

FEBRUARY 2010

UNDERGRADUATE  
ENGAGEMENT *in*  
DISCIPLINE-BASED  
INQUIRY

A Quality Enhancement Plan  
Submitted to the  
Southern Association of  
Colleges and Schools,  
Commission on Colleges



VALDOSTA STATE UNIVERSITY





February 19, 2010

Rudy S. Jackson, Ph.D.  
Vice President  
Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033

Dear Dr. Jackson:

I am pleased to submit to you and the on-site review team the QEP *Undergraduate Engagement in Discipline-Based Inquiry* from Valdosta State University. This plan reflects nearly two years of broad-based input from the Valdosta State University community. We believe focusing on active, engaged learning among undergraduates reflects a growing trend in higher education and is consistent with the mission and strategic plan of VSU to enhance undergraduate education through unique hands-on Discipline-Based Inquiry Projects.

We look forward to seeing you and the entire on-site review team April 6 through 8, 2010.

Sincerely,

Patrick J. Schloss, Ph.D.  
President



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## EXECUTIVE SUMMARY

Valdosta State University (VSU) is a community of scholars in a culture of excellence. The propagation of scholarship through teaching, research, and service is our reason for being. As such, VSU has identified *Undergraduate Engagement in Discipline-Based Inquiry*<sup>1</sup> as its Quality Enhancement Plan (QEP), a component of the university's reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS).

Valdosta State is a premier residential master's I level institution with limited doctoral programs and a relatively open admission. We aspire to be a nationally prominent institution distinguished for its attention to students and their engagement in significant disciplinary scholarship. Similarly, we aspire to be distinguished for our leadership training and innovative instructional methods, programs, and services. We aspire to rise from prominence in the southeastern United States to prominence across the country.

Despite a 25% reduction (\$15 million) in its state appropriations over a two-year period (2008-09 and 2009-10), VSU is a thriving campus, as evidenced by its growing enrollment and new construction and renovations. In Fall 2009, VSU enrolled 12,391 students, 900 of whom were new, the largest one-year enrollment gain in 16 years. The reengineering of financial and personnel resources through reassignment and reallocation as well as new construction and renovations enable VSU to successfully accommodate the growing enrollment. Recent and planned construction and renovations include a Student Health Center (Fall 2008); Hopper Hall – a 513-bed residence hall (Fall 2008); Georgia Hall – a 489-bed residence hall (Fall 2009); Student Union (Spring 2010); the addition of two lecture hall classrooms to the College of Education (Fall 2010); and expected renovations to Converse Hall to house academic and administrative units (estimated in fiscal year 2012).

It is against this backdrop that our community of scholars appropriately selected *Undergraduate Engagement in Discipline-Based Inquiry* as the focus of our QEP, further enhancing a culture of excellence.

### Brief Description of VSU's QEP

*Undergraduate Engagement in Discipline-Based Inquiry* provides students with focused opportunities for engaging with faculty in research and scholarly activities appropriate to the discipline. Through an open competitive process, a call for proposals for Discipline-Based Inquiry Projects<sup>2</sup> was issued for innovative projects that achieve the QEP goals and articulate their student learning outcomes and assessments. In

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<sup>1</sup> Discipline-based inquiry is defined as problem-based learning in which students learn the analytical and investigative processes of their discipline in an active manner.

<sup>2</sup> Discipline-Based Inquiry Project is the name given to our Demonstration Projects.

the first of two iterations of Discipline-Based Inquiry Projects, six projects from four colleges were selected that reflect undergraduate engagement in laboratory, classroom, and/or field research. The success of the QEP will be ensured by senior leadership, the QEP Coordinator (the Assistant Vice President for Research/Dean of the Graduate School), and faculty and staff members from multiple offices.

#### *QEP Goals*

The purpose of the QEP is to support the development of innovative projects for undergraduate students that focus on engagement in discipline-based inquiry to support the QEP's three goals:

1. Students will develop basic knowledge of discipline-specific inquiry skills.
2. Students will apply discipline-specific inquiry skills from the classroom to resolve a specific question or problem.
3. Students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum.

#### Compliance with Core Requirement 2.12 and Comprehensive Standard 3.3.2

VSU's QEP is in compliance with Core Requirement (CR) 2.12 and Comprehensive Standard (CS) 3.3.2. Exhibit 1 summarizes the evidence and lists the pages where the evidence demonstrating compliance can be found for each of the five criteria in CR 2.12 and CS 3.3.2.

**EXHIBIT 1: EXECUTIVE SUMMARY OF EVIDENCE FOR EACH QEP CRITERION**

REQUIREMENT/ STANDARD	CRITERION	EVIDENCE	Pages
CR 2.12	<p><b>Broad-Based Process for Addressing Key Institutional Issues:</b></p> <p>Includes a broad-based institutional process identifying key issues emerging from institutional assessment</p>	The Phase 1 Task Force was comprised of broad-based involvement and representation. (See Phase 1 Task Force Committee Membership, Appendix A).	12; 69-70
		To identify key issues, the Phase 1 Task Force utilized institutional assessments, including a campus-wide needs assessment survey, campus-wide solicitation of QEP topics, and an analysis of results of national surveys conducted at VSU. (See Appendices C and D).	13-19; 73-76
CR 2.12	<p><b>Focus of the Plan:</b></p> <p>Focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution</p>	The mission is reflected in the QEP through the Discipline-Based Inquiry Projects. VSU's mission is to prepare students to meet global opportunities and challenges through excellence in teaching and learning; expand the boundaries of current knowledge and explore the practical applications of that knowledge through excellence in scholarship and creative endeavors; and promote the economic, cultural, and educational progress of our community and of our region through excellence in service outreach.	8
		The QEP is focused on undergraduate engagement in discipline-based inquiry through Discipline-Based Inquiry Projects that have specific and measureable student learning outcomes.	23-31; 42-61
CS 3.3.2	<p><b>Institutional Capability for the Initiation and Completion of the Plan:</b></p> <p>Demonstrates institutional capability for the initiation, implementation, and completion of the QEP</p>	VSU has the institutional capability to succeed in the proposed QEP as the institution is prepared to allocate necessary staffing and financial resources to ensure the success of the QEP.	32-38
		The proposed timeline has been carefully designed to accomplish all necessary components of the QEP and allow adequate time for each task, including time for initiation (pre-planning), implementation (Years 1-4) and final assessment (Year 5).	32-33
CS 3.3.2	<p><b>Broad-Based Involvement in Development and Proposed Implementation:</b></p> <p>Includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP</p>	Broad-based involvement in the development of the QEP and the proposed implementation was achieved through a call for proposals for Discipline-Based Inquiry Projects, open to the entire campus. Multiple open forums were held to answer questions from proposers. (See Appendices H, I, and J.)	22; 81-88
		Proposals were accepted from any faculty or staff member; a total of 24 proposals for a Discipline-Based Inquiry Projects were received. Six proposals clearly met the criteria outlined in the Call for Proposals.	22
		The Phase 2 Task Force was comprised of broad-based involvement and representation. (See Phase 2 Task Force Committee Membership, Appendix B).	12; 71-72
CS 3.3.2	<p><b>Assessment of the Plan:</b></p> <p>Identifies goals and a plan to assess their achievement</p>	The QEP has the following three goals: Goal #1: Students will develop knowledge of discipline-specific inquiry skills. Goal #2: Students will apply discipline-specific inquiry skills from the classroom to resolve a specific question or problem. Goal #3: Students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum.	6; 20
		Each Discipline-Based Inquiry Project is required to have specific and measureable student learning outcomes that align with the QEP Goals as well as program assessments. (See Exhibits 12 through 23).	42-61
		The QEP contains a detailed assessment plan that assesses student learning outcomes, project goals, and supporting activities. In addition, the assessment plan contains indirect measures using intrasubject replication. Exhibit 11 (p. 41) shows the QEP assessment plan that includes the purpose, the QEP Goals addressed, the method for assessment; implementation and data collection, and the anticipated performance criteria.	39-65

## I. INTRODUCTION

One of two regional universities in the University System of Georgia, Valdosta State University is located in Valdosta, Georgia, a metropolitan area near the Florida-Georgia border in south central Georgia. The campus is noted for its Spanish mission architecture and natural beauty. Valdosta State University is a premier residential master's I level institution with limited doctoral programs and a relatively open admission.

We aspire to be a nationally prominent institution distinguished for its attention to students and their engagement in significant disciplinary scholarship. We believe that doctoral and master's students enrich the experience for undergraduate students. Similarly, we aspire to be distinguished for our leadership training and innovative instructional methods, programs, and services. We aspire to rise from prominence in the southeastern United States to prominence across the country.

### *VSU's Mission*

The mission of VSU is to prepare students to meet global opportunities and challenges through excellence in teaching and learning; expand the boundaries of current knowledge and explore the practical applications of that knowledge through excellence in scholarship and creative endeavors; and promote the economic, cultural, and educational progress of our community and of our region through excellence in service outreach. VSU seeks to accomplish this mission in a dynamic, student-centered learning environment marked by respect for the diverse abilities, backgrounds, and contributions of all members of the university community.

### *Brief History of VSU*

A special act of the Georgia General Assembly established an institution of higher learning in Valdosta, Georgia, in 1906. South Georgia State Normal College opened to "young ladies" on January 2, 1913, as a two-year college specializing in teacher training. An act by the General Assembly in 1922 changed the institution's name to Georgia State Womans College at Valdosta and authorized a four-year program leading to the bachelor's degree. In 1950, after 37 years as a woman's college, the Board of Regents of the University System of Georgia (USG) approved coeducational status and a new name for the institution: Valdosta State College. In 1993, Valdosta State College was named a Regional University by the Board of Regents and became Valdosta State University. As a Regional University in South Georgia, VSU cooperates with other USG institutions to provide educational programs to the university's 41-county service region. To expand its programmatic outreach, VSU continued to develop and offer distance learning programs and courses at off-campus locations throughout Georgia and online.

### *A Changing Landscape*

Despite a 25% reduction (\$15 million) in its state appropriations over a two-year period (2008-09 and 2009-10), VSU is a thriving campus, as evidenced by its growing enrollment and new construction and renovations. In Fall 2009, VSU enrolled 12,391 students, 900 of whom were new, the largest one-year enrollment growth in 16 years. VSU successfully accommodated the growing enrollment through reassignment of personnel and reallocation of resources.

More specifically, for the first time in its history, VSU introduced lecture hall classes (150 or more students) in Spring 2009. Offering an array of class sizes, ranging from small colloquia of 10 students to lecture hall classes of 150 students throughout the undergraduate curriculum (as appropriate for the pedagogy of the discipline), ensures that all students can create a course schedule and allows for smaller class sizes at the upper-division level for discipline-based inquiry opportunities.

Recent construction and renovations include a Student Health Center (Fall 2008); Hopper Hall – a 513-bed residence hall (Fall 2008); Georgia Hall – a 489-bed residence hall (Fall 2009); Student Union (Spring 2010); the addition of two lecture hall classrooms to the College of Education (Fall 2010); and expected renovations to Converse Hall to house academic and administrative units (estimated in fiscal year 2012).

### *VSU Students*

VSU achieved a milestone when Fall 2009 enrollment reached 12,391 students, representing an increase of 7.9% from Fall 2008 and the institution's largest one-year enrollment growth in 16 years. Overall, the number of undergraduate students increased 6.4%, to 10,328 students. Graduate student enrollment increased 15.8% to 2,063 students. The student body is a diverse group; females represent the majority of the student body at 62%, and 32% of students are self-declared minorities. Students enrolled in Fall 2009 represent 45 states, Puerto Rico, the Virgin Islands, Washington D.C.; 69 countries; and 156 of the 159 Georgia counties. Lowndes, Gwinnett, and Fulton are the Georgia counties with the highest enrollment with 2,042, 660, and 531 students, respectively. In the Fall 2009 semester, VSU welcomed 286 international students to campus.

VSU provides students with a positive learning environment that balances academics and social/community activities. More than 150 active student organizations exist on campus, including 21 Greek social organizations, 10 faith-based campus ministry groups, numerous intramural sports, and service and academic clubs.

### *VSU Faculty and Staff*

As of November 2009, VSU employees totaled 1,576 faculty, staff, and administrators. VSU's faculty body consists of 592 members—472 full-time and 120 part-time. Females constitute about 52% of the total faculty, and 9% are self-declared minorities. VSU's administrators and staff members number 753,

and the university employs 231 graduate assistants. VSU's budget for Fiscal Year 2010 exceeded \$165 million. VSU supports a shared governance approach facilitated through the Faculty Senate, the Council on Staff Affairs, the Planning and Budget Council, the Student Government Association, and the VSU Foundation.

*Degrees Offered at VSU*

VSU offers undergraduate programs leading to the following degrees: Associate of Applied Science in five major programs, the Associate of Arts, the Bachelor of Arts in 16 major programs, the Bachelor of Science in 11 major programs, the Bachelor of Science in Education in nine major programs, the Bachelor of Business Administration in six major programs, the Bachelor of Fine Arts in seven major programs, the Bachelor of Music in two major programs, the Bachelor of General Studies, the Bachelor of Science in Nursing, the Bachelor of Science in Exercise Physiology, and the Bachelor of Applied Science.

Graduate degrees offered are the Master of Education in 15 major programs, the Master of Arts in three major programs, the Master of Arts in Teaching in four major programs, the Master of Science in five major programs, the Master of Public Administration, the Master of Business Administration, the Master of Accountancy, the Master of Science in Nursing, the Master of Music Education, the Master of Music Performance, the Master of Social Work, the Master of Library and Information Science, the Education Specialist in nine major programs, the Doctor of Education in three major programs, and the Doctor of Public Administration.

## II. BROAD-BASED INVOLVEMENT OF DEVELOPMENT

### Overview

Development of the QEP was facilitated by two broad-based task forces appointed by the Leadership Team to focus on different stages of the QEP. Task forces were given charges by the Leadership Team and asked to report findings and suggestions to the Leadership Team. Both task forces had broad-based representation and involvement from every college and division. Full membership lists for each task force, along with formal charges from the Leadership Team, are in Appendices A and B.

### *Leadership Team*

The SACS Leadership Team is comprised of the President, the Vice Presidents, the SACS Liaison, the Director of Information Technology, and the Compliance Certification Coordinator. The role of this group is to guide institutional accreditation efforts and to provide guidance to the QEP Task Forces and oversee the QEP implementation. The composition of the Leadership Team is shown in Exhibit 2.

**EXHIBIT 2: SACS LEADERSHIP TEAM BY TITLE AND NAME**

Title	Name
President	Dr. Patrick J. Schloss
Provost and Vice President for Academic Affairs	Dr. Louis H. Levy (through December 2009)
Interim Provost and Vice President for Academic Affairs	Dr. Philip L. Gunter (January 2010 to present)
Interim Vice President for Finance and Administration	Ms. Traycee F. Martin
Vice President for Student Affairs	Dr. Kurt J. Keppler (through March 16, 2010)
Interim Vice President for Student Affairs	Mr. Russell F. Mast (March 17, 2010 to present)
Vice President for University Advancement	Mr. John D. Crawford
SACS Liaison and Assistant to the President for Strategic Research and Analysis	Dr. Kristina M. Cragg
Director of Information Technology	Mr. Joseph A. Newton
Compliance Certification Coordinator and Professor of English	Dr. Jane M. Kinney

*Phase I Task Force*

The Phase I Task Force met from January to June 2008 and included representatives from each college, Academic Affairs, the Center for International Programs, the Council on Staff Affairs, Equal Opportunity Programs and Multicultural Affairs, the Faculty Senate, Financial Services Information Technology, Odum Library, Student Affairs, the Student Government Association, and the Student Success Center and OASIS (Appendix A contains the charge and a list of Phase I Task Force representatives).

The Phase I Task Force was responsible for soliciting input and ideas for the QEP from the VSU community. More specifically, its charge was to:

1. Develop the means of initially publicizing the QEP to the university community and of soliciting suggestions for the QEP.
2. Develop a proposal form for suggestions.
3. Set timelines for collection and selection processes.
4. Narrow the number of suggestions received to approximately five ideas.
5. Request more developed proposals for the topics, examining feasibility, best practices, student learning outcomes and means of assessment, and costs.

General forums were held across the campus to publicize and discuss the QEP.

*Phase II Task Force*

The Phase II Task Force met from December 2008 to November 2009 and included representation from each college, Academic Affairs, the Center for International Programs, Financial Services, the Graduate School, Odum Library, Student Affairs, the Student Government Association, and University Advancement, and (Appendix B contains the charge and a list of Phase II Task Force representatives).

The Phase II Task Force was responsible for researching, developing, and planning for implementation of the QEP. More specifically, its charge was to:

1. Focusing/Refining the Topic: Conduct any further research deemed necessary into background, best practices in the field, assessment issues and outcomes, and other key elements of the QEP;
2. Researching/Writing the Prospectus: Evaluate the needs of the QEP in terms of costs, space, and personnel; and write and edit the formal QEP for submission to SACS by February 2010.



### III. SELECTION OF UNDERGRADUATE ENGAGEMENT IN DISCIPLINE-BASED INQUIRY

#### Overview

VSU's QEP topic of Undergraduate Engagement in Discipline-Based Inquiry was selected based upon:

- information collected from institutional assessments (i.e., campus-wide needs assessment survey, campus-wide solicitation of QEP topics, and analysis of national surveys conducted at VSU) to identify key issues at VSU,
- analysis of results from national surveys conducted at VSU, and
- a review of the literature on undergraduate research.<sup>3</sup>

#### Identifying Key Issues Using Institutional Assessment Information and Methods

##### *Campus-Wide Needs Assessment Survey*

The Phase I Task Force, with assistance from Strategic Research & Analysis (SRA), conducted a campus-wide QEP Needs Assessment Survey (Appendix C). The survey was made available online and by paper to faculty, staff, and students between February 22 and April 11, 2008. Faculty, students, and staff members (n=1,383) evaluated 18 items on a scale of 1 to 5, with 1 representing a minimal need for improvement and 5 representing a critical need for improvement. More than one in five student respondents (22.1%) identified "opportunities for students to work with a faculty member on a research project" as a critical need for improvement (as indicated by marking "4" or "5" to this question). This was the most critical need item indicated in the survey, followed closely by "courses at VSU to expose students to a global/international perspective as well as diverse ideas and cultures" and "VSU provides opportunities for students to participate in community service or volunteer work as part of a course." Appendix D contains a summary presentation outlining the QEP Needs Assessment Survey Results.

##### *Campus-Wide Solicitation of QEP Topics*

Concurrently, from January 28 to April 11, 2008, the QEP Phase I Task Force solicited QEP topic proposals from across the campus. A proposal comment form was developed and disseminated to the VSU community (see Appendix E). The proposal form, as well as the survey, was also distributed to the VSU community both online and in hard copy and as an insert in the VSU student newspaper, *The Spectator*. Informational articles were also published in VSU newsletters and *The Spectator*, encouraging the submission of topic ideas (see Appendix F). In response, a total of 28 potential topics were submitted by faculty and staff. The Phase I Task Force (Appendix D) categorized the topics as

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<sup>3</sup> Undergraduate research is the phrase commonly found in the literature. The phrase "discipline-based inquiry" is used in the QEP to be inclusive of all disciplines as some disciplines use nomenclature other than "research."

curricular, pedagogical, faculty, or student support initiatives and ranked them for discussion and analysis, looking for opportunities to combine ideas and concepts (Appendix G).

*In-Depth Exploration of Four Possible QEP Topics*

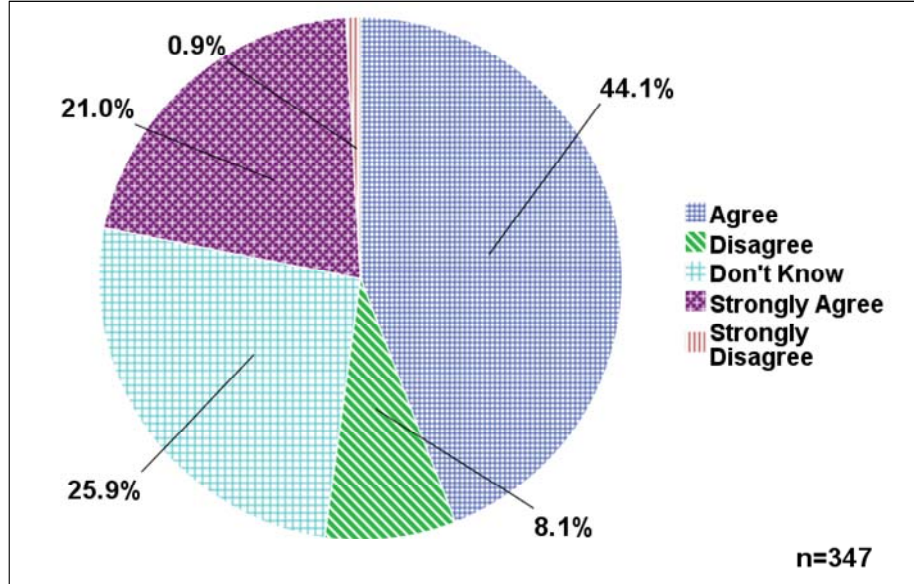
Based on the results from the campus-wide needs assessment survey and the analysis of national surveys conducted at VSU, the Phase I Task Force narrowed the list of 28 topics to four topics: expanding opportunities for undergraduate research, a global citizenship passport for promoting international education, a sophomore year experience, and “one book, one campus” to encourage service learning. The SACS Leadership Team requested that each topic be developed into a ‘mini-prospectus’ by a faculty member with expertise in the proposed topic to further address feasibility, best practices, student learning outcomes and means of assessment, and costs.

