

ADVANCE

STUDENT RESEARCH
EXPERIENCE



University of Louisiana at Lafayette Quality Enhancement Plan 2020

Developed by the University of Louisiana at Lafayette
in preparation for reaffirmation of accreditation by the
Southern Association of Colleges and Schools Commission on Colleges

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Chapter 1: Executive Summary

The University of Louisiana at Lafayette's 2020 Quality Enhancement Plan (QEP), *Advance: Student Research Experience*, aims to create an environment in which undergraduate research, scholarship, and creative activity can flourish. *Advance* supports UL Lafayette's *Strategic Plan* to increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.

Advance resulted from a thorough idea generation, selection and development process that began in 2017 and included input from students, faculty, staff, administrators, and alumni. The University's 2015-2020 *Strategic Plan* served as a guiding document in the development of *Advance*, which shares with the Strategic Plan the goal of providing "research opportunities for all undergraduate students, regardless of major."

Advance establishes a university-wide undergraduate research (UR) program that aims to provide each undergraduate with an opportunity to complete a Student Research Experience (SRE), a sustained effort to apply subject knowledge, skills, and abilities to a project that is valued by the discipline. To achieve this goal, *Advance* activities support the following Student Learning Outcomes (SLO):

SLO 1: Students will acquire and demonstrate knowledge, skills, and abilities to complete an SRE.

SLO 2: Students will recognize the value of research, scholarship, and creativity in developing and improving knowledge, and in facilitating learning.

SLO 3: Students will demonstrate the skills necessary to articulate the results of an SRE in appropriate formats, venues, and delivery modes.

To ensure that a broad student base is reached, each undergraduate program will identify *Advance* pathways, a series of courses that provide students with the knowledge, skills, abilities, and guidance to complete an SRE. SLOs will be assessed by direct and indirect measures, including specialized student evaluations of instruction, rubrics and tests, and the National Survey of Student Engagement.

UL Lafayette is dedicating significant personnel and financial resources to support student research activities. Resources will be used for

- Student Travel Grants
- Faculty Grants for student research
- Presentation Skills Workshops
- Curriculum Development Workshops
- An in-house UR Journal
- Student Center for Research
- An annual UR Conference
- Institutional Repository
- Library Enhancements
- Writing Center Enhancements



Chapter 2: Institutional Processes

SACSCOC Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) expects the selection of the QEP topic to be “identified through its ongoing, comprehensive planning and evaluation processes” (SACSCOC Comprehensive Standard 7.2). UL Lafayette has relied on University planning processes, documents and evaluation results to select and develop its 2020 QEP, *Advance: Student Research Experience*.

University Overview

The University of Louisiana at Lafayette is classified as a Carnegie Research University with higher research activity. The University enrolls more than 17,123 students (57 percent women) and offers 56 Bachelor’s degrees, 27 Master’s degrees, and 10 Doctorates through eight academic colleges and the Graduate School. The University’s students are predominantly from Louisiana (89 percent), though non-resident enrollment is increasing (currently representing 48 states and 77 countries). The largest racial minority is African American (19.0 percent).

University Mission

UL Lafayette’s mission statement begins with a commitment to providing students with a quality education: “The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture.” The mission adds that the result of this education is the development of graduates “who advance knowledge, cultivate aesthetic sensibility, and improve the human condition,” all qualities that can be fostered through an initiative that provides students with more opportunities to produce research, scholarship, and creative works.

University 2015-2020 Strategic Plan

As part of a systematic review of institutional goals and outcomes consistent with the University mission, UL Lafayette undertakes a strategic review process every five years, most recently in 2015, culminating in a five-year strategic plan. This comprehensive, research-based process focuses on institutional quality and effectiveness.



Broad-based Committee

The strategic planning process began with the formation of a broad-based committee. The Provost initiated the 2015-2020 process early in 2014 by meeting with Faculty Senators and soliciting interested volunteers to work on the plan. In April 2014, two faculty co-chairs of the Strategic Planning Committee (SPC) were appointed, and in consultation with the SPC co-chairs, the Provost identified the principal constituencies of the campus community from academic and non-academic areas. Nominations for representatives of the academic colleges were solicited from college Deans; the undergraduate student representative was nominated by the Dean of Students, while the graduate student representatives were nominated by the Dean of the Graduate School.

The Provost invited members from these constituencies to serve as members of the SPC in May 2014. The SPC included 22 members from these constituencies, including: 11 tenure-track faculty of all ranks from the academic units (two of whom also served as Faculty Senators); eight professional staff members representing administrative units; and two graduate students and the President of the Undergraduate Student Government Association (SGA). Thus, the membership was designed to ensure an inclusive process. The resulting *2015-2020 Strategic Plan* is divided into four broad sections: Faculty, Students, Research, and Governance, with each section comprised of a number of Strategic Initiatives (SIs), each to be carried out using a set of Key Performance Indicators (KPIs).

Undergraduate Research in the 2015-2020 Strategic Plan

Advance impacts progress on three KPIs identified in *2015-2020 Strategic Plan* (see appendix A). The Student section of the *Strategic Plan* calls for the University to “cultivate a student body that is intellectually curious and civically engaged by developing an infrastructure that ensures student success.” It identifies four student-focused SIs and 12 KPIs to measure the University’s success in implementing the plan. *Advance* addresses UL Lafayette’s goal of increasing student engagement through UR (KP 11), high-impact practices (KPI 4), and co-curricular activities (KPI 6).



Table 1: SIs and KPIs Impacted by *Advance*

Strategic Imperative	Key Performance Indicator	Fit with <i>Advance</i>
SI 1: Recruit, retain, and graduate outstanding students.	KPI 4: Improve student success through engagement in high- impact practices.	UR and capstone projects are high-impact practices.
SI 2: Enhance student engagement in co-curricular activities through a vigorous, energetic, and culturally diverse university community	KPI 6: Develop and institute a defined plan/model for co-curricular activity at UL Lafayette.	A research designation will encourage and recognize co-curricular research and dissemination activities.
SI 3: Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.	KPI 11: Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.	A goal of a Student Research QEP would be to provide more students with research opportunities.

Source: *Strategic Planning Report: 2015-2020*. University of Louisiana at Lafayette. November 2015.

KPI 11 calls for the development of a UR initiative, *Advance* while KPI 4 and KPI 6 include important features of *Advance*. KPI 4 calls for more high-impact practices such as UR and capstone courses. *Advance*'s focus on the curriculum and intensive research courses will lead programs to emphasize and develop capstone courses. KPI 6 calls for a model for co-curricular activity at UL Lafayette. Student research experiences often require participation in co-curricular activities. *Advance* blends curricular and co-curricular activities and could be a model for future co-curricular initiatives.

Implementation of Strategic Initiatives

In 2015, UL Lafayette demonstrated a commitment to student learning and engagement when it established the Louisiana Council on Excellence in Undergraduate Research (LaCOEUR) to enhance UR activities taking place in the academic programs. LaCOEUR was a first step in providing students with more UR opportunities, and works with the Office of Research and the Provost to ensure that the University's research enterprise benefits undergraduates. The University joined the Council on Undergraduate Research (CUR), an international association that provides opportunities for undergraduate research through events, publications, collaboration, and other activities. LaCOEUR supports UR efforts localized in colleges and departments. *Advance* was the next logical step in offering all students UR opportunities.

In Fall 2017, UL Lafayette assessed progress on the *Strategic Plan*. A Strategic Plan Implementation Committee documented a focus on UR in many degree programs, but also pointed to the need for a university-wide system to support undergraduate research initiatives and student researchers.

The Committee's *Fall 2017 Summary Report* noted a number of areas that needed to be addressed. Many of these areas would become features of *Advance* including

- an Office of Undergraduate Research;
- a coherent tracking system to track research and learning outcomes;
- publicity for research activities;
- travel support for undergraduates; and
- the establishment of an undergraduate research certificate.

National Survey of Student Engagement

UL Lafayette administers the National Survey of Student Engagement (NSSE) every two years to gauge the University's freshman and senior students' perceptions about their undergraduate experience. NSSE reports on high-impact practices

touch on two areas directly related to student research: co-curricular research activities outside of course requirements and curricular research activities tied to a culminating experience. Results from the NSSE indicate that undergraduates at UL Lafayette perceive that they are not getting enough opportunities to conduct research with faculty members.



In 2018, first-year responses indicated that 5% had or planned to “work with a faculty member on a research project,” while 2% indicated they had or planned to “complete a culminating senior experience (capstone courses, senior project or thesis, comprehensive exam, etc.).” These percentages are comparable to the University's peers in Carnegie classification.

Table 2: 2016 and 2018 NSSE First-Year Responses

Question	Year	UL	Carnegie Class
Work on a research project with a faculty member outside of course or program requirements	2016	7%	5%
	2018	5%	4%

Sources: *NSSE 2016 High-Impact Practices Participation Comparisons University of Louisiana at Lafayette*. National Survey of Student Engagement. 2016; *NSSE 2018 High-Impact Practices Participation Comparisons University of Louisiana at Lafayette*. National Survey of Student Engagement. 2018.

The responses from seniors, however, are statistically behind the University's Carnegie classification peers. Data from the 2018 NSSE indicates that only 18% of seniors surveyed had or planned to “work with a faculty member on a research project” and 36% of the seniors had or planned to “complete a culminating senior experience (capstone courses, senior project or thesis, comprehensive exam, etc.),” significantly less than the 22% and 46% respectively reported for the University's Carnegie Class peers, a difference that is greater than the survey's reported 3.3% margin of error.

Table 3: 2016 and 2018 NSSE Senior Responses

Question	Year	UL	Carnegie Class
Work on a research project with a faculty member outside of course or program requirements	2016	19%	25%
	2018	18%	22%
Culminating senior experience (capstone courses, senior project or thesis, comprehensive, exam, etc.)	2016	34%	45%
	2018	36%	42%

Sources: *NSSE 2016 High-Impact Practices Participation Comparisons University of Louisiana at Lafayette*. National Survey of Student Engagement. 2016; *NSSE 2018 High-Impact Practices Participation Comparisons University of Louisiana at Lafayette*. National Survey of Student Engagement. 2018.

