

Quality Enhancement Plan: Update on Progress

Faculty Focus Series

09/22/2020, 2 - 3:30 pm



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Introductions

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What is a QEP?

❖ What is a QEP?

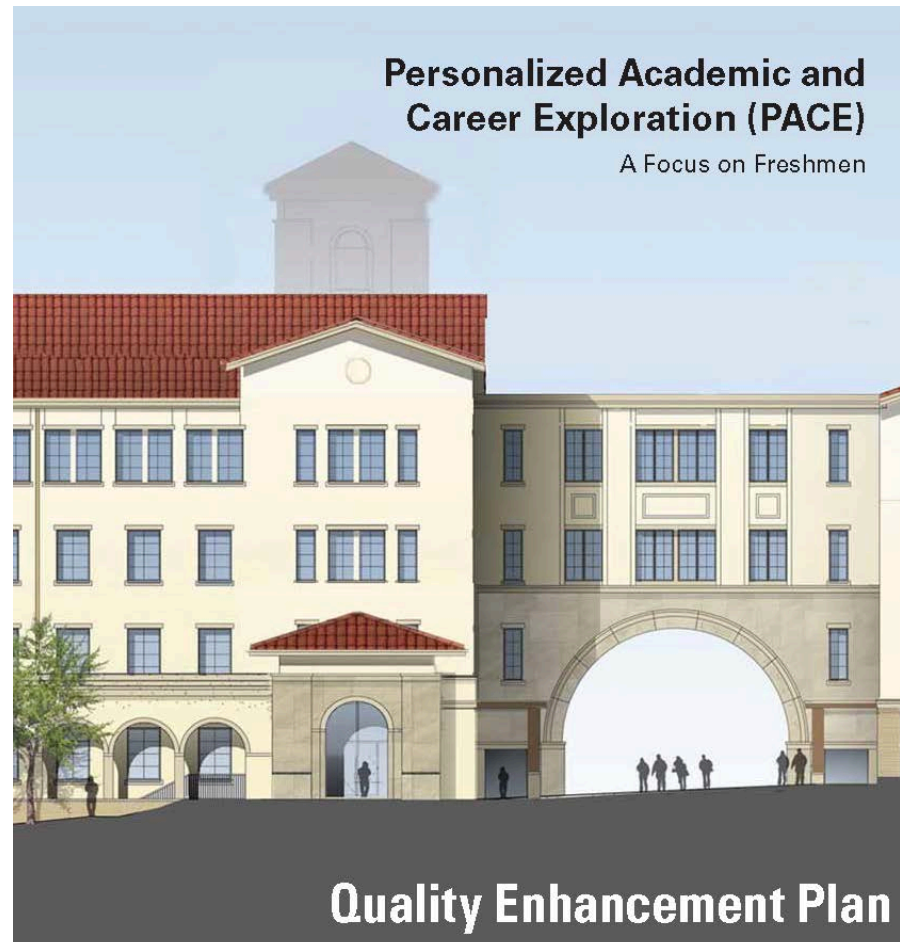
- The QEP, a mandate of the reaffirmation process, must affect a significant and broad spectrum of our students.
- The QEP must marshal expertise to set clear, logical and measurable goals as well as demonstrate the ability and will to adequately implement, support and complete the Plan.
- The QEP is 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



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Our QEP Theme Selection Process

- ❖ 2017: University community invited by email to nominate themes for the next QEP
 - 39 themes proposed
- ❖ QEP Theme Development Team
 - 27 members, representing a variety of constituent groups
 - Identified four out of the 39 proposed themes as of particular relevance for our university
- ❖ QEP Theme Development Team subsequently divided into four Working Groups
 - Each group was responsible for drafting a proposal for one of the four identified themes
- ❖ QEP Final Theme Selection
 - All four proposals submitted to the President's Cabinet for final selection
 - Resulted in selection of Undergraduate Research as the QEP topic
- ❖ QEP co-chairs appointed in Summer 2017; formed the QEP Theme Development Task Force
 - Task Force members represent every college and all administrative divisions
 - The Task Force has since worked to define undergraduate research, identify and refine learning goals and student learning outcomes for the QEP, and draft the actual QEP document



Defining our QEP: Undergraduate Research

- ❖ Undergraduate research is a process which can be framed and informed by several broad-based experiences:
 - (1) identification of the problem/need;
 - (2) information gathering (e.g., data collection, or other methods appropriate to a given 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.