The four ‘mini-prospectuses’ were written during Summer 2008. In the Fall 2008 semester, open campus forums were held to solicit comments and feedback on the four topic ideas from students, faculty, and staff. Also, presentations on the four detailed proposals were given to the VSU Faculty Senate, the Student Government Association, and the Council on Staff Affairs. In October 2008, after synthesizing the information collected (i.e., surveys, suggested topics, feedback from campus forums, four ‘mini-prospectuses,’ and national surveys conducted at VSU), the SACS Leadership Team selected the topic of expanding undergraduate research opportunities for the focus of the QEP based on institutional assessment, consistency with VSU’s mission and Strategic Plan, and alignment with other campus strategic efforts.

*Analysis of National Surveys Conducted at VSU*

Participation in national surveys, including the *National Survey of Student Engagement (NSSE)*, the *Faculty Survey of Student Engagement (FSSE)*, and Higher Education Research Institute’s *The Freshman Survey (TFS)*, provided VSU with additional data to support the need for a QEP to foster undergraduate discipline-based inquiry. As shown in Exhibit 3, responses to the *Cooperative Institute Research Program’s (CIRP) Freshman Survey* indicate that while 21% of incoming freshmen strongly agreed that they understood the basic methodology used within their majors, about 26% selected "Don't Know" as a response to the same question, indicating a need for additional emphasis on discipline specific research within the undergraduate major.

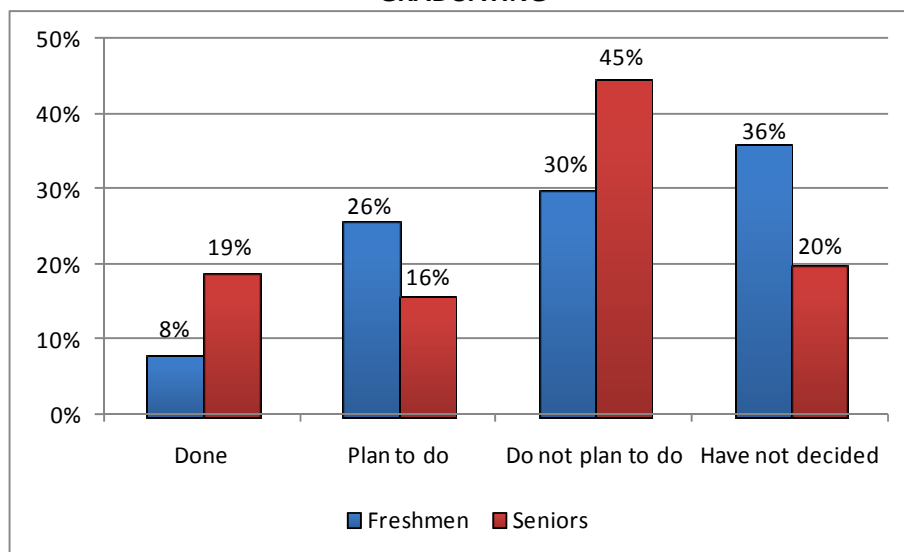
**EXHIBIT 3: FRESHMEN RESPONSES TO "I UNDERSTAND THE BASIC RESEARCH METHODOLOGY USED WITHIN MY MAJOR"**



Source: Strategic Research and Analysis, 2009.

Results from the 2008 FSSE administration indicate that 59% of faculty teaching freshmen and 37% of faculty teaching seniors believed it was important or very important for students to work on research with a faculty member outside of course requirements. In comparison, results from the 2008 NSSE indicate that only 26% of freshmen and 16% of seniors planned to work on research projects with faculty members outside of course or program requirements prior to graduation. Exhibit 4 shows that 19% of responding seniors reported already having worked with a faculty member on a research project, while 36% of freshmen and 20% of seniors indicated they had not yet decided if they were going to work on a research project with a faculty member, suggesting that students may be interested in working on a research project with a faculty member if opportunities were available.

**EXHIBIT 4: DISTRIBUTION OF STUDENT RESPONSES TO WHETHER THEY HAD WORKED OR PLANNED TO WORK ON A RESEARCH PROJECT WITH A FACULTY MEMBER OUTSIDE OF COURSE OR PROGRAM REQUIREMENTS BEFORE GRADUATING**



Source: Strategic Research & Analysis, 2009.

#### Brief Review of the Literature and Best Practices

With *Undergraduate Engagement in Discipline-Based Inquiry* identified as the topic for the QEP, the Phase II Task Force reviewed the literature and best practices on the subject of undergraduate research. The investigation revealed an array of research and resources on the topics, with numerous items published within the last decade.

Establishing an undergraduate research program to promote inquiry-based student learning enables institutions “to provide a window on the intellectual life of the scholar and to promote students’ active involvement in their own learning” (Pascarella & Terenzini, 2005, p. 406). More than a decade ago, the Boyer Commission called for undergraduate institutions to begin the process of implementing undergraduate research into their curriculum, stating that students gain more from inquiry-based learning (The Boyer Commission on Educating Undergraduates in the Research University, 1998). As they implemented undergraduate research programs, institutions incorporated direct and indirect methods of assessing research to illustrate achievements and added-value of the program.

The Boyer Commission on Educating Undergraduates in the Research University (1998) promotes undergraduate research as its primary mode of change for higher education. “Learning is based on discovery guided by mentoring rather than on the transmission of information. Inherent in inquiry-based learning is an element of reciprocity: faculty can learn from students as students are learning from faculty” (The Boyer Commission on Educating Undergraduates in the Research University, 1998, p. 15).

The National Leadership Council for Liberal Education & America's Promise, in the report *College Learning for the New Global Century* (2008, p. 6), identifies "teach the arts of inquiry and innovation" as one of the key "principles of excellence." Furthermore, the report (2008, pp. 53-54) highlights undergraduate research as an effective educational practice that has been widely tested with demonstrated benefits for college students, especially those from underserved backgrounds. In their recent analysis of undergraduate research across disciplines, institutions, and nations, Healey & Jenkins (2009, p. 36) argue that a key goal of higher education is to ensure that "students experience the process of knowledge construction in their disciplines."

Learning through research and mentoring can provide a type of reciprocal learning not available in the traditional classroom setting. Through research, students are able to explore experiences that could not possibly be reproduced in a classroom (Bowman & Stage, 2002). In traditional modes of academic learning, the teacher is the center from whom the student gleans knowledge. But in undergraduate research, learning and research become a "simultaneous, overlapping, shared process," through which the student and the teacher are both conducting research and learning from one another (National Conferences on Undergraduate Research, 2005, p. 1). The mentor-mentee relationship illustrates collaborative teamwork and offers the student a motivation to "learn by doing" (National Conferences on Undergraduate Research, 2005, p. 1). Through the collaborative teamwork, students are able to gain skills and knowledge that would be unattained in the traditional classroom setting, such as "analytical and communicative skills" (National Conferences on Undergraduate Research, 2005, p. 1).

Participation in undergraduate research allows students to learn and use a "four-step learning process" essential to research. The steps identified in this process are:

1. Identification of an appropriate methodology,
2. Setting out a concrete investigative problem,
3. Carrying out the actual project, and
4. Dispersing/sharing a new scholar's discoveries with his/her peers (National Conferences on Undergraduate Research, 2005).

#### *Benefits of Undergraduate Research*

According to the Council on Undergraduate Research (CUR), there are five specific benefits students gain from participating in undergraduate research:

1. Students and their mentors are able to build a relationship resulting in enhanced learning;
2. Involved students are more likely to be retained;
3. Enrollment into graduate schools increases with students who participate in undergraduate research;
4. Students have an increased knowledge base of research methodology; and

5. Undergraduate research aids in promoting an innovation-oriented culture (Council on Undergraduate Research, 2009, p. 1).

In their recent article on the benefits of undergraduate research, scholarship, and creative activity, Osborn and Karukstis (2009) identify a myriad of benefits that have been credited to undergraduate research. Based on their expertise as former presidents of CUR, Osborn and Karukstis (2009, pp. 43-44) categorize the benefits to students in terms of gains in knowledge and skills (i.e., enhanced problem-solving skills, enhanced oral communication skills, increased creativity and critical thinking), academic achievement and educational attainment (i.e., higher retention and graduation rates, greater persistence in the major, higher rates of acceptance into graduate/professional schools), fostering professional growth and achievement (i.e., enhanced ability to work collaboratively with others, stronger relationships with mentors, deeper integration into the culture of the discipline), and promoting personal growth (i.e., stimulation of curiosity, increased confidence, enhanced ability to learn independently).

Benefits have also been indicated by alumni via surveys as noted by Bauer and Bennett (2003) who conducted a study of nearly 1,000 alumni from the University of Delaware. The survey asked alumni to rate their skill levels and educational enhancement from their years of study in more than 30 areas (Bauer & Bennett, 2003). Alumni involved in the Undergraduate Research Program (URP) reported significantly greater overall satisfaction with their undergraduate education than alumni who were not involved in undergraduate research. Alumni from the URP reported significantly higher growth in “the ability to develop intellectual curiosity, acquire information independently, understand scientific findings, analyze literature critically, speak effectively, act as a leader, and possess clear career goals” (p. 221) than did alumni who did not participate in the URP (Bauer & Bennett, 2003). The study revealed that even one semester of research experience can be beneficial, and a factor analysis of responses to the 32 skills and abilities highlighted that URP respondents believed they had enhanced skills in three (science/math/problem-solving factor, literature/language/mastery of contexts factor, and communication/initiative factor) of four factors in comparison to alumni who did not participate in research (Bauer & Bennett, 2003).

Lopatto (2004), a leader in the field of undergraduate research assessment, surveyed 1,135 undergraduates involved in research on their campuses, representing 41 universities, in the summer and fall of 2003. Undergraduates reported gains on 20 specific learning outcomes, such as understanding of the research process, readiness for more demanding research, tolerance for obstacles, learning to work independently, skill in the interpretation of results, understanding how knowledge is constructed, becoming part of a learning community, clarification of a career path, skill in oral presentation, and learning ethical conduct (Lopatto, 2004). A qualitative assessment of undergraduate research conducted by Hakim (1998) indicated that students felt more connected to their discipline and experienced improved problem-solving skills after an undergraduate research experience. Additionally, Kardash

(2000) draws attention to student gains in oral communication, making observations, collecting data, and relating their study to higher education and employment after a summer research experience.

#### Definition of Research

In the literature, there is no single definition of “undergraduate research.” The Council on Undergraduate Research (CUR) defines undergraduate research as “an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline” (Council on Undergraduate Research, 2009, p. 1). From their comparative analysis of undergraduate research practices, Healey and Jenkins (2009, p. 23) arrive at a definition of inquiry-based learning in which students are active participants in a learning process that allows them to become producers, not just consumers, of knowledge. Osborn and Karukstis (2009) note that “all forms of undergraduate research, scholarship, and creative activity are characterized by four unifying features: mentorship, originality, acceptability, and dissemination” (p. 42).

The authors define mentorship as “a serious, collaborative interaction between the faculty mentor and the student, in which the student is intellectually engaged in the scholarly problem or project” (Osborn & Karukstis, 2009, p. 42). Originality refers to the student’s work making “a meaningful and authentic contribution to the scholarly problem or project,” while acceptability means that “the student’s work should employ techniques and methodologies that are both appropriate and recognized by the discipline” (Osborn & Karukstis, 2009, p. 42). Finally, dissemination involves “a final tangible product for which both the process and results are peer-reviewed, critiqued, juried, or judged in a manner consistent with disciplinary standards” (Osborn & Karukstis, 2009, p. 42).

For VSU’s QEP, the phrase “discipline-based inquiry” is used in the QEP to be inclusive of all disciplines, as some disciplines use nomenclature other than “research.” Discipline-based inquiry is defined as problem-based learning in which students learn the analytical and investigative processes of their discipline in an active manner.

#### **IV. QEP: UNDERGRADUATE ENGAGEMENT IN DISCIPLINE-BASED INQUIRY**

##### Overview

In conjunction with strategic changes to accommodate growing enrollment, the QEP focuses on undergraduate discipline based inquiry opportunities, which provides students with opportunities for individualized and specialized interaction with faculty. As Willison noted, “a major difficulty with providing a greater number of students with research experiences is that unless students are specifically guided in investigation processes, they will often continue to operate in subsequent investigations at the level which they entered the university” (2009, p. 10). Individualized experience in research provides students with focused skills not obtained in the curriculum.

VSU’s QEP addresses this key issue that was identified using institutional assessments and supported by the literature, using a process that included a call for proposals for Discipline-Based Inquiry projects and their selection, implementation, and assessment. This process will then be replicated for the next iteration of projects with modifications as necessary for improvement. The conceptual framework for this process is shown in Exhibit 5.

The QEP includes Discipline-Based Inquiry Projects that reflect scientific inquiry at the undergraduate level in laboratory, classroom, and/or field research and that allow students to interact personally with and be mentored by a faculty member. The QEP Coordinator<sup>4</sup> will oversee the QEP, while a faculty coordinator for each Discipline-Based Inquiry Project has overall responsibility for the administration and management of his or her project. The faculty coordinators have proven track records in scholarship and training in their disciplines.

##### *QEP Goals*

Each Discipline-Based Inquiry Project is guided by the three QEP goals:

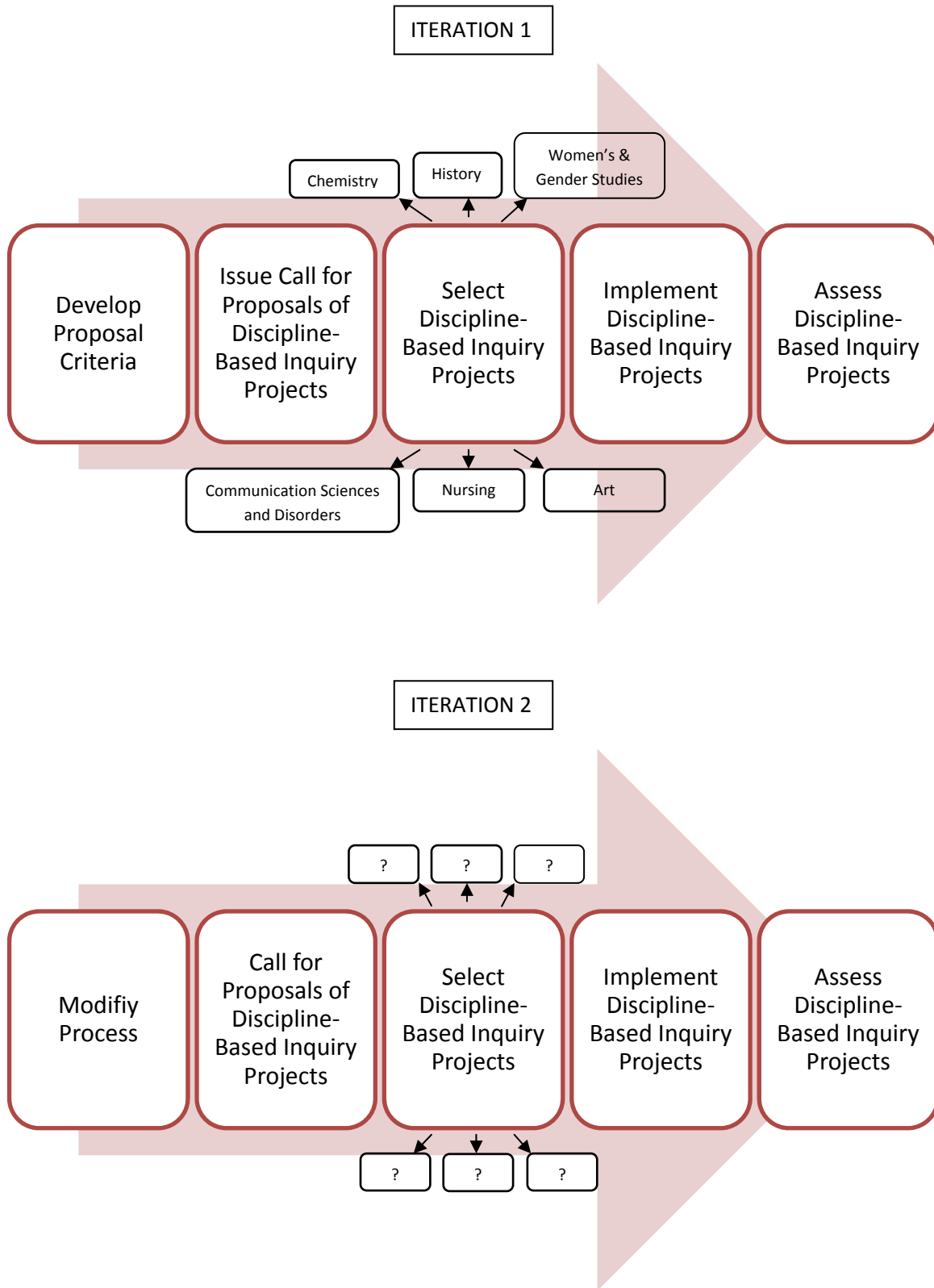
- Goal #1: Students will develop knowledge of discipline-specific inquiry skills.
- Goal #2: Students will apply discipline-specific inquiry skills from the classroom to resolve a specific question or problem.
- Goal #3: Students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum.

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<sup>4</sup>The QEP Coordinator is the Assistant Vice President for Research and Dean of the Graduate School; this position reports to the Provost and Vice President for Academic Affairs.



EXHIBIT 5: CONCEPTUAL FRAMEWORK FOR THE QEP



### Call for Proposals for Undergraduate Engagement in Discipline-Based Inquiry

To identify Discipline-Based Inquiry Projects that align with the three goals of the QEP, the Provost and Vice President for Academic Affairs (VPAA) and the QEP Phase II Task Force announced a competitive call for proposals (see Appendix H) to expand undergraduate scholarship and creative learning.

Required proposal elements (see Appendix I) included a project abstract, a project narrative, student learning outcomes, an assessment plan for the project, a budget and narrative, and *curricula vitae* of key personnel. Letters of support for each proposal were requested from the department head and dean.

Proposed projects were required to involve undergraduate students in active, discipline-based learning through inquiry or analysis. Students could be engaged in discipline-based inquiry through activities such as classroom projects, field work or community service projects, creative endeavors, international programs, a summer research experience, or other activities. Students were also to be encouraged to present the results of their inquiry, scholarship, or creative endeavors in a scholarly forum (i.e., a senior capstone course, a peer-reviewed publication, a performance, a symposium, a conference). The term of the project could span either an academic term or a full academic year, with the potential to become a long-term component of the undergraduate program(s).

#### *Proposal Review and Selection*

In response to the call for proposals, faculty members from all five undergraduate colleges submitted a total of 24 proposals. Using an evaluation rubric developed in conjunction with the call for proposals (see Appendix J), the QEP Phase II Task Force reviewed the proposals based on their merit and expected contribution to VSU's QEP. To begin discussions among the members of the Phase II Task Force, SRA compiled the results and ranked the proposals by highest average score. While the rubric was used as an initial guide, the QEP Phase II Task Force had latitude to recommend for consideration by the Provost and VPAA the grouping of proposals that, when combined, created the best overall QEP.

Based on overall scores from the rubric and task force's deliberations, nine proposals were forwarded for further consideration to the Provost and VPAA. The Provost and VPAA invited six project coordinators to revise their QEP proposals based upon feedback from the task force deliberations. All six proposals were resubmitted and accepted for inclusion in the Discipline-Based Inquiry Projects – Iteration 1 of the QEP. The six proposals selected for Iteration 1 are described in the next section.

*Discipline-Based Inquiry Projects – Iteration 1*

The first iteration (of two) of the Discipline-Based Inquiry Projects includes six projects, involving 12 faculty members and approximately 150 undergraduate students from four of the undergraduate colleges at VSU. Together, the six Discipline-Based Inquiry Projects, summarized below and categorized by college, encompass diverse undergraduate research experiences from the laboratory to the field to the classroom. Complete abstracts for each project appear in the following section. Detailed proposals are available at <http://www.valdosta.edu/sra/selectedproposals.shtml>. A user ID (QEP) and password (SACS2010) are required to access this website.

All six of the Discipline-Based Inquiry Projects advance all three QEP goals as well as provide opportunities for students to apply their knowledge and research skills outside of the classroom. The faculty coordinators of the projects have crafted opportunities for students to present and disseminate their research findings. As noted in the assessment section, student learning outcomes and assessment plans have been articulated for each of the Discipline-Based Inquiry Projects.

*Selected Discipline-Based Inquiry Projects for Iteration 1 by College*

College of Arts and Sciences

The three proposals from the College of Arts and Sciences represent the sciences, the humanities, and the social sciences.

