

*QEP Development Committee*

*February 21, 2012*

*3:00PM*

*CLCS Conference Room*

**Members Present:** Judy Bivens, David Caldwell, Randy Carden, Whitney Casey, Joe Cole, Michael Jackson, Mike Leih, Doug Lepter, Carol Maxson, Tom Middendorf, Alisha Russell, Donna Tudor, Lena Welch

**Members Absent:** Suzie Harris, Matthew Murdock, Steve Pusey, Riley Wampler, Bari Watson

- Members introduced themselves.
- Lena Welch opened in prayer.
- Purpose of meeting: develop QEP focus statement.
  - QEP topic selection committee (under Suzie Harris) identified undergraduate research and creative endeavors as the QEP focus best fit for Trevecca.
  - Creative endeavors should be a product of undergraduate research.
  - Before latching onto one particular white paper, Lena encouraged committee members to research other institutions/best practices.
  - Critical thinking & communication: measurable learning outcomes
  - Academic rigor: could be measured by student perception
- Brainstorming QEP focus statements
  - The following was proposed by Tom Middendorf and approved by the committee: ***The goal of the QEP is to improve (augment, enrich) student learning by engaging students in undergraduate research and creative endeavors.***
- Next Meeting: Wednesday, March 14th @ 10am
  - Will review best practices of other URCE (Undergraduate Research & Creative Endeavors) programs
  - Develop goals and student learning outcomes for Trevecca URCE program
  - Create sub-committees to envision how URCE might be implemented at Trevecca
- Meeting 3: Monday, April 16th 4pm-6pm, PDR
  - Will be longer (approx. 2 hours)
  - Menu TBD
  - Followed by student research symposium @ 7PM
- Meeting 4: Wednesday April 25th at 10am (tentative)
  - Only if needed, to follow up on Meeting #3
- Lena needs a few committee members to attend the Council on Undergraduate Research Conference in NJ from June 23-26. Willing members should e-mail her.
- First task: Learn more about other institutions' undergrad research programs

- Add to questions handout:
  - How is program funded/supported? Grants?
  - Linked to graduate programs?
  - How is it internally marketed? (Univ. of Houston/Baylor examples)
- Lena presented George Mason example (chart) of best practices learned from each institution contacted.
- Other schools known with undergraduate research QEP:
  - Georgia Institute of Technology
  - George Mason
  - Marymount Univ. in VA
  - Samford Univ. in AL
- Assignments
  - Alisha Russell – MNU, Austin Peay, James Madison, Vanderbilt
  - Mike Leih - Point Loma, Cal Tech, Harvey Mudd
  - Donna Tudor – TICUA schools (listserv), Liberty, Samford
  - Randy Carden - Hope
  - Mike Jackson - Georgia Tech, Elon
  - Judy Bivens – Furman, Duke
  - Tom Middendorf – MTSU, Union
  - David Caldwell - Lipscomb
  - Doug Lepter - Univ. of Kentucky
  - Joe Cole - CCCU institutions
  - Lena Welch – George Mason, Belmont, Washington Univ. in St. Louis
  - Carol Maxson – Baylor
  - Matt Murdock - Marymount University (VA), Univ. of Alabama – Birmingham
  - Bari Watson - Western Carolina University, University of South Florida
  - Suzie Harris - Carleton College (Northfield MN), Clemson
- Lena suggested using the Google search term “predominantly undergraduate institutions.”
- Committee members should keep track of who they contacted, regardless of what information they find.
- Lena will email the 3 white papers & 2 mini-white papers related to undergrad research to committee members for review.
- Meeting adjourned at 4:02PM.

Whitney Casey  
Secretary

## QEP Development Committee Proposed Timeline

Committee Members: Judy Bivens, David Caldwell, Randy Carden, Whitney Casey, Joe Cole, Suzie Harris, Mike Jackson, Mike Leih, Doug Lepter, Carol Maxson, Tom Middendorf, Matt Murdock, Alisha Russell, Donna Tudor, Riley Wampler, Bari Watson, Lena Welch

### Meeting #1: February 21, 2012

- Review committee purpose
- Develop QEP focus statement
- Discuss timeline for QEP development & set future meetings for this semester
- Decide assignments for identifying (a) "best practices" at other institutions & (b) review of scholarly literature on URCE

### Meeting #2: Wed. March 14, 10AM, CLCS Conference Room

- Review "best practices" of other URCE programs
- Develop goals and student learning outcomes for Trevecca URCE program
- Create sub-committees to envision how URCE might be implemented at Trevecca

### Meeting #3: Mon. April 16, 4PM, PDR-B

### Meeting #4 (if needed): \_\_\_\_\_ Wed., April 25, 10AM, CLCS Conference Room

- Hear reports from sub-committees on how URCE might be implemented at Trevecca
- As a committee, decide how URCE at Trevecca will be structured and implemented

