

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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# Undergraduate Engagement in Discipline-Based Inquiry

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 QEPs 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 QEPs are 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

EXHIBIT 1: EXECUTIVE SUMMARY OF EVIDENCE FOR EACH QEP CRITERION

REQUIREMENT/ STANDARD	CRITERION	EVIDENCE	Page
		<p>The Phase I Task Force was comprised of broad based involvement and representation. (See Phase I Task Force Committee Membership, Appendix A).</p>	<p>12; 69-70</p>
		<p>To identify key issues the Phase I Task Force utilized institutional assessments, including a campuswide needs assessment survey, campuswide solicitation of QEP topics, and an analysis of results of national surveys conducted at VSU. (See Appendices C and D).</p>	<p>13-19; 73-76</p>
		<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.</p>	<p>8</p>
		<p>The QEPs focused on undergraduate engagement in discipline-based inquiry (to the extent possible) in the following disciplines: (a) History, (b) Science, (c) Social Sciences, (d) Business, (e) Education, (f) Health Sciences, (g) Arts, (h) Communication, (i) Computer Science, (j) Criminal Justice, (k) Environmental Science, (l) Engineering, (m) Fine Arts, (n) Foreign Languages, (o) Geography, (p) Geology, (q) Government, (r) Human Services, (s) Information Systems, (t) International Studies, (u) Journalism, (v) Law, (w) Life Sciences, (x) Mathematics, (y) Music, (z) Nursing, (aa) Physical Sciences, (ab) Public Administration, (ac) Public Health, (ad) Public Policy, (ae) Religion, (af) Sociology, (ag) Theology, (ah) Visual Arts, (ai) Writing.</p>	



### A Changing Landscape

Despite a 25% reduction (\$15 million) in its state appropriation 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 1.4.r TD 0 2|f 1.0164 0 TD 0 .22 -1.noMthe

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 SAC's Leadership Team is comprised of the President, the Vice Presidents, the SAC's 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: SAC'S 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. Trayce F.