- Project 1: “Cutting Edge Cancer Research with Undergraduates” involves an innovative project with students working on microbial amplification chambers and marine natural products. The project incorporates elements of marine science, oceanography, chemistry, microbiology, medicinal chemistry, and instrumentation to provide students with a unique interdisciplinary research opportunity. The project utilizes a research group approach with a pyramid structure of two or three senior chemistry majors each working with a small group of juniors and sophomores, all working under the guidance of the faculty mentor.
- Project 2: “Summer Archival Field Experience” involves a unique opportunity for undergraduate students to engage in an intensive archival summer research experience at the U.S. Army Heritage and Education Center on America’s oldest military base. Summer research experiences are a hallmark of university efforts to promote undergraduate research. At the heart of this project is a faculty mentor guiding undergraduates through the professional research process as the students work in archives on original research projects.
- Project 3: The final project from the College of Arts and Sciences, “Investigating Social Inequalities of Hispanic Immigrants through the U.S.-Mexico Borderland Experience,” engages undergraduates from the social sciences in an interdisciplinary, experiential research program

along the U.S.-Mexico border. The project provides the opportunity for students to study globalization, diverse communities, and the social construction of race, ethnicity, class, and gender. Students will also conduct similar qualitative research with Hispanic migrant farm workers in South Georgia.

#### College of Education

- Project 4: “Preparing Scholars of Tomorrow to Effectively Analyze Language Sample Data for Parent-Child Turn Taking” involves a dynamic opportunity for undergraduate students to collect and analyze language samples of child-parent dyads. Undergraduates from the Department of Communication Sciences and Disorders will investigate research questions regarding communicative turn-taking opportunities within the everyday routines of young children, the effects of turn-taking on language development, and the construct validity of language sampling analysis techniques.

#### College of Nursing

- Project 5: “Evidence-Based Practice Strategies for Nursing and Health Care” places undergraduates with nurse researchers in clinical settings. Because evidence-based nursing has evolved into the standard for nursing practice, the hallmark of excellence in clinical practice, this Discipline-Based Inquiry Project provides a rich opportunity for undergraduate students to generate evidence-based clinical questions and to collaborate with nurses and other health care professionals involved in clinical research projects.

#### College of the Arts

- Project 6: “Discovering Unrealized Generational Differences in Kitchen Design Preferences Between Next Generation Interior Designers and Current Resident-Users” builds upon the studio experience of interior design students by teaching them to critically examine their own assumptions when designing. The project promotes exploration of the differences between kitchen layouts in assisted living facility residences designed by interior design undergraduate students and the layouts designed by residents of the assisted living facilities.

Project 1: Cutting Edge Cancer Research with Undergraduates<sup>5</sup>



**Author:** Thomas J. Manning

**Department:** Chemistry

**College:** Arts and Sciences

**Abstract:** This QEP proposal is focused on two areas of undergraduate cancer research: (i) using a new method to synthesize natural products in an economical fashion and (ii) continuing to develop a novel group of pharmaceutical agents that the National Cancer Institute has already started to test. This *research study* and educational project can advance both science and practice and serve as a cutting edge educational tool for

undergraduate students. It involves innovation in cancer drug synthesis, testing both scientific and educational hypotheses, and has specific measurable outcomes in both endeavors. Our achievements to date show that we can successfully mesh a diverse group of students in a productive, interdisciplinary, cutting edge project. This model will be developed and further implemented in addressing an important problem: producing economical and effective medicinal agents from the sea. As opposed to a typical educational assessment approach, a teacher and students in a closed loop, we will use the peer review process to assess student progress. This QEP proposal has three major educational goals:

1. Students will learn and utilize a wide range of lab techniques and protocols needed to achieve the scientific goals mentioned above. Experience indicates that students working in a lab, as opposed to another form of employment, are more likely to pursue science as a career and are more likely to gain admittance to a graduate or professional program.
2. Students will work within the parameters and standards of the scientific process. They will read papers and patents, write research summaries and methods, interpret experimental and computational data, and contribute to the writing and editing of scientific papers and patents.
3. Students will deliver presentations at group meetings, scientific meetings (oral and poster presentations), and at meetings with pharmaceutical companies and collaborators.

These three project-specific goals match closely Valdosta State University's three research-oriented goals for the QEP project: Students will develop knowledge of discipline-specific inquiry skills, students will apply discipline-specific inquiry skills from the classroom to resolve a specific question or problem, and students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum.

**Budget Amount:** \$28,903

**Number of Students:** 25

<sup>5</sup> Detailed proposals are available at <http://www.valdosta.edu/sra/selectedproposals.shtml>. A user ID (QEP) and password (SACS2010) are required to access this website.

Project 2: Summer Archival Field Experience in History<sup>6</sup>

**Author:** John Dunn

**Department:** History

**College:** Arts and Sciences

**Abstract:** This proposal is for a 6-week summer course in archival research methods during Summer Session II in June and July 2011. Two weeks in the classroom at VSU will be spent preparing for the two-week archival field experience at the U.S. Army Heritage and Education Center (USAHEC) at the Carlisle Barracks in Carlisle, PA. Located on America's oldest military base, the USAHEC is the Army's main archive. The holdings reflect U.S. military action and involvement throughout the world since the 18<sup>th</sup> century and provide documentation on a wide variety of military history and other topics. During the



field experience, the students, mentored closely by a faculty member and a graduate assistant, will learn how to navigate a major archive, identify and request materials, and gather information from those materials.

The two-week field experience portion of the summer course will be followed by an additional two weeks of classroom instruction at VSU, when students will write up and present the results of their research. The size of the program is planned for five undergraduates, assisted by a graduate student and supervised by a faculty member. The

expenses for the project include: summer faculty salary, a summer graduate assistantship, airfare for all seven participants, mini-van transportation while in the field, and room and board at a local college. This proposed project is aligned with all three of the QEP goals:

1. Students will develop knowledge of discipline-specific inquiry skills. *Students in this program will travel to a major historical archive under the guidance of a faculty member and a graduate assistant and will engage in original research in archival materials. Archival research is a key inquiry skill in the discipline of History.*
2. Students will apply discipline-specific inquiry skills from the classroom to resolve a specific question or problem. *Students in this program will use archival research methods to address a particular research question in history. These questions will be developed by each student in consultation with the instructor and graduate assistant.*
3. Students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum. *Students in this program will be required to present their research findings in two ways: as a seminar presentation and as a major research paper. Students will be encouraged to present their work at conferences and to submit their papers for publication.*

**Budget Amount:** \$20,348

**Number of Students:** 5

<sup>6</sup> Detailed proposals are available at <http://www.valdosta.edu/sra/selectedproposals.shtml>. A user ID (QEP) and password (SACS2010) are required to access this website.

Project 3: Investigating Social Inequalities of Hispanic Immigrants through the U.S. – Mexico Borderland Experience<sup>7</sup>

**Author:** Tracy Woodard-Meyers

**Partnering Faculty:** Shani Gray, Kathryn Schmidt

**Department:** Women's and Gender Studies

**College:** Arts and Sciences

**Abstract:** The U.S. - Mexico Borderland Experience is an interdisciplinary, experiential research program for undergraduate students. The El Paso—Ciudad Juarez border region was chosen for this program because it is the largest border community in the world (736,000 residents in El Paso; 1.5 million residents in Ciudad Juarez; 2005 Census) with a long standing bilingual and bi-national culture. The Borderland Experience immerses students in the border culture and realities of the diverse Hispanic people who live and work in the region by placing students in local agencies to engage in qualitative research via ethnographic interviews and participant observation (meets QEP goal #2). The agency and organizations in which students are placed consist of a variety of non-profit programs that serve the needs of the Hispanic population in the area.



The Borderland Experience involves students in disciplined-based inquiry (through field work) to analyze how the social construction of race, ethnicity, class, and gender affect Hispanics residing in this region (meets QEP goals #1 and #2). In addition, students will analyze how globalization created by the North American Free Trade Agreement impacts El Paso's Hispanic population (meets QEP goals #1 and #2).

During the Borderland Experience, students will investigate:

- How social barriers created by gender, race, ethnicity, class, and nationality status (documented verses undocumented) affect Hispanics residing in the Borderland region,
- How globalization impacts migration, immigration, poverty, and oppression of Hispanics residing in the Borderland region,
- How oppression affects intimate partner violence of Hispanics in the Borderland area, and
- How diverse communities are organizing to meet needs and create positive social change to end oppression of Hispanics in the Borderland area.

After returning to Georgia from the Borderland Experience, students will conduct similar qualitative research (ethnographic interviews and participant observation) with Hispanic migrant farm workers in Echols County, Georgia (meets QEP goals #1 and 2). Students will be placed at local organizations and agencies that serve the needs of the Hispanic population in the area. Through their placements, students will interview Hispanic migrant farm workers and the staff who work at the agencies. After the data are collected, students will conduct a comparative analysis of the two populations. Students will demonstrate their knowledge and skills by working with faculty to prepare their findings for publication and presentations (meets QEP goal #3).

**Budget Amount:** \$40,000

**Number of Students:** 20

<sup>7</sup> Detailed proposals are available at <http://www.valdosta.edu/sra/selectedproposals.shtml>. A user ID (QEP) and password (SACS2010) are required to access this website.



Project 4: Preparing Scholars of Tomorrow to Effectively Analyze Language Sample Data for Parent-Child Turn Taking<sup>8</sup>

**Author:** Jade Coston

**Partnering Faculty:** Ruth Stonestreet, Corine Myers-Jennings

**Department:** Communication Sciences and Disorders

**College:** Education

**Abstract:** The Department of Communication Sciences and Disorders (CSD) at VSU provides a program that leads to a Bachelor of Science in Education degree with a major in Communication Disorders. The program is designed to introduce students to the field of speech-language pathology and to develop students' knowledge specific to intervention for individuals with communication disorders. To better prepare the professionals and scholars of tomorrow in the field of communication sciences and disorders (CSD), a research project in which undergraduate students collect and analyze language samples of child-parent dyads is proposed.



Consistent with goals developed for Valdosta State University's Quality Enhancement Plan, student researchers will gain broad and discipline-specific inquiry skills related to the ethical conduct of research, the literature review process, data collection using language assessment techniques, language sample analysis, hypothesis testing, and research dissemination. Undergraduate students majoring in CSD will be equipped to apply their clinical research knowledge and skills during future graduate level study and professional employment. In addition to the benefits of student growth and development, the project will help answer research questions regarding communicative turn-taking opportunities within the everyday routines of young children, the effects of turn-taking on language development, and the construct validity of language sampling analysis techniques. These are important questions for multiple disciplines, including speech-language pathology, early intervention, psychology, family and child sciences, and child development and education.

To better prepare the professionals and scholars of tomorrow, CSD faculty propose a QEP project designed to:

1. Develop the students' knowledge of discipline-specific inquiry skills,
2. Promote the application of discipline-specific inquiry skills from the classroom to resolve specific questions, and
3. Teach students why and how to present the results of discipline-based inquiry in professional and academic forums.

**Budget Amount:** \$34,093

**Number of Students:** 50

<sup>8</sup> Detailed proposals are available at <http://www.valdosta.edu/sra/selectedproposals.shtml>. A user ID (QEP) and password (SACS2010) are required to access this website.



Project 5: Evidence-Based Practice  
Strategies for Nursing and Health Care<sup>9</sup>

**Author:** Maura Schlairet

**Partnering Faculty:** Anita Hufft, Melissa Benton

**Department:** Nursing

**College:** Nursing

**Abstract:** Evidence-based nursing has evolved into the standard for nursing



practice—the hallmark of excellence in clinical practice—and it is therefore imperative that all nurses have a working knowledge of the principles and methods by which their practice can be driven by credible, scientifically verified and clinically relevant evidence rather than authority, trial and error, intuition, or other common ways of knowing. Nursing knowledge is derived from three primary sources: ethical principles, practice wisdom (clinical expertise), and scientific knowledge derived from research. Translational research includes: 1) the process of applying discoveries generated during research in the laboratory, and in preclinical studies, to the development of trials and studies in humans; and 2) research aimed at enhancing the adoption of best practices in the community. This second application is the focus of nursing science as it relates to evidence-based practice. Science, as a way of knowing, while basic to the practice of professional nursing, is often undervalued and under-learned.

A nursing elective course will be implemented, placing students with nurse researchers in one of two clinical settings. Clinical protocol development and implementation of translational research to advance evidence-based practice will be the focus of discipline-specific research activities. Students will either be assigned to Project Link (the grant-supported College of Nursing initiative to expand access to health care to uninsured workers in Lowndes County through collaboration with the Partnership Health Clinic) or to the research projects that are part of the nurse faculty consultation services provided to South Georgia Medical Center.

- Students will engage in a research literature review, analysis, and prioritization based on specific clinical problems.
- Students will generate evidence-based clinical questions and participate in collaboration with nurses and other health care professionals involved in clinical research projects to evaluate the impact of Project Link, to establish an evidence-based practice model for Project Link, or to study clinical problems such as best protocols for nurse managed alcohol withdrawal care and cancer survivorship variables.
- Students will have the opportunity to share their work and the project outcomes in presentation formats that include posters, podium presentations, oral and written reports to committees, and publications.

Expected outcomes of this project include increased skills in qualitative and quantitative data collection specific to nurse-sensitive quality indicators, increased positive attitude toward research and research roles for nurses, and increased interest in graduate nursing education.

**Budget Amount:** \$43,412

**Number of Students:** 30

<sup>9</sup> Detailed proposals are available at <http://www.valdosta.edu/sra/selectedproposals.shtml>. A user ID (QEP) and password (SACS2010) are required to access this website.

Project 6: Discovering Unrealized Generational Differences in Kitchen Design Preferences between Next Generation Interior Designers and Current Resident-Users<sup>10</sup>

**Author:** Jessica Goldsmith

**Department:** Art

**College:** The Arts

**Abstract:** The interior design program at Valdosta State University focuses on preparing the next generation of practicing interior designers through studio and subject classes that develop students' interior design skills. Interior design students are exposed to many aspects of interior design as they practice designing in studio. This project will build upon students' studio experiences by teaching them to examine critically their own assumptions when designing.



By exploring the differences between kitchen layouts in assisted living facility residences designed by interior design students and the layouts designed by residents of assisted living facilities, students will learn 1) to conduct research in interior design through discipline specific methods, 2) to work with potential clients and building users who do not have formal design training, and 3) to review related scholarly literature to develop research supported methods for inquiry into the processes and outcomes of interior design practice. Through presentations, students will share the results of their research with the interior design program and the larger scholarly community.

When clients and designers are members of different generations, the communication process can be difficult, because each group may have different unspoken assumptions about appropriate interior spatial arrangements. This research project will expose students to the fact that they make unique assumptions about interior space, teach them that these assumptions can be different from clients' assumptions, and teach them ways to discover clients' assumptions and use that information to create better interior designs. Students will be able to apply the knowledge and techniques learned in this course to their classroom projects, interior design practice, or future academic research.

This project will span two semesters. During the first semester, students will learn to review interior design academic literature and practice discipline specific data collection methods. All participating students will work together during the first semester of the project to answer the primary research question: Do residents in assisted-living facilities and current interior design students have different conceptions about the kitchen layout preferences of assisted living residences? Students will analyze and code past studio projects, build models for participants, and work with project participants to complete the models. Students will also develop survey and interview questions for project participants and use these questions to develop individual research questions and presentations. The second semester will give students who wish to present their research from the first semester at regional or national conferences an opportunity to develop their poster or paper presentations. Students will be encouraged to join the second semester class and develop their projects for presentation.

**Budget Amount:** \$16,772

**Number of Students:** 6-10

<sup>10</sup> Detailed proposals are available at <http://www.valdosta.edu/sra/selectedproposals.shtml>. A user ID (QEP) and password (SACS2010) are required to access this website.

*Discipline-Based Inquiry Projects – Iteration 2*

The second iteration of Discipline-Based Inquiry Projects will build upon the foundation established and information learned from assessments in Iteration 1. For Iteration 2, modifications will be made as needed to improve the process and results. While modifications may be made, the overall process will remain the same: a call for proposals will be issued to the campus and submitted proposals will be reviewed, selected, implemented, and assessed.

Supporting Activities

In addition to Discipline-Based Inquiry Projects, the following activities will support the QEP:

- *Website on Discipline-Based Inquiry Opportunities:* A website will highlight and track key milestones of the QEP, as well as serve as an information source for updates on activities related to the QEP, including the campus-wide symposium. As opportunities arise, the website will also link to other on campus and off campus opportunities for undergraduate discipline-based inquiry.
- *Annual Campus-Wide Undergraduate Research Symposium:* The College of Arts and Sciences' annual symposium will be expanded to include all colleges. The symposium will showcase undergraduate research, scholarship, and creative endeavors across all of the undergraduate colleges at VSU through poster presentations, paper presentations, and creative performances. This event provides an opportunity to celebrate undergraduate engagement in discipline-based inquiry across the campus. Awards will be given for students with the best poster and paper presentations and for the best creative performances. It is anticipated that the symposium will be held in the spring semester; a specific date will be selected after consultation with all colleges.

## **V. INSTITUTIONAL CAPABILITY**

### Implementation Timeline

The QEP will be implemented through 13 major tasks between Spring 2011 and Spring 2016, as shown in Exhibit 6 (QEP Implementation Timeline by Task and Person Responsible). For each task, a person is assigned responsibility. While the majority of the QEP Implementation occurs in Years 1 through 5, there are some activities that can begin upon SACS approval (December 2010); those items are indicated in the pre-planning year (Spring and Summer 2011).

### Organizational Staffing and Support

VSU has sufficient staffing to ensure the success of the proposed QEP. The Assistant Vice President for Research and Dean of the Graduate School<sup>11</sup> will serve as the QEP Coordinator and will be responsible for implementation and coordination of VSU's QEP. The QEP will also be supported by expertise from multiple offices, as shown in Exhibit 7. Exhibit 8 provides a description of each supporting office's expertise and the service(s) that it will contribute to the QEP.

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<sup>11</sup> The Assistant Vice President for Research and Dean of the Graduate School reports to the Provost and Vice President for Academic Affairs.

**EXHIBIT 6: QEP IMPLEMENTATION TIMELINE BY TASK AND PERSON RESPONSIBLE**

#	Task	Pre-Planning															Person Responsible		
		Jan - July 2011		Year 1 2011-2012			Year 2 2012-2013			Year 3 2013-2014			Year 4 2014-2015			Year 5 2015-2016			
		Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall		Spr	Sum
1	Conduct assessment workshop on intrasubject replication with faculty for Discipline-Based Inquiry Projects for Iteration 1	█																	Assistant to the President for Strategic Research & Analysis
2	Conduct Discipline-Based Inquiry Projects for Iteration 1			█	█	█													QEP Coordinator
3	Assess Discipline-Based Inquiry Projects from Iteration 1						█	█											Assistant to the President for Strategic Research & Analysis
4	Provide a progress report regarding results from the Discipline-Based Inquiry Projects in Iteration 1 and make recommendations to the leadership team for changes to second Call for Proposals						█	█											QEP Coordinator and Faculty Coordinators
5	Conduct second Call for Proposals, review, evaluate, and select Discipline-Based Inquiry Projects for Iteration 2							█	█										QEP Coordinator
6	Conduct assessment workshop with faculty for Discipline-Based Inquiry Projects for Iteration 2								█	█									Assistant to the President for Strategic Research & Analysis
7	Conduct Discipline-Based Inquiry Projects for Iteration 2									█	█	█							QEP Coordinator
8	Assess Discipline-Based Inquiry Projects from Iteration 2												█	█					Assistant to the President for Strategic Research & Analysis
9	Provide a progress report to the leadership team regarding results from the Discipline-Based Inquiry Projects (Iterations 1 and 2).													█	█				QEP Coordinator
10	Design, launch, and update QEP website	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	QEP Coordinator
11	Preplan the Undergraduate Research Symposium																		QEP Coordinator
12	Conduct Campus-Wide Undergraduate Research Symposium	█	█	█	█			█			█			█					QEP Coordinator
13	Prepare QEP Report for Fifth-Year Interim Report - Due March 2016																█	█	QEP Coordinator

**EXHIBIT 7: OFFICES/PERSONS SUPPORTING THE QEP**



**EXHIBIT 8: STAFFING AND SUPPORT FOR THE QEP BY DEPARTMENT/ POSITION**

DEPARTMENT/ POSITION	DESCRIPTION OF SUPPORT TO THE QEP	REPORTS TO
Assistant Vice President for Research/ Dean of the Graduate School	<ul style="list-style-type: none"> <li>Serves as the QEP Coordinator.</li> <li>Chairs the Undergraduate Research Council.</li> <li>Hires a graduate assistant to develop the QEP website.</li> <li>Writes and submits the QEP Report for the <i>Fifth-Year Interim Report</i>.</li> </ul>	Provost and Vice President for Academic Affairs
Strategic Research & Analysis (SRA)	<ul style="list-style-type: none"> <li>The Assistant to the President for SRA serves as the Assessment Coordinator for the QEP and as SACS Liaison.</li> <li>Provides data and assessment assistance (obtains institutional data needed for the QEP project, data analysis, etc.) to the faculty coordinators of the Discipline-Based Inquiry Projects as well as to the QEP Coordinator.</li> <li>Coordinates the Faculty Workshop on Intrasubject Replication.</li> </ul>	President
Faculty Coordinators of Discipline-Based Inquiry Projects	<ul style="list-style-type: none"> <li>Provide day-to-day management and assessment of the projects.</li> <li>Attend monthly meetings with the QEP Coordinator.</li> </ul>	QEP Coordinator
Undergraduate Research Council (URC)	<ul style="list-style-type: none"> <li>Serves as an advisory board for the development, implementation, and coordination of the QEP campus-wide activities. Specifically, the URC will provide advice regarding guidelines for submission and acceptance of student papers, posters, and creative activities for the symposium. The URC will also participate in the review, rating, and recommendation of proposals for funding in Iteration 2. The URC will include broad campus representation, including individuals from the AVPR/Dean's office, SRA, all colleges and divisions, and at least one student representative.</li> </ul>	QEP Coordinator
Campus-Wide Undergraduate Research Symposium Coordinator	<ul style="list-style-type: none"> <li>In conjunction with the QEP Coordinator, the Campus-Wide Undergraduate Research Symposium Coordinator works with all five colleges to create a campus-wide undergraduate research symposium. Coordination of the event includes participation from all five colleges and handling preparation logistics for the event. The Associate Dean of Arts &amp; Sciences (current coordinator of the College of Arts &amp; Sciences Undergraduate Symposium) will serve in this role.</li> </ul>	QEP Coordinator
Graduate Assistant	<ul style="list-style-type: none"> <li>Assists the QEP Coordinator and the URC in their activities, including the call for proposals for iteration 2, assessment results from each Discipline-Based Inquiry Project, and the <i>Fifth-Year Interim Report</i>. The Graduate Assistant will design and maintains a QEP website that will feature the Discipline-Based Inquiry Projects.</li> </ul>	QEP Coordinator
Financial Services	<ul style="list-style-type: none"> <li>Ensures that appropriate, separate budget departments are established for each of the Discipline-Based Inquiry Projects and assigns a budget manager (i.e., faculty coordinator) for each project.</li> <li>Answers questions regarding appropriate spending of funds for the QEP to ensure that any equipment and supply purchases are done according to state and institutional purchasing guidelines.</li> </ul>	Vice President for Finance and Administration
Information Technology	<ul style="list-style-type: none"> <li>Provides technical support and training for websites and BlazeView (VSU's course management software via BlackBoard).</li> </ul>	President



Financial Resources

VSU has committed the financial resources required to complete the scope and work of the proposed QEP to ensure the success of the QEP. The total budget for the QEP is \$1,437,549 over a six-month pre-planning period and the five years of the QEP. Exhibit 9 provides a detailed breakdown of the QEP budget, followed by a detailed budget narrative.