Initiatives

- ❖ IDEA Center
 - organizational structure to coordinate, promote, and evaluate undergraduate research-supportive curricula, workshops, training, collaborations, and programs (in UC; at Alkek)
- ❖ Classes:
 - RES 3399: Research, Inquiry, and Creative Expression (interdisciplinary overview of research, inquiry, and creative expression; students analyze a body of research, inquiry, or creative expression they have collected and develop a research question or problem which responds to it)
 - RES 4399: Directed Research (students either contribute to a faculty member's research experience, or engage in a faculty-guided independent research experience)
- ❖ Faculty liaisons:
 - Research- / creative-active faculty in each unit experienced in UG research, to be identified and recruited to participate as liaisons and advocates for the QEP initiative
- ❖ Student ambassadors:
 - Undergraduates with experience in research or creative expression, to be identified and recruited to participate as ambassadors and advocates for the QEP initiative





Initiatives

- ❖ Undergraduate Research Forum (every semester):
 - Information booths about undergraduate research opportunities on our campus
 - Panel discussions with undergraduates and faculty working together on research projects
 - Forum's purpose is to make students, faculty, and potential donors aware of UG research experiences and opportunities on our campus

- ❖ RICE Showcase (every spring):
 - Provide students enrolled in RES 4399 an opportunity to present their faculty-mentored research/creative activity in performance, oral platform, or poster format
 - Organization of the showcase will mirror professional academic conferences



Innovation, Discovery, Exploration, and Analysis (IDEA)

- ❖ Offer a clear, standardized path to research for undergraduate students across the University
- ❖ Make undergraduate research more equitable and inclusive
- ❖ Introduce research earlier to undergraduate 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






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 1: Students will recognize the utility of research, inquiry, or creative expression.**
- ❖ Action 1.A: Students will attend an informational event and panel discussion on research
- ❖ Action 1.B: Students will take an online tutorial on research's utility



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

- ❖ **Student Learning Outcome 2: Students will identify and describe ethical aspects of research, inquiry, or creative expression.**
- ❖ Action 2.A: Students will take an online tutorial on research's ethical aspects
- ❖ Action 2.B: Students will attend a workshop on ethical research practices.



Goal II: To help students to synthesize research

- ❖ **Student Learning Outcome 3: Students will analyze a body of research, inquiry, or creative expression that they have collected.**
- ❖ Action 3.A: Students will assemble an annotated bibliography
- ❖ Action 3.B: Students will keep a research journal/log in which they analyze the process used to collect a body of research, inquiry, or creative expression



Goal II: To help students to synthesize research

- ❖ **Student Learning Outcome 4: Students will develop a research question or problem derived from the body of research, inquiry, or creative expression that they have analyzed.**
- ❖ Action 4.A: Students will assemble a proposal on their synthesized research
- ❖ Action 4.B: Students will execute a class presentation/poster on their synthesized research



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

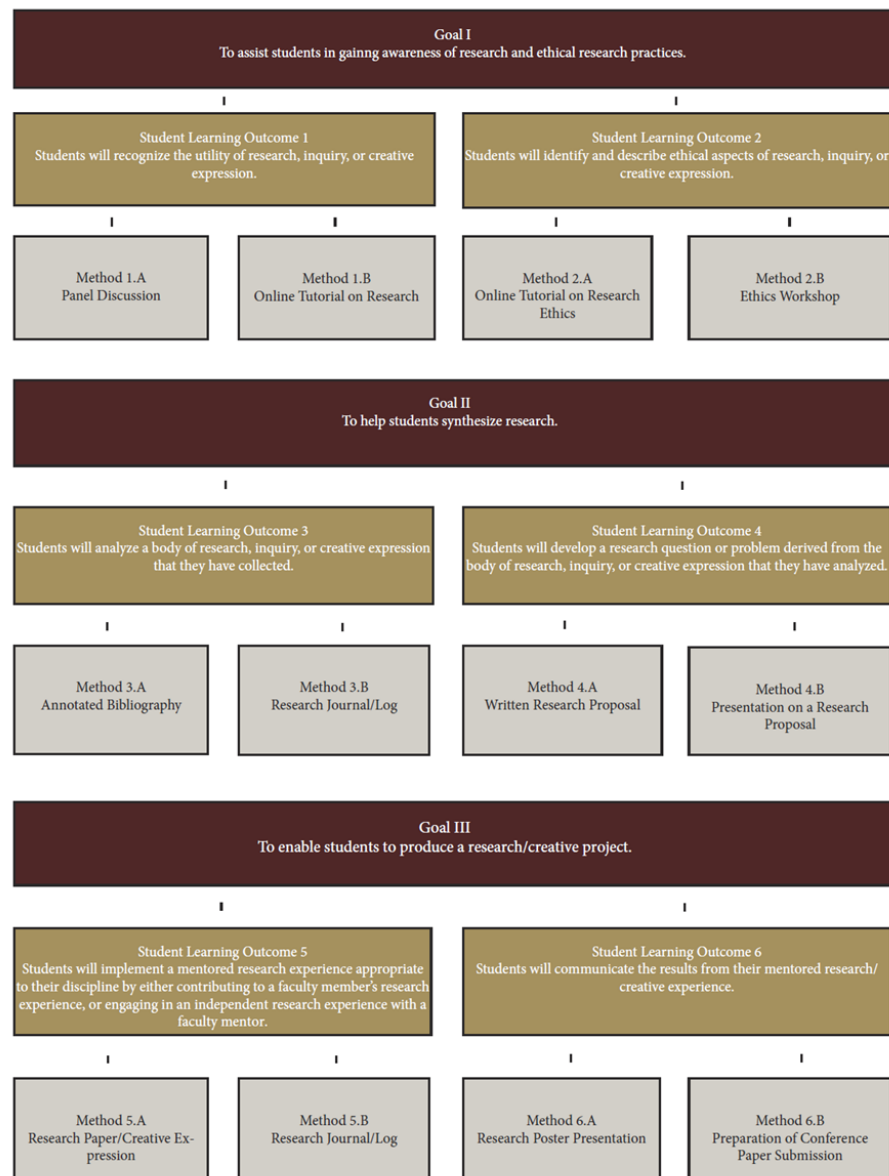
- ❖ **Student Learning Outcome 5: Students will implement a research/creative experience appropriate to their discipline by either contributing to faculty member's research, or engaging in an independent research experience with a faculty mentor**
- ❖ Action 5.A: Students will produce a paper/creative expression based on their research/creative experience
- ❖ Action 5.B: Students will maintain a research journal/log responding to supervision and feedback received from a faculty member or mentor