# Undergraduate Engagement in Discipline-Based



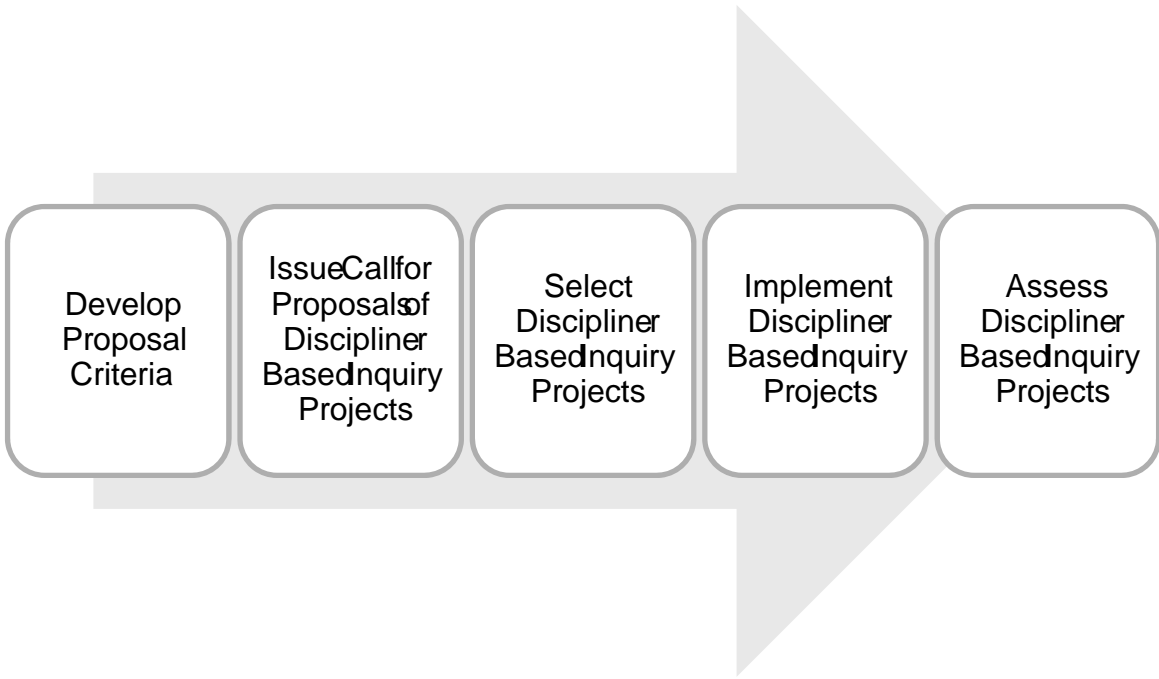








EXHIBIT B: CONCEPTUAL FRAMEWORK FOR THE QEP



Call for Proposals for Undergraduate Engagement in Discipline-Based Inquiry

To identify Discipline-Based Inquiry Projects that align with the three goals of the

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 interests. The experience from the laboratory to the classroom. Complete abstracts for each project appear in the following section. Detailed proposals are available at <http://www.valdosta.edu/~sacsc2010/disciplinedbasedinquiry/projects.shtml>. A user ID (CIP) and password (SACS2010) are required to access this website.

All six of the projects are available at the following URL: <http://www.valdosta.edu/~sacsc2010/disciplinedbasedinquiry/projects.shtml>

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

- x 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

- x Project 5: "Evidence-Based Practice Strategies for Nursing and Health Care" places undergraduates with nurse researchers in clinical settings.



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 field, proposed project proposals.

Undergraduate







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 provide them with the 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

### Discipline-Based Inquiry Projects– Iteration 2

This second iteration of Discipline-Based Inquiry Projects will build upon the foundation established and information learned from assessment 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.

