms. Susan Thompson, Senior Research Analyst, Office of Institutional Research, Associate Vice President for Institutional Effectiveness
- Ms. Evy Gonzales, Director of Strategic Research Initiatives, Office of Research and Sponsored Programs, Associate Vice President for Research and Federal Relations

# QEP Task Force

## ❖ QEP Task Force members (Finance and Support Services)

- Mr. Tom Shewan, Associate Vice President, Facilities

## ❖ QEP Task Force members (Information Technology)

- Ms. Sarah Naper, Director, Research and Learning Services
- Mr. Whitten Smart, Special Assistant, Information Technology

## ❖ QEP Task Force members (Student Affairs)

- Ms. Laramie McWilliams, Assistant Dean of Students, Leadership Institute
- Ms. Toni Moreno, Assistant Director for Hispanic Student Retention in the Office of Student Diversity and Inclusion



# QEP Task Force

## ❖ QEP Task Force members (University Advancement)

- Ms. Flisa Stevenson, Director of Development Communications

## ❖ QEP Task Force members (Students)

- Mr. Jacob Miller, Co-President of Student Foundation
- Ms. Jennifer Idema, Campus Life Committee Chairperson, Graduate House
- Mr. Roger Samson, Graduate Assistant, Institutional Effectiveness

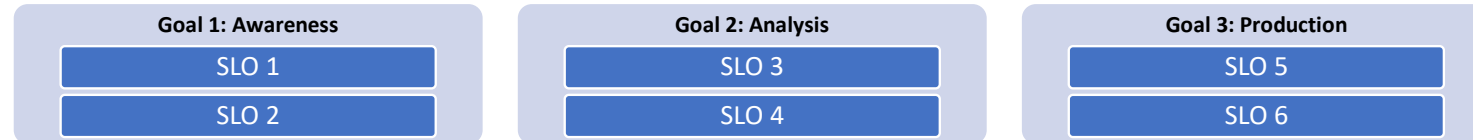


## *Defining our QEP: Undergraduate Research*

- ❖ Undergraduate research is a process that can be framed and informed by several broad-based experiences:
  - (1) identification of the problem/need;
  - (2) information gathering (e.g., data collection, systematic methods as appropriate to discipline);
  - (3) analysis, creative engagement, or implementation; and
  - (4) proposed solution, conclusion, or creative product. In this vein, undergraduate research may occur in the context of
    - (a) faculty-driven research projects and/or
    - (b) student-driven research projects.
    - This definition is crafted with an inclusive spirit, to engage students with different types and stages of research knowledge, skills, and creative expression. The core value of undergraduate research participation is for students to *develop* research practices and an awareness of the value of research.



# Goals & Student Learning Outcomes



**Goal #1: To assist students in gaining awareness of research and ethical research practices.**

SLO1. Students will recognize the utility of research or inquiry appropriate to their discipline.

SLO2. Students will understand ethical aspects of research or inquiry appropriate to their discipline.

**Goal #2: To help students analyze research.**

SLO3. Students will evaluate a body of research, inquiry, or creative expression appropriate to their discipline.

SLO4. Students will synthesize a body of research, inquiry, or creative expression appropriate to their discipline.

**Goal #3: To enable students to propose and produce a research experience.**

SLO5. Students will design a research, inquiry, or creative expression appropriate to their discipline.

SLO6. Students will implement a research, inquiry, or creative expression appropriate to their discipline.