Undergraduate Senior Exit Survey

The University-administered *Undergraduate Senior Exit Survey* confirms NSSE results and calls into question University messaging regarding high-impact practices. Prior to *Advance*, the University had not made any efforts to define UR in a way that included scholarship, design, and creative activities.

Beginning in Spring 2017, the Office of Institutional Assessment, in coordination with Career Services and the University Assessment Council, redesigned and administered the *Undergraduate Senior Exit Survey*. The survey asks participants to identify immediate post-graduation plans, and to reflect on their overall university experience. Graduating seniors respond to the survey over three weeks during the semester in which they are graduating (Fall, Spring, or Summer). In AY2017-2018, 3,095 graduating seniors were administered the survey. The response rate for the *Undergraduate Senior Exit Survey* administered during AY2017-2018 was 47.7% (N=1,476).

The student experience section of the *Undergraduate Senior Exit Survey* asks students which high-impact practices they would complete prior to graduation. Table 4 identifies the percentage of respondents who reported they were able to “work with faculty member on research project” prior to graduation and complete a “culminating senior experience.”



Table 4: Number and Percentage of Students Completing High-Impact Practices

Colleges	Number of Respondents	Work with faculty member on research project		Culminating senior experience	
		N	%	N	%
All	1,476	123	8.3%	262	17.8%
Arts	46	4	8.7%	14	30.4%
Business Administration	357	14	3.9%	53	14.8%
Education	166	17	10.2%	9	5.4%
Engineering	176	15	8.5%	47	26.7%
Liberal Arts	262	30	11.5%	48	18.3%
Nursing and AHP	197	8	4.1%	51	25.9%
Sciences	147	29	19.7%	27	18.4%
University College	125	23	4.8%	13	10.4%

Source: Results of Undergraduate Senior Exit Survey 2017-2018. University of Louisiana at Lafayette. October 2018.



2017-2018 Undergraduate Senior Exit Survey results show that only 8.3% of students report that they “work[ed] with faculty member on research project,” lower than the 18% reported on the 2018 NSSE. Similarly, only 17.8% of students reported completing a “culminating senior experience,” considerably lower than the 36% reported on the 2018 NSSE. While the two populations surveyed were not the same, the even lower engagement reported in the Exit Survey confirms the conclusions drawn from the NSSE.

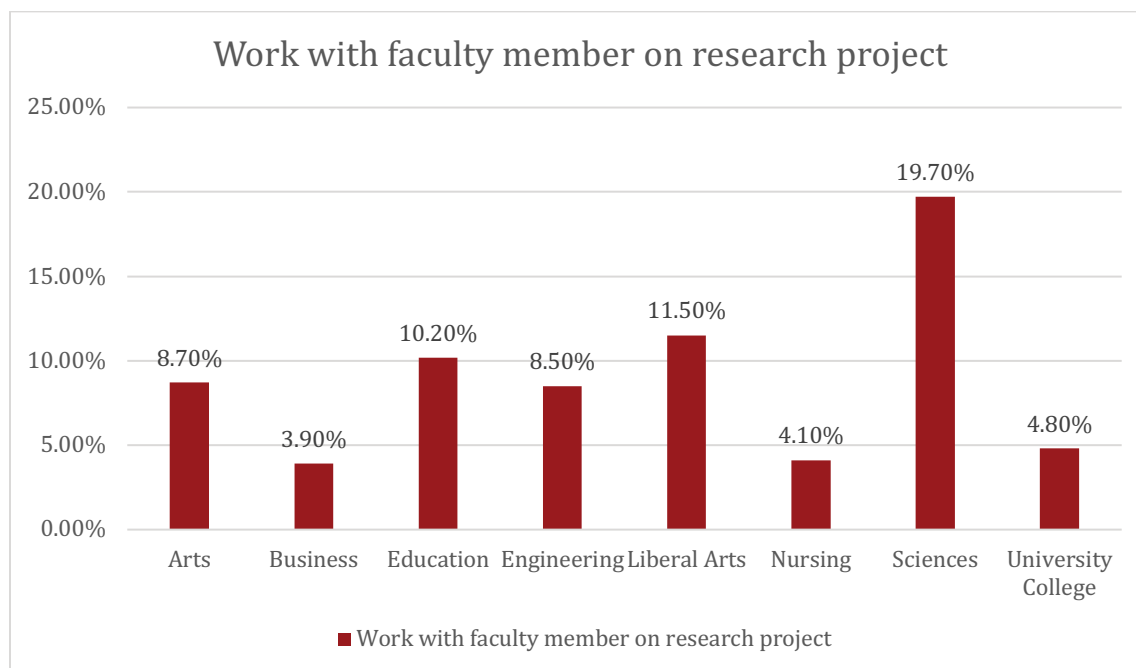
Table 5: Senior Exit Survey Results Compared to NSSE Results

	2017-2018 Exit Survey	2018 NSSE
Work with faculty member on research project	8.3%	18%
Culminating senior experience	17.8%	36%

Sources: Results of Undergraduate Senior Exit Survey 2017-2018. University of Louisiana at Lafayette. October 2018; NSSE 2018 High-Impact Practices Participation Comparisons University of Louisiana at Lafayette. National Survey of Student Engagement. 2018.

The discrepancy in the results from the two surveys indicates a problem in messaging about student research experiences, suggesting that students did not understand research to include scholarship, design, and creative activities, and do not fully comprehend the range of courses that make up a culminating senior experience. In the College of the Arts most degree programs require a culminating experience, yet only 30% of Arts students reported having a culminating experience. This misreporting suggests that the University has to provide clearer messaging in discussing these high-impact practices.

Figure 1: Percentage of Students Working with Faculty Member on Research Project



Source: Results of Undergraduate Senior Exit Survey 2017-2018. University of Louisiana at Lafayette. October 2018.

Science students were most likely to report working with faculty on a research project, while Business and Nursing students were the least likely. The wide variation across colleges in these results suggests that many students are not getting the opportunity to complete a UR project.



Chapter 3: Topic Selection and Development

SACSCOC expects the selection of the QEP topic and development to have “broad-based support of institutional constituencies” (SACSCOC Comprehensive Standard 7.2). Throughout the selection of a QEP topic and development of *Advance: Student Research Experience*, UL Lafayette included representation from an array of campus populations.

Selecting a QEP Topic

The topic of Student Research was selected through a comprehensive process that gave institutional constituencies multiple opportunities to participate. The topic selection process began with the formation of a QEP Topic Selection Committee comprised of faculty, academic leadership, and staff. Committee members were charged with identifying a QEP topic that aligned with the University mission and *Strategic Plan*.



Table 6: Timeline of the QEP Topic Selection Process

Date	Activity
August 2017	Topic Selection Committee forms
September	Committee and an open call for topics generates 31 topics
	Campus survey narrows 31 topics to 8
October	Academic Leadership Retreat aligns topics to institutional planning documents
November	Campus survey narrows 8 topics to 3
December	Leadership team attends SACSCOC Meeting in Dallas to get guidance on the new QEP requirements
January 2018	SACSCOC Leadership Team selects “Student Research” as QEP topic

Topic Generation

Committee members generated and discussed QEP ideas and issued an open call for suggestions from faculty and staff via the weekly University newsletter. Ideas were organized into 31 distinct topics. The Selection Committee sought feedback on these topics from stakeholder groups including the Student Government Association (SGA), Graduate Student Organization (GSO), Faculty Senate, Department Heads Council, Graduate Council, and Deans Council.

Table 7: Selection Committee Members

Name	Title
Aeve Abington-Pitre	Assistant Professor, Teacher Education, Curriculum & Instruction
DeWayne Bowie	VP for Enrollment Management
J. Bret Becton	Dean, College of Business; Professor of Management
Lisa Broussard	Department Head, Nursing; Professor of Nursing
Lisa Capone	Executive Director of Development
Patricia Cottonham	Vice President, Student Affairs
Jack Damico	Assistant Vice President for Research; Professor of Communicative Disorders
David Danahar	Provost & VP for Academic Affairs
Mary Farmer-Kaiser	Dean, Graduate School; Professor of History
Alise Hagan	Director, Office of Institutional Assessment
Jordan Kellman	Professor of History and Dean, Liberal Arts; Chair
Ahmed Khattab	Associate Dean, College of Engineering; Professor of Mechanical Engineering
Fabrice Leroy	Assistant VP for Academic Affairs; Professor of French
Taniecea Mallery	Director, Equity, Diversity and Community Engagement
Christie Maloyed	Associate Professor of Political Science
Michael McClure	Associate Dean, College of the Arts; Professor of Architecture
Robert McKinney	Assistant VP for Academic Affairs; Professor of Architecture
Chad Parker	Associate Professor of History; Executive Officer, Faculty Senate
Margarita Perez	Dean of Students
Glen Watson	Associate Dean of Sciences; Professor of Biology



First Survey

After incorporating feedback, the committee sent out a survey to faculty and academic leadership — Vice Presidents, Assistant Vice Presidents, Deans, Associate Deans, Directors, Associate Directors, and Department Heads. The survey questions offered a sliding scale allowing respondents to indicate their degree of interest in each of the 31 ideas. Using the survey results, the committee first narrowed the list to 11 topics, and then consolidated several overlapping topics to arrive at eight finalists.

Academic Leadership Retreat

A QEP Academic Leadership Retreat was held on October 13, 2017 to develop the eight ideas emerging from the survey. This retreat — which included the QEP committee, Faculty Senate President, Vice Presidents, Assistant Vice Presidents, Deans, Associate Deans, Directors, Associate Directors, and Department Heads — was organized into working groups, each tasked with discussing and developing one of the eight topics in relation to student learning, University mission, *Strategic Plan* and feasibility. This workshop resulted in eight presentations and one-page proposals aligned with the SACSCOC criteria for the QEP: need, vision, goals and objectives, relationship to the *Strategic Plan*, and methods of assessment.

