

# An Introduction to the QEP: Undergraduate Research Faculty Focus Workshop

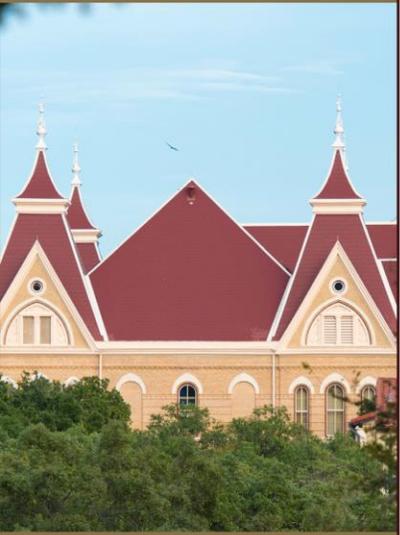
10-28-2019 (12-2pm)



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# *Introductions*



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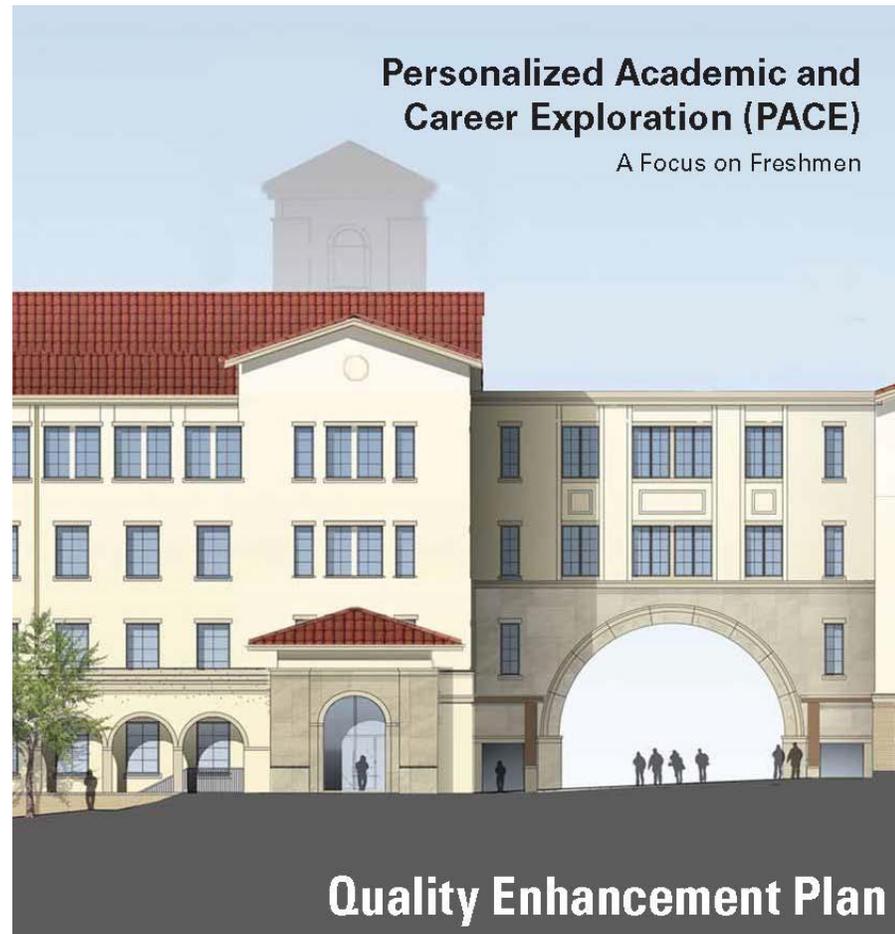
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# What is a QEP?