# Goals & Student Learning Outcomes

QEP GOALS	STUDENT LEARNING OUTCOMES	PROPOSED ASSESSMENT METHODS
<b>1. To assist students to value research and ethical research practices</b>	1. Students will recognize the utility of research or inquiry appropriate to their discipline.	(1) Library online or in-person tutorial/training session or module  (2) Student survey administered after attendance at research events
	2. Students will differentiate ethical aspects of research or inquiry appropriate to their discipline.	(1) Rubric for a course-based assignment or online assessments administered through Center  (2) CITI training or similar alternative online trainings



## Goals & Student Learning Outcomes

QEP GOALS	STUDENT LEARNING OUTCOMES	PROPOSED ASSESSMENT METHODS
<b>2. To help students analyze research</b>	3. Students will evaluate a body of research, inquiry, or creative expression appropriate to their discipline.	(1) Paper in a class, evaluated through rubric  (2) Exam in a class, evaluated through rubric
	4. Students will synthesize a body of research, inquiry, or creative expression appropriate to their discipline.	(1) Paper in a class, evaluated through rubric  (2) Exam in a class, evaluated through rubric

# Goals & Student Learning Outcomes

QEP GOALS	STUDENT LEARNING OUTCOMES	PROPOSED ASSESSMENT METHODS
<b>3. To enable students to propose and produce a research experience</b>	5. Students will design a research, inquiry, or creative expression appropriate to their discipline.	(1) Poster, presentation, or performance, evaluated through rubric  (2) Paper in class, evaluated through rubric
	6. Students will implement a research, inquiry, or creative expression appropriate to their discipline.	(1) Poster, presentation, or performance, evaluated through rubric  (2) Research showcase (Research, Inquiry, Creative Expression (RICE) Showcase) with prizes or travel awards or grad school application fee waivers



## Consultant Visit

- ❖ Consultant Visit by Dr. Suma Datta, Assistant Provost for Undergraduate Studies and Executive Director for LAUNCH, Texas A&M University
- ❖ LAUNCH is an acronym that stands for Learning Communities (L), Academic Excellence (A), Undergraduate Research (U), National Fellowships (N), Capstones (C), and Honors (H). LAUNCH is a unit of Undergraduate Studies housed in Academic Affairs under the Provost at Texas A&M University.
- ❖ LAUNCH: Undergraduate Research is commonly shortened to “LAUNCH: UGR” in marketing materials.
- ❖ LAUNCH: UGR promotes, coordinates, creates, and assesses undergraduate programs involving creative scholarship, inquiry, and research in all academic disciplines at Texas A&M.

# Undergraduate IDEA Center

Innovation, Discovery, Enquiry, Analysis

- ❖ Repository and dissemination of existing research opportunities
- ❖ Coordination of tracking of attendance/participation at research events
- ❖ Showcases and markets completed research experiences
- ❖ Create rubrics and surveys
- ❖ Trains and manages implementation team
- ❖ Trains and manages assessment team
- ❖ Oversees data collection
- ❖ Responsible for data analysis and reporting
- ❖ Manages training of faculty for RI designated classes
- ❖ Manages training of research mentors





# *Undergraduate IDEA Center*

## *Innovation, Discovery, Enquiry, Analysis*

- ❖ Oversees expectations and implementation of RI designation for classes
- ❖ Oversees compliance and quality assurance of policies and practices
- ❖ Oversees certificate (and tracks through checklist) and graduation research cord/stole (listed on transcript or diploma stamp)
- ❖ Houses and manages TRACS/Canvas site, which includes online assessments
- ❖ Oversees incentives for faculty, graduate assistants, and students
- ❖ Acts as a liaison with other research support services (writing center, library, etc.)
- ❖ Acts as a liaison with other academic units/colleges/schools/departments
- ❖ Coordinates research days/week for showcase of research experiences
- ❖ Oversees student research award process and distributes awards

# Undergraduate IDEA Center

Innovation, Discovery, Enquiry, Analysis

## ❖ DISCUSSION POINTS

- Faculty buy in as well as administration support
  - Tie to T&P, expectation in annual report
  - Matching funds
  - Success of undergraduate research experience and of the proposed center/program is tied to inclusion of good faculty mentors who are invested in the program and able to provide valuable experiences to the students
  - Mentorship training for faculty, postdocs and graduate student



# Undergraduate IDEA Center

Innovation, Discovery, Enquiry, Analysis

## ❖ DISCUSSION POINTS

- Research courses
  - Variable credit (0 – 4, where zero hours means no tuition for the student)
  - Can be repeated (2-3 times)
  - Available in all departments
  - Documented in transcript
  - Faculty member must have a syllabus (expectations, milestones, grading rubric)
  - Can be for pass/fail
  - Faculty could get some credit (after X number of undergrads mentored, faculty would get a course release)
  - Needed for liability purposes