### Summer 2012: (communication will be by e-mail, cell, & wiki site)

- Draft QEP
- Review budget/resource plans for QEP
- Identify assessment methods
- Identify changes that will be needed in curriculum, organizational structure, etc. (implementation strategies)

### Early Fall 2012: Meeting #5 TBD

- Review implementation strategies
- Finalize assessment methods

### Mid-Fall 2012: Meeting #6 TBD

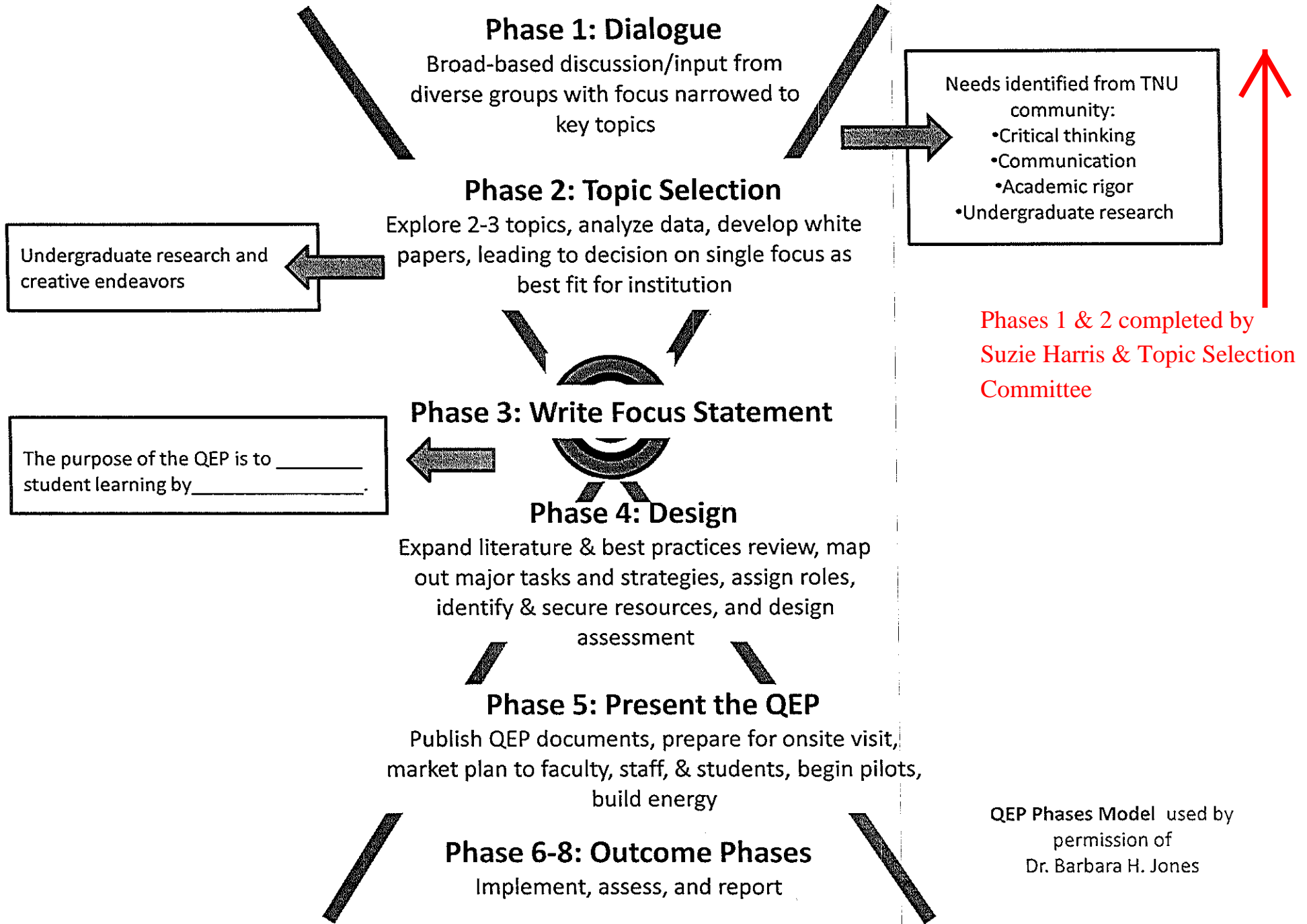
- Finalize QEP
- Market/promote QEP to institution
- Begin implementation as appropriate (curriculum changes, organizational structure, etc.)