EXHIBIT 9: QEP BUDGET

ITEM	Pre-Planning Jan - July 2011	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016	Totals
<b>Discipline-Based Inquiry Projects</b>		\$183,528		\$200,000			\$383,528
<b>Personnel</b>							
Participating faculty salaries/benefits (.25 FTE)*	\$27,418	\$274,184	\$27,418	\$274,184	\$27,418		\$630,622
Administrative support (AVPR, SRA, FS, IT)*	\$16,428	\$65,711	\$65,711	\$65,711	\$65,711	\$16,428	\$295,699
<b>Supplies, Materials, Travel (QEP Coordinator)</b>	\$1,000	\$1,500	\$6,000	\$6,000	\$6,000	\$1,000	\$21,500
<b>Assessment</b>							
Assessment Workshop on Intrasubject Replication (two days on-Supplies, materials, external consultant review, assessment conference	\$600		\$600				\$1,200
	\$2,000	\$4,000	\$5,000	\$5,000	\$5,000	\$3,000	\$24,000
<b>Supporting QEP Activities</b>							
Graduate Assistant to develop QEP website	\$6,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$56,000
Annual Campus-Wide Undergraduate Research Symposium		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
<b>TOTAL QEP COSTS</b>	<b>\$53,446</b>	<b>\$543,922</b>	<b>\$119,729</b>	<b>\$565,894</b>	<b>\$119,129</b>	<b>\$35,428</b>	<b>\$1,437,549</b>

\* Denotes an in-kind contribution. (See the Personnel description for more details.)

Detailed Budget Narrative

- Discipline-Based Inquiry Projects:** A total of \$383,528 is budgeted for Discipline-Based Inquiry Projects over the five-year period. A budget for each Discipline-Based Inquiry Project<sup>12</sup> to be conducted in 2011-2012 is detailed in Exhibit 10. Funds are allocated for salaries and wages, fringe benefits, travel, supplies and materials, and contractual services. Funds in the amount of \$200,000 are earmarked for Iteration 2 of Discipline-Based Inquiry Projects in 2013-2014. Applicants for 2013-2014 funding will also be required to submit detailed budgets.
- Personnel:** A total of \$926,321 is budgeted for personnel (faculty salaries and benefits of \$630,622 and staff salaries and benefits of \$295,699) over the five-year period. Personnel

<sup>12</sup> Additional details are available in each Discipline-Based Inquiry Project proposal available at <http://www.valdosta.edu/sra/selectedproposals.shtml>. A user ID (QEP) and password (SACS2010) are required to access this website.



consists of the faculty participating in the Discipline-Based Inquiry Projects (.25 FTE) as well as administrative personnel support from the following departments: the Graduate School, Academic Affairs, SRA, Information Technology, and Financial Services. A description of support provided by each of these departments is available in Exhibit 8. Calculations of personnel are described in Appendix K.

- **Supplies, Materials, Travel (QEP Coordinator):** A total of \$21,500 is budgeted for supplies, materials, and travel for the QEP Coordinator over the five-year period. The QEP Coordinator will have a budget for office supplies and materials for administering the QEP, as well as travel to conferences related to undergraduate research and SACS.
- **Assessment:** A total of \$25,200 is budgeted for assessment over the five-year period. A two-day assessment workshop will be conducted prior to the initiation of the Discipline-Based Inquiry Projects. This workshop is described in greater detail in the Assessment section of this report. The workshop will be conducted by SRA in conjunction with the QEP Coordinator. Utilizing existing on-campus expertise in assessment and intrasubject replication, faculty coordinating the Discipline-Based Inquiry Projects will create their assessment questions for intrasubject replication during the workshop. Since existing on-campus expertise will be used, funding for materials and supplies as well as lunch during the workshop will be the only resources needed for the workshop. Additionally, funding for materials, supplies, and one assessment conference throughout the five-year QEP to conduct assessments is included. An assessment consultant will be retained to review the results of the Discipline-Based Inquiry Projects from Iteration 1 and Iteration 2 in preparation of submitting the *Fifth-Year Interim-Report* on the QEP.
- **Supporting QEP Activities:** The following activities will support the QEP:
  - **Website on Undergraduate Discipline-Based Inquiry:** A total of \$56,000 is budgeted over the five-year period for a graduate assistant. A portion of the graduate assistant's time will be to develop and maintain the QEP website. The website will highlight and track key milestones of the QEP, as well as serve as an information source for updates on activities related to the QEP, including the campus-wide symposium. As opportunities arise, the website will also link to other on campus and off campus opportunities for undergraduate discipline-based inquiry.
  - **Annual Campus-Wide Undergraduate Research Symposium:** A total of \$25,000 is budgeted for the annual Campus-Wide Undergraduate Research Symposium over the five-year period. The College of Arts and Sciences' annual symposium will be expanded to include all colleges. The symposium will showcase undergraduate research, scholarship, and creative endeavors across all of the undergraduate colleges at VSU through poster presentations, paper presentations, and creative performances. This event provides an opportunity to celebrate undergraduate engagement in discipline-based inquiry across the campus. Awards will be given for the best poster and paper presentations and the best creative performances. It is anticipated that the symposium will be held in the spring semester; a specific date will be selected based upon consultation with all colleges. The funding is for printing expenses for the program and

abstract booklets, refreshments during the poster sessions and creative performances, student awards, and other materials and supplies.

**EXHIBIT 10: DETAILED BUDGET BY DISCIPLINE-BASED INQUIRY PROJECT (ITERATION 1)<sup>13</sup>**

	Project #1 Chemistry	Project #2 History	Project #3 W&GS	Project #4 CSD	Project #5 Nursing	Project #6 Art	Total
<b>Salaries &amp; Wages:</b>							
Faculty Replacement Costs	\$0	\$0	\$0	\$0	\$5,000	\$2,300	\$7,300
Faculty Summer Salary	\$3,750	\$6,000	\$5,743	\$5,800	\$12,922	\$0	\$34,215
Graduate Assistants	\$0	\$2,000	\$4,000	\$10,000	\$10,000	\$10,000	\$36,000
Undergraduate Student Stipends	\$15,000	\$0	\$17,127	\$3,200	\$7,500	\$0	\$42,827
<b>Salaries &amp; Wages Total:</b>	<b>\$18,750</b>	<b>\$8,000</b>	<b>\$26,870</b>	<b>\$19,000</b>	<b>\$35,422</b>	<b>\$12,300</b>	<b>\$120,342</b>
<b>Fringe Benefits:</b>							
	<b>\$653</b>	<b>\$1,044</b>	<b>\$999</b>	<b>\$1,009</b>	<b>\$2,248</b>	<b>\$0</b>	<b>\$5,953</b>
<b>Travel:</b>							
Faculty Travel	\$1,500	\$330	\$3,496	\$5,400	\$3,000	\$536	\$14,262
Graduate Student Travel	\$0	\$330	\$0	\$1,000	\$0	\$0	\$1,330
Undergraduate Student Travel	\$2,000	\$2,800	\$8,635	\$800	\$500	\$2,686	\$17,421
<b>Travel Total:</b>	<b>\$3,500</b>	<b>\$3,460</b>	<b>\$12,131</b>	<b>\$7,200</b>	<b>\$3,500</b>	<b>\$3,222</b>	<b>\$33,013</b>
<b>Supplies &amp; Materials:</b>							
	<b>\$5,000</b>	<b>\$500</b>	<b>\$0</b>	<b>\$6,134</b>	<b>\$2,242</b>	<b>\$1,250</b>	<b>\$15,126</b>
<b>Contractual Services:</b>							
Undergraduate Room & Board	\$0	\$7,344	\$0	\$0	\$0	\$0	\$7,344
<b>Contractual Services Total:</b>	<b>\$0</b>	<b>\$7,344</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$7,344</b>
<b>Other:</b>							
	<b>\$1,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$750</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,750</b>
<b>TOTAL DEMONSTRATION PROJECTS COST (ITERATION 1):</b>	<b>\$28,903</b>	<b>\$20,348</b>	<b>\$40,000</b>	<b>\$34,093</b>	<b>\$43,412</b>	<b>\$16,772</b>	<b>\$183,528</b>

W&GS = Women's and Gender Studies; CSD = Communication Sciences and Disorders

<sup>13</sup> The costs for the Discipline-Based Inquiry Projects for Iteration 2 are unknown until the awardees are selected in Spring 2013. (See Exhibit 6 for the QEP timeline.)

## **VI. ASSESSMENT OF THE QEP**

### Overview

The purpose of assessing the QEP, including each Discipline-Based Inquiry Project, is two-fold:

- to evaluate the extent to which students have achieved the intended student learning outcomes identified for each project, and
- to identify opportunities for improvement in subsequent iterations of Discipline-Based Inquiry Projects.

SRA will coordinate the assessment of the QEP. The evaluation will occur across multiple years, and the results from each of the evaluation components will be provided to the QEP Coordinator for inclusion in the final QEP report and shared with the SACS Leadership Team (see Exhibit 2).

Acknowledging that outcomes and goals of undergraduate research programs are cumbersome to measure, Rueckert (2008) identifies indirect and direct measures to aid in evaluation of the program. Indirect methods of assessing students, such as surveys and questionnaires, do not directly measure knowledge and ability. However, they do allow administrators to gain a sense of how able the student thinks he/she is to complete the measurable outcomes of the program. Direct measures involve task performance through which the student demonstrates a targeted skill, such as completing a project using the scientific method. For any task which is graded, Rueckert (2008) suggests the use of a rubric to ensure that skills are assessed fairly among students and to add a backbone to the assessment process (Rueckert, 2008).

### Detailed Assessment Plan

Exhibit 11 shows the QEP assessment plan which details the purpose; the QEP Goals addressed; the method for assessment, implementation and data collection; and anticipated performance criteria.

Assessment of the QEP Discipline-Based Inquiry Projects will consist of the following four parts:

- Part I – Student Learning Outcomes: At requested intervals and at the conclusion of the project, the faculty coordinator for each project will prepare a formal report assessing the student learning outcomes, comparing the results with those submitted in the proposal (see Exhibits 12, 14, 16, 18, 20, and 22). This information will then be analyzed through a peer review process.
- Part II – Discipline-Based Inquiry Project Goals: At requested intervals and at the conclusion of the project, the faculty coordinator for each project will prepare a formal report assessing the project goals, comparing the results with those submitted in the proposal (see Exhibits 13, 15, 17, 19, 21, and 23). This information will then be analyzed through a peer review process.
- Part III – Supporting Activities: At requested intervals and at the conclusion of the project, the QEP Coordinator will prepare a formal report assessing the supporting activities, comparing the

results with those submitted in the assessment plan in Exhibit 11. This information will then be analyzed through a peer review process.

- Part IV – Indirect Horizontal Analysis: At requested intervals and at the conclusion of the project, SRA will prepare a formal report analyzing information from indirect assessments across all Discipline-Based Inquiry Projects.

EXHIBIT 11: QEP ASSESSMENT PLAN

Part	Purpose	QEP Goals	Method	Implementation and Data Collection	Performance Criteria
I - Student Learning Outcomes	At requested intervals and at the conclusion of the project, the faculty coordinator for each project will prepare a formal report assessing the student learning outcomes, comparing the results with those submitted in the proposal (see Exhibits 12, 14, 16, 18, 20, and 22). This information will then be analyzed through a peer review process.	1, 2, and 3	<ul style="list-style-type: none"> <li>- Intrasubject replication using student learning outcomes identified by faculty coordinators (see Exhibits 12, 14, 16, 18, 20, and 22)</li> <li>- Collect data through BlazeView and/or paper evaluations</li> <li>- Peer Review</li> <li>- External Review</li> </ul>	<ul style="list-style-type: none"> <li>- SRA, in conjunction with the QEP Coordinator, will hold a two-day workshop on intrasubject replication.</li> <li>- SRA, with assistance from IT, will assist faculty in collecting information for intrasubject replication via BlazeView and/or paper.</li> <li>- The QEP coordinator will identify a peer reviewer for each Discipline-Based Inquiry Project and one external reviewer to provide comments on results from student learning outcomes assessments.</li> </ul>	-Students gain new knowledge (demonstrated by intra-subject replication).
II - Discipline-Based Inquiry Projects Goals	At requested intervals and at the conclusion of the project, the faculty coordinator for each project will prepare a formal report assessing the project goals, comparing the results with those submitted in the proposal (see Exhibits 13, 15, 17, 19, 21, and 23). This information will then be analyzed through a peer review process.	1, 2, and 3	<ul style="list-style-type: none"> <li>- Faculty collect and report information as identified in their Discipline-Based Inquiry Project Goals</li> <li>- SRA provides assistance as needed</li> <li>- Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>- SRA will provide faculty with assistance as needed in collecting information for their intrasubject data collection.</li> <li>- SRA, with assistance from IT, will assist faculty in collecting information for Discipline-Based Inquiry Project Goals via BlazeView.</li> <li>- The QEP coordinator will identify a peer reviewer for each Discipline-Based Inquiry Project and one external reviewer to provide comments on results from Discipline-Based Inquiry Project Goals assessments.</li> </ul>	- Achieve all Discipline-Based Inquiry Project Goals.
III - Supporting Activities	At requested intervals and at the conclusion of the project, the QEP Coordinator will prepare a formal report assessing the supporting activities, comparing the results with those submitted in the assessment plan. This information will then be analyzed through a peer review process.	3	<ul style="list-style-type: none"> <li>- Website hits (weekly)</li> <li>- Number of participating departments and students in the Undergraduate Research Symposium program</li> <li>- Analysis of the Student Presentation Rubric utilized at the Campus-Wide Undergraduate Research Symposium</li> </ul>	<ul style="list-style-type: none"> <li>- IT will develop a report that details weekly website hits.</li> <li>- The QEP coordinator will collect the number of participating departments and students in the UR Symposium from the program.</li> <li>- The Campus-Wide Undergraduate Research Symposium coordinator will facilitate the dissemination and collection of the rubric during the Symposium and will provide an analysis of the results to the QEP coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase the number of website hits each semester</li> <li>- Increase the number of participating departments and students each year</li> <li>- Students participating in a Discipline-Based Inquiry Project will have higher average scores than their non-participating counterparts.</li> </ul>
IV - Indirect Horizontal Analysis	At requested intervals and at the conclusion of the project, SRA will prepare a formal report analyzing information from indirect assessments across all Discipline-Based Inquiry Projects.	1, 2, and 3	<ul style="list-style-type: none"> <li>- Focus Groups</li> <li>- Parallel Surveys</li> </ul>	<ul style="list-style-type: none"> <li>- SRA, in conjunction with The QEP coordinator, will develop The focus group interview guide to be used with participating students and faculty</li> <li>- SRA, in conjunction with The QEP coordinator, will develop The parallel surveys to be used with participating students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>-Faculty and students report that their experience in the Discipline-Based Inquiry Project was a worthwhile use of time and students feel that they are better prepared for graduate school and/or employment having participated, and perceived gains in research skills, analytical skills, and communication skills.</li> <li>- Faculty and student perceptions of the experience are the same. [If not, use the information for improvement for Iteration 2.]</li> </ul>

*Part I – Student Learning Outcomes and Part II – Discipline-Based Inquiry Project Goals*

Developed by the Discipline-Based Inquiry Project coordinators, faculty members who are experts in their fields, each project has direct and indirect assessment measures. Assessment measures for QEP projects are presented in the Student Learning Outcomes Assessment matrices and Program Assessment matrices (see Exhibits 12 through 23). The QEP projects' goals and objectives are linked to the instructional activities through direct and indirect assessment methods. The direct methods require students to “display their knowledge and skills as they respond to the instrument itself” (Palomba & Banta, 1999, p. 11), while indirect methods require “students to reflect on their learning rather than to demonstrate it” (Palomba & Banta, 1999, p. 12).

The Student Learning Outcomes Assessment matrix for each project includes the learning outcomes, assessment method(s), timeline, the faculty member(s) responsible, and performance criteria. The Program Assessment matrix for each project includes goals, activities for the goals, a timeline, the faculty member(s) responsible, and performance indicator(s).

While each Discipline-Based Inquiry Project is unique, with its own goals and performance criteria/indicators, the Student Learning Outcomes Assessment component for all proposals can be generally categorized as follows:

- Master the research process, from data collection through analysis and presentation;
- Master discipline-specific research tools, research ethics, and discipline-specific documentation conventions;
- Develop research papers, scholarly articles, and research-based presentations that incorporate results from the QEP project; and

For each Discipline-Based Inquiry Project, the Program Assessments contain performance criteria or indicators. Goals statements include precise action verbs with performance indicators that can be documented or culminate in the end products (Palomba & Banta, 1999). The Program Assessment component for all proposals can be generally categorized as follows:

- Recruit and select student participants;
- Develop a new course or revise a current course to incorporate the undergraduate research QEP project and/or instruct students in the required research techniques;
- Obtain Institutional Review Board approval, if required;
- Engage the students in the research process and prepare a research project; and
- Involve the students in a capstone experience:
  - Present research at the institutional level and/or at discipline-specific conferences at the regional and national levels, and/or
  - Submit manuscripts for publication to peer-reviewed, discipline-specific journals.

The matrices for the Discipline-Based Inquiry Projects – Iteration 1 appear in the following order:

1. Cutting Edge Cancer Research with Undergraduates (Exhibits 12 and 13)
2. Summer Archival Field Experience in History (Exhibits 14 and 15)
3. Investigating Social Inequalities of Hispanic Immigrants through the U.S. – Mexico Borderland Experience (Exhibits 16 and 17)
4. Preparing Scholars of Tomorrow to Effectively Analyze Language Sample Data for Parent-Child Turn Taking (Exhibits 18 and 19)
5. Evidence-Based Practice Strategies for Nursing and Health Care (Exhibits 20 and 21)
6. Discovering Unrealized Generational Differences in Kitchen Design Preferences between Next Generation Interior Designers and Current Resident-Users (Exhibits 22 and 23)

**EXHIBIT 12: STUDENT LEARNING OUTCOMES: Project 1 - Cutting Edge Cancer Research with Undergraduates**

Learning Outcomes	Assessment Method(s)	Timeline	Person(s) Responsible	Performance Criteria
Learn how to use discipline-specific research equipment. (Goal 1)	Students are taught how to use microbial amplification chambers (MAC) and are given a sample to analyze.	First 2 weeks of the semester	Project Coordinator or Team Leader	Students will use the technology to make a specific measurement or perform a specific task. They will achieve a required level of accuracy and precision in their results (quantitative and/or qualitative measurement, percent yield, etc.).
Interpret and manipulate data. (Goal 2)	Students will be assessed at the beginning of their experience to determine their current level of expertise with relevant scientific equipment and the data they produce. They will also be assessed for their computational expertise and spreadsheet abilities with existing data.	First two weeks of the semester	Project Coordinator or Team Leader	From the evaluation, students will be placed in positions where they can: (1) Contribute their expertise to the research project, and (2) Improve their expertise in an area where they lack the requisite expertise.
Understand literature in discipline-specific research area. (Goal 1)	Students will be assigned an assortment of published papers in their specific research area of interest and asked to take a quiz on the articles or write short summaries to demonstrate understanding of scientific literature.	Approximately every two weeks during the semester	Project Coordinator	Students will demonstrate they understand projects completed in the field on both a macro-level (understand project from start to finish) perspective and a micro-level (understand experimental and/or theoretical details) perspective through written and oral responses.
Successfully write research paper(s) and report(s). (Goal 3)	After students complete a research project, they will write a report on their work. Team Leaders will review student reports first and provide constructive feedback to the students, and then the Project Coordinator will review the reports.	Every 1 to 5 weeks during the semester	Project Coordinator or Team Leader	Students will demonstrate a proficiency in writing, organizing, and presenting data in a written format, and draw a conclusion based on current knowledge and theory accepted in scientific circles.
Successfully create and present research-based presentations. (Goal 3)	Students will prepare and give group presentations and conference presentations.	Once or twice per semester	Project Coordinator	Students must articulate and use professional methods to present and discuss results.