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### Supporting Activities

In addition to Discipline-Based Inquiry Inquiry (/TT1 1 Tf 3.9295 0 TD .2j /



EXHIBIT 6: QEP IMPLEMENTATION MELIN BY TASK AND PERSON RESPONSIBLE

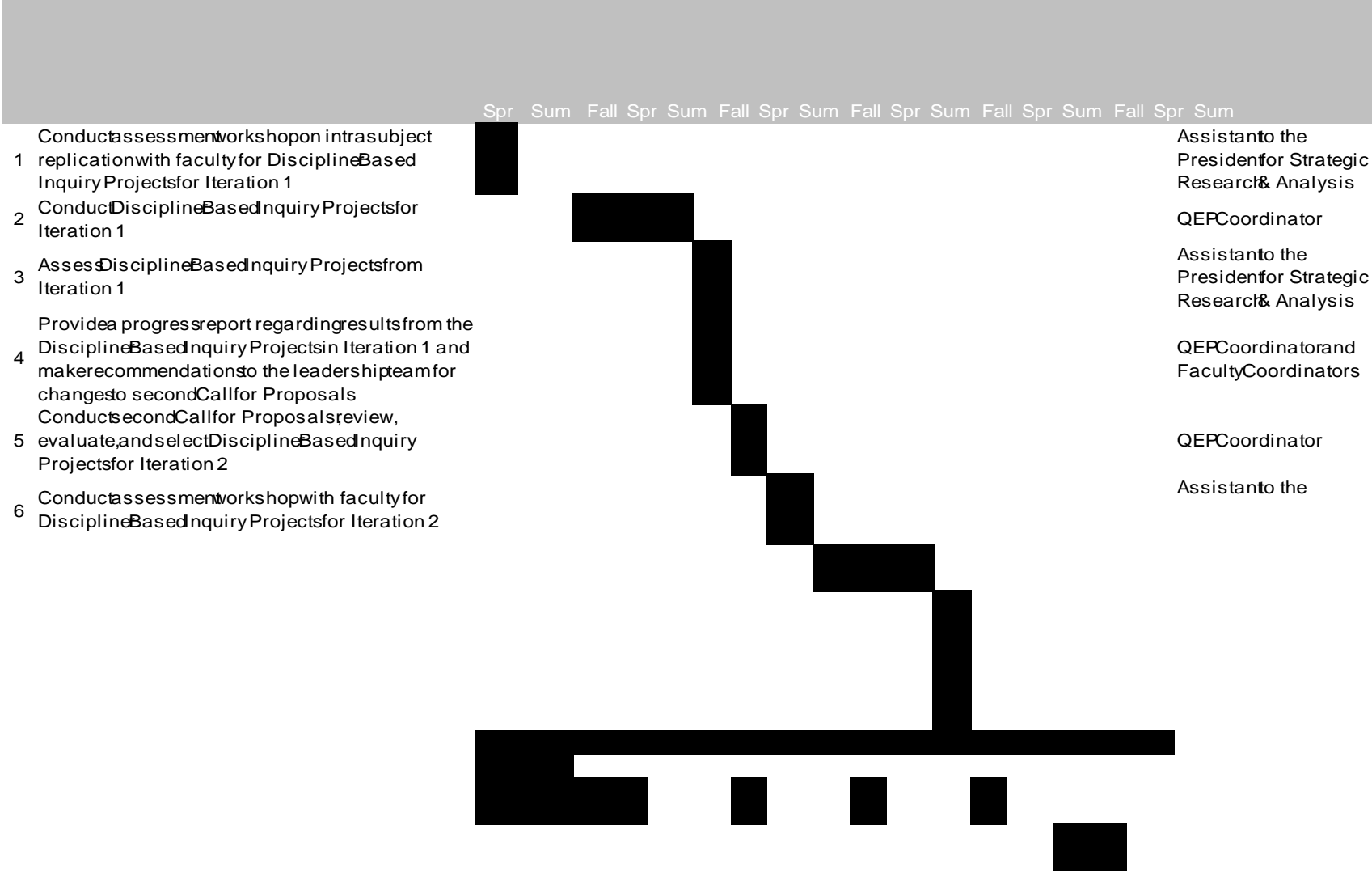


EXHIBIT 7: OFFICES/PERSONS SUPPORTING THE QEP

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

DEPARTMENT/ POSITION	DESCRIPTION OF SUPPORT TO THE QEP	REPORT TO
Assistant Vice President for Research Dean of the Graduate School	Serves as the QEP Coordinator. Chairs the Undergraduate Research Council. Hires a graduate assistant to develop the QEP website. Writes and submits the QEP Report for the Fifth Year Interim Report. The Assistant to the President for SRA serves as the Assessment Coordinator for the QEP and as SAC liaison.	Provost and Vice President for Academic Affairs
Strategic Research & Analysis (SRA)	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	









VI. ASSESSMENT OF THE QEP

Overview

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

- x 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 assessment across all Discipline-Based Inquiry Projects.

DRAFT

Undergraduate

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 Samples

EXHIBIT 2: STUDENT LEARNING OUTCOMES Project 1 Cutting Edge Cancer Research with Undergraduates

Person(s)  
Responsible

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 ProjPro  
the semester



EXHIBIT 3: PROGRAM ASSESSMENT Project 1 Cutting Edge Cancer Research with Undergraduates

			Person(s) Responsible	
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 Leader 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 control 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	

EXHIBIT 4: STUDENT LEARNING OUTCOMES Project 2 Summer Archival Field Experience in History