Second Survey

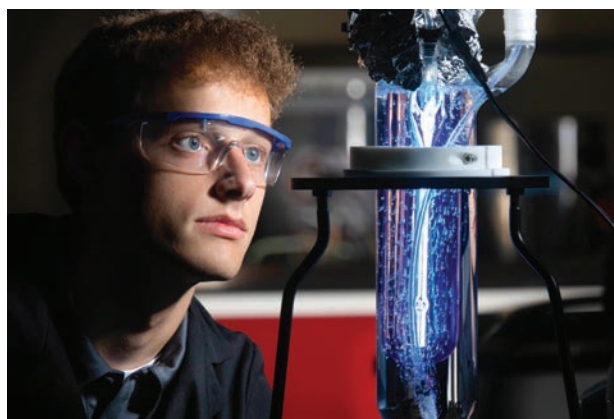
A second survey to rank the eight proposals was sent to alumni groups and all students, faculty, and staff. The survey was designed to filter and rank the priority of each of the six demographic groups: students, faculty, administrators, staff, alumni board, and community leadership. The QEP leadership team analyzed the results of the survey with a view to identifying a QEP idea that was ranked in the top 50% of all of the different groups. The process gave each demographic a voice in the selection of the topic. For example, the topic of Writing ranked high for a number of demographics, but students ranked it as a low priority. As a result, Writing was eliminated as a QEP topic. Only three ideas met that criterion: Advising and Mentoring, Enhanced Teaching and Learning, and Student Research (see appendix B).

Selection of Student Research

Following this process, the University's SACSCOC Leadership Team and the University's leadership together selected Student Research as the topic for the 2020 QEP based on its strong support by each demographic and its close alignment with recent results of University data-gathering and planning processes such as the *2015-2020 Strategic Plan* and student surveys such as the NSSE and the Senior Exit Survey.

In short, Student Research was selected because it

- had support from students, faculty, staff, and alumni groups;
- was identified as a Strategic Imperative in the *2015-2020 Strategic Plan*;
- addressed NSSE results showing that the university is lagging Carnegie classification peers in providing students with high-impact research experiences; and
- aligns with learning objectives in all degree programs and can be implemented in each College.



Developing the QEP

The QEP development process began in April 2018 with the formation of a QEP Development Committee. To ensure that the QEP was designed with input from all affected constituencies, the 31-member Development Committee included faculty representatives from all 8 colleges; an undergraduate and a graduate representative; representatives of a number of offices under Academic Affairs; and an array of representatives from offices related to academics and assessment. As the QEP enhances student learning, a faculty member, Randy Gonzales, was chosen as director. Throughout the development process, representatives sought feedback from populations they represented, and the QEP director sought feedback from academic leadership, including the Department Heads and Directors Council, Deans Council, and Assessment Council.



Table 8: QEP Development Committee Members

Name	Title	Representing
Azmy Ackleh	Dean, College of Sciences; Professor of Mathematics	Council of Deans
Claire Arabie	Director	Distance Learning
Kimberly Billeau	Director	Career Services
Jessie Broussard	Assistant Director, Veterans Student Support Services & LS-LAMP	University College
Adele Bulliard	Director	Scholarship Office
Terrence Chambers	Donald & Janice Mosing BORSF Endowed Chair in Mechanical Engineering	College of Engineering Faculty
Henry Chu	Executive Director, Informatics Research Institute; Professor and Interim Director, School of Computing and Informatics	Research Centers
Sherry Curry	Assistant Dean, Technical Services	Edith Garland Dupré Library
Philip de Mahy	Assistant Dean, Graduate School	Graduate School
Mary Farmer-Kaiser	Dean, Graduate School; Professor of History	Graduate School

Julia Frederick	Director; Assistant Professor of History	University Honors Program
Beth Giroir	Executive Director of Student Success Initiatives	Student Success
Randy Gonzales	Assistant Professor of English	SACSCOC Leadership Team
Alise Hagan	Director, Office of Institutional Assessment	Office of Institutional Assessment
Deedra Harrington	Associate Professor, BSN Coordinator	College of Nursing & Allied Health Professions Faculty
Shelton Houston	Professor and Department Head of Industrial Technology	College of Engineering
Ramesh Kolluru	VP for Research, Innovation and Economic Development	Office of the Vice President for Research, Innovation, and Economic Development
Lynn LeBlanc	Associate Comptroller	Administration and Finance
Fabrice Leroy	Assistant VP for Academic Programs; Professor of French	Provost's Office
Taniecea Mallery	Executive Director of Strategic Initiatives and Chief Diversity Officer	Office for Campus Diversity
Michael McClure	Associate Dean, College of the Arts; Professor of Architecture	Associate Deans
Jim McDonald	Professor of English	Faculty Senate
Margarita Perez	Dean of Students	Student Affairs
Lee Price	Assistant Dean, College of Sciences	Advising Coordinators
April Pruitt	Biology Student	Undergraduate Students
Daryl Owen Rachal	Psychology Graduate Student	Graduate Students
Maria Ruiz	Assistant Professor of Education	College of Education Faculty
Corey Saft	Professor of Architecture	College of Arts Faculty
Emily Sandoz	Associate Professor of Psychology	College of Liberal Arts Faculty
Karen Smith	Associate Professor of Biology	College of Sciences Faculty
Thomas Tolley	Administrative Assistant III	Dean of Students
Colleen Wolverton	Associate Professor of Management	College of Business Administration Faculty

The Development Committee was tasked with narrowing the topic of Student Research into an initiative that was clear, distinct and feasible, and that enhanced student learning and built upon ongoing student research initiatives. The Committee quickly narrowed the topic to UR, and then engaged in a thorough process of developing a manageable plan. The process included forming teams to investigate the current status of UR at UL Lafayette and designing a plan that improved student learning and engagement.



Table 9: Topic Development Timeline

Date	Activity
April 2018	QEP Development Committee forms
May	Committee identifies potential Student Research initiatives
June-July	Sub-committees research current situation and write initiative reports (see appendix C)
August	Narrow focus to UR curricula (see appendix D)
September	Committee identifies six goals, gets feedback from Deans Council
October	Survey to prioritize goals and activities
November	Committee narrows focus to four goals, gets feedback from Department Heads and Directors Council
December	Sub-committees develop possible features
January 2019	Committee identifies primary features
February	Committee selects <i>Advance: Student Research Experience</i> as name for the QEP
May	Committee receives feedback from Deans Council and Assessment Council
June-September	Committee receives feedback from constituencies necessary for the success of <i>Advance</i>
October	Implementation Committee forms
	Retreat held with Deans, Department Heads, and Directors to focus on curricula interventions (see appendix E)
November	Pilot programs map curricula and define SREs

Identifying Initiatives

In May 2018, the QEP Committee held a kick-off meeting to discuss student research activities taking place on campus and identify strategies and resources for enhancing these activities. The results were organized into six focus areas

1. Student Research, Creativity, and Scholarship Office
2. Library
3. Research Centers
4. Funded Student Research
5. Curriculum
6. Dissemination & Awards

The following month, sub-committees were formed to investigate ongoing student research, creativity, and scholarship initiatives related to the six categories. Each sub-committee reached out to stakeholders in their area and produced a report with the broad goals of describing ongoing student research initiatives at UL Lafayette and identifying options for enhancing them. The reports described current efforts, aligned them with the *2015-2020 Strategic Plan*, articulated the benefit to students, identified current needs, and made recommendations for the QEP.

These reports set the stage for Committee discussions, online and in person. The process resulted in the following conclusions:

1. A QEP at UL Lafayette that focused on UR curricula would impact the most students. With clear student research pathways, undergraduates in each major would be prepared for research opportunities.

The Council of Undergraduate Research (CUR) encourages the development of research-supportive curricula as part of a successful undergraduate research program. CUR describes the best practices of highly effective UR programs in the *Characteristics of Excellence in Undergraduate Research (COEUR)*. COEUR notes that a successful undergraduate research curriculum

- provides students with disciplinary knowledge, training, and methodologies;
- scaffolds learning so that upper-level students are prepared to apply knowledge and skills; and
- introduces all students to the value of research.

In addition, COEUR recommends the integration of undergraduate research with other high-impact practices, like capstone courses.

The Development Team surveyed programs to identify the availability of “research-based” courses and capstone courses in the curriculum. The team defined a “research-based” course as one in which: a) at least half of the content is devoted to conducting or presenting original research, scholarship, or creative work; and b) research emphasis is offered across sections, instructors, and semesters. The survey found that:

- A number of programs do not offer UR courses. 27% of the programs that responded reported that they offered no UR courses.
- Most of the UR courses are offered at the intermediate level. Programs that offered UR courses reported that on average 48% are offered at an intermediate level and 26% are at an advanced level.
- Slightly fewer than half of the programs that responded have a capstone-type course.

The results indicated a need to develop UR pathways in the curricula that scaffold learning and include clearly defined research methods and research-intensive courses. A scaffolded research curriculum should allow more research to take place at an advanced level, for example in a senior capstone course.

2. A QEP that valued student research should provide students with a range of opportunities to disseminate research, scholarship, and creative work.

COEUR identifies dissemination as an essential component of a UR program, stating that universities should support students whose production warrants presenting at professional meetings and student conferences, or publishing in scholarly and UR journals. To prepare students for dissemination opportunities, COEUR calls for professional skills workshops to provide students with specific training in oral and written research communication skills.

The Development Committee investigated on-campus publication and presentation opportunities as well as support for undergraduates to travel and prepare for dissemination opportunities. The investigation found that:

- Students working with faculty members who receive LaCOEUR mini-grants may have access to funds to conduct research and present their work.
- In 2018, the library adopted a platform to serve as the UL Lafayette Institutional Repository (IR). Students will be able to publish research results and open-access scholarship.
- Sponsors of UL Lafayette's UR Conference welcome all undergraduates to participate, but only students from a few programs regularly participate.
- The University has no formal presentation training programs.
- The UL Lafayette Writing Center welcomes students preparing research for publication but is underutilized by students writing in their disciplines.
- Colleges vary in their level of in-house conference offerings, sponsorship of publications for undergraduate research, and funding for undergraduates to present at conferences.

The following table indicates the support each College provides from its own funds for undergraduate researchers. Only the College of the Arts provides students with an in-house publication, a local showcase, and funds to attend external conferences.