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

- ❖ **Student Learning Outcome 6: Students will communicate the results from their research/creative experience.**
- ❖ Action 6.A: Students will create and present a poster/presentation about the research experience at an undergraduate research showcase event (the RICE Showcase)
- ❖ Action 6.B: Students will identify and prepare a submission for a field-specific external conference presentation of their research experience.



Assessment chart



Sample Assessment

- ❖ **Goal 2:** To help students synthesize research
- ❖ **Student Learning Outcome 2.1:** Students will analyze a body of research, inquiry, or creative expression that they have collected.
- ❖ **Assessment Method**
 - As part of the introductory research course, **RES 3399; Research and Creative Expression**, students will produce an annotated bibliography that demonstrates their ability to assemble and analyze a body of literature pertaining to their field of study or creative expression
 - students will be expected to illustrate how a source is relevant to their research question; identify and employ a consistent annotation style; and demonstrate understanding of the uses of an annotated bibliography
 - the annotated bibliographies will be assessed by graduate students recruited and trained by the Undergraduate IDEA Center, using a common rubric developed by the IDEA Center in collaboration with faculty teaching RES 3399.

Sample Assessment: Annotated bibliography

1. Assemble a list of the most substantial and significant scholarly articles, books, and conference proceedings relating to your project, no less than 5 items, no more than 10, all of which must be peer-reviewed. None of your sources should be from non-peer reviewed internet sites. Remember that while the internet may be a good place to begin your research, it is not where you want to end it.
2. Read the pertinent parts of all of the items on your list and create an annotated bibliography. In each entry, you should briefly summarize the author's argument and type of approach as well as analyze how it relates to your specific project. Your bibliography will be assessed on the following components: (1) Quality of sources (consider the validity of the sources and what lends them credibility); (2) Accuracy of entries; (3) Content of your annotations; (4) Annotation structure; and (5) The overall quality of the bibliography, to include quality of writing. Additionally, consider which aspects of your research topic the author chooses to emphasize and which the author chooses to ignore. What kinds of terms and categories does the author(s) use to describe your research topic? How does the argument of each author(s) compare to the others? Do their approaches emulate any aspects of the approaches taken by the author(s) we have discussed in class? If so, why?

Sample Assessment: Annotated bibliography

3. Your annotated bibliography should be single-spaced within each individual entry and double-spaced between entries. You should consult the MLA style guide (or other styles according to the practice of each discipline) to format your bibliographic entries. See the handout resources on TRACS for citation examples. No entry should be longer than one half of a single-spaced page. The entire assignment should be typed. Please check for spelling and grammatical errors before turning it in.



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*
- *Meet with President's Cabinet*
- *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*
 - *Begin marketing the QEP (soft rollout)*

- ❖ Spring 2021
 - *Submit QEP for review four to six weeks prior to scheduled on-site visit*
 - *Full marketing of 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*





QEP Task Force

❖ **QEP Co-Chairs**

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

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, Associate 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, Associate Professor, Department of Communication Disorders, College of Health Professions
- Dr. Peter Tschirhart, Associate Dean, Honors College



QEP Task Force

❖ QEP Task Force members (Academic Affairs)

- Dr. Yihong Yuan, Associate Professor, Department of Geography, College of Liberal Arts
- Dr. Paula Williamson, University Distinguished Professor, Department of Biology
- Dr. Karen Lewis, Associate 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





Thank you!

Questions and Discussion