General Discussion

- UAP students like the idea of creating an on-campus community of researchers
  - They would support changing the stipend structure, enhancing the summer program, and offering summer housing
  - They also support the idea of having a longer term experience with the possibility of continuing a project into subsequent semesters
- Revised definition of student scholarship is fine
- We will reorder the third and fourth SLOs
  - The foundational level SLOs lead into the current fourth outcome
  - The current third outcome leads more into the fifth outcome in the top level

Departmental Survey

- There was an 87% total response rate to the survey
- Attitudes toward providing opportunities for undergraduate scholarship are very high – almost 100% in all colleges/schools except for one
- There is a bit of variance across departments in terms of whether they provide opportunities for undergraduate scholarship in their mission statements
  - Same for whether the supervision of undergraduate scholarship is stated as a criterion in a particular department’s yearly faculty review
- The activity of supervising undergraduate scholarship counts positively toward yearly review for most departments
- Most departments believe upper-division students would be able to perform scholarship if given the opportunity
- Only a few departments offer an honors program that requires undergraduate participation in research
- Many departments currently hold a student symposium, public exhibition, or performance, allowing students to showcase their work
- Few departments collect and publish student works
- Many departments have students participating in presentations off-campus
- There is a bit of variance across departments in terms of funding opportunities for undergraduates engaged in scholarship – and for inclusion of undergraduates on external grant applications

QEP Draft Assessment Plan

- For all SLOs, the measures involve faculty reviewing student work
- Under SLO3 and SLO4, could we include review of student work samples from WI courses?
  - This might be tricky because not all WI courses require students to write scholarly or creative papers
- Faculty evaluators would not necessarily be reviewing their own students’ work or work from their own units
This review should be done preferably by tenured faculty, though they could also be done by tenure-track faculty.

If we ask adjunct or term faculty to review student work, they will need to be offered a stipend.

We could use a team approach with one reviewer from the student’s department and the other reviewer from an outside department.

- The rubric will be as similar as possible across different disciplines.
- For each of the POs, we will want a volume of activities, but will also want representation of departments across the university.
  - Questions about how to best measure use of the OSCAR website.
- We should consider possibilities of course redesign on the foundational level SLOs, going beyond ENGL 101 and UNIV courses – this could have a huge impact.
- We could solicit comments on the Graduating Senior Survey, asking respondents to reflect on the moment when they were first turned on to scholarship.
  - Could we ask this every year or will it lead to fatigue?
- If we create a special RS module on the course evaluations, we’ll need to be very clear about what this data will be used for.
- For PO2, we will want to look at the specifics of RS courses by examining syllabi and the kinds of assignments offered.
  - This outcome also needs a placeholder to account for other opportunities (e.g., zero-credit courses, independent studies).
- For PO3, we need to include PIs and grants that support undergraduate research, along with independent study opportunities.
- Can PO2 and PO4 be combined?
  - No, PO2 looks specifically at whether opportunities are offered by departments and PO4 looks at whether students actually participate in those opportunities.
- Do we want to measure/track the sites of students’ research (e.g., private agency, lab, public school)?
- We should add a question to the SURE, CURE, or RISC to get students to describe the nature of their scholarly experiences.
- Is there a way to move the Career Census from surveying alumni after one year to surveying them after five years?
- Is PO6 appropriate for this QEP?
  - There is no good way to measure it, but it is something that has been supported by the literature and that we would want to have happen as a result of these experiences.
  - This PO could try to get at perceptions of student preparedness.
  - Our modified version of the SURE, CURE, or RISC could ask questions about how well-prepared students feel after participating in a scholarly or creative experience.
    - We could ask a question about how connected the student feels to their faculty member or those within their department.
  - We could develop a survey for mentors, asking them for their reflections on working with the student and whether they think their student is prepared for advanced study.
  - What do we want students to feel like as a result of their experiences?
    - Replace “prepared” with “competent”?
    - Students who have participated in undergraduate scholarship feel more competent in doing original autonomous work…?
    - We would expect that these experiences would help students better define what they want to do.
- We could soften the language of PO6 to say one of the following:
- **PO6 revision #1**: Students who have participated extensively in undergraduate scholarship feel they have been prepared for their career goals and advanced study.

- **PO6 revision #2**: Students who have participated in faculty and/or peer mentored undergraduate scholarship feel they have been prepared for their career goals and advanced study.

- **PO6 revision #3 (where we ended our discussion)**: Students who have participated in undergraduate scholarship gain greater clarity around their career aspirations and goals.

- The National Clearinghouse does not provide data on the type of degree a student is pursuing (if any) after graduation from Mason

- It is currently very difficult to link faculty mentors with students
  - Zero- and one-credit RS courses will help with this

- We could use surveys and focus groups to determine how scholarly experiences have impacted students and changed their future plans

- What number of students are we expecting to meet SLO6?
  - As they are currently worded, PO5 and PO6 are more tailored toward those who have reached the top of the pyramid