Table 10: Resource Allocation for UR by College

College	Publication	Showcase	Travel Funds
Arts	X	X	X
Business Administration			
Education			X
Engineering			
Liberal Arts	X	X	
Nursing and Allied Health		X	X
Sciences		X	X

UL Lafayette should encourage students to take advantage of available opportunities like the UR Conference and resources like the Writing Center. To provide student researchers with more presentation, publication, and travel opportunities, the University should develop an undergraduate research journal, incorporate the IR into the undergraduate research program, and create a travel grant program for undergraduates.

3. In order for a university-wide research initiative to be successful, the University should support a Student Center for Research, which could institutionalize and support the many research activities already taking place on campus and provide more students with access to research experiences.

COEUR asserts that highly successful UR programs are overseen by a central office responsible for coordinating university-wide student research activities. Currently, UL Lafayette does not have faculty and staff dedicated to supporting UR initiatives. LaCOEUR administers the mini-grant program and the Honors College runs the UR Conference. They are able to maintain these programs but lack the staff to enhance UR across the University. Colleges and programs have developed their own UR initiatives, but student opportunities are limited by a lack of support.

UL Lafayette should commit resources to create a Student Center of Research whose mission is to develop student research programming and support UR activities already taking place at UL Lafayette.









By November 2018, the Development Committee was able to identify broad goals for the QEP and significant transformations the QEP could make to UR at UL Lafayette.

The QEP goals are to

1. Develop research-supportive curricula
2. Recognize student participation in research experiences
3. Promote student research activities
4. Support student dissemination activities

These goals take into account that UR is encouraged in most academic programs at the University, and that the lack of institutional focus on UR has left departments and colleges without adequate support to develop, highlight, and grow these opportunities.

Table 11: How *Advance* Improves on Current UR Environment

Current Situation		Transformations
Some courses with research-based learning components.		University-wide effort to develop a research-supportive curriculum.
Little acknowledgement of the value of course-based research activities.		Emphasis on the impact of course-based research activities to student learning and development.
Developing library-instruction program.		Library-instruction integrated into university-wide initiative.
Little effort to communicate the value of student research.		Program that acknowledges student researchers and highlights research experiences at UL Lafayette.
Limited student awareness of research opportunities.		Coordinated effort to raise student awareness of research opportunities.
LaCOEUR without dedicated staff.		Student Center for Research with staff responsible for promoting UR, coordinating research-related activities, and communicating opportunities to faculty and students.
A number of presentation opportunities scattered around campus.		Integration of presentation opportunities into a Student Research Week.
Limited funds for students to present at off-campus conferences.		Increased funding for student presenters.

Defining Features of *Advance*

In December 2018, sub-committees were formed to define the features of the QEP. These design sub-committees focused on six areas identified by the Development Committee:

1. Discipline-specific Research Courses
2. Library Curriculum and Institutional Repository
3. UNIV 100 Research Sections
4. Research Certificate (Designation)
5. Research Week
6. Student Center for Research

The sub-committees identified stakeholders and representatives from these units, who were included in conversations about how the development of the QEP would proceed. As *Advance* developed and discussion shifted to implementation, more stakeholders became involved.

Table 12: Stakeholders Involved in Development and Implementation Processes

Unit	Role
Undergraduate Degree Programs	Develop research curricula
Graduate School	GA support for research courses
Library	Library instruction in curricula, Institutional Repository
Office of First Year Experience	Introduce students to research in UNIV 100
Honors Program	UR Conference
LaCOEUR	Advise Student Center for Research
Writing Center	Prepare students to publish work
English Department	Publish UR journal
University Registrar	Track research courses, policy for <i>Advance</i> designation



Feedback on Curricular Interventions

The Research Course sub-committee met with department heads and/or program directors from each college to identify how programs would implement the QEP. The goal was to determine 1) how programs would map curricula to meet the goals of *Advance*, 2) how *Advance* would impact curricula, and 3) what choices programs would make about program-specific research designation requirements.

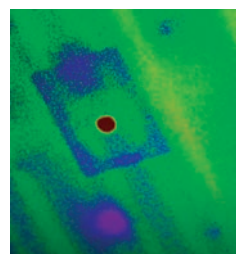
The test cases supported the committee's belief that with the support of *Advance* programs could

- highlight research in the curriculum;
- build research curriculum maps from existing courses;
- offer more opportunities for all students to have a student research experience;
- develop student research experiences around designation requirements; and
- identify reasonable designation requirements that go beyond degree requirements.

The sample supported the conclusion that institutional emphasis on UR would lead to changes in how programs approach and discuss student research. The following table is a sample of responses from programs about the impact the QEP will have on their curricula, culture, and/or processes and procedures.

Table 13: Impact of *Advance* on Undergraduate Programs

Program	QEP Impact
Biology	Curriculum maps would encourage more students to take courses that were once considered only for high-achieving students
Architecture	<i>Advance</i> would encourage the program to clarify its undergraduate research strategy and align faculty and student incentives to the initiative.
Education	<i>Advance</i> would support the creation or re-design of courses that increase student exposure to and participation in research
Business	<i>Advance</i> would support the creation of a research-intensive course focused on producing publishable business research.
Nursing	The CONAHP program would recommend improvement projects to students interested in research.
English	Curriculum maps would encourage students to take research courses and would encourage faculty to make sure methods and intensive courses are taught as such.



Planning for Implementation

In October 2019, an Implementation Committee was formed of representatives from *Advance* stakeholders. The Implementation Committee brought decision-makers together to “stress test” *Advance* in three primary areas: *Advance* pathways, Student Center for Research (SCR), and SRE dissemination. *Advance* pathways are discussed in depth in Chapter 4.

The Implementation Team was responsible for

- developing an implementation timeline;
- applying *Advance* pathways to pilot programs and designing pilot curricula;
- identifying reasonable and aspirational outcomes for each *Advance* activity;
- initiating processes to build and staff the SCR; and
- developing plans for *Advance* initiatives directed by stakeholders.

Table 14: Implementation Committee Members

Name	Title	Role
Sarah Skinner	Department Head, Economics and Finance; Associate Professor of Economics	Pilot Program Director: College of Business Administration
David N. Khey	Department Head, Criminal Justice; Associate Professor of Criminal Justice	Pilot Program Director: College of Liberal Arts
DeAnn Kalich	Department Head, Sociology, Anthropology, & Child and Family Studies; Professor of Sociology	Pilot Program Director: College of Liberal Arts
Sherry Krayesky	Assistant Department Head, Biology; Master Instructor	Pilot Program Director: College of Sciences
Deedra Harrington	BSN Coordinator, College of Nursing and Allied Health Professions; Associate Professor of Nursing	Pilot Program Director: College of Nursing and Allied Health Professions
Will Riehm	Associate Professor of Architecture	Pilot Program Director: College of Arts
Terrence Chambers	Donald & Janice Mosing BORSF Endowed Chair in Mechanical Engineering	Pilot Program Director: College of Engineering, LaCOEUR
Christine Briggs	Director, Center for Gifted Education; Associate Professor of Education	Pilot Program Director: College of Education

Ashok Kumar	Associate Dean, College of Sciences; Associate Professor of Computing and Informatics	Research Curriculum
Jennifer Hamilton	Head, Library Instructional Services	Library Instruction
Ryan Winters	Academic Advising Coordinator for Honors Program	Dissemination: UR Conference
Denise Rodgers	Director, Writing Center	Dissemination Skills: Writing
Kumer Das	Assistant VP of Research, Innovation and Economic Development; Assistant Provost	Student Center for Research
Randy Gonzales	Assistant Professor of English	QEP Director, Dissemination: UR Journal

Program Feedback and Broad-Based Support

In October 2019, UL Lafayette held a retreat entirely devoted to *Advance* that included all Deans, Associate Deans, Assistant Deans, and Department Heads. The retreat focused on the impact *Advance* would have on undergraduate curricula, and asked Department Heads to identify research pathways and student research experiences in their programs. At the end of the retreat, Department Heads selected when they would like to implement *Advance* curricula changes, ranging from one to five years. Almost all opted to implement the changes in the first two years.

Advance Ambassadors

The cultural changes *Advance* aims to implement will require support from faculty and students in each college. To this end, UL Lafayette has appointed two *Advance* Ambassadors per college, a faculty member and student.

Student Input

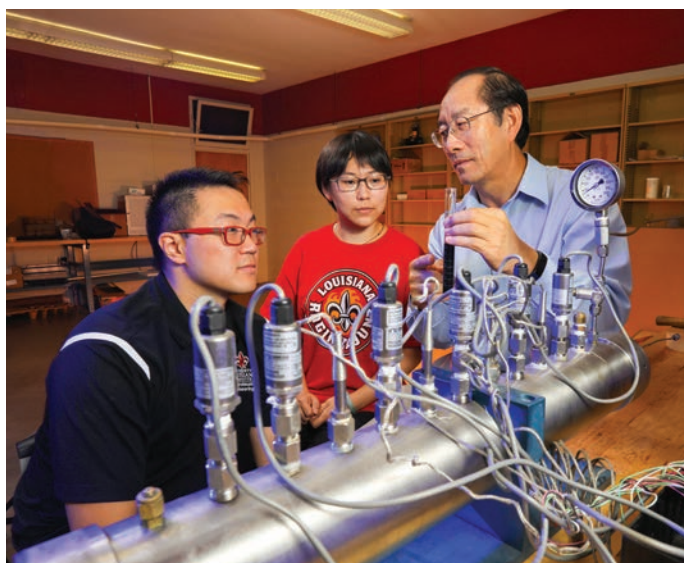
Students have had a significant voice in the QEP selection and development process. Student preference for student research over other curriculum-focused QEP topics factored heavily in the decision process. April Pruitt, a Biology major, and Owen Rachal, a master's student in Psychology, provided a student perspective in the QEP development process. As the QEP moves towards implementation, students will be instrumental in communicating the value of *Advance: Student Research Experience*.

- Undergraduates from the Colleges of the Arts and Liberal Arts created an animation that introduces *Advance* to students in UNIV 100 courses.
- Undergraduates studying professional writing administer the *Advance* website.
- An undergraduate from each college promotes *Advance* as a student ambassador.

For *Advance* to succeed, students must continue to have advisory and productive roles in its implementation.

Chapter 4: Improving Student Learning Outcomes

SACSCOC expects the QEP to focus on “improving specific student learning outcomes” (SACSCOC Comprehensive Standard 7.2). *Advance: Student Research Experience* focuses on improving three Student Learning Outcomes (SLOs) related to Undergraduate Research (UR).