**EXHIBIT 13: PROGRAM ASSESSMENT: Project 1 - Cutting Edge Cancer Research with Undergraduates**

Goals	Activity	Timeline	Person(s) Responsible	Performance Indicator
Select students for stipends.	Students in their junior or senior year who possess strong academic and leadership qualities and are highly motivated will be selected to be Team Leaders. Each team will be composed of 3-4 students.	Beginning of every semester.	Project Coordinator	Three students hired as Team Leaders
Teach Team Leaders techniques needed in their research projects.	To perform research activities, students have a range of technologies and logistics and science activities to master. Each team will have its own set of tools to learn and utilize. The Project Coordinator will teach these techniques to the student leaders, who in turn will teach the team members.	Throughout each semester.	Project Coordinator and Team Leaders	Students are given controls to test and report results back to the Project Coordinator. Upon mastery of the technique, the results will be evaluated.
Outline, conduct, and complete a research project.	Students will be given research projects and consult with their Team Leader on a daily basis. Weekly group meetings with department faculty will be held to discuss results, evaluate progress, and plan future work.	Produce at least one manuscript for publication by the end of the project.	Project Coordinator, Team Leaders, and student participants	One faculty member, three Team Leaders, and nine additional students (estimate) will produce a manuscript for publication. Accepted publication and completed presentation of results will serve as the best indicator of performance.

**EXHIBIT 14: STUDENT LEARNING OUTCOMES: Project 2 - Summer Archival Field Experience in History**

Student Learning Outcomes	Assessment Method(s)	Timeline	Person(s) Responsible	Performance Criteria
Students will demonstrate the ability to gather and analyze relevant secondary research materials. (Goal 1)	Students will complete an annotated bibliography of relevant secondary sources for their topic.	Due in Week 1 of the summer course.	Project Coordinator	Students will: (1) Identify relevant secondary sources; (2) Familiarize themselves with the content of those secondary sources; and (3) Create a properly formatted annotated bibliography.
Students will demonstrate an understanding of how to frame a scholarly research project. (Goal 2)	Students will complete a detailed research proposal that reviews the relevant literature and links a research question with the holdings of an archive.	Due in Week 2 of the summer course.	Project Coordinator	Students will: (1) Write a literature review about a particular historical inquiry; (2) Pose a relevant research inquiry; and (3) Using online research aids, describe how the archival materials available will help them address or satisfy their research inquiry.
Students will demonstrate the ability to complete a research project based on archival resources. (Goal 2)	Students will write a research paper based on archival research materials.	Due in Week 6 of the summer course.	Project Coordinator	Students will write a research paper that: (1) Addresses a specific research question; (2) Is organized and well-written; and (3) Significantly incorporates archival research materials.
Students will gain experience with oral presentation. (Goal 3)	Students will give a 20-minute presentation on their research project to the class to prepare the projects for presentation(s) at conferences.	Due in Week 6 of the summer course.	Project Coordinator	Students will make a seminar presentation of their project that: (1) Explains the research question; (2) Describes the archival materials used to address the question; and (3) Describes their findings.
Students will demonstrate a mastery of discipline-specific documentation conventions. (Goal 2)	Students will properly document (citations and footnotes) their research papers.	Due in Week 6 of the summer course.	Project Coordinator	Students will properly document their research papers using footnotes and a bibliography. Special emphasis will be placed on the accurate citation of archival materials.

**EXHIBIT 15: PROGRAM ASSESSMENT: Project 2 - Summer Archival Field Experience in History**

Goals	Activity	Timeline	Person(s) Responsible	Performance Indicator
Recruit five advanced History majors for the project.	Recruit during Spring 2011 advising. Focus on the Historical Research (HIST 3000) course as a source of student participants.	Jan 2011-May 2011	Project Coordinator and Chair of the History Department	Register five students to participate.
Publication of student work in a peer-reviewed journal.	Students will be encouraged to submit their results for publication as an article or research note. Faculty member(s) will actively mentor students throughout the process.	2011-12 academic year	Project Coordinator and History Department Faculty	A minimum of one (1) submission to a peer-reviewed journal.
Presentation of student work at an academic conference.	Students will be encouraged to present their results at an academic conference. Faculty member(s) will actively mentor students throughout the process.	2011-12 academic year	Project Coordinator and History Department Faculty	A minimum of two (2) conference presentations.

**EXHIBIT 16: STUDENT LEARNING OUTCOMES: Project 3 - Investigating Social Inequalities of Hispanic Immigrants through the U.S. – Mexico Borderland Experience**

Learning Outcomes	Assessment Method(s)	Timeline	Person(s) Responsible	Performance Criteria
Students will understand the importance of cross-cultural comparisons in social science research and how such comparisons are useful to social service practitioners. (Goal 1)	Students will participate in pre-Borderland Experience (BE) workshops and complete reflective assignments.	February 2011-April 2011	Project Coordinator and U.S. – Mexico BE Instructors	Students will be able to name and discuss the importance of cross-cultural comparisons in social science research and how to use such research.
Students will understand participant-observer research design, how to conduct ethnographic interviews, how to create case studies, and when each technique should be used. (Goal 1)	Students will attend pre- and post-BE workshops on qualitative methodology. Students will complete participant-observer research, ethnographic interviews, and case studies.	February 2011-April 2011	Project Coordinator and U.S. – Mexico BE Instructors	Students will understand and apply qualitative research rules, research design skills, and ethnographic interview skills, and learn to create photo journals.
Students will understand how to collect and analyze ethnographic data (i.e., interviews, photo journals, and participant observation). (Goal 2)	Students will attend pre- and post-BE workshops on qualitative methodology. Students will complete interviews, conduct participant observations, and develop photo journals.	Week 1 of U.S. – Mexico BE	Project Coordinator and U.S. – Mexico BE Instructors	Students will complete and analyze interviews, conduct participant observations, and develop photo journals.
Students will understand how globalization contributes to migration, immigration, poverty, and oppression in the Borderland area. (Goal 2)	VSU and University of Texas at El Paso (UTEP) students will participate in reflective assignments related to globalization, migration, poverty, and oppression.	Due week 3 of U.S. – Mexico BE	Project Coordinator and U.S. – Mexico BE Instructors	Students will complete reflective assignments assigned in a UTEP class on Social Movements at the Border.
Students will understand how oppression affects intimate partner violence in the Borderland area. (Goal 2)	VSU and UTEP students will participate in reflective assignments related to globalization, migration, poverty, and oppression.	Due week 3 of U.S. – Mexico BE	Project Coordinator and U.S. – Mexico BE Instructors	Students will complete reflective assignments assigned in a UTEP class on Social Movements at the Border.

**EXHIBIT 16: STUDENT LEARNING OUTCOMES (CONTINUED): Project 3 - Investigating Social Inequalities of Hispanic Immigrants through the U.S. – Mexico Borderland Experience**

Learning Outcomes	Assessment Method(s)	Timeline	Person(s) Responsible	Performance Criteria
Students will understand how social barriers created by gender, sexuality, race, ethnicity, class, and nationality affect persons in South Georgia and the Borderland area. (Goal 2)	VSU and UTEP students will participate in face-to-face interviews and meetings with various groups discussing topics related to globalization, migration, poverty, and oppression. Students will complete service learning and participant observation activities.	Due July 2011	Project Coordinator and U.S. – Mexico BE Instructors	Students will: (1) complete face-to-face meetings with groups on both sides of the border; and (2) interview U.S. Border Patrol personnel, Mexican migrants and refugees, and human rights activists.
Students will understand how diverse communities in South Georgia and the Borderland area are organizing to meet their needs and create positive social change to end oppression. (Goal 1)	VSU and UTEP students will participate in face-to-face interviews and meetings with various groups discussing topics related to globalization, migration, poverty, and oppression. Students will complete service learning and participant observation activities.	Due July 2011	Project Coordinator and U.S. – Mexico BE Instructors	Students will be able to identify at least three programs that assist communities in South Georgia and the Borderland area to end oppression.
Students will demonstrate an understanding of how to prepare their findings for publication and presentation. (Goal 3)	Students will develop paper and poster presentations to present at conferences.	July 2011-April 2012	Project Coordinator and U.S. – Mexico BE	Faculty will evaluate student presentations based upon a prepared presentation rubric.
Students will demonstrate an understanding of knowledge and research skills acquired in the BEP at conferences and at VSU's Undergraduate Research Symposium. (Goal 3)	Students will develop paper and poster presentations to present at conferences.	November 2011 – April 2012	Project Coordinator and U.S. – Mexico BE Instructors	A minimum of 15 students will attend a regional conference and 5 students will attend a national conference.

**EXHIBIT 17: PROGRAM ASSESSMENT:** Project 3 - *Investigating Social Inequalities of Hispanic Immigrants through the U.S. – Mexico Borderland Experience*

Goals	Activity	Timeline	Person(s) Responsible	Performance Indicator
Recruit students for participation in U.S. – Mexico Borderland Experience (BE).	Advertise through VSU announcements, VSU webpage, Women's and Gender Studies webpage, and fliers, and by notifying advisees, announcing project in classes, announcing through department-wide student email list, and announcing at College of Arts and Sciences meetings.	January 2011 – March 2011	Project Coordinator and participating faculty	Register 20 students to participate.
Engage students in community service and research in minority areas of Borderland communities.	Create placement schedule at agencies that serve low-income women, migrants, and refugees in the El Paso, TX, area. Along with UTEP collaborators, develop qualitative methodology assignments (i.e., journals and a final project), participation and ethnographic observation protocol. Monitor student completion of these protocols.	May 2011 – June 2011	Project Coordinator and participating faculty	Tally student participation in service activities. Evaluate student journal entries and final project. Administer Student Opinion of Instruction.
Engage students in community service and research in minority areas of VSU's surrounding community.	Contact staff who work at agencies that service migrant farm workers in Echols County, GA, and create a placement schedule. Develop participation and observation protocol. Place students at determined sites. Monitor students' completion of participation and observation protocol.	June 2011 – July 2011	Project Coordinator and participating faculty	Placement of all student participants at determined sites and students' completion of participation and observation protocol.

**EXHIBIT 17: PROGRAM ASSESSMENT (CONTINUED):** Project 3 - *Investigating Social Inequalities of Hispanic Immigrants through the U.S. – Mexico Borderland Experience*

Goals	Activity	Timeline	Person(s) Responsible	Performance Indicator
Participate in VSU's undergraduate research symposium and regional or national conferences to showcase student research.	Assist students in developing poster presentations, research papers, and photo journals to present at conferences. Assist students in applying for participation in conferences.	November 2011, April 2012	Project Coordinator and participating faculty	Tally acceptance, attendance, and participation at a regional or national conference. Administer conference participation surveys.
Encourage Borderland Experience students and VSU students to enroll in the Women's and Gender Studies Minor to further develop skillsets attained during the Borderland Experience.	Advertise during informational sessions. Provide formal presentation at the end of the program.	January 2011 – May 2012	Project Coordinator and participating faculty	Increase minors by five (5) students.
Develop experiential community-based internships across multiple disciplines.	Discuss idea with other departments to assess feasibility and interest. Identify existing courses and how they will count. Develop agency-based activities or internships students may continue after the trip.	August 2011 – May 2012	Project Coordinator and participating faculty	Establish 5 interdisciplinary internships. Administer intern opinion surveys to participating agencies.
Encourage Borderland Experience students and other VSU students to participate in future study abroad activities within the Americas and Canada.	Advertise in VSU announcements, post flyers, and announce in classes. Email all department heads.	August 2011 – May 2012	Project Coordinator and participating faculty	Register 15 students to participate.

**EXHIBIT 18: STUDENT LEARNING OUTCOMES: Project 4 - Preparing Scholars of Tomorrow to Effectively Analyze Language Sample Data for Parent-Child Turn Taking**

Learning Outcomes	Assessment Method(s)	Timeline	Person(s) Responsible	Performance Criteria
Students will demonstrate how to locate and evaluate scholarly sources. (Goal 1)	Students in CSD 3070: Normal Language Acquisition will collectively complete an annotated list of sources appropriate to language sampling and the research questions proposed.	Due October 2011	Project Coordinator  Graduate Research Assistant	Students will: (1) Search key databases on language sampling, (2) obtain and read sources, and (3) collectively complete an annotated list of sources.
Students will demonstrate understanding of research ethics. (Goal 2)	Student Research Assistants and students in the CSD 3070 course will pass the online Collaborative Institutional Training Initiative (CITI) training modules on ethical conduct in research and students will attain informed consent from project participants.	Due October 2011	Project Coordinator  Student Research Assistants	Students will present training certificates and written consent attained from project participants prior to collecting data.
Students in the CSD 3070 course will work in pairs to collect and analyze one language sample of a child-parent or child-caregiver interaction. (Goal 2)	Each student pair will engage in the research process by: (1) Recruiting one family of a child between the ages of 2 and 4 years to participate in the language sampling project and attaining written consent, (2) Using the LENA system to record at least 2 hours of child-parent interaction as the dyad participates in typical daily routines within their home or natural setting, (3) Working with project faculty and Student Research Assistants to upload the collected language samples to the LENA program on a designated department computer and attain a computer-generated analysis of language and turn-taking, (4) Conducting a secondary analysis of turn-taking based on a coding system discussed in class. Such results will be compared to LENA results.	Due Fall 2011	Project Coordinator and project faculty; Student Research Assistants	(1) Signed consent for participation from one family.  (2) Two-hour language sample collected using a LENA digital processor.  (3) Audio file of language sample uploaded; computer-generated language analysis complete.  (4) Turn-taking analysis conducted by student pair.



**EXHIBIT 18: STUDENT LEARNING OUTCOMES (CONTINUED):** Project 4 - *Preparing Scholars of Tomorrow to Effectively Analyze Language Sample Data for Parent-Child Turn Taking*

Learning Outcomes	Assessment Method(s)	Timeline	Person(s) Responsible	Performance Criteria
Students will develop presentations. (Goal 3)	<p>(1) Undergraduate students in CSD 3070 will develop poster presentations based on language sampling research for the community forum hosted by VSU's Communication Sciences and Disorders (CSD) faculty.</p> <p>(2) The Graduate Research Assistant will develop and present a poster for a national conference (ASHA).</p> <p>(3) The undergraduate Student Research Assistant will develop and present a poster for a state conference (GSHA).</p>	<p>(1) Spring 2012</p> <p>(2) Fall 2012</p> <p>(3) Spring 2013</p>	<p>Communication Sciences and Disorders faculty; Student Research Assistants</p>	<p>Research findings disseminated by student presenters to local, state, and national audiences.</p>
Students will develop future theses projects. (Goal 3)	<p>Long Range Impact: Due to the pre-professional nature of the undergraduate CSD degree, students are expected to participate in graduate study. The proposed project will facilitate the growth and development of future researchers by preparing undergraduate students for discipline-based inquiry. It is hoped that at least five (5) students from the Fall 2011 undergraduate class will elect to complete graduate level theses in the future.</p>	<p>Fall 2013 – Summer 2014</p>	<p>Communication Sciences and Disorders faculty</p>	<p>At least five (5) students who participated in the language sampling research in the fall of 2011 will continue these research projects at the graduate level.</p>

**EXHIBIT 19: PROGRAM ASSESSMENT:** Project 4 - *Preparing Scholars of Tomorrow to Effectively Analyze Language Sample Data for Parent-Child Turn Taking*

Goals	Activity	Timeline	Person(s) Responsible	Performance Indicator
<p>Recruit and select:</p> <p>(1) One undergraduate research assistant and</p> <p>(2) One graduate research assistant.</p>	<p>Recruit:</p> <p>(1) an undergraduate by posting the position through the Office of Student Employment, advertising during advising sessions and in junior level courses and by sending email announcements to all CSD majors.</p> <p>(2) a graduate student by advertising to senior level students during class and on the department website to reach potential graduate program applicants and by sending email announcements to all graduate program applicants.</p> <p>Selection process:</p> <p>Request that applicants complete a 2-page essay and an interview with the project faculty. Faculty will select assistants based on their previous academic performance and project applications.</p>	<p>January 2011 - March 2011</p>	<p>Project Faculty</p>	<p>Receive at least five (5) undergraduate research assistant applications and three (3) graduate research assistant applications.</p>
<p>Reorganize the CSD 3070 course to become research-intensive.</p>	<p>Adapt projects in the CSD 3070 course syllabus to include participation in the language sampling research project.</p>	<p>January 2011 - March 2011</p>	<p>Project Faculty</p>	<p>Course syllabus is approved at the appropriate department, college, and university levels.</p>
<p>Obtain Institutional Review Board (IRB) approval.</p>	<p>Submit to the VSU institutional review board a request to conduct research on language sampling analysis using human subjects.</p>	<p>Submit by February 2011</p>	<p>Project Faculty</p>	<p>Approval for use by the Human Subjects Committee.</p>

**EXHIBIT 19: PROGRAM ASSESSMENT (CONTINUED):** Project 4 - *Preparing Scholars of Tomorrow to Effectively Analyze Language Sample Data for Parent-Child Turn Taking*

Goals	Activity	Timeline	Person(s) Responsible	Performance Indicator
Engage undergraduate students in the research process and conduct the language sampling project.	Through the CSD 3070 course, provide instruction on research ethics, the literature review process, and language sampling techniques (including language sample data collection and analysis). Assist the students with child/family recruitment for the project and with use of the LENA system for language sample data collection. Also support data entry and analysis with the help of two Student Research Assistants.	Fall 2011	Project Faculty	All students participating in the CSD 3070 course will work in pairs to collect and analyze a language sample of a child-caregiver dyad.
Host departmental research institute.	Collaborate with department faculty to organize a research institute showcasing the undergraduate research that was part of this QEP project and any graduate level research projects, help undergraduate students develop poster presentations, create student research awards, and encourage community professionals to attend.	Early March 2012	Communication Sciences and Disorders Faculty	At least 20 student posters are presented and at least 10 community professionals register to attend.
Publish article in a peer-reviewed journal.	Conduct data analysis, determine results to research questions, write a manuscript suitable for publication in an ASHA or early intervention journal and submit manuscript to journal.	January 2012 – August 2012	Communication Sciences and Disorders Faculty; Project Faculty; Graduate Research Assistant	Manuscript is submitted to a peer-reviewed journal.

**EXHIBIT 20: STUDENT LEARNING OUTCOMES: Project 5 – Evidence-Based Practice Strategies for Nursing and Health Care**

Learning Outcomes	Assessment Method(s)	Timeline	Person(s) Responsible	Performance Criteria
Students will generate compelling clinical inquiries impacting the care of selected populations in South Georgia. (Goal 2)	The evidence-based practice (EBP) questions will be graded by the course faculty using a rubric identifying essential components of clinical questions.	Due in Week 3	Project Coordinator	Students will use the PICO (Patient-Intervention-Comparison-Outcome) format to complete the development of EBP questions based on clinical problems, questions, or existing protocols in one of two settings: Partnership Health Clinic or South Georgia Medical Center.
Students will critically appraise and prioritize sources of research evidence for nursing protocols. (Goals 1, 2)	Students will generate, analyze, and/or interpret a summary of relevant literature related to selected clinical problems. This written assignment will be graded using a rubric developed by the course faculty.	Due in Week 6	Project Coordinator	Students will access research literature to: (1) collect (i.e., field work), critique, and summarize the evidence, (2) interpret the power of the evidence, and/or (3) translate the evidence into recommendations for nursing protocols.
Students will document patient concerns and choices; nursing clinical judgment; and setting-specific resources for EBP among selected populations with specific health care issues. (Goal 2)	Students will analyze non-research based evidence for clinical protocols. Written analysis will be evaluated by the course faculty using a rubric.	Due in Week 8	Project Coordinator	Collaborating with project supervisors, students will identify and summarize non-research based evidence for clinical practice. Students will consider incorporating action research involving collection and analysis of quantitative data. A written data analysis, including discussion of the nature of evidence (i.e., experience vs. expertise) will be completed.

