

3/27/07

**Request for Funding from Colleges**  
**Inquiry/Research-based Education of Undergraduates**  
**Quality Enhancement Plan (QEP)**  
**Academic Year: 2007-2008**

**Due to the University QEP Council by July 1, 2007**

General Information

Each college and the Office of Student Affairs is requested to submit a proposal for funding up to \$10,000 for the 2007-2008 academic year to implement and assess Inquiry/Research-based Education of Undergraduates. These proposals should not exceed four pages. The first page should contain the contact information for the QEP Council membership in that college as well as an abstract of about 250 words which summarizes the content of the proposal, including the tools to be used to measure the outcomes. These proposals will be reviewed by the University QEP Council to insure that the activities fall within the current scope of the revised QEP. Those that are deemed to fall outside of these boundaries will be returned for modification before funding will be released.

It is expected that this proposal will build on the results of the recently conducted survey of Inquiry/Research-based courses in the particular program as well as the specific learning outcomes that will be chosen as the focus for this round of QEP activities. Given that we expect that the results of these QEP activities will be sustained beyond the period of the current QEP, we are looking to the colleges to find ways that most effectively couple their long range plans with the focus of the refined QEP. Rather than support individual proposals submitted by PIs, we are looking to have the next phase of the QEP connect more broadly with the faculty and programs in a given college to have a wider institutional impact. By allowing the College QEP Councils the opportunity to formulate a plan that includes ALL of the activities within their college being carried out as part of their plans for continuous improvement, we hope to see a more holistic approach to the QEP planning in each unit.

College QEP Councils and College faculties have considerable leeway in determining how they want to support and encourage Inquiry/Research-based Education of Undergraduates in their respective disciplines or programs. The following guideline provides suggestions for how a College QEP Council might evaluate inquiry-rich education in their respective programs and subsequently prepare an application and accompanying rationale for Phase II funding of the Refined Quality Enhancement Plan.

Requests should include the following information:

**Part I. Cover Page**

Identify the College, QEP Council membership, Chair, and their contact information, as well as an abstract as described above.

## **Part II. Learning Outcomes**

Each college will identify a set of measurable and/or identifiable learning outcomes for Inquiry/Research-based Education of Undergraduates that they will be targeting in this round of QEP activities. This list need not be exhaustive, but indicative of the some of the major outcomes being considered for QEP activities. In addition to the outcomes, the proposal should also include methodology and ideas for assessment tools that guide data collections and analysis when determining the extent to which learning outcomes are being met. In addition, the proposal should discuss how it is envisioned that this assessment will be used to provide feedback on ways to ensure continuing improvement.

Expectations:

- Data from the Inventory of Inquiry-Rich Courses and program reviews assist College QEP Councils in identifying those classes that exemplify Inquiry/Research-based Education of Undergraduates through course design and/or instructional methodologies and activities.
- The College QEP Councils identify and enlist the support of faculty advocates who are currently involved with or plan to be involved with undergraduate inquiry/research-based education.
- College QEP Councils and faculties cooperatively develop appropriate processes that annually assess inquiry-rich educational outcomes and how these outcomes relate to the QEP focus of Inquiry/Research-based Education of Undergraduates.
- College QEP Councils should consider sustainability and impact as QEP projects should result in change that continues after QEP funding. The application should address how the project will be sustained after funding expires.
- College QEP Councils should consider estimates of how many students will be affected in the QEP projects and the proposal should contain an estimate of this number.

## **Part III. Process**

Each College QEP Council's application should be submitted with the approval of its Dean. Further, these proposals need to show how the various department heads and the dean will be included in the review and revision of this plan on a continuing basis.

Expectations:

- In formulating these proposals College QEP Councils should consider adaptability as part of the effort to have the largest impact on as many programs as possible. While the funding being provided is limited, it is hoped that the colleges will find ways of leveraging these funds through coordination with other quality enhancement being carried out in the college. Considering broader applications within programs and/or colleges or beyond is encouraged.

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#### **Part IV Budget**

A budget is expected, including information on matching funds, if appropriate.

Expectations:

- The budget should demonstrate how resources are focused to achieve the desired outcomes and may include but are not limited to in-kind commitments such as smaller classes or fewer courses, and new or extended approaches that may require travel, specialized preparation, computer equipment and software, laboratory supplies and materials, and graduate teaching assistance, etc.

#### **Part V. Future Needs**

An annual report of progress, from the College QEP Councils must be submitted to the Office of Institutional Assessment in the summer of 2008 in order for the college to be eligible for receiving further funding from this program. QEP Assessment Reports should include the following components:

1. Restatement of the inquiry-rich learning outcomes.
2. Restatement of the assessment methods for each outcome.
3. Results summarized for each student learning outcome.
4. Description of how results are used to improve inquiry-rich learning for each outcome.
5. Updated outcomes and assessment methods.