## ❖ What is a QEP?

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

# Previous QEP: PACE Center



Southern Association of Colleges and Schools



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## *Our QEP Theme Selection*

- ❖ **QEP Theme Development Team**
- ❖ **QEP Working Groups**
- ❖ **QEP Final Theme Selection**



## Defining our QEP: Undergraduate Research

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

# QEP Task Force

## ❖ QEP Co-Chairs

- Dr. Erina Duganne, Associate Professor, School of Art and Design
- Dr. Peter Golato, Professor, Department of World Languages and Literatures
- Dr. Alejandra Sorto, Professor, Department of Mathematics

# QEP Task Force

## ❖ QEP Task Force members (Academic Affairs)

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

# QEP Task Force

## ❖ QEP Task Force members (Academic Affairs)

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

# QEP Task Force

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

- Mr. Tom Shewan, Associate Vice President, Facilities

## ❖ QEP Task Force members (Information Technology)

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

## ❖ QEP Task Force members (Student Affairs)

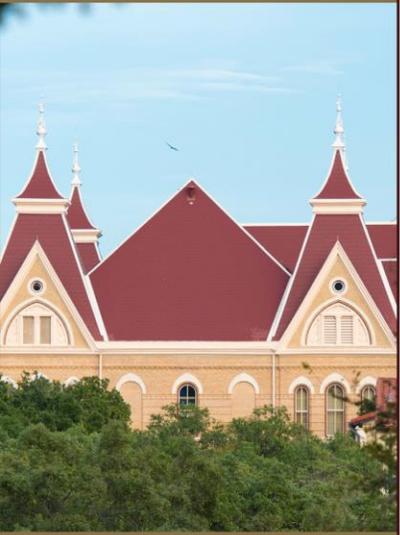
- Ms. Laramie McWilliams, Assistant Dean of Students, Leadership Institute
- Ms. Toni Moreno, Assistant Director for Hispanic Student Retention in the Office of Student Diversity and Inclusion

## ❖ QEP Task Force members (Student Affairs)

- Ms. Flisa Stevenson, Director of Development Communications

## ❖ QEP Task Force members (Institutional Effectiveness)

- Dr. Lon Olson, Assessment Director
- Mr. Ismael Lozano, Assistant to the Director



# QEP Task Force

## ❖ QEP Task Force members (Students)

- Mr. Richard G. Powe, Geography Resource and Environmental Studies major, Department of Geography
- Ms. Briana Luna, Exercise and Sports Science major with a Pre-Rehabilitation Sciences concentration, Department of Health and Human Performance
- Ms. Imani McDonald, Graduate Assistant, Marketing Research and Analysis major, Department of Marketing
- Mr. Jaxon Castillo, Electrical Engineering major, Ingram School of Engineering
- Mr. Nik Farrell, Recreation Administration major with a Southwestern Studies minor, Department of Health and Human Performance
- Ms. Isabel Valdez, Graduate Assistant, Exercise Science major, Department of Health and Human Performance
- Ms. Amy Baker, Biochemistry major, Department of Chemistry and Biochemistry
- Ms. Jennifer Idema, Campus Life Committee Chairperson, Graduate House
- Mr. Shane Rich-New, Biochemistry major, Department of Chemistry and Biochemistry
- Mr. David Sharp, Biochemistry major, Department of Chemistry and Biochemistry

# Undergraduate Innovation, Discovery, Exploration, and Analysis (IDEA)

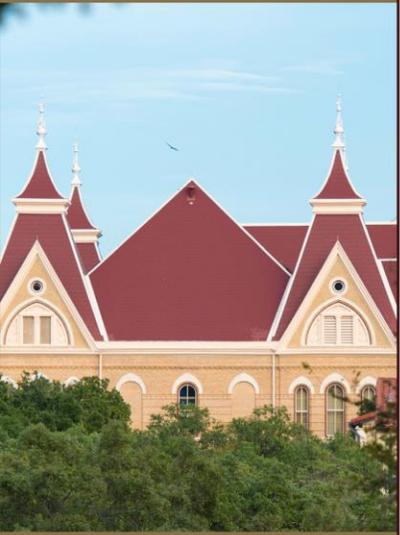
- ❖ Standardize undergraduate research across the University
- ❖ Make undergraduate research more equitable and inclusive
- ❖ Introduce undergraduate research earlier to students
- ❖ Foster cross-disciplinary engagement within undergraduate research

# Best Practices

Mainly from the Council of Undergraduate Research document *Characteristics of Excellence in Undergraduate Research*.