Student Learning Outcomes	Assessment Method(s)	Timeline	Person(s) Responsible	Performance Criteria
				<p>Students will:</p> <ul style="list-style-type: none"> <li>(1) Identify relevant secondary sources;</li> <li>(2) Familiarize themselves with the content of those secondary sources and</li> <li>(3) Create a properly formatted annotated bibliography.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>(1) Write a literature review about a particular historical inquiry;</li> <li>(2) Pose a relevant research inquiry; and</li> <li>(3) Using online research aids, describe how the archival materials available will help them address or satisfy their research inquiry.</li> </ul> <p>Students will write a research paper that:</p> <ul style="list-style-type: none"> <li>(1) Addresses a specific research question;</li> <li>(2) Is organized and well written; and</li> <li>(3) Significantly incorporates archival research materials.</li> </ul> <p>Students will make a seminar presentation of their project that:</p> <ul style="list-style-type: none"> <li>(1) Explains the research question;</li> <li>(2) Describes the archival materials used to address the question; and</li> <li>(3) Describes their findings.</li> </ul>

EXHIBIT 15: PROGRAM ASSESSMENT Project 2 Summer Archival Field

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


		Person(s) Responsible	
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 to April 2011	Project Coordinator and U.S.– Mexico pre to and

Undergraduate Engagement in Discipline-Based

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

			Person(s) Responsible	
Recruits students for participation in U.S.–Mexico Borderland Experience (BE).	Advertise through VSA announcements/SU webpage, Women's and Gender Studies webpage, and fliers, and by notifying advisees, announcing project in classes announcing through departmentwide 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 placements schedule at agencies that	July 2011– June 2012		

EXHIBIT 7: PROGRAM ASSESSMENT (CONTINUED) Project 3 Investigating Social Inequalities of Hispanic Immigrants through the U.S.–Mexico Borderland Experience



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EXHIBIT 8: STUDENT LEARNING OUTCOMES Project 4 Preparing Scholars of Tomorrow to Effectively Analyze Language Sample Data for Parent-Child Turn Taking

Person(s)



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 presenter 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>

Undergraduate Engagement in Disciplines

# Undergraduate Engagement in Discipline-Based Inquiry

VALDOSTA





EXHIBIT 1: PROGRAM ASSESSMENT Project 5 – Evidence-Based Practice Strategies for Nursing and Health Care

Person(s)  
Responsible

Create an elective translational  
research course

Undergraduate Engagement in Discipline-Based

Undergraduate



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
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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	Registered to
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### 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).

## Undergraduate Engagement

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 assessment questions

faculty  
te  
(2009)  
Hunter, faculty

VII. WORKS CITED

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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

- x [Christine James](#), Faculty Senate
- x [Cindy Tori](#), College of Business
- x Inquiry

Appendix B

Phase I Task Force Charge and Representatives

Quality Enhancement Plan (QEP) Phase TWO

Researching, Developing, and Planning for Implementation of VSU's Quality Enhancement Plan

On the topic of VSU's QEP—Undergraduate

QE Phase Two task force representatives  
Faculty and Staff

---

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

Student Members

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

Appendix C  
Needs Assessment Survey



Appendix D  
Needs Assessment Survey





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

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

Enhance the VSU State experience  
*The Spectator*  
January 31, 2008

VSU's QEP looks 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 experience 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







Undergraduate

Appendix  
Guidelines for Proposal Submission

Required Items	Guidelines for Completion of Required Items
Title of Project	Concise and informative title (up to 15 words). Include on cover page:
Project Coordinator Contact Information	Name of Project Coordinator
	Position/title and department
	Phone Number
	E-Mail Address
	Other faculty involved
	Position/title and department
	The QEP Taskforce has identified three goals. Identify which goal(s) the proposal is most closely connected.
Selection of QEP Goals	



Appendix I (cont.)  
Proposed QEP Project Budget

<b><u>Proposed QEP Project Budget</u></b>		
<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
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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.

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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

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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 Task Force 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



Appendix K  
Calculation Description of Personnel Costs

- x 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.
- x 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 campuswide 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).
- x 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.

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

**Poster Presentation Judging Grid**

<b>Student(s) Name</b>	<b>Title of Presentation</b>	<b>Research</b>	<b>Organization</b>	<b>Presentation</b>	<b>Total</b>	<b>Overall Ranking</b>

Research, organization, and presentation graded on a scale of 0 to 3, with 3 being an excellent ranking.