Undergraduate Research

Advance takes a broad, holistic approach to UR, defining it to align with the opportunities available to students in each of UL Lafayette’s undergraduate degree programs and including in its sphere all activities that support student research. The Student Research Experience (SRE) is a defining feature of *Advance*. SRE is used in place of UR to focus on the student experience and includes research, scholarship, design, creative activity, and other sustained efforts by students to apply subject knowledge, skills, and abilities to a project.

Student Research Experience

To emphasize the impact research has on students, the QEP Development Team substituted SRE for the more common UR.

Table 15: *Advance* Terminology

Terms	Definition
<i>Advance: Student Research Experience</i>	UL Lafayette’s 2020 QEP and UR Program
Student Research Experience (SRE)	Sustained effort by a student to apply subject knowledge, skills, and abilities to a course-based, self-directed, or mentored project
<i>Advance</i> pathways	Series of courses that facilitates the completion of an SRE
<i>Advance</i> SRE distinction	Recognition for students who complete an SRE and an additional set of requirements

An SRE refers to a discipline-specific, high-impact student experience. The substitution was made to better align terminology with the types of opportunities available to all UL Lafayette students. CUR’s definition of UR as “an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline” emphasizes the impact of the SRE on the discipline. By contrast, UL Lafayette focuses on the SRE’s impact on students themselves. The rhetorical and conceptual shift helped the University put aside unproductive discussions about the definition of research and focused dialogue on the student experience. Furthermore, the use of SRE as an umbrella term in place of UR is a first step in solving two

persistent problems: finding a reference point for discussing discipline-specific student experiences, and communicating the value of these experiences to students in programs not typically associated with or involved in research.

UL Lafayette defines an SRE as a sustained effort by a student to apply subject knowledge, skills, and abilities to a project that is valued by the discipline. An SRE may include

- systematic inquiry in order to discover facts, principles, or perspectives;
- contextual analysis or comparison to provide unique interpretations;
- application of professional skills;
- creation of unique visual and performing arts; and
- production of documents that contribute to a discipline or community.

The features of an SRE vary by program with each program identifying discipline-specific goals and considering the opportunities available to students in that program. An SRE should culminate with a presentation, publication, performance, or other form of dissemination appropriate to the discipline.

Table 16: SRE Examples by College

College of the Arts
<p>SRE in Traditional Music – Student conducts research informed by participant-observation. Student uses the research to produce their own musical performance.</p> <p>SRE in Architectural Studies – Student applies their technical and creative skills to develop a solution to a national or international design competition call for proposals. The student enters the competition and exhibits their solutions through design drawings and models in the School of Architecture and Design senior exhibit.</p> <p>SRE in Industrial Design – Student participates in projects with Louisiana Design Works through work study or volunteer efforts to develop and market a product. Student presents the product to a manufacturer or brings the product to market through online sales or maker fairs.</p>
College of Business Administration
<p>SRE in Marketing – Student studies the marketing strategy of a local company. The student applies current research theory to provide recommendations for the company to improve its strategy. Student presents findings to the company and during Research Week.</p> <p>SRE in Economics – Through the economics club, a Collegiate Economic Organization, students work as a team to conduct research and write a paper, which they present at an undergraduate academic conference.</p>
College of Education
<p>SRE in Kinesiology – Student conducts research on the optimal rest periods for NFL teams. The student presents the results of the study in a poster presentation at the Applied Sports Management Association Conference.</p>

College of Engineering

SRE in Mechanical Engineering – Student works in a faculty member’s lab studying the use of virtual reality to convey complex technical topics in the area of solar energy. The student’s consistent participation results in the student being involved in numerous outreach activities and being listed as a co-author on publications.

SRE in Chemical Engineering – Student works in a faculty member’s lab investigating methods for wastewater treatment for a future Mars colony. The student’s consistent participation results in the student being listed as a co-author on publications.

College of Liberal Arts

SRE in Creative Writing – Student writes a collection of poems on the Atchafalaya Basin. The student reads poems from the collection at a public reading.

SRE in Modern Languages – Students record and transcribe people who speak Louisiana varieties of French. They compile their research into a digital scrapbook with audio components. They publish the scrapbook in UL’s Digital Repository.

SRE in Psychology – Student works in a psycholinguistics research lab to collect and analyze data. Student presents their work at the annual Honors Undergraduate Research Conference.

College of Nursing & Allied Health Professions

SRE in Health Services Administration – Student conducts a literature review to identify current standards of care. The student presents the results of the study in a poster presentation during Research Week.

College of Sciences

SRE in Biology – Student works in a faculty member’s lab studying the regrowth of cilia in sea anemones. The student’s consistent participation results in the student being listed as a co-author on publications.

SRE in Informatics – Student analyzes the website needs of an organization and designs a website. The organization publishes the website. The student writes a report justifying design decisions and presents it during Research Week.

SLOs

Advance addresses the following SLOs for students taking *Advance* pathways, a curriculum map that facilitates the completion and dissemination of an SRE:

SLO 1: Students will acquire and demonstrate knowledge, skills, and abilities to complete an SRE.




SLO 2: Students will recognize the value of research, scholarship, and creativity in developing and improving knowledge, and facilitating learning.

SLO 3: Students will demonstrate the skills necessary to articulate the results of an SRE in appropriate formats, venues, and delivery modes.

Goals and Actions to be Implemented

Advance is a significant step for UL Lafayette in the establishment of a highly effective UR program. Although the University aims eventually to produce a comprehensive UR program, *Advance* focuses narrowly on three goals that create the conditions for SLOs to be met.

Table 17: *Advance* Goals to SLOs

Goal		SLO
Provide more students with the opportunity to complete an SRE.		Students acquire and demonstrate knowledge, skills, and abilities to complete an SRE.
Develop a campus culture that supports and rewards participation in high-impact research, scholarship, and creative activities.		Students recognize the value of research, scholarship, or creativity in developing and improving knowledge, and facilitating learning.
Prepare students to present and publish their work.		Students demonstrate the skills necessary to articulate the results of an SRE in appropriate formats, venues, and delivery modes.

Advance's goals and related action items align with CUR's *Characteristics of Excellence in Undergraduate Research* (COEUR). The Development Team used COEUR as a framework for the development of *Advance*.

Table 18: Alignment of *Advance* Goals and Action Items to COEUR

Goal	Action Items	COEUR
Provide more students with the opportunity to complete an SRE.	Create <i>Advance</i> pathways in each undergraduate program.	"Institutions that highly value undergraduate research have departments and programs that are careful to design curricula to be supportive of research" (14).
Develop a campus culture that supports and rewards participation in high-impact research, scholarship, and creative activities.	Establish the <i>Advance SRE</i> distinction.	A characteristic of a sustainable program is "a campus culture that values and rewards undergraduate research" (2).
	Establish a Student Center for Research (SCR).	"Most highly successful undergraduate programs are associated with a central office of undergraduate research, which oversees campus-wide undergraduate research activities" (5).
	Increase opportunities for students to present, perform, and publish their work.	Dissemination is "an essential element of all research" (11).
Prepare students to present or publish.	Develop programs to support the dissemination of SREs.	Students should be trained "in the appropriate oral and written research communication skills" (15).

Goal 1: Provide more students with the opportunity to complete an SRE.

Advance aims to provide students in each undergraduate program the opportunity to complete an SRE. UL Lafayette understands that successful SREs have a foundation in curricula that allow students to develop the necessary subject knowledge, skills, and abilities.

Goal 1 supports SLO 1 by developing curricula that allow students to acquire and demonstrate knowledge, skills, and abilities to complete an SRE. *Advance* asks programs to create curriculum maps with pathways for students to complete SREs.



Create *Advance* pathways in each undergraduate program.

Over the five-year QEP implementation period, UL Lafayette will identify *Advance* pathways in each undergraduate program. An *Advance* pathway is an SRE-supportive curriculum map in which outcomes are vertically aligned and become progressively more challenging. A vertically aligned *Advance* pathway progresses from 1) introducing knowledge, skills, and abilities in exposure courses; 2) to reinforcing them in methods courses; 3) to providing students with opportunities to apply them in SRE courses; 4) to preparing students to publish, present, or perform in dissemination courses. The sequence facilitates the completion and dissemination of an SRE:

- Exposure courses introduce students to discipline-specific SREs and the knowledge, skills, and abilities required to complete them.
- Methods courses reinforce student understanding of discipline-specific knowledge, skills, and abilities. For a course to be designated as a methods course, at least half of the course must be dedicated to methods.
- SRE courses feature discipline-specific engaged activities that allow students to apply methods and provide them with the opportunity to complete a course-based, mentored, or directed SRE. For a course to be designated an SRE course, at least half of the course must be dedicated to an SRE.

Table 19: Types of SREs

Type of SRE	Definition	Possible Courses
Course-based	Student works on collaborative research, design, scholarship, or creative projects within the structure of a course.	Any intensive course. Senior seminar or capstone.
Mentored	Student works closely with a faculty member on a project of mutual interest.	Directed or independent study.
Directed	Student conceives, organizes, and completes an SRE with the guidance of a faculty member.	Directed or independent study. Honors' Thesis.

- Dissemination courses prepare students to articulate the results of an SRE in appropriate formats, venues, and delivery modes. For a course to be designated a dissemination course, at least half of the course must be dedicated to presenting and/or publishing an SRE. Programs may have a capstone course that is both an SRE and a dissemination course. Programs without dissemination courses may require advanced writing courses or have a plan for students to develop dissemination skills outside of the required curriculum.

Table 20: *Advance* Pathway Course Categories

Courses	SLOs	Possible Courses
Exposure	Students recognize the types of SREs available in a discipline and identify the knowledge, skills, and abilities required to complete them.	Introduction to (discipline)
Methods	Students acquire and demonstrate knowledge, skills, and abilities to complete an SRE. (<i>Advance</i> SLO 1)	Research Methods in (discipline). Lab, studio, or workshop. Introduction to (specialty).
SRE	Students apply knowledge, skills, and abilities to a research, design, scholarship, or creative project.	Senior seminar or capstone. Advanced lab, studio, or workshop. Directed or independent study.
Dissemination	Students demonstrate the skills necessary to articulate the results of an SRE in appropriate formats, venues, and delivery modes. (<i>Advance</i> SLO 3)	Senior seminar or capstone. Directed or independent study. Honors thesis.