- ❖ Research infrastructure
  - Research oversight
  - Administrative support
- ❖ Dissemination
  - Student research publications
  - Conferences and symposia
- ❖ Curriculum structure
  - Student course credits for research
  - Training in the responsible conduct of research

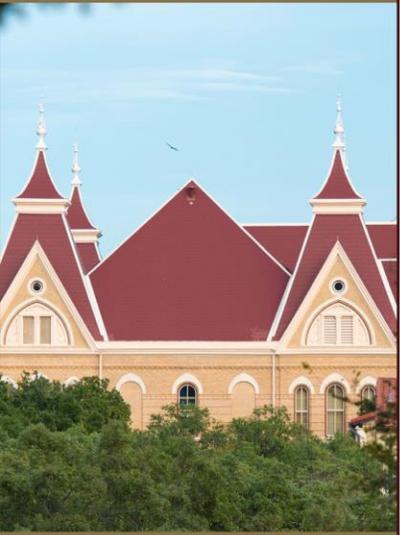
# *Institutional Surveys*



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# *Student Focus Groups*



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## *Interactive discussion*

1. If you have previously worked with graduate students on research, inquiry, or creative expression (e.g., helped them formulate a research question, discussed readings with them, discussed a research design or results of an experiment or observation, discussed writing results up, etc.):
  - a. Which aspects of that work do you believe would unfold similarly when working with undergraduates?
  - b. Which elements of that work do you believe would unfold differently when working with undergraduates?
  - c. In what way(s) would you change any elements of how you would work in order to help ensure that the undergraduate research project was successfully completed?
  
2. From the perspective of your academic discipline(s), courses that you've taught, and/or other professional experience, what are some ways in which we (as potential faculty mentors) might engage undergraduate students in research on our campus?



# Goal I: To assist students in gaining awareness of research and ethical research practices

- ❖ **Student Learning Outcome IA: Students will recognize the utility of research, inquiry, or creative expression.**
- ❖ Action IA1: Students will attend an informational event and panel discussion on research.
- ❖ Assessment IA1 : Short quiz on key points of panel discussion
  
- ❖ Action IA2: Students will take an online tutorial on research's utility.
- ❖ Assessment IA2: Online Multiple-Choice Test



# Goal I: To assist students in gaining awareness of research and ethical research practices

- ❖ **Student Learning Outcome IB: Students will understand ethical aspects of research, inquiry, or creative expression.**
- ❖ Action IB1: Students will take an online tutorial on research's ethical aspects.
- ❖ Assessment IB1: Online Multiple-Choice Test
  
- ❖ Action IB2: Students will attend a workshop on ethical research practices.
- ❖ Assessment IB2: Short test on key points of workshop and survey on student attitudes



## Goal II: To help students to synthesize research

- ❖ **Student Learning Outcome IIA: Students will analyze a body of research, inquiry, or creative expression that they have collected.**
- ❖ Action IIA1: Students will assemble an annotated bibliography.
- ❖ Assessment IIA1: Rubric designed to assess annotated bibliography
  
- ❖ Action IIA2: Students will write an essay (comparative, critique, or reflective) in which they analyze the process used to collect a body of research, inquiry, or creative expression.
- ❖ Assessment IIA2: Rubric designed to assess essay

## Goal II: To help students to synthesize research

- ❖ **Student Learning Outcome IIB: Students will develop a research question or problem derived from the body of research, inquiry, or creative expression that they have analyzed.**
- ❖ Action IIB1: Students will assemble a proposal on their synthesized research.
- ❖ Assessment IIB1: Rubric designed to assess research proposal
- ❖ Action IIB2: Students will execute a class presentation/poster on their synthesized research.
- ❖ Assessment IIB2: Rubric designed to assess class presentation