**EXHIBIT 20: STUDENT LEARNING OUTCOMES (CONTINUED):** Project 5 – *Evidence-Based Practice Strategies for Nursing and Health Care*

Learning Outcomes	Assessment Method(s)	Timeline	Person(s) Responsible	Performance Criteria
Students will promote EBP through dissemination of research findings impacting clinical care. (Goal 3)	Students will share findings of translational research strategies and models to address the gap between nursing research and nursing care. An assessment form will be used to assess the quality and effectiveness of the presentation.	End of Semester	Project Coordinator	Students will present outcomes of research activities, in abstract format as appropriate, supporting establishment of EBP in nursing. Initial presentations will occur in classroom setting and then at selected venues.
Students will develop a positive attitude toward EBP through utilization of translational research techniques. (Goal 1)	Students will work collaboratively as resource agents (i.e., community of scholars) for students enrolled in the core nursing research course.	Week 1 and Week 15	Project Coordinator and College of Nursing faculty	Successful completion of the Attitude Toward Nursing Research instrument (pre- and post-testing format will be utilized).
Students will demonstrate increased interest in graduate nursing education. (Goal 2)	Students will develop a portfolio of evidence documenting evolution of research skills supporting ability to study/research at the graduate level in nursing. Portfolios will be evaluated by the course faculty using a rubric.	Week 1 and Week 15	Project Coordinator	Successful completing of the Attitude Toward Nursing Research instrument which will capture interest in graduate nursing education (i.e., MSN, NP, CNL, EdD, DNP, PhD) within 5 years of BSN graduation. Pre- and post-testing format will be utilized.

**EXHIBIT 21: PROGRAM ASSESSMENT: Project 5 – Evidence-Based Practice Strategies for Nursing and Health Care**

Goals	Activity	Timeline	Person(s) Responsible	Performance Indicator
Create an elective translational research course in nursing.	Investigate courses at other universities to compare course descriptions, outcomes, objectives, syllabi, etc. Discuss feasibility with colleagues. Examine current undergraduate offerings for courses that could be adapted as research-intensive.	Completed by end of second semester	Project Coordinator and participating faculty	Develop sample course syllabus. Complete VSU's new course request form and curriculum change form. Submit for approval to College of Nursing and Academic Committee.
Recruit students for a translational research course elective in nursing.	Advertise during College of Nursing (CON) academic advising sessions. Advertise in freshman seminars and in pre-nursing advising sessions. Email to all students in major and to all pre-nursing students.	Begin at end of first semester	Project Coordinator	Register 8-10 students per semester in the EBP course to promote a faculty: student ratio of 1:4 in the clinical field sites.
Host College of Nursing Research Symposium (as part of the campus-wide undergraduate research symposium) to showcase student research to community of interest.	Identify and invite plenary speaker. Organize student poster presentation. Create undergraduate student research award.	Spring 2012	Project Coordinator and participating faculty	Register at least 20 attendees. Administer opinion surveys to attendees.
Recruit students for graduate nursing education.	Begin discussion during CON advising for graduation sessions. Email to all students in major. Advertise during Nursing Research Symposium.	Week 1, Week 15, and upon graduation	Project Coordinator	Instrument to capture interest in graduate nursing education.

**EXHIBIT 22: STUDENT LEARNING OUTCOMES: Project 6 - Discovering Unrealized Generational Differences in Kitchen Design Preferences between Next Generation Interior Designers and Current Resident-Users**

Student Learning Outcomes	Assessment Method(s)	Timeline	Person(s) Responsible	Performance Criteria
Students will demonstrate how to locate and evaluate scholarly sources appropriate to the discipline. (Goal 1, 2)	Students will complete an annotated list of sources and discuss sources as a group with the Project Coordinator.	Due at the end of Fall 2011	Project Coordinator	Students will: (1) Know the key databases for research in Interior Design. (2) Be able to search the key databases to generate a list of sources pertinent to topic. (3) Locate and obtain sources. (4) Read, comprehend, and write a 1-paragraph annotation of each source. (5) Complete an annotated list of sources in APA bibliographic format. (6) Discuss key trends and figures in the research in a seminar setting.
Students will learn to compare different design drawings and design schemes by developing a coding method. (Goal 2)	Students will code interior design projects from the Interior Design Studio I (ARID 2111) courses of Fall 2008, 2009, 2010, and 2011.	Due at the end of Fall 2011	Project Coordinator	Students will correctly code the studio floor plans and develop inter-rater reliability by comparing their results with each other and the instructor. Students will continue practicing and recoding until they can all use the coding system reliably.
Students will build the parts to create scale kitchen models. (Goal 2)	Student models will be graded. Students will rebuild unacceptable parts.	Due October 2011	Project Coordinator and Woodshop Supervisor	Students will correctly build models to the instructor's criteria.

**EXHIBIT 22: STUDENT LEARNING OUTCOMES (CONTINUED):** *Project 6 - Discovering Unrealized Generational Differences in Kitchen Design Preferences between Next Generation Interior Designers and Current Resident-Users*

Student Learning Outcomes	Assessment Method(s)	Timeline	Person(s) Responsible	Performance Criteria
Students will learn to interview and work with project participants. (Goals 1,2)	Students will practice interviewing classmates. Students will discuss their interviewing skills with each other and the instructor. Students will interview project participants.	October 2011 - November 2011	Project Coordinator	Students will be able to interview project participants while making them feel comfortable and avoiding leading questions. Student success will be accessed via instructor observation at interview sites.
Students will prepare their results and present to students and faculty of the Interior Design program. (Goal 3)	Students will present their work to the Interior Design program in a classroom or department forum and at the campus-wide undergraduate research symposium.	Due at the end of Fall 2011	Project Coordinator	Students will be able to articulate their research methods, describe techniques used, and inform their classmates and area faculty about their results.
Students will prepare their results for presentation at a regional or national Interior Design Educators Council conference. (Goal 3)	Students will prepare their research for poster or paper (abstract) submittals to an academic conference.	Spring 2012	Project Coordinator	Students will prepare and submit their research proposals to an academic forum such as the Interior Design Educators Council.



**EXHIBIT 23: PROGRAM ASSESSMENT: Project 6 - *Discovering Unrealized Generational Differences in Kitchen Design Preferences Between Next Generation Interior Designers and Current Resident-Users***

Goals	Activity	Timeline	Person(s) Responsible	Performance Indicator
Recruit students for the research class from within the major.	Visit each studio class to advertise the new course before Spring 2011 advising begins. Advertise during advising sessions. Email recruitment information to all departmental majors.	January 2011 - March 2011	Project Coordinator	Register 6-10 students to participate.
Use the Department of Art's woodshop facilities.	Pairs of students will use the Department of Art's woodshop facilities to build scale models.	August 2011 - October 2011	Project Coordinator and Woodshop Supervisor	Pairs of students will each build models to the specifications they developed with the project coordinator.
Practice interviewing skills.	Students will visit other interior design studio classes and practice interviewing with their scale models.	September 2011 - October 2011	Project Coordinator	Students are comfortable interviewing participants and working with the model. Students can record participants' responses and smoothly transition to next participant.
Present project to the Interior Design program.	Students will present their research results and describe their research experiences to interior design program students and faculty.	End of Fall 2011	Project Coordinator	Students present their research to at least 25 program students and 2 area faculty.

### *Intrasubject Replication*

In order to assess whether students participating in each Discipline-Based Inquiry Project possess the knowledge to accomplish the student learning outcomes prior to their participation, intrasubject replication will be used. Intrasubject replication is a methodology appropriate to studying a single subject or individual (Wasson, 2005) as it

“seeks to demonstrate repeated changes in behavior that are meaningfully related to changes in the subject’s environment (or to changes in some other variable such as the initiation of treatment). Repeated changes in behavior that track repeated changes in the environment are used to argue that the environmental changes produced the behavioral changes, that is, the behavioral change was not produced by some unknown and temporally coincident factor” (McGlynn, 2001, p. 56).

Intrasubject replication tests each student multiple times at prescribed intervals before and after manipulation of an independent variable (Stocks, 1999) (e.g., teaching the student how to perform a research technique). The results of intrasubject replication will show whether or not the student has met the stated student learning outcome as a result of participation in the Discipline-Based Inquiry Project.

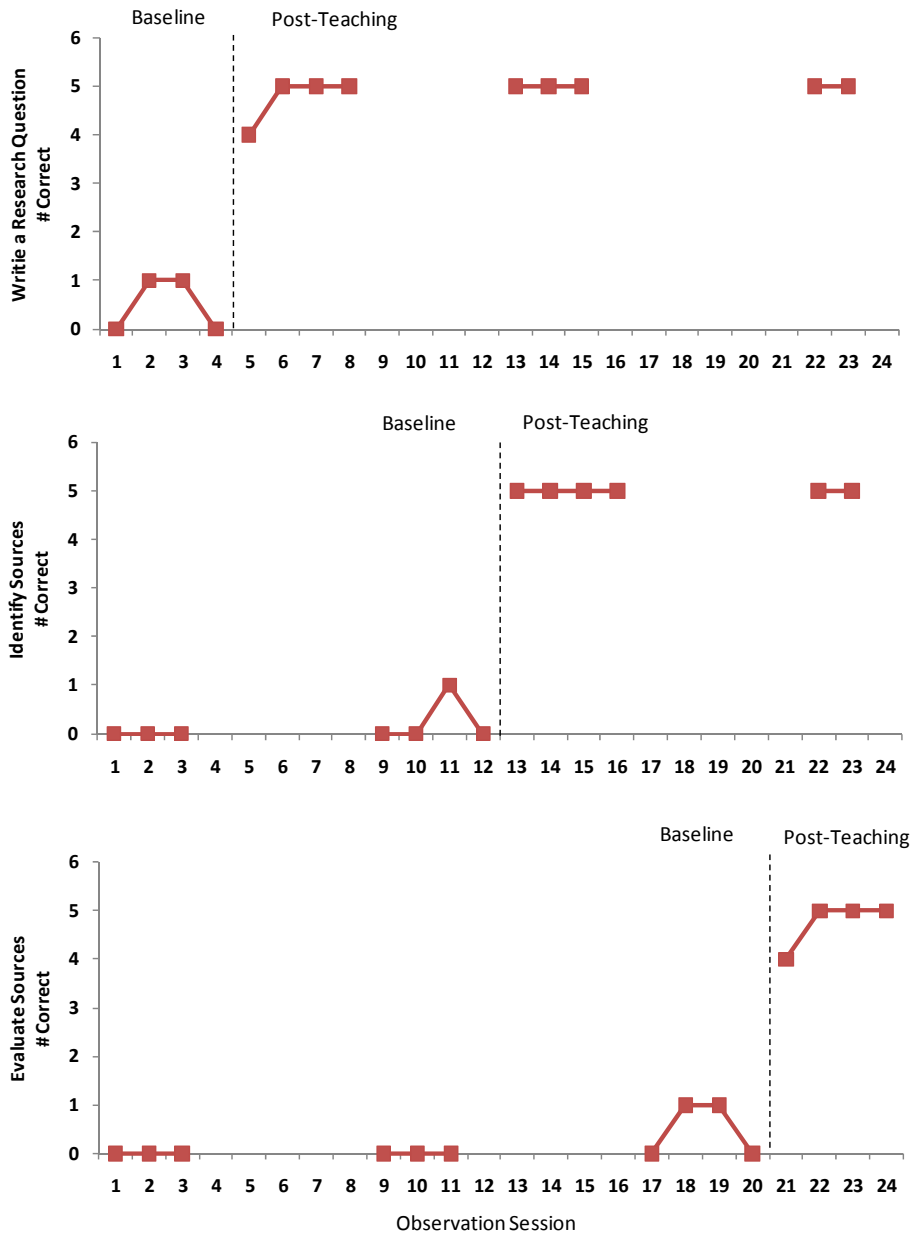
In most cases, the multiple baseline across skills design will be used for the Discipline-Based Inquiry Projects. For example, three content areas will be identified and measured daily, using brief content quizzes. Performance in each area will be charted separately for each student as in Exhibit 24 (Example of Intrasubject Replication Results). Following a stable baseline phase, instruction will begin in the first content area. The effectiveness of instruction will result in an increase in performance for the specific content area assessment. Once the student performance in the first content area is at a high and stable rate, instruction will begin for the second content area. Again, the result should be high and stable performance on daily quizzes. This process should continue until the same pattern is demonstrated for three or more content areas.

In effect, the design will demonstrate that each time instruction is provided learning occurs. The replications within each baseline will isolate instruction as the performance enhancing variable and rule out threats to internal validity such as history, maturation, and so on. For example, students will be tested multiple times (i.e., on four different occasions) before a research technique is taught (i.e., how to identify scholarly resources). The technique continues until the criterion is achieved (Schloss & Smith, 1999). Students’ abilities will be tested again multiple times after the technique has been introduced to determine if students are able to meet the expected outcomes.

Results of each student’s progress will be graphed; an example is shown in Exhibit 24. If students were unable to perform the task when tested multiple times before the lesson and can perform the task multiple times after the lesson, then we can conclude that the intervention of teaching the technique resulted in student learning. This technique will be completed for each student learning outcome for each project.

The use of intrasubject replication will eliminate the need for control groups, thereby allowing for sufficient resources to conduct this technique across six disciplines. While the results from group to group cannot be compared to each other, intrasubject replication will be employed in all projects so that student learning in each Discipline-Based Inquiry Project can be evaluated.

**EXHIBIT 24: EXAMPLE OF INTRASUBJECT REPLICATION RESULTS**



*Faculty Workshop on Intrasubject Replication*

Prior to the initiation of the Discipline-Based Inquiry Projects, faculty coordinators will participate in a two-day assessment workshop conducted by SRA in conjunction with the QEP Coordinator. During the workshop, faculty coordinating a Discipline-Based Inquiry Project will create their assessment questions for intrasubject replication, utilizing existing on-campus expertise in assessment and intrasubject replication.

*Peer Review*

The QEP Coordinator will identify a faculty member from the discipline of each Discipline-Based Inquiry Project who will prepare a formal critique to assess the assigned Discipline-Based Inquiry Project, using as benchmarks, the Student Learning Outcomes plans and Program Assessment plans submitted in the proposals and the project coordinators' written assessments.

*External Review*

The QEP Coordinator will identify an external assessment consultant who will prepare a formal critique to assess the Discipline-Based Inquiry Projects, using as benchmarks, the Student Learning Outcomes plans and Program Assessment plans the Student Learning Outcomes plans and Program Assessment plans submitted in the proposals and the project coordinators' written assessments.

*Part III – Supporting Activities*

*Website*

SRA currently hosts a SACS website that includes a website for the QEP. A graduate student reporting to the QEP Coordinator will update the QEP website to provide information about and links to each of the Discipline-Based Inquiry Projects. Status reports and work products will be posted on this website. A website counter will be added to the pages to monitor the number of hits throughout the QEP's life.

*Campus-Wide Undergraduate Research Symposium*

Currently, VSU's College of Arts and Sciences hosts an Undergraduate Research Symposium, with 130 students participating in the most recent symposium. This effort will be expanded to a campus-wide Undergraduate Research Symposium, with an estimated 200 students participating by the second year of the QEP. The symposium is an opportunity for students to share their research and the creativity of intellectual projects that resulted from student-faculty collaboration during the QEP. Poster presentations will be assessed by faculty from multiple disciplines using a rubric adapted from one created by the College of Arts & Sciences Undergraduate Research Council (see Appendix L). The College-Wide Undergraduate Research Council will create a rubric for assessment of the oral presentations as well as creative presentations.

*Part IV – Indirect Horizontal Analysis*

*Focus Groups with Faculty and Students*

SRA staff will conduct focus groups with the Discipline-Based Inquiry Project participants and key faculty members to draw qualitative conclusions about the projects. Researchers studying undergraduate research programs have found value in qualitative analyses. Hunter, Weston, Laursen, and Thiry (2009) found that “Student self-report is one important tool in the evaluation toolkit for any UR effort. In our experience with URSSA (Undergraduate Research Student Self-Assessment), we find that students can reliably assess their own gains in areas already familiar to them—for example, gains in content knowledge or laboratory skills—and personal growth” (p. 18).

*Parallel Survey of Participating Faculty and Students*

Student and faculty participants will participate in a parallel survey<sup>14</sup> regarding their experiences in the Discipline-Based Inquiry Project. Each group will receive the same questions with slight modifications based on their roles in the QEP project. A sample question for a student may be “I feel better prepared to apply the research skills learned in this experience outside of the classroom” while a parallel faculty question would be “Students are better prepared to apply the research skills learned in this experience outside of the classroom.” SRA will develop and administer the survey and evaluate the responses.

*Rubric for Evaluating Student Presentations at the Campus-Wide Undergraduate Research Symposium*

A rubric to evaluate student presentations at the Campus-Wide Undergraduate Research Symposium will be used. The Campus-Wide Undergraduate Research Symposium coordinator will facilitate the dissemination and collection of the rubric during the Symposium and will provide an analysis of the results to the QEP Coordinator. Appendix L contains a rubric for evaluating poster sessions. The rubric will be modified for evaluating presentations.

**Dissemination and Use of Assessment Data**

The purpose of the QEP assessment component is to generate information that will assist VSU in continuously improving opportunities for Undergraduate Engagement in Discipline-Based Inquiry. The results from the QEP will be used by internal audiences, including the SACS Leadership Team and the Planning and Budget Council, and by external audiences such as regional and professional accreditors. Information gained from the results of Iteration 1 will be shared and utilized in making changes and modifications for improvement for Iteration 2. The results of the five-year QEP project will be prepared for the *Fifth-Year Interim Report* and will be shared with the above mentioned audiences.

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<sup>14</sup> A parallel survey is one in which faculty are given the same question that students are given, written from each group’s perspective. For example, the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) are parallel surveys.

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## **VIII. APPENDICES**



## Appendix A Phase I Task Force Charge and Representatives

### Quality Enhancement Plan (QEP) Phase ONE Soliciting Input and Ideas from the VSU Community

The Phase One Task Force was given the following tasks:

1. Developing the means of initially publicizing the QEP to the university community and of soliciting suggestions for VSU's QEP.

The QEP Task Force discussed several approaches to soliciting input and how to inform the VSU community. In addition to general forums outlining the objectives of phase one, constituent groups were targeted. These groups included the Faculty Senate, the Council on Staff Affairs, the Student Government Association, and the General Faculty. There were many suggestions with regard to having broad inclusion and the use of mediated communication such as web and print. Much of the time dedicated to phase one involved soliciting input and informing the VSU community about the process.

2. Developing a proposal form for suggestions.

The QEP proposal form was developed with regard to SACS guidelines for the QEP and examples from institutional plans recently implemented. The Task Force also administered a survey to the VSU community to identify areas of need in assessing suggestions for VSU's QEP. The initial proposal form was simple in design specifically to target broad inclusion and numerous submissions.

3. Setting timelines for collection and selection processes.

The QEP Task Force was given a semester--Spring 2008--in which to complete their tasks. Initial meetings established forums and information meetings on the QEP overview. Concurrently, a [proposal form](#) was developed and disseminated to the VSU community. As ideas were submitted, a [needs assessment survey](#) was administered (available online and administered to students through several capstone and gateway courses) and the information was compiled. The survey and the proposal form were also distributed to the community as an insert in the VSU student newspaper, *The Spectator*. The final charge of phase one involved the selection of several viable plans to be forwarded to the next phase of the QEP process.

4. Narrowing down the number of suggestions received to approximately 4 ideas.

With data from the needs assessment survey and the development of a topic breakdown form, each Task Force member was charged with creating a list of ten viable ideas. The ten ideas were then reviewed for logistical and financial feasibility as well as for how well each addressed the needs of the VSU. The final four ideas were selected based on the criteria established by SACS and the Task Force's topic breakdown form. These four ideas were then developed into formalized proposals.

5. Requesting more developed proposals for the topics, examining feasibility, best practices, student learning outcomes and means of assessment, and costs.

The four topics selected by the Phase One Task Force were developed into prospectuses in May 2008 for presentation to the SACS Leadership team. They were available to the VSU community for review and comments. They were also presented to the VSU community at various forums in early fall 2008 to invite comment and participation.

#### QEP PHASE ONE TASK FORCE REPRESENTATIVES

- [Mike Savoie](#), Chair, College of the Arts
- [Chere Peguesse](#), Student Success Center
- [Cheri Tillman](#), OASIS

- [Christine James](#), Faculty Senate
- [Cindy Tori](#), College of Business
- [David Starling](#), International Programs
- [Deborah Weaver](#), College of Nursing
- [Emily Rogers](#), Odum Library
- [James LaPlant](#), College of Arts and Sciences
- [Jan Fackler](#), Financial Services
- [Jane Zahner](#), College of Education
- [Joe Newton](#), Information Technology
- [Jonathan Stroble](#), Student Government Association
- [Maggie Viverette](#), Equal Opportunity Programs / Multicultural Affairs
- [Robin Smith](#), COSA
- [Russ Mast](#), Student Affairs
- [Sheri Gravett](#), Academic Affairs
- [Jane Kinney](#), Director of Accreditation and Compliance (Ex-Officio)
- [Kristina Cragg](#), SACS Liaison and Assistant to the President for Strategic Research & Analysis (Ex Officio)

**Appendix B**  
**Phase II Task Force Charge and Representatives**

**Quality Enhancement Plan (QEP) Phase TWO**  
**Researching, Developing, and Planning for Implementation of VSU's Quality Enhancement Plan**

Once the topic of VSU's QEP—Undergraduate Engagement in Discipline-Based Inquiry—had been selected by the SACS Leadership Team, the Phase II Task Force was created and given its charge by the President and Provost and Vice President for Academic Affairs in December 2008.