### December 2012

- Submit QEP

#### Other important dates:

- On-site visit: March 19-21, 2013
- Council on Undergraduate Research [CUR] Conference: June 23-26, 2012 at The College of New Jersey, Ewing, NJ.
- Beginning implementation of QEP: 2013-2014 academic year
- SACS team return visit to determine progress of QEP: Spring 2018



### Phase 3: Write Focus Statement

"The purpose/focus of the QEP is to ....(measurable verb) student learning...."  
(Months 9-10)

❓ What is the specific (clear) and measurable focus of the QEP?

From the Handbook...

**Focus:** Specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results providing support for compliance with CR2.12 "focuses on learning outcomes and/or the environment supporting student learning"

(From: Handbook for Institutions Seeking Reaffirmation August, 2011 edition, p. 50)

### The importance of a clear QEP focus....

"If you don't know where you are going, any road will get you there." (Lewis Carroll) and "If you don't know where you're going, you'll probably end up somewhere else." (David Campbell)

World Peace  
Ethical physicians  
Productive citizens of the Commonwealth  
Employed accountants  
Healthy Mankind  
Happy parents

Source: *The QEP: From Dialogue to Design (and beyond)*

A workshop presented by B. H. Jones, D. J. Henry, & T. Newman at SACS COC 2011 Annual Meeting (December 2011). Slides used by permission.

### Purpose Statement

○

"The focus of the Make an Impact @SFA project is to improve students' higher order thinking skills and student success by incorporating high-impact practices into targeted undergraduate curricula."

Criteria	Very Clear (3)	Mostly Clear (2)	A little fuzzy (1)	No Clue (0)
A. Improvement				
B. Student Learning				
C. Narrow topic				
D. Impact				
E. Measurable				
F. Feasible				

B. H. Jones, D. J. Henry, & T. Newman, SACS COC 2011 Annual Meeting, Washington

### Examples of QEP Focus/Purpose/Goal Statements

○

1. The purpose of (the QEP) is to enhance student engagement in reading and to improve student reading skills.
2. The goal of (the QEP) is to improve student learning by supporting students in the development of effective problem-solving skills.
3. The purpose of (the QEP) is to assist learners in the development and application of critical thinking skills across the curriculum, thereby improving their ability to think critically and solve problems in general education and occupational/technical programs.
4. The goal of (the QEP) is to improve student learning through culturally diverse perspectives to prepare students for success in a global society.
5. The primary focus of (the QEP) is the development of students who use higher-order thinking skills to explore, evaluate, expand and express ideas.
6. The focus of (the QEP) is to enhance student learning in mathematics.

B. H. Jones, D. J. Henry, & T. Newman, SACS COC 2011 Annual Meeting, Washington

Source: *The QEP: From Dialogue to Design (and beyond)*

A workshop presented by B. H. Jones, D. J. Henry, & T. Newman at SACS COC 2011 Annual Meeting (December 2011). Slides used by permission.

**Our first task: Learning more about other institutions' undergraduate research programs**

Name of Program:

School:

Contact information & how contacted:

Focus ("traditional" research, creative/artistic scholarship, or both):

Requirements for admission into program (institutional? department/program?):

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Preparing students for conducting research (coursework, mentoring, teamwork, etc.):

Benefits/rewards to students (scholarship money, travel/conference expenses, academic credit, graduation honors, etc.):

Faculty compensation (release time/overload/additional professional development money, etc.):

Support/administrative staff/structure:

Celebrating/promoting research/scholarship:

Assessment methods:

Unique features of program:

Piece of advice for institution starting an undergrad research program?

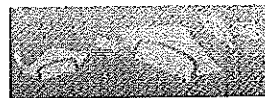
or

What would you do differently if you were beginning a program now?

**How is the program funded/supported?**

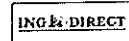
**Is the program linked to grad. programs?**

**How is the program internally marketed?**



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## Undergraduate Research/Creative Projects

Independently or in small teams, and mentored by a faculty member, students at the schools below do intensive and self-directed research or creative work that results in an original scholarly paper or other product that can be formally presented on or off campus.

In spring 2011 we invited college presidents, chief academic officers, deans of students, and deans of admissions from more than 1,500 schools to nominate up to 10 institutions with stellar examples of undergraduate research/creative projects. Colleges and universities that were mentioned most often are listed here, in alphabetical order.

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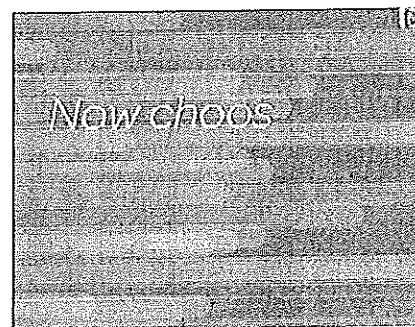
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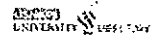
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