Current Situation

A number of UL Lafayette programs have mapped curricula that support UR and others have begun the curriculum mapping process. Through the regular assessment process, programs have identified needs for methods and research-intensive courses. For example, History identified a need for a methods course and added HIST 390: The Historian's Craft, a skills-based course that prepares students to conduct historical research.

Fewer than half of the University's undergraduate programs offer students a culminating experience. Some programs have started to address this need and most will be able to with the addition of added resources. In Fall 2019, Computer Science added an intensive capstone CMPS 490 at the request of the Computing Accreditation Commission of ABET, the program's accrediting agency. Feedback from graduates and alumni made the program aware of the need for an intensive course that gave students the opportunity to apply knowledge and skills to a major project, but, due to a lack of resources, the development of the course was delayed until the accrediting agency required it.

Advance will provide programs with resources to develop courses and map curricula. To support programs and faculty in the development of *Advance* pathways, *Advance* will

- offer curriculum development workshops;
- provide course design and redesign stipends;
- provide programs with grants to purchase

resources like lab disposables, hardware, and software;

- provide GA support for programs in need of teaching assistants; and
- provide grants to faculty who create research opportunities for undergraduates.

UL Lafayette considers library research skills a necessary feature of a university research curriculum. Programs will be encouraged to integrate discipline-specific library instruction into exposure or methods courses. With the goal of integrating library research into more undergraduate curricula, *Advance* will support the Edith Garland Dupré Library instruction team as they develop the library instruction program.

Goal 2: Develop a campus culture that supports and rewards participation in high-impact research, scholarship, and creative activities.

Advance aims to develop a campus culture that supports and rewards UR. Goal 2 supports SLO 2 by creating the conditions for students to recognize the value of research, scholarship, or creativity in developing and improving knowledge, and facilitating learning. COEUR identifies a number of features of successful UR programs. *Advance* will focus on three of these features to create the foundation for a sustainable UR program:

- *Advance* will recognize students who fully engage in the program.
- *Advance* will establish a central office focused on supporting students and faculty engaged in UR, promoting student research, and assessing program results.
- *Advance* will provide students with opportunities to disseminate their work.

Through increased opportunities and consistent messaging, *Advance* aims to impact student attitudes and have them identify research, scholarship, and creative activity as central to the University's mission.



Table 21: Summary of *Advance* Programs and Services

	Provider	Participants	Description
Curriculum-development workshops	SCR	Faculty	Workshops to help programs and faculty create <i>Advance</i> pathways, develop course-based SREs, and create assessment plans and procedures.
Presentation-skills workshops	SCR	Students	Professional development workshops to prepare students to present work at conferences.
Writing workshops	Writing Center	Students	Professional development workshops to prepare students to publish research and scholarship.
<i>Advance</i> SRE ceremony	SCR	Students	Ceremony to award and honor students who complete <i>Advance</i> SRE distinction requirements.
<i>Advance</i> Student Research Week	SCR	Students	Annual showcase for undergraduates to disseminate work from SREs. Held each Spring.
UR Conference	Honors Program	Students	Annual UR conference for UL Lafayette undergraduates to disseminate their work alongside presenters from the region. Held each Fall.
<i>Advance</i> digital showcase	Library	Students	Digital space within the UL Lafayette Institutional Repository that showcases SREs. Provides another opportunity for students to disseminate their work.
<i>Advance Journal for Student Research</i>	English Dept.	Students	Student-edited annual UR research journal provides students with an opportunity to publish products of SREs.

Establish the Advance SRE distinction.

The *Advance* SRE distinction will recognize students who fully engage in UL Lafayette's Student Research Experience by

- attending UL Lafayette academic community events;
- completing an *Advance* pathway;
- completing discipline-specific ethics requirements;
- completing an SRE;
- participating in professional development workshops; and
- publishing, performing, and/or presenting an SRE.

UL Lafayette expects the SRE to become an essential part of each undergraduate curriculum, with each student who takes an *Advance* pathway completing an SRE. Students will have the opportunity to be recognized with the *Advance* SRE distinction for full participation in research activities that go beyond what is required for the degree. The *Advance* SRE distinction gives programs an opportunity

to highlight valued co-curricular activities such as attending presentations given by visiting scholars, providing public performances, or presenting at professional conferences. Students who complete distinction requirements will be recognized with a ceremony where they will receive a certificate and a graduation cord.

Table 22: *Advance SRE* Distinction Requirements

Requirement	Student Experience
Engagement	Student attends designated lectures and performances.
<i>Advance</i> pathway	Student takes discipline-specific <i>Advance</i> pathway.
Ethics	Student takes discipline-specific ethics course or module.
SRE	Student completes an SRE and documents the “research” process.
Professional Development	Student attends workshops to improve writing, presentation, or other skills.
Dissemination	Student shares SRE in mode, medium, and venue appropriate to the discipline.

Students pursuing the *Advance SRE* will register for a series of courses:

- ASRE 200 — *Advance SRE* course that exposes students to a range of research, scholarship, and creative presentations and performances.
- ASRE 300 — *Advance SRE* course in which students identify requirements in their field for an *Advance SRE* distinction and create a plan to complete the requirements.
- ASRE 400 — *Advance SRE* course in which students prepare to disseminate their work.

The Director of the Student Center for Research will be the instructor of record and will track all students in the program. Successful completion of the courses would trigger the *Advance SRE* distinction.

Establish a Student Center for Research (SCR).

The initial mission of the SCR will be to implement, administer, and assess *Advance: Student Research Experience*, developing UL Lafayette’s 2020 QEP into a vibrant UR program. The SCR will support all *Advance* activities and will centralize information on student research, scholarship, and creative activity, allowing students, faculty, and staff to learn about opportunities and resources. The SCR will collaborate with the Office of Institutional Research and Effectiveness to assess *Advance* goals and SLOs.

SCR staff responsibilities will include

- promotion of *Advance*;
- support for the development of *Advance* pathways;
- administration of the *Advance SRE* distinction program;
- creation of professional development programming to prepare students to publish and present SREs;
- identification of opportunities for students to present, perform, and publish their work; and
- assessment of program goals and SLOs.

The SCR will have four full-time staff members:

- A Director will manage and promote *Advance* activities. The director will report to the Assistant Vice President for Faculty Affairs (see the organizational chart in appendix F).
- A Communications Specialist will develop and administer plans for communicating with programs, faculty, and students; create digital and print promotional and informational documents; and manage SCR documents.
- An Instructional Designer will create and deliver workshops for students and faculty; advise course and curriculum designers; and plan and create training for *Advance* procedures.
- An Administrative Assistant will manage and distribute information related to the administration of the SCR.

Undergraduate and graduate students will support SCR activities:

- One Graduate Assistant will administer the *Advance* website and manage social media initiatives.
- One Doctoral Fellow will work with the Instructional Designer to create and deliver programming to students and faculty.
- Seven undergraduate Student Research Ambassadors, one in each college, will participate in *Advance* promotional activities.



Increase opportunities for students to present, perform, and publish their work.

UL Lafayette Undergraduate Research Conference

The UL Lafayette Undergraduate Research Conference was established by the University Honors Program in 2008 to enhance UR. Over the last few years, the conference has averaged close to 100 UL Lafayette undergraduate participants. Unfortunately, most of these students represent only a few colleges and programs. To support *Advance*'s mission, the SCR will work with Conference administrators to develop a communications strategy to targets students from across the University. The Conference will develop into a showcase for *Advance*.

Advance Student Travel Grant Program

The SCR will develop the *Advance* Student Travel Grant program. The program will provide students with funds to present at regional and national conferences.

Table 23: Summary of *Advance* Competitive Grant Programs

	Facilitator	Recipient	Description
Course-design stipends	SCR	Faculty	Program to fund faculty who design or redesign courses for <i>Advance</i> pathways.
Student conference grants	SCR	Student	Program to fund students who have been selected to present at professional conferences.
GA support	SCR	Program	Programs will be able to request a GA to support course-based SREs.
Faculty grants	College	Faculty	Grant program to support faculty who create SRE opportunities for students. Each college will form a committee to identify recipients from the college.
Equipment grants	College	Program	Grant program to purchase resources that support UR. Deans will be responsible for allocating resources.

Advance Journal for Student Research

To provide students with more publication opportunities, the SCR will establish the *Advance Journal for Student Research*. The journal will publish the products of SREs. The *Advance Journal for Student Research* will be produced in an existing professional design studio run by the Department of English. It will be designed and edited by students, creating another opportunity for students to participate in a high-impact practice.

Advance Student Research Week

To showcase SREs and provide students with more presentation opportunities, the SCR will establish the *Advance Student Research Week*. The week-long celebration of SREs will include work from students from each college and will culminate in awards for the top presentation from each college.

UL Lafayette Institutional Repository

UL Lafayette's Edith Garland Dupré Library has established an institutional repository (IR) to publish, archive, and promote the research activity taking place at the University. The SCR staff will work with digital librarians to showcase student research. The IR will dedicate space for SRE projects and the *Advance Journal for Student Research*.



Goal 3: Prepare students to present or publish their work.

For students to fully recognize the value of research, they should disseminate their work. General Education courses train UL Lafayette students in oral and written communication, and some programs prepare students to publish in research-intensive courses. *Advance* will reinforce this training. The SCR will provide workshops on presentation skills and the Writing Center will target its services to students preparing research for publication.

Goal 3 supports SLO 3 by preparing students to demonstrate the skills necessary to articulate the results of an SRE. *Advance* will develop programs to support students as they prepare to disseminate SREs.

Develop programs to support the dissemination of SREs.

The Writing Center

The Writing Center serves students from across the University, but primarily serves students in writing-intensive courses. To support *Advance*, the Writing Center will develop programs to target student researchers. Writing Center administrators will work with the SCR to develop a communication plan that targets undergraduates preparing research for publication. In collaboration with academic departments, Writing Center staff will develop workshops and guides for writing in the disciplines.