1. Focusing/Refining the Topic: Spring Semester 2009
  - The Phase II Task Force, with student members and faculty and staff representation from all undergraduate colleges and all divisions, held a retreat in January 2009 to discuss current campus efforts in undergraduate research and how the proposed QEP would align with VSU's mission and strategic plan.
  - The Task Force investigated best practices as well as programs in undergraduate research at other institutions; further, the Task Force examined QEPs from other institutions that focused on a similar topic.
  - The Task Force endorsed the term “undergraduate engagement in discipline-based inquiry” rather than “undergraduate research” to encourage participation from all colleges and disciplines.
  - In August 2009, the Phase II Task Force met with Dr. Rudy Jackson, VSU's SACS Vice President, to present its ideas. As a result of the meeting, the Task Force was able to focus and structure the proposed QEP on a limited number of discipline-based inquiry projects from across the university.
  
2. Researching/Writing the Prospectus and the Call for Proposals: Fall Semester 2009
  - With help from the Office of Strategic Research and Analysis (SRA), the Phase II Task Force developed and issued a campus-wide Call for Proposals for Discipline-Based Inquiry Projects.
  - Members of the Task Force held 6 informational workshops to encourage faculty participation and interest in submitting proposals.
  - The Task Force analyzed the 24 proposals received and selected nine to forward to the Provost and VPAA for consideration. Six projects were selected to implement. A request for funding was sent to the Planning and Budget Council.
  - Once the projects were selected, the Task Force divided into 5 subcommittees to draft the key portions of the QEP prospectus:
    - a. Literature review and best practices
    - b. Student learning outcomes/program goals, Implementation, and Timeline
    - c. Assessment measures
    - d. Organizational structure and resources
    - e. Marketing and outreach

**QEP Phase Two task force representatives**

**Faculty and Staff**

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- [James LaPlant](#), (*Chair*) Associate Dean - College of Arts & Sciences
- [Kristina Cragg](#), SACS Liaison and Assistant to the President for Strategic Research & Analysis (Ex Officio)
- [Deborah Davis](#), Archives - Odum Library
- [Jan Fackler](#), Director of Budget Services - Financial Services
- [Barbara Gray](#), Director - Sponsored Programs & Research Administration
- [Karla Hull](#), Interim Dean - Graduate School
- [Karen Jacobsen](#), English - College of Arts & Sciences
- [Maura Schlairet](#), Assistant Professor - College of Nursing
- [Jane Kinney](#), Director - Accreditation Compliance (Ex Officio)
- [Tom Manning](#), Chemistry - College of Arts & Sciences
- [David Monetti](#), Psychology & Counseling - College of Education
- [Ivan Nikolov](#), Director - International Programs
- [Matthew Richard](#), Anthropology - College of Arts & Sciences
- [Sonya Sanderson](#), Kinesiology & Physical Education - College of Education
- [Mike Savoie](#), Communications - College of Arts (Ex Officio)
- [Mike Schmidt](#), Art - College of Arts
- [Kimberly Tanner](#), Director - Access Office
- [John Trombetta](#), Director - Alumni Relations
- [Attila Cseh](#), Marketing & Economics - College of Business

**Student Members**

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- [Jeremy Baum](#), College of Arts & Sciences
- [Regan Morgan](#), College of Arts
- [Lani Hollingsworth](#), Honors Program
- [Timothy Malone](#), Honors Program
- [Rachel Wayne](#), Honors Program
- [Matthew Schmidt](#), Honors Program

Appendix C  
Needs Assessment Survey

ATTENTION!!! The QEP Planning Committee wants your opinions and ideas.



Quality Enhancement Plan (QEP)  
NEEDS ASSESSMENT SURVEY  
Spring 2008

- Primary Group Membership (please circle one):  
Student    Staff Member    Faculty Member
- Students Only: What is your academic classification? (please circle one)  
Freshman    Sophomore    Junior    Senior
- Faculty and Staff Only: How many years have you worked at VSU? (please circle one)  
1-5 years    6-10 years    11-15 years    More than 16 years

**TEACHING, LEARNING AND THE LEARNING ENVIRONMENT**  
For the following statements, please mark each item to indicate your perception of NEED for improvement at Valdosta State University.

Minimal  
Need for  
Improvement

Critical  
Need for  
Improvement

LEARNING ENVIRONMENT	1	2	3	4	5
LE1: Research: VSU provides opportunities for students to work with a faculty member on a research project.					
LE2: Learning Community: VSU provides opportunities for participation in a learning community or a cohort where students take classes together.					
LE3: Service Learning: VSU provides opportunities for students to participate in community service or volunteer work as part of a course.					
LE4: Study Abroad: VSU provides opportunities for students to participate in a study abroad program.					
LE5: Global Perspective: Courses at VSU expose students to a global/international perspective as well as diverse ideas and cultures.					
LE6: Instructional Delivery: VSU offers students online course enhancements, blended learning and online courses.					
LE 7: Instructional Connections: Courses within a degree program at VSU are organized to emphasize their connection to each other.					
INFORMATION AND COMMUNICATION SKILLS	1	2	3	4	5
ICS1: Information Technology Literacy: Courses at VSU involve students using information, communication and research tools. Examples: word processing, email, chats, blogs, listservs, discussion threads, online search engines, online databases in GALILEO.					
ICS2: Information Literacy: Courses at VSU involve students analyzing, evaluating and organizing information for intelligent and creative decision-making.					
ICS3: Verbal Communication Skills: Courses at VSU involve students speaking effectively in a variety of forms and contexts.					
ICS4: Reading Comprehension Skills: Courses at VSU involve students reading for information in a variety of genres and contexts.					

ICS5: Written Communication Skills: Courses at VSU involve students writing effectively in a variety of forms and contexts.					
<b>THINKING AND PROBLEM SOLVING SKILLS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
TPS1: Critical Thinking: Courses at VSU involve students applying sound reasoning to making choices and solving problems.					
TPS2: Problem Identification, Formulation and Solution: Courses at VSU involve students correctly framing, analyzing and solving problems.					
<b>INTERPERSONAL AND SELF DIRECTIONAL SKILLS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ISD1: Interpersonal and Collaborative Skills: VSU provides opportunities for students to demonstrate teamwork, leadership and working productively with others.					
ISD2: Study Skills: VSU provides opportunities for students to develop effective study skills.					
ISD3: Standards and Goals: VSU provides opportunities for students to set, meet and assess progress toward high standards and goals.					
ISD4: Social Responsibility: VSU provides opportunities for students to act responsibly with the interests of the larger community in mind and to demonstrate ethical behavior in personal, workplace and community contexts.					

SL99: Do you have other ideas or suggestions regarding NEEDS for improved teaching and student learning at VSU? Write your response in the window below:

Please return the completed survey to the following QEP drop boxes available on campus:

- ODUM LIBRARY – Circulation Desk
- NEVINS HALL – NH 1011 and 1124
- WEST HALL – WH 120
- PALMS DINING CENTER
- NORTH CAMPUS – Pound Hall Student Lounge
- THE EDUCATION CENTER – Lobby
- THE UNIVERSITY CENTER – Reception Desk
- CAMPUS REC – Reception Desk

For additional information about the QEP or if you would like to submit a topic suggestion, please visit the QEP website at: [www.valdosta.edu/qep](http://www.valdosta.edu/qep).

Thank you for your participation.

**Appendix D**  
**Needs Assessment Survey Results**

**Valdosta State University's  
Quality Enhancement Plan  
Phase I:  
Analysis of Data and Information**


April 18, 2008  
Prepared For:  
The QEP Phase I Task Force

Prepared By:  
Strategic Research & Analysis

QEP Phase I: Analysis 1

**Methodology for Analysis**

- This analysis combines three sources of information:
  - VSU's Needs Assessment Survey (Appendices A and B)
  - VSU QEP Topic Suggestions (Appendix C)
  - SACS's QEP Categories
- The information is for the Task Force's consideration.
- It is important to note that the committee could decide to categorize items differently.



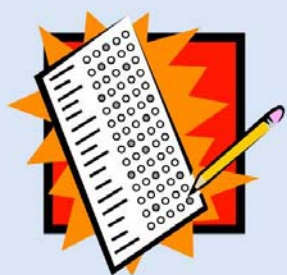
QEP Phase I: Analysis 2

**QEP Needs Assessment Survey Results**

**Background**

- Made available to the campus February 22 – April 11, 2008
- 1,383 respondents (387 online and 996 paper)
  - 90% students, 7% faculty, and 3% staff
  - 37% of employees have worked at VSU from 1 to 5 years

Survey response range:  
1 = Minimal need for improvement to 5 = Critical need for improvement



QEP Phase I: Analysis 3

**QEP Needs Assessment Survey Results** (cont.)

Critical needs as identified by:

**Students**  
(questions with 20% or more students selecting "4" or "5")

- Learning Environment**
  - Research: VSU provides opportunities for students to work with a faculty member on a research project.
  - Service Learning: VSU provides opportunities for students to participate in community service or volunteer work as part of a course.
  - Global Perspective: Courses at VSU expose students to a global/international perspective as well as diverse ideas and cultures.

**Faculty and Staff**  
(questions with 40% or more employees selecting "4" or "5")

- Information and Communication Skills**
  - Reading Comprehension Skills: Courses at VSU involve students reading for information in a variety of genres and contexts.
  - Written Communication Skills: Courses at VSU involve students writing effectively in a variety of forms and contexts.
- Thinking and Problem Solving Skills**
  - Critical Thinking: Courses at VSU involve students applying sound reasoning to making choices and solving problems.
  - Problem Identification, Formulation and Solution: Courses at VSU involve students correctly framing, analyzing and solving problems.

QEP Phase I: Analysis 4



## QEP Needs Assessment Survey Results (cont.)

### Minimal needs as identified by:

#### Students

(questions with 65% or more students selecting "1" or "2")

- Learning Environment
  - Study Abroad: VSU provides opportunities for students to participate in a study abroad program.
- Information and Communication Skills
  - Information Technology Literacy: Courses at VSU involve students using information, communication and research tools. Examples: email, blogs, listservs, search engines, databases in GALILEO.
  - Information Literacy: Courses at VSU involve students analyzing, evaluating and organizing information for intelligent and creative decision-making.
  - Written Communication Skills: Courses at VSU involve students writing effectively in a variety of forms and contexts.

#### Faculty and Staff

(questions with 50% or more employees selecting "1" or "2")

- Learning Environment
  - Learning Community: VSU provides opportunities for participation in a learning community or a cohort where students take classes together.
  - Study Abroad: VSU provides opportunities for students to participate in a study abroad program.
  - Instructional Delivery: VSU offers students online course enhancements, blended learning and online courses.
- Information and Communication Skills
  - Information Technology Literacy: Courses at VSU involve students using information, communication and research tools. Examples: email, blogs, listservs, search engines, databases in GALILEO.

QEP Phase I: Analysis 5

## QEP Needs Assessment Survey Results (cont.)

### Open Ended Comments

#### Students

- Good learning environment
- Technology concerns
  - WebCT
  - Faculty training
- Courses
  - Want more online classes
  - Want more evening classes
  - Course availability/selection
- Administrative issues
  - Office efficiencies
- Construction concerns
  - Desire for new/improved classroom facilities
  - Inconvenience of current construction
- Sophomore year experience program
- Study abroad options



#### Faculty and Staff

- Administrative issues
  - Helpful offices
  - Perceived unfairness
- Miscommunication
  - Advising
  - Orientation
- Improve communication
- Improve relationships
  - Inter-office
  - Faculty/student
- Improve student skills
  - Writing
  - Ability upon entry to VSU
  - Ability upon graduation
- Institutional identity needed

QEP Phase I: Analysis 6

## QEP Needs Assessment Survey Results (cont.)

### Analysis

- Students appear to have incongruent opinions compared to faculty and staff regarding both critical and minimal need emphases in some areas.
  - Students overwhelmingly believe the learning environment is the most critical need
  - Faculty and staff believe information and communication skills as well as thinking and problem solving skills are the most critical needs
- In general, students rated most areas as needing minimal improvement, where as employees rated many areas as needing critical improvement.
- Respondents seemed more willing to take a survey and suggest a topic in the open-ended questions rather than fill out the "free-form" topic idea.



**Similar needs are perceived within groups of survey respondents**

QEP Phase I: Analysis 7

## SACS's QEP Categories



Source: SACS, 2005 Annual Conference

QEP Phase I: Analysis 8



Appendix E  
Proposal Comment Form



**Valdosta State University**  
**Quality Enhancement Plan Topic Suggestion Form**

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As part of the reaffirmation of accreditation process, the Southern Association of Colleges and Schools (SACS) Commission on Colleges requires its members to identify, justify, develop and implement a Quality Enhancement Plan (QEP). The QEP is a “carefully designed and focused course of action that addresses a well-defined issue or issues directly related to *improving student learning*” within the context of the University’s mission, resources, and capabilities. The QEP may be small or large in scope, and may address the learning outcomes of a few students or all students. For more information about the QEP, you can view the [PowerPoint overview](#), visit [www.valdosta.edu/sacs/qep](http://www.valdosta.edu/sacs/qep), which includes a list of QEP titles from other colleges and universities, or visit <http://www.sacscoc.org/pdf/list%20of%20QEPs.pdf>

**Please submit your topic suggestion by Friday, April 4, 2008.** You may submit a hard copy of the form to Mike Savoie, QEP Phase I Task Force Chair, c/o Strategic Research & Analysis (Nevins Hall), OR an electronic copy to [QEP@valdosta.edu](mailto:QEP@valdosta.edu), or complete the electronic submission form [online](#).

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**Topic Title:**

**Brief description of the Topic:**

Please provide as much detail about your topic suggestion as possible, including identifying and discussing the issue and a possible plan to address the issue. You may attach additional pages if necessary.

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The Task Force may want to contact you and discuss your topic suggestion in more detail. Providing this information however is optional.

**Name:**

**E-mail address:**

**Department:**

**Appendix F**  
**Articles from *The Spectator*, VSU's Student Newspaper**

Enhance the V-State experience  
*The Spectator*  
January 31, 2008

Taylor Seay  
Staff Writer

Students have an upcoming opportunity to voice their opinions and suggestion on how to improve the learning experience at Valdosta State University.

As a member of the Southern Association of Colleges and School, VSU will undergo its reaffirmation of accreditation process in 2010. SACS is the regional accrediting body for institutions of higher education in 11 southeastern states.

As part of the process, a Quality Enhancement Plan must be developed and implemented by the university. The plan is a "carefully designed and focused course of action that addresses a well-defined issue directly related to improving student learning," from the SACS website. This will be VSU's first QEP and it will be funded by the university.

Phase one of the QEP involves soliciting input and ideas from the community and it will take place as a public forum on Feb. 6 at 3 p.m. in the Library Auditorium.

Faculty, staff and student are invited to the forum that will be lead by the 17 member QEP taskforce formed in early January.

The guidelines for the program are not very regimented. It can be very broad or very specific. Proposal should include a general description of the topic or plan that is focused exclusively on VSU enhancement and a long-term plan for student learning and institutional goals. Proposals should also reference institutional assessment data and be logistically and financially feasible for VSU.

"I think the QEP is a very important component in the accreditation process," said Mike Savoie, QEP Task Force Chair and associate professor of Communication Arts. "It's a step in the right direction, improving student learning and most importantly it solicits input from faculty, staff and students. It's a wonderful opportunity to develop an inclusive plan for enhancement and assessment."<sup>15</sup>

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<sup>15</sup> Seay, T. (2008). Enhance the V-State Experience. *The Spectator*, January 31, 2008.

VSU's QEP look ahead to future

*The Spectator*

August 27, 2008

Chris Roskilly

Staff Writer

The Valdosta State University Quality Enhancement Plan could be nothing more than the sum of its expectations, another undergraduate program supported mostly by its necessity for Southern Association of Colleges and Schools accreditation.

In its essence, the Quality Enhancement Plan (QEP) is a multi-year program aimed at enhancing the undergraduate experiences academically. However, Dr. Jane Kinney is determined to reinforce the importance of the QEP as well as make sure that as much of the VSU community is involved in the process of its creation as possible.

"This is not something that will be created in a vacuum and is something the whole VSU community will live with" Dr. Kinney stated about the importance of the selection process. The QEP is a three-phase process.

Phase one, which is currently being wrapped up, includes the input and suggestions for programs which would evolve and eventually become Valdosta State University's QEP. Despite the rapid approach of a phase one wrap-up, there is still just as much if not more involvement needed. Currently there are four topics, which will be voted on.

The QEP on International Education will include working on better integration of study abroad programs as well as introduce a VSU Global/International Passport, which will count for 12 hours and include courses with emphasis on global content.

Investigating Our Community within Our World is a proposed QEP that would encompass growth and learning opportunities bounded by the themes of a selected piece of literature to be chosen annually. Another QEP calls for the creation of an Office of Undergraduate Research (OUR).

This QEP is centered on six main principles which include the creation of an online journal to archive and host student research projects, working with regional schools to develop research teams, and developing a summer research experience for undergraduates.

The final QEP of the four is the Sophomore Year Experience. This would be a continuation of Valdosta State University's award winning Freshmen Year Experience (FYE) and encompass many of the same entities of the FYE while making additions to it.

"All four topics selected by the Phase One Task Force have potential to be great programs, and I can see the benefits to VSU students coming from each," Dr. Kinney believes.

Valdosta State University is not the first institution in the system to accommodate the QEP. Georgia Tech, Georgia State University, and Georgia Southern are among some of the first to implement their QEP. Kennesaw State's QEP, for example, is a program focused on the importance of students on an international level called, Get Global!

Implemented from 2007-2012, this plans on providing more global learning opportunities. You can read the top four topics to nominate on the QEP website, <http://www.valdosta.edu/qep>.

Once on the site, there is also an electronic survey that covers the four topics of choice providing another opportunity to comment on each. Forums to discuss the topics are also being planned for the near future. Once the topic is chosen, Phase Two of research, and construction of such project will begin.

Phase Two will conclude in 2012 that will lead way to implementation of the QEP. This is an opportunity for the VSU community to have a major voice in what will become a major educational organ to the system. If you have any comments or questions, Dr. Kinney can be reached by email at [jkinney@valdosta.edu](mailto:jkinney@valdosta.edu) or phone (333-5845).<sup>16</sup>

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<sup>16</sup> Roskilly, C. (2008). VSU's QEP look ahead to future. *The Spectator*, August 27, 2008.

Appendix G

QEP Topics Rating Matrix Evaluation Results

Draft for QEP Phase I Committee Discussion																														
QEP Topics Rating Matrix																														
	QEP Topics	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total
1	Improvements to Area B Courses	3		2	2		4								2						2	1				1	1		18	
2	Program Collaboration for Service Regions		5								1															1	1		8	
3	Improvement of Graduates' Critical Thinking Skills	2		3	4	1	2	1	3					1	1													1	19	
4	Interdisciplinary/Community Involvement	2		4	4	1	1	1	2		1	2		3	1													2	24	
5	Interdisciplinary Partnership to Develop Writing Workshops			1	1	5		1	1		1					2		1	1							1	1		16	
6	Improve Undergraduate Student Preparation for Career Attainment	4		2	1		3				1			1							3	1				1	1		18	
7	Required Course to Teach Basic Computing Skills			1	1	1		3	1							1													8	
8	Collaborative Teams in the Classroom and Laboratory			3	2	1		1	7							1													15	
9	Program to Aid in Preparing Students for GACE									1																			1	
10	Continuation and Expansion of Freshmen Year Experience				1						3	4			1	1										1			11	
11	Creation of Sophomore Year Experience		1		2	1	1				4	7			2	1	1				1					1	1	2	25	
12	SAT/GPA Requirements to Aid in Retention												0																0	
13	Center for Business and Economic Research													2															2	
14	Integrated International and Intercultural Education Approach	2		1	3		1				1	2			10													2	22	
15	Success Principles										1	1				1													3	
16	General Education Enhancement Initiative			1	1	2		1	1		1					5												1	13	
17	Creation of an On-site Childcare Facility																	4											4	
18	Extension of Student Success Center					1													3	2						1			7	
19	Online Math Skills Tutorial				1															2	0						1		4	
20	Long-term Academic Planning System	2					3				1											1	1				2		10	
21	Building Connections with Area High Schools Aiding in Transition to College	1					1															1	2						5	
22	Online Advising Evaluations																							2			1		3	
23	Funding of the Student Opinion on Instruction																								1				1	
24	Virtual VSU Creative Commons for University Community																									2			2	
25	Centralized Undergraduate Advising	1	1			1	1				1	1							1	1	2		1			5	1		17	
26	UD at VSU: Incorporating Universal Design at VSU		1								1																1	4	7	
27	Office of Undergraduate Research	1		1	2	1	1				2			2	1													8	19	
28	Endowed Faculty Positions																											3	3	
<b>Total</b>		18	8	19	24	16	18	8	15	1	11	25	0	2	22	3	13	4	7	4	10	5	3	1	2	17	7	19	3	285

Source: Analysis by Strategic Research and Analysis, 2008

**Appendix H**  
**Call for Proposals Description**

**Valdosta State University Quality Enhancement Plan (QEP):**  
**Undergraduate Engagement in Discipline-Based Inquiry**  
**Call for Proposals**

The Provost and Vice President for Academic Affairs and the QEP Task Force are pleased to announce a competitive call for proposals to expand undergraduate scholarship and creative learning. The QEP's purpose is to support the development of innovative projects for undergraduate students that focus on undergraduate engagement in discipline-based inquiry to support the goals outlined below. This is part of VSU's reaffirmation of accreditation by SACS.