## Goal III: To enable students to produce a research or creative project

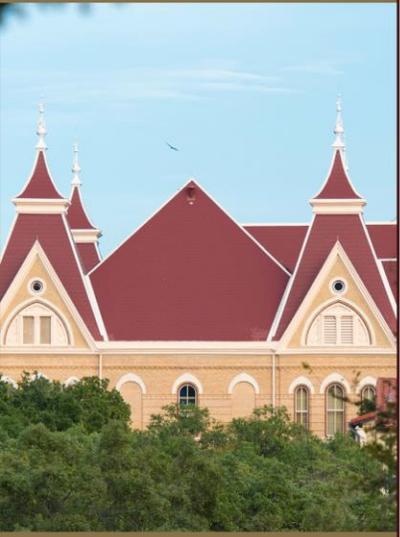
- ❖ **Student Learning Outcome IIIA: Students will implement a “hands-on” research experience appropriate to their discipline either by contributing to a faculty member’s research experience or engaging in an independent research experience with a faculty mentor outside of the classroom.**
- ❖ Action IIIA1: Students will produce a paper/creative expression responding to their “hands-on” research experience.
- ❖ Assessment IIIA1: Rubric designed to assess paper/creative expression
- ❖ Action IIIA2: Students will complete an activity log and reflective essay responding to supervision and feedback received from a faculty member or mentor.
- ❖ Assessment IIIA2: Rubric designed to assess reflective essay

## Goal III: To enable students to produce a research or creative project

- ❖ **Student Learning Outcome IIIB: Students will interpret the results from their “hands-on” research/creative experience.**
- ❖ Action IIIB1: Students will create a poster/presentation about the “hands-on” research experience given at an undergraduate research showcase event.
- ❖ Assessment IIIB1: Rubric designed to assess show case presentation
- ❖ Action IIIB2: Students will submit their “hands-on” research experience to a journal, newspaper, conference, competition, or exhibition.
- ❖ Assessment IIIB2: Rubric designed to assess journal submission

# Initiatives

- ❖ IDEA Center
- ❖ Classes
- ❖ Faculty liaisons
- ❖ Student ambassadors
- ❖ Undergraduate Research Forum
- ❖ RICE Showcase
- ❖ Undergraduate Research Journal



# *Interactive discussion*

- ❖ From a QEP-informed perspective:
  1. In your department, what are some ways of further fostering a culture of including undergraduates in research, inquiry, or creative expression?
  2. What advice would you have for a colleague who approached you for help in work involving research, inquiry, or creative expression with an undergraduate?

# QEP Timeline

## ❖ Fall 2019

- *Finalize selection and justification of theme (Section III: Identification of Topic)*
- *Finalize outcomes, activities, and best practices to support focus (Section V: Institutional Commitment to Topic)*
- *Finalize framework and outcomes (Section II: Focus of Plan)*
- *Draft assessment plan (Section VI: Assessment)*
- *Draft institutional support for topic (Section IV: Support for the Topic)*

## ❖ Spring 2020

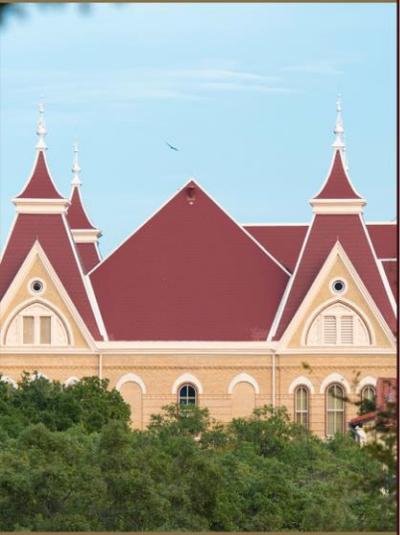
- *Finalize institutional support for topic (Section IV: Support for the Topic)*
- *Establish and finalize feasible timeline for implementation and organize for success including personnel and organizational structure, budget, space, and facilities (Section V: Institutional Commitment to Topic)*
- *Finalize assessment plan (Section VI: Assessment)*
- *Draft executive summary (Section I: Executive Summary)*
- *Prepare and finalize two-page summary for Compliance Certification Report*
- *Finalize QEP document*

# QEP Timeline

- ❖ Summer 2020
  - *Finalize QEP Document for Presidential review*
  - *QEP Co-Chairs attend SACSCOC Summer Institute*
  
- ❖ Fall 2020
  - *Nominate individuals to serve on On-Site Review Committee*
  - *Vet and prepare production versions of QEP*
  - *Prepare print and electronic copies of QEP*
  
- ❖ Spring 2021
  - *Submit QEP for review four to six weeks prior to scheduled on-site visit*
  - *Market QEP to campus constituents*
  - *Prepare for On-Site Review*
  - *On-Site Review*

# QEP Timeline

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



***Thank you!***

***Questions and Discussion***

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