Presentation Skills Workshop Series

The SCR will establish a presentation-skills workshop series. The SCR's instructional designer will develop a series of workshops focused on preparing students to disseminate work at conferences and best practices for a wide audience and discipline-specific presentation styles.



Chapter 5: Resources

SACSCOC expects UL Lafayette to provide “resources to initiate, implement and complete the QEP” (SACSCOC Comprehensive Standard 7.2). The University is committed to providing the financial, logistical and infrastructure support that will ensure success in initiating, implementing and completing the QEP.

Financial Commitment

The University has approved the allocation of sufficient financial resources to implement *Advance* (see Appendix G). The projected budget was created to ensure a realistic commitment of resources to develop an effective UR program. The budget line items are annotated on the pages following the table.



Table 24: *Advance* Budget

	Description	Year 1	Year 2	Year 3	Year 4	Year 5
1.1	Course Design Stipend	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Curriculum Development Workshops	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Equipment Grants	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000
	GA Support		\$75,000	\$75,000	\$75,000	\$75,000
	Faculty Grants	\$105,000	\$105,000	\$105,000	\$105,000	\$105,000
	Library Instruction	\$66,000				
2.1	<i>Advance</i> SRE distinction		\$1,000	\$2,000	\$3,000	\$4,000
2.2	SCR Full-time Staff:					
	-Director, \$60,000					
	-Communication Specialist, \$40,000	\$292,000 (includes fringe)	\$292,000	\$292,000	\$292,000	\$292,000
	-Instructional Designer, \$50,000					
	-Administrative Assistant, \$40,000					
	Graduate Assistant	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000

	Doctoral Fellow	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
	Office Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Operating Cost	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Technology and Office Furniture	\$40,000	\$1,000	\$1,000	\$1,000	\$1,000
	Student Research Ambassadors	\$11,000	\$11,000	\$11,000	\$11,000	\$11,000
2.3	UR Conference	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Student Travel Grant Program	\$30,000	\$60,000	\$60,000	\$60,000	\$60,000
	<i>Advance Journal for Student Research</i>		\$2,000	\$2,000	\$2,000	\$2,000
	<i>Advance Student Research Week</i>	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Institutional Repository	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
3.1	Writing Center	\$32,000	\$5,000	\$5,000	\$5,000	\$5,000
	Presentation Skills Workshops	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Total	\$886,000	\$862,000	\$863,000	\$864,000	\$865,000

Annotated Expenses

1.1 Create *Advance* pathways in each undergraduate program.

- Course Design Stipend
 - Cost for grants of \$2,000 to redesign and \$4,000 to create new research courses.
- Curriculum Development Workshops
 - Cost for workshops and speakers to support programs in the development of research curricula.
- Equipment Grants
 - Cost of resources (lab materials, hardware, software, etc.) and facility improvements to support student research.
- GA Support
 - Cost for GAs to support faculty implementing student research into their courses.
- Faculty Grants
 - Grants awarded to faculty to enhance research in the curriculum and mentor students.
- Library Instruction
 - Cost to redesign bibliography lab to support library instruction curriculum and purchase laptops and accessories to provide library instruction in a range of venues.

2.1 Establish the *Advance SRE* Distinction Program.

- *Advance SRE* Distinction
 - Cost of certificate, cords, and ceremony to award students who earn an *Advance SRE* distinction.

2.2 Establish a Student Center for Research (SCR).

- SCR Full-time Staff
 - Salary and fringe benefits for four permanent staff members.
- GA Salary and Tuition
 - Funds for a graduate assistant who handles a range of duties related to marketing, research, engagement with students, document preparation, and website updates.
- Doctoral Fellow
 - Funds for a doctoral fellow to create and deliver programming to students and faculty.
- Office Supplies
 - Estimated funds needed for supplies and administrative materials used to support day-to-day operations.
- Operating Costs
 - Cost of materials for recruitment, communication, workshops, etc.
- Technology and Office Furniture
 - Estimated cost of office furniture and technology needs including computers, software, and printers.
- Student Research Ambassadors
 - Cost of stipends for student ambassadors from each college (\$600 per semester for eight ambassadors) and for ambassador promotional activities (\$1,400).

2.3 Increase opportunities for students to present, perform, and publish their work.

- Undergraduate Research Conference
 - Cost to enhance UL Lafayette's UR Conference and increase participation of University students.
- *Advance* Student Travel Grant Program
 - \$30,000 per semester to fund student research activities, especially travel to present their work at conferences.
- *Advance Journal for Student Research*
 - Funds to create and promote a student research journal.
- *Advance* Student Research Week
 - Cost for promotions, organization, and awards for a yearly event that highlights student research on campus.
- Institutional Repository
 - Cost for developing processes, procedures, and interfaces to collect and showcase student research.

3.1 Develop programs to support the dissemination of SREs.

- Writing Center
 - First year funds will be used to redesign and promote the Writing Center as a venue to support students preparing to disseminate their research.
 - Subsequent funds will be used for supplies, promotion, training, and tutor stipends.
- Presentation Skills Workshops
 - Funds to host presentation skills workshops.

Existing Resources to Support Implementation

A number of University programs, offices, and centers will support the implementation of *Advance*. Collaborators from across the University will bring expertise and resources in order to develop *Advance* into a dynamic UR program. The following is a brief overview of *Advance* resource collaborators.

Office of First-Year Experience

The Office of First-Year Experience (OFYE) offers programs designed to ensure a successful and well-supported transition to the University. First-Year Experience designs the curriculum for UNIV 100, a seminar designed to help first-year UL Lafayette students transition successfully from high school to university life and academic work. Students will be introduced to SREs in UNIV 100. The introduction will include the student-produced *Advance: Student Research Experience Animation*.

Edith Garland Dupré Library

Instructional Services

Edith Garland Dupré Library offers continuous instruction in the use of library resources. The Dupré Library has a dedicated instruction team that supports student research through

- reference services at the reference desk, via phone, email, chat, and text;
- research appointments in which students meet with a Library faculty member for help with a particular research project;
- library instruction classes, both general and targeted to support specific research assignments in any university course;
- development of exercises allowing professors to extend student library and/or research skills, including scavenger hunts for particular types of resources; and
- development and maintenance of research guides.

The Library instruction team collaborates with faculty from other departments to develop, assess, and continually improve both in-person and online exercises to directly address the learning objectives and information literacy benchmarks relevant to any particular course, assignment, or major. *Advance* will intensify efforts to deliver discipline-specific library instruction to students in *Advance* pathway courses, especially Methods courses.

Institutional Repository

The Library has created a digital institutional repository that provides worldwide digital access to research, scholarship, and creative work by UL Lafayette faculty and students, and recognition of

the University's scholarly impact on learning and research. The IR will showcase student research through the publication of SREs.

Undergraduate Programs

UL Lafayette currently offers 80 undergraduate programs and concentrations across eight colleges. Each program will be responsible for defining *Advance* pathways and SREs for their students. *Advance* provides a framework and resources for programs to develop and promote opportunities for undergraduates.

Louisiana Council on Excellence in Undergraduate Research (LaCOEUR)

LaCOEUR has the mission of facilitating undergraduate research across campus and has representation from each academic college, as well as other university entities that support undergraduate research. LaCOEUR's primary responsibilities are to

- Support UL Lafayette's UR Conference. LaCOEUR provides financial support, encourages participation, and identifies faculty to judge posters and presentations.
- Administer the UR Mini-Grant Program. The UR Mini-Grant program is a competitive internal grant program designed to stimulate UR. It awards 20 faculty members mini-grants of \$2,000 each year. The Principal Investigator (PI) for each grant is responsible for using the funds to benefit student research.
- Support the UL System Academic Summit. LaCOEUR facilitates the University's involvement in the University of Louisiana Academic Summit, an undergraduate research summit held each Spring. LaCOEUR coordinates the selection of the University's participants and funds participating students.
- Promote UR.

With the implementation of *Advance*, LaCOEUR's primary responsibilities will shift to supporting the QEP and becoming an advisory body for the SCR.



University Honors Program

The University Honors Program offers undergraduate students a series of opportunities to complete SREs through courses and independent study. The Honors Program in conjunction with LaCOEUR hosts an Annual UR Conference each November at the University of Louisiana at Lafayette Student Union Ballroom, where undergraduates from each of the colleges and universities around the state present papers, presentations, and posters of their research.

Writing Center

The Writing Center supports student production of written communication by providing one-on-one tutorial sessions, workshops, and digital and print resources. The Writing Center is a relaxed

and comfortable environment in which tutors and students engage in conversations about writing. Center tutors are trained in academic writing styles and best practices for tutoring recommended by the International Writing Center Association (IWCA). They work with writers at all levels of their academic careers and any stage of the writing process to help them become stronger writers.

Implementation

Advance will be implemented over a five-year span with programs developing *Advance* pathways in stages.

Table 25: *Advance* Timeline

	2020	Year 1 2020-2021		Year 2 2021-2022		Year 3 2022-2023		Year 4 2023-2024		Year 5 2024-2025	
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
1. Create <i>Advance</i> pathways											
Develop <i>Advance</i> pathways	Pilot	Early adopters		Second stage		Third stage		Fourth stage		Final stage	
Course Design Stipends											
Curriculum Development Workshops											
Equipment Grants											
GA Support											
Faculty Grants											
Library Instruction											
2..1 <i>Advance</i> SRE											
Offer ASRE courses											
<i>Advance</i> SRE ceremony											
2.2. Student Center for Research											
Establish SCR											
Promote <i>Advance</i>											
Support <i>Advance</i> pathways											
Administer <i>Advance</i> Distinction Program											
Provide Workshops											
Provide Dissemination Opportunities											
Assessment											
2.3 Dissemination Opportunities											
UR Conference											
Student Travel Grants											
<i>Advance Journal for Student Research</i>											
<i>Advance</i> Student Research Week											
Institutional Repository											
3. SRE Dissemination Programs											
Writing Center											
Presentation Skills Workshops											

Chapter 6: Assessment

SACSCOC expects UL Lafayette to have “a plan to assess achievement” (SACSCOC Comprehensive Standard 7.2). The University has a plan to assess *Advance* through the full implementation period, which begins in Fall 2020 and ends Spring 2025. The University will assess and monitor both formative and summative data for the two primary assessment areas of *Advance*: SLOs and the effectiveness of program design.