**Who Is Eligible?**

Proposals for a project may come from one or more faculty members within a single discipline or from two or more faculty members across two or more disciplines. The coordinator of the proposed project must be a tenured or tenure-track faculty member in any undergraduate program, but lecturers and instructors may be involved with the project. The Task Force welcomes proposals from all colleges and disciplines.

**What Are We Looking For?**

The QEP Task Force welcomes proposals that support one or more of its three goals:

1. Students will develop knowledge of discipline-specific inquiry skills.
2. Students will apply discipline-specific inquiry skills from the classroom to resolve a specific question or problem.
3. Students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum.

The project must involve undergraduate students in active, discipline-based, learning through inquiry or analysis. Students may be engaged in discipline-based inquiry through activities such as classroom projects, field work or community service projects, creative endeavors, international programs, a summer inquiry or analytic experience, or other activities. Students should also be encouraged through the proposed project to present the results of their inquiry, scholarship, or creative endeavors in a scholarly forum (e.g., senior capstone course, a peer-reviewed publication, performance, symposium, conference, etc.). The term of the project should run either for an academic term or for a full academic year, with the potential to become a long-term element of the undergraduate program(s).

All projects will be subject to IRB oversight, as project results may be used. Those who propose projects involving human subjects and/or animals in their discipline-based inquiry projects will be expected to comply with the National Research Act.

Projects should include the following elements:

1. A faculty coordinator who will have overall responsibility for the administration of the award, management of the project, and interactions within the institution, including working with the QEP Task Force;
2. Outstanding faculty (including the Coordinator) with proven track records in inquiry/analytics and training in their discipline;
3. A plan for the recruitment, mentoring, and retention of students;
4. Clearly defined measures for project success and student outcomes;
5. Instruction in laboratory/field research methods, guided analytic practices, and other instructional features that foster strong interactions among participating students and faculty, leading to the development of the students' discipline-based inquiry skills;
6. A culminating activity (i.e., capstone course presentation, undergraduate research symposium presentation, etc.) in which one or more students engage in a collaborative discipline-based inquiry demonstration under close leadership of a faculty member with an opportunity to disseminate results using traditional formats (i.e., manuscript, exhibition, poster, etc.); and
7. An administrative plan and organizational structure that ensures effective management of project resources.

### **What Can You Receive?**

Funding for the selected proposals will be available, for such expenses as reassigned time, necessary equipment, a graduate assistant(s), travel, and operating expenses. Successful proposals are anticipated to average between \$20,000 and \$40,000 for one academic year. If selected, the proposed projects will be funded and begin in the fall semester of 2011. By accepting funding, project coordinators agree to submit a report at the end of the project period assessing the effectiveness of the project and describing the status of students in the project. The report is a critical element our SACS accreditation. If the project is successful and sustained beyond the initial year of financial support, subsequent annual reports will be required.

### **When Do You Start?**

Completed proposals are due to the Office of Strategic Research and Analysis by 5:30 p.m. on October 1, 2009. Proposals should be submitted to Dr. Kristina M. Cragg ([kmcragg@valdosta.edu](mailto:kmcragg@valdosta.edu)) Word/Excel is preferred. Proposals must include a complete application that adheres to the *Detailed Application Guidelines* and that contains ALL requested elements outlined. Incomplete proposals will not be considered.

Process timeline (approximate):

- Call for proposals issued: September 4, 2009
- Open information session to answer questions: Mid-September
- Proposals due: October 1, 2009 by 5:30 p.m. (to Strategic Research & Analysis – [kmcragg@valdosta.edu](mailto:kmcragg@valdosta.edu))
- QEP Task Force members review: Beginning October 2, 2009
- QEP Task Force make funding recommendations to the Provost: October 20, 2009
- Announcement of awards: November 1, 2009
- Earliest start date and release of funds: January 2011 [Preplanning may take place in spring 2011.]

**Who's Reviewing the Proposals?**

The QEP Task Force, with members from across the University, will review the proposals in accordance with the evaluation rubric attached and select projects based on merit and expected contribution to VSU's QEP. The rubric will be used as an initial guide; however, the QEP Task Force has latitude to select the grouping of proposals that combined puts forth the best overall QEP. The QEP Task Force will select those proposals that contribute best to a comprehensive QEP that meets the SACS requirements and assures institutional success. Based on overall scores of the reviewers, a rank order and recommendations of proposals will be sent to the Provost and Vice President for Academic Affairs, who is responsible for administering the QEP. The proposal budgets are subject to negotiation and review by the Provost and Vice President for Academic Affairs.

**Where Can I Get More Information?**

Detailed guidelines and supporting documents available on the SRA website ([www.valdosta.edu/sra](http://www.valdosta.edu/sra)).

**Whom Do You Contact with Questions?**

Dr. James LaPlant, chair of the QEP Task Force ([jlaplant@valdosta.edu](mailto:jlaplant@valdosta.edu))

Dr. Kristina Cragg, Assistant to the President for Strategic Research and Analysis ([kmccragg@valdosta.edu](mailto:kmccragg@valdosta.edu))

Dr. Jane Kinney, Director of Accreditation Compliance ([jkinney@valdosta.edu](mailto:jkinney@valdosta.edu))

**Appendix I**  
**Guidelines for Proposal Submission**

Required Items	Guidelines for Completion of Required Items
Title of Project	Concise and informative title (up to 15 words).
Project Coordinator Contact Information	Include on cover page: <ul style="list-style-type: none"> <li>• Name of Project Coordinator</li> <li>• Position/title and department</li> <li>• Phone Number</li> <li>• E-Mail Address</li> <li>• Other faculty involved</li> <li>• Position/title and department</li> </ul>
Selection of QEP Goals	The QEP Taskforce has identified three goals. Identify which goal(s) the proposal is most closely connected. Goal 1: Students will develop knowledge of discipline-specific inquiry skills. Goal 2: Students will apply discipline-specific inquiry skills from the classroom to resolve a specific question or problem. Goal 3: Students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum.
Project Abstract (1 page)	The project abstract is limited to one page and must include: (1) The title of the UEDBI project; (2) the name of the Coordinator; and (3) a brief description of the proposed project, highlighting its key discipline-based or interdisciplinary instructional and inquiry/analytic features.
Proposed Project Narrative (5 pages)	<ul style="list-style-type: none"> <li>• Describe the overall theme(s), structure, goals, and anticipated impact of the proposed discipline-based inquiry project.</li> <li>• Include a discussion of what is missing from undergraduate education in your current program and what could be done more effectively, including overcoming disciplinary and instructional barriers to genuine interdisciplinary training. Discuss how the proposed project will address these issues.</li> <li>• Describe the undergraduate education and training mechanisms that are essential to the proposed project, highlighting its new or innovative features.</li> <li>• List concrete strategies for advertising the project and recruiting students and the approximate number of students to be served by the project.</li> <li>• Address how this project may have a long-term impact on VSU students. (Figures, charts, tables, and diagrams may be included in the appendix.)</li> </ul>
Assessment for Project and Student Learning Outcomes (2 pages)	Using Table 1 as a format, describe plans for assessing the overall effectiveness of the project. Include a clear plan for assessing success of the proposed project including clearly defined measurable goals and desired student outcomes (5-6 student learning outcomes are required).
Budget and Narrative	Complete the QEP budget worksheet and provide a written explanation for all costs. Describe resources already available that will be used to support the project (e.g., computer software, equipment, departmental van, etc.)  Using the QEP budget worksheet, provide a line item budget to indicate new funds required for the proposed project. The following notes are provided to guide budget development; not all costs described may apply to a particular proposed project. <ul style="list-style-type: none"> <li>• Budget \$2,300 for an adjunct replacement cost for each proposed 3-hour course release</li> <li>• Budget \$4,000 per semester per Graduate Assistant for Fall and Spring. Budget \$2,000 for Summer. This covers both stipend and tuition costs.</li> <li>• Budget between \$7.25 and \$10.00 per hour for undergraduate students working on the project</li> <li>• If requesting summer salary for faculty, calculate summer fringes at 17.4% of the budgeted salary.</li> <li>• VSU and State of Georgia travel and purchasing regulations apply.</li> </ul>
Curriculum Vita of Key Personnel	Attach a CV for the project coordinator and any other faculty member involved. Each vita should include information sufficient to demonstrate that personnel possess training and expertise commensurate with their duties.
Reference List	Include complete citations, including titles and all authors, for literature cited in the project narrative.
Letter(s) of Support from Department Chair and Dean (2 pages; 1 page per letter)	Provide statements of support from the department head and dean. The statement should note the feasibility of the project and its connection to discipline-based inquiry.
Appendix (5 pages)	Applicants may include additional figures, charts, or tables that supplement the Project Description and/or Assessment Plan.
Submission of the completed proposal	<ul style="list-style-type: none"> <li>• All proposals must be self-contained within specified page limits.</li> <li>• Submit the proposal to Dr. Kristina Cragg (kmcragg@valdosta.edu) in Word/Excel (preferred) or by dropping off one hard copy of the entire proposal and supporting documentation to Strategic Research &amp; Analysis.</li> <li>• Incomplete proposals will be returned and not reviewed.</li> <li>• Submit the full proposal by 5:30pm on October 1, 2009 to:                          Dr. Kristina Cragg                          Strategic Research and Analysis                          103 E. Brookwood Place                          Valdosta, GA 31698                          E-mail: kmcragg@valdosta.edu                          245-6517</li> </ul>



**Appendix I (cont.)  
Proposed QEP Project Budget**

<u><b>Proposed QEP Project Budget</b></u>		
<b>Title of Proposal:</b>		
<b>Submitted by:</b>		
<b>Personnel:</b>		
Adjunct Cost for Course Release	\$	
Faculty Summer Salary	\$	
Graduate Assistant	\$	
Undergraduate Students	\$	
<b>Subtotal:</b>	<b>\$</b>	<b>-</b>
<b>Fringe Benefits:</b>		
Faculty Summer (17.4%)	\$	
<b>Subtotal:</b>	<b>\$</b>	<b>-</b>
<b>Travel:</b>		
Faculty Travel	\$	
Graduate Assistant Travel	\$	
Undergraduate Travel	\$	
<b>Subtotal:</b>	<b>\$</b>	<b>-</b>
<b>Equipment:</b>		
	\$	
	\$	
	\$	
<b>Subtotal:</b>	<b>\$</b>	<b>-</b>
<b>Supplies &amp; Materials:</b>		
	\$	
	\$	
	\$	
	\$	
<b>Subtotal:</b>	<b>\$</b>	<b>-</b>
<b>Other Operating Expenses:</b>		
	\$	
	\$	
	\$	
<b>Subtotal:</b>	<b>\$</b>	<b>-</b>
<b>TOTAL PROJECT COST:</b>	<b>\$</b>	<b>-</b>
Note: Projects are not required to include all of the categories above, alter as needed.		

**Appendix I (cont.)  
Assessment Criteria for Proposals Template**

**Valdosta State University - Quality Enhancement Plan (QEP) - Undergraduate Engagement in Discipline-Based Inquiry Program  
Sample Program and Student Learning Outcome Assessments**

Table 1 - Project and Student Learning Outcomes Assessment [Each proposal must include project assessments and student learning outcomes assessments. This form should be used.]

**Program Assessment (Sample for a Project)**

Goals	Activity	Timeline	Person Responsible	Performance Indicator	Contingency Plan
Recruit students for a research track in the major	Advertise during advising sessions. Advertise in freshman seminars. Email to all departmental majors.	1/30/11 - 3/15/11	Dept. QEP Coordinator	Register 10 students to participate.	If low then expand network. If high then celebrate.
Develop gateway and capstone seminars for research track within major	Investigate programs at other universities to compare gateway/capstone course syllabi, possible tracks within the BIOL major, etc. Discuss feasibility of research track within major with colleagues. Examine current undergraduate offerings for courses that could be designated (or adapted to become) as research-intensive.	1/30/11 - 3/15/11	Faculty participating in QEP program within the department/project	Complete sample syllabi for seminar; complete new course form, complete curriculum change forms.	If complete, add to course offerings. If not complete, incorporate elements into existing courses.
Host departmental research institute to showcase student research.	Invite plenary speaker. Organize student poster presentations. Create an undergraduate student research award.	2/15/2011	Dept. QEP Coordinator and dept faculty	Register at least 25 student attendees Administer opinion surveys to attendees	If low then publicize. If high then celebrate.

**Student Learning Outcomes Assessment (Sample for a Project)**

Student Learning Outcomes (5-6 for each proposal)	Assessment Method(s)	Timeline	Person Responsible	Performance Criteria	Contingency Plan
Students will demonstrate how to locate and evaluate scholarly sources appropriate to the discipline.	Students will complete an annotated list of sources as part of their research essay.	Due at the end of the semester	Instructor of course	Students will: 1. know the key databases for research in this area of Political Science. 2. be able to search the key databases to generate a list of sources pertinent to topic. 3. locate, obtain sources. 4. read, comprehend, and write a 1-paragraph annotation of each source. 5. complete an annotated list of sources in correct bibliographic format. 6. write a 2-page overview of key trends and figures in the research on the topic for the last 15 years.	If student achievement results are low, then review, re-teach topic. If high, then celebrate.
Students will demonstrate understanding of research ethics in relation to human subjects.	Students will pass the online CITI training module.	Due in week 4	Instructor of course	Students must pass one module to move to the next; when they have successfully completed all modules, they are issued a certificate, which they will present to their instructor.	Work individually with students who have not passed the modules to understand where their difficulties are and help them to learn the required information. Revise syllabus for future sections of course to address most common difficulties.
Students will understand the different techniques for drawing a probability sample for a public opinion survey and when each technique should be used.	Students will respond to an essay question on a final examination.	End of semester	Instructor of course	Students will explain correctly at least three different sampling techniques and when each is to be used.	If student achievement results are low (fewer than 75% of respondents answer the question correctly), then revise syllabus and/or how unit is taught to improve success in future sections. If high, then celebrate.

Appendix J  
Voting Memorandum to Task Force Members



To: Members of the QEP Task Force  
From: Kristina M. Cragg, Ph.D.  
Assistant to the President for Strategic Research & Analysis  
Subject: QEP Proposal Review and Ranking  
Date: October 4, 2009

=====

Dear Task Force Members:


After an overwhelming response to the Quality Enhancement Plan call for proposals, it is now time for Task Force members to review the 24 proposals. **Review of the proposals should utilize the Proposal Review Form (attached).** Scoring must be done objectively and without regard to loyalty and affiliation. It is important to avoid the temptation to spread the money across colleges in lieu of the objective standards. [Individual responses will be kept confidential; aggregated results will be presented.] We are waiting for a few letters of support; the letters will be available to the committee for discussion at the next Taskforce meeting.

Proposals are posted for review online at [www.valdosta.edu/sra/QEP.shtml](http://www.valdosta.edu/sra/QEP.shtml). The webpage requires the following username: QEP and password: SACS2010. To facilitate the voting process, you may submit your proposal reviews by one of three methods:

- 1) Complete the attached Excel spreadsheet, save your changes, and forward the completed form to [kmcragg@valdosta.edu](mailto:kmcragg@valdosta.edu) by **Monday, October 12, 2009, 8:00 a.m.** [Contains two tabs: Tab 1 – “Instructions,” Tab 2 – “Review Ratings”]  
OR
- 2) Print the attached Excel spreadsheet, complete it by hand, and submit it to Strategic Research and Analysis by **Monday, October 12, 2009, 8:00 a.m.**  
OR
- 3) Complete the linked Proposal Review Form and print a separate form for each proposal. Submit them to Strategic Research and Analysis by **Monday, October 12, 2009, 8:00 a.m.**

The Office of Strategic Research and Analysis will compile the rubric ratings and recommendations. Aggregate funding recommendations will be presented at the next scheduled QEP Task Force meeting on **October 14, 2009** (anticipated). Questions regarding the voting process can be directed to Kristina Cragg ([kmcragg@valdosta.edu](mailto:kmcragg@valdosta.edu)) or Michael Black ([mblack@valdosta.edu](mailto:mblack@valdosta.edu)).

**Appendix J (cont.)**  
**Undergraduate Research Proposal Evaluation Form**

 <b>VALDOSTA STATE UNIVERSITY</b> <i>Building for Our Next Century 1906-2006</i>	<b>QEP Task Force Rating Form for Evaluating QEP Project Proposals</b>				
<b>Title of Proposal:</b> _____					
					<b>Score</b>
<b>1. Project Assessment:</b> Rate the degree to which the proposal has clearly identified measurable assessments for the project.					
Low	Marginal	Acceptable	Strong	Exceptionally Strong	
1	2	3	4	5	
<b>2. Student Learning Outcomes:</b> Rate the degree to which the proposal has clearly identified measurable student learning outcomes.					
Low	Marginal	Acceptable	Strong	Exceptionally Strong	
1	2	3	4	5	
<b>3. Attainability:</b> Rate the degree to which the proposal goals/outcomes are attainable within a stated timeframe (i.e., can the proposal realistically be accomplished).					
Low	Marginal	Acceptable	Strong	Exceptionally Strong	
1	2	3	4	5	
<b>4. Importance:</b> Rate the degree to which the proposal will contribute to our selected QEP goal(s).					
Low	Marginal	Acceptable	Strong	Exceptionally Strong	
1	2	3	4	5	
<b>5. Resource Needs:</b> Rate the degree to which the proposed budget and resource needs are appropriate and adequate for the proposed project/ activities (i.e. proposer attempted to utilize existing departmental/ college/ division resources first).					
Low	Marginal	Acceptable	Strong	Exceptionally Strong	
1	2	3	4	5	
<b>6. Personnel:</b> Rate the degree to which the project/program has faculty with expertise to accomplish the proposed project.					
Low	Marginal	Acceptable	Strong	Exceptionally Strong	
1	2	3	4	5	
<b>7. Sustainability:</b> Rate the degree to which the proposal has the likelihood to have long-term impact.					
Low	Marginal	Acceptable	Strong	Exceptionally Strong	
1	2	3	4	5	
<b>8. Academic Impact:</b> Rate the degree to which the proposal will have an impact on the curriculum.					
Low	Marginal	Acceptable	Strong	Exceptionally Strong	
1	2	3	4	5	
<b>9. Student Impact:</b> Estimated number of students who will be impacted by the proposal.					
<b>10. Goals Addressed:</b> Number of QEP goals addressed by the proposal. It is desirable that projects address more than one of the QEP goals (if possible).					
<b>11. Would you rank this proposal in your top six?</b>					
Yes		No			
1		2			

**Appendix K**  
**Calculation Description of Personnel Costs**

- The University will reallocate time for personnel to administer the QEP projects. Each of the Discipline-Based Inquiry Projects will have its own faculty coordinator. In Iteration 1, six faculty and six additional VSU-employed faculty members will serve as co-coordinators. In addition to the 12 VSU employees, the personnel cost for the involved faculty members is derived as follows: 10-month salary and benefits times 0.25 FTE for the year of participation. The personnel funding amount for the 12 faculty members is summed and placed in Years 1 and 3. For pre-planning, Year 2, and Year 4, 10% of Year 1 is allocated to account for pre-planning and wrap-up/reporting activities.
- In addition to faculty members, VSU will provide adequate administrative support staff members for the QEP. The Associate Vice President for Research/Dean of the Graduate School will serve as QEP Coordinator. The Assistant Dean of the College of Arts and Sciences will coordinate the campus-wide Undergraduate Research Symposium, working with the offices of undergraduate deans and their respective undergraduate research councils (if applicable). Five staff members in the Office of Strategic Research and Analysis, including the Assistant to the President for Strategic Research and Analysis, will assist in data support and facilitation of the QEP. A budget analyst and accounts payable accounting assistant in the Office of Financial Services will handle the budget and travel reimbursements for the projects. An Information Technology staff member will assist with webpage development and the online course management software (BlazeVIEW).
- The QEP project coordinators are housed in six different academic departments, and departmental secretaries will assist project coordinators with purchasing, travel arrangements, and other routine office tasks needed to complete the QEP project. The personnel cost for the support administrative staff members is derived as follows: 12-month salary and benefits times a determined corresponding FTE. The amount for the 16 staff members is summed and placed in Years 1, 2, 3, and 4. A few individuals will assist in preplanning efforts and Year 5 conclusion and reporting efforts, which is calculated at 25% of Year 1.