# *Undergraduate IDEA Center*

*Innovation, Discovery, Enquiry, Analysis*

## ❖ **DISCUSSION POINTS**

- Student funding
  - Work study
  - Scholarships/fellowships
  - Funding for faculty/student teams
  - Funding for conferences
  - Equal funding to all disciplines/students
  - Solicit donations
  
- Include student leadership groups
  - UGR ambassadors
  
- Marketing/incentives

# Undergraduate IDEA Center

Innovation, Discovery, Enquiry, Analysis

## ❖ DISCUSSION POINTS

- Barriers to Overcome
  - Staffing
  - Need for disciplinary experts within staff
  - IT support
  - PR

## Our QEP Timeline

- ❖ Spring 2019
  - ❖ *Gain insight from external consultant/s*
  - ❖ *Draft and Submit Big Idea proposal*
  - ❖ *QEP Task Force establishes subcommittee(s) as necessary*
  - ❖ *QEP Co-Chairs lead Faculty Development Workshop*
  - ❖ *QEP Co-Chairs conduct Center site visits*
  - ❖ *QEP Co-Chairs meet with Faculty Senate and Council of Chairs*
  - ❖ *Draft QEP Document*
  - ❖ *Identify Pilot Project/s for Fall 2019 implementation (Phase I)*
  
- ❖ Summer 2019
  - ❖ *QEP Co-Chairs work with Pilot Project/s in advance of Fall 2019 implementation (Phase I)*
  - ❖ *QEP Co-Chairs attend SACSCOC Summer Institute*
  - ❖ *Draft QEP Document*
  - ❖ *QEP Co-Chairs work with Pilot Project/s in advance of Fall 2019 implementation*

# Our QEP Timeline

- ❖ Fall 2019
  - ❖ *Run the Pilot Project/s, collect data, analyze preliminary data (Phase I)*
  - ❖ *QEP Co-Chairs conduct Center site visits*
  - ❖ *Establish feasible timeline for implementation*
  - ❖ *Organize for success (personnel and organizational structure)*
  - ❖ *Identify necessary resources (budget, space, and facilities)*
  - ❖ *Identify Pilot Project/s for Spring 2020 implementation (Phase II)*
  - ❖ *QEP Co-Chairs work with Pilot Project/s in advance of Spring 2020 implementation (Phase II)*
  - ❖ *Draft QEP Document*
  
- ❖ Spring 2020
  - ❖ *Run the Pilot Project/s, collect data, preliminary analysis of data (Phase II)*
  - ❖ *Analyze the Pilot Project/s data for Fall 2019 (Phase I)*
  - ❖ *Finalize QEP Document*

# Our QEP Timeline

- ❖ Summer 2020
  - ❖ *QEP Co-Chairs analyze Pilot Project/s data for Phases I & II*
  - ❖ *QEP Co-Chairs attend SACSCOC Summer Institute*
  
- ❖ Fall 2020
  - ❖ *Nominate individuals to serve on On-Site Review Committee*
  - ❖ *Vet and prepare production versions of QEP*
  - ❖ *Prepare print and electronic copies of QEP*
  
- ❖ Spring 2021
  - ❖ *Submit QEP for review four to six weeks prior to scheduled on-site visit*
  - ❖ *Market QEP to campus constituents*
  - ❖ *Prepare for On-Site Review*
  - ❖ *On-Site Review*



# Our QEP Timeline

- ❖ Summer 2021
  - ❖ *Draft and vet follow-up report for QEP, if necessary*
- ❖ Fall 2021
  - ❖ *Submit follow-up report for QEP, if necessary*
  - ❖ *Receive results of review*
- ❖ Spring 2022
  - ❖ *Implement QEP*





***Thank you!***

***Questions and Discussion***

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