Process

At the end of each academic year, the Student Center for Research (SCR) will formally analyze *Advance*’s impact at both institutional and program levels. Common assessments will be adopted at the institutional level and their administration coordinated by staff in the SCR. Program and discipline-specific assessment of students’ knowledge, skills, abilities, values, and behaviors will occur through the assessment of tests, artifacts, or other discipline-specific student work.

Assessment of SLOs

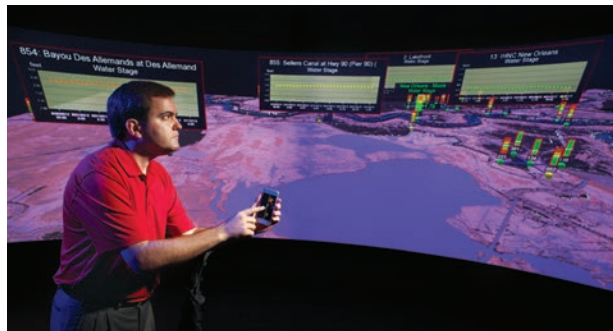
Advance identified three SLOs that students pursuing *Advance* pathways (See Chapter 4) are expected to attain. UL Lafayette adopted Kirkpatrick’s Four Levels of Evaluation as a framework for assessing these SLOs.

Kirkpatrick’s Four Levels of Evaluation

The Kirkpatrick Four-Level Training Evaluation Model was designed to objectively measure the effectiveness of a training initiative but has been used by institutions of higher education as a framework for evaluating learning and academic programs. Kirkpatrick’s model implements evaluative processes at four different levels. The four levels of the Kirkpatrick model include:

- Level I – student reactions
- Level II – student learning
- Level III – transfer that has occurred in the learners’ behavior
- Level IV – results that measure the “bottom line” success of the project based on its impact on its participants

The levels progress in tandem with student learning experiences. Different measures are required as concepts and knowledge are reinforced by the curriculum and the learning environment. The progression results in more precise measures of a program’s effectiveness, but also necessitates more rigorous and complex data collection and analysis. Levels I and II are commonly assessed



throughout academic courses and co-curricular settings. Level III assessment generally occurs in a student's undergraduate major. Level IV outcomes require assessment after graduation, when students are settled into a profession.

The progression in Kirkpatrick's model aligns well with the student progression through *Advance* pathways and the SLOs are expected to attain at each level. The first three levels of Kirkpatrick's model inform the University's assessment methodology for *Advance* SLOs.

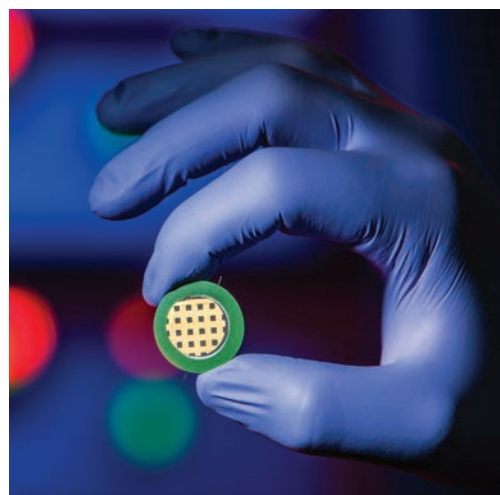


Table 26: *Advance* SLOs and Related Kirkpatrick Assessment Level

<i>Advance</i> SLO	Kirkpatrick Assessment Level
SLO 1: Students will acquire and demonstrate knowledge, skills, and abilities to complete an SRE.	Level I – student reactions Level II – student learning
SLO 2: Students will recognize the value of research, scholarship, and creativity in developing and improving knowledge, and facilitating learning.	Level I – student reactions Level II – student learning
SLO 3: Students will demonstrate the skills necessary to articulate the results of an SRE in appropriate formats, venues, and delivery modes.	Level III – transfer that has occurred in the learners' behavior



The University will assess SLOs one and two for student reactions (Level I) and student learning (Level II). SLO three will be assessed for student behavior, with assessment focused on students disseminating work at UL Lafayette's UR Conference as well as students pursuing the *Advance SRE* distinction. A noted drawback of Kirkpatrick's model is that Level IV can be time-consuming and expensive to implement. UL Lafayette is limited in its ability to assess level IV outcomes, which would require resources to measure the long-term impact of *Advance* on graduates and their employers, and therefore this level will not be directly assessed.



Competencies

Advance SLOs are written in broad terms to be applicable to each of UL Lafayette's disciplines. In order to guide assessment, the University identified competencies associated with *Advance* SLOs. The competencies listed in Table 2 are based on domains established by existing UR literature regarding the assessment of course-based UR experiences (CURES) and common rubrics for creative development. Programs will determine which competencies are appropriate to each individual discipline.

Table 27: *Advance* SLOs and Associated Competencies

SLO	Associated Competencies
SLO 1: Students will acquire and demonstrate knowledge, skills, and abilities to complete an SRE.	<ul style="list-style-type: none"> • Data collection methods • Interpret and think critically about primary literature • Ask creative and research questions • Understand and explain the importance of iteration in research • Develop skills to design experiments and/or a creative work • Develop hypotheses • Gain content knowledge • Interpret and analyze data • Learn to collect data • Decision-making • Creativity • Use of creative elements and principles • Craftsmanship • Identifying limitations • Interpret journal articles

<p>SLO 2: Students will recognize the value of research, scholarship, and creativity in developing and improving knowledge, and facilitating learning.</p>	<ul style="list-style-type: none"> • Gain additions to their cv/resume • Obtain letters of recommendation • Make real world connections to their discipline • Ethics • Experience and reflection on dealing with uncertainty • Experience and reflection on dealing with failure • Teamwork • Develop sense of project ownership • Sense of increased confidence • Comfort discussing discipline-specific concepts • Ability to work independently • Confirms interest in field of study • Prepared for advanced coursework, graduate school, or job • Identify research, scholarship, creative activity as central to UL Lafayette's mission
<p>SLO 3: Students will demonstrate the skills necessary to articulate the results of an SRE in appropriate formats, venues, and delivery modes.</p>	<ul style="list-style-type: none"> • Create academic posters • Create and present information • Defend an argument • Effective oral communication • Effective written communication • Demonstrate excitement and/or engagement • Develop a sense of community

Assessment Methods

The University will employ a variety of assessment methods to evaluate the range of competencies associated with *Advance's* SLOs. Data collection will be both institutionally collected on instruments including Student Evaluation of Instruction (SEI) and *Student Assessment of Student Gains*. These instruments allow the University to analyze student gains and changing perceptions and values across all colleges and programs.



Table 28: *Advance* SLOs, Competencies and Possible Assessment Methodologies

SLO	Associated Competencies	Assessment Methodology
SLO 1	<ul style="list-style-type: none"> • Data collection methods • Interpret and think critically about primary literature • Learn to ask creative and research questions • Learn the importance of iteration in research • Learn to design experiments and/or a creative work • Learn to develop hypotheses • Gain content knowledge • Learn how to interpret and analyze data • Learn to collect data • Experience decision-making • Creativity • Use of creative elements and principles • Craftsmanship • Identifying limitations • Interpret journal articles 	<ul style="list-style-type: none"> • Student surveys (Student Assessment of Student Gains) • Focus groups • Evaluations of <i>Advance</i> co-curricular activities • NSSE questions • Specific questions on Student Evaluation of Instruction for <i>Advance</i> pathways courses • Specific questions on student exit survey • Pre- and post-survey (at start and end of <i>Advance</i> pathways courses within each program) • Rubrics based on competencies applied to selected student SREs
SLO 2	<ul style="list-style-type: none"> • Gain additions to their cv/resume • Obtain letters of recommendation • Make real world connections to their discipline • Ethics • Experience dealing with uncertainty • Experience dealing with failure • Teamwork • Develop sense of project ownership • Sense of increased confidence • Comfort discussing discipline-specific concepts 	<ul style="list-style-type: none"> • Reflection Essays/Papers • NSSE questions regarding student engagement in high impact practices • Focused Groups • Required reflection paper to be submitted by all students earning an <i>Advance</i> SRE distinction • Student Assessment of Learning Gains (SALG)

	<ul style="list-style-type: none"> • Ability to work independently • Confirms interest in field of study • Prepared for advanced coursework, graduate school, or job • Identify research, scholarship, creative activity as central to UL Lafayette's mission 	
SLO 3	<ul style="list-style-type: none"> • Creation of academic posters • Create and present information • Defend an argument • Effective oral communication • Effective written communication • Demonstrate excitement and/or engagement • Develop a sense of community 	<ul style="list-style-type: none"> • Assessment of SRE against discipline-specific rubric • Assessment of articulation of SRE • Assessment of dissemination of SRE (see appendices H and I)

Discipline-specific assessments are being developed and will be piloted with the first programs to adopt *Advance*. These pilot programs will plan and evaluate when and where various instruments, methodologies, and indicators align well with the overall framework of *Advance* to better align and continually improve the assessment process.

Results

Assessment of student applied work and their reactions to this formalized research, scholarly or creative activity will help *Advance's* leaders measure student learning, demonstrate competency attainment, and reveal the effectiveness of *Advance* pathways. When aggregated, data will demonstrate the depth and breadth of general competency attainment related to *Advance* pathways and SREs.

As *Advance* develops and its tenets become widespread and embedded in undergraduate education at UL Lafayette, faculty and staff will continually assess the best “fit” for integrating undergraduate research, scholarly, and creative experiences into their programs



and academic co-curricular activities. Despite the varied activities that drive *Advance*, the core competencies derived from the expected outcomes will remain constant, allowing for analysis of student learning attainment across disciplines over time.

Evaluation of *Advance*

To complement the data collected pertaining to student learning, *Advance* will also evaluate the operational effectiveness and success of the program's design. As *Advance* matures, the program may require revision in order to improve student and faculty experiences as well as correct areas of weakness and ineffectiveness. UL Lafayette developed a logic model to visually depict the inputs, activities, and outcomes that encompass *Advance*'s current operational plan and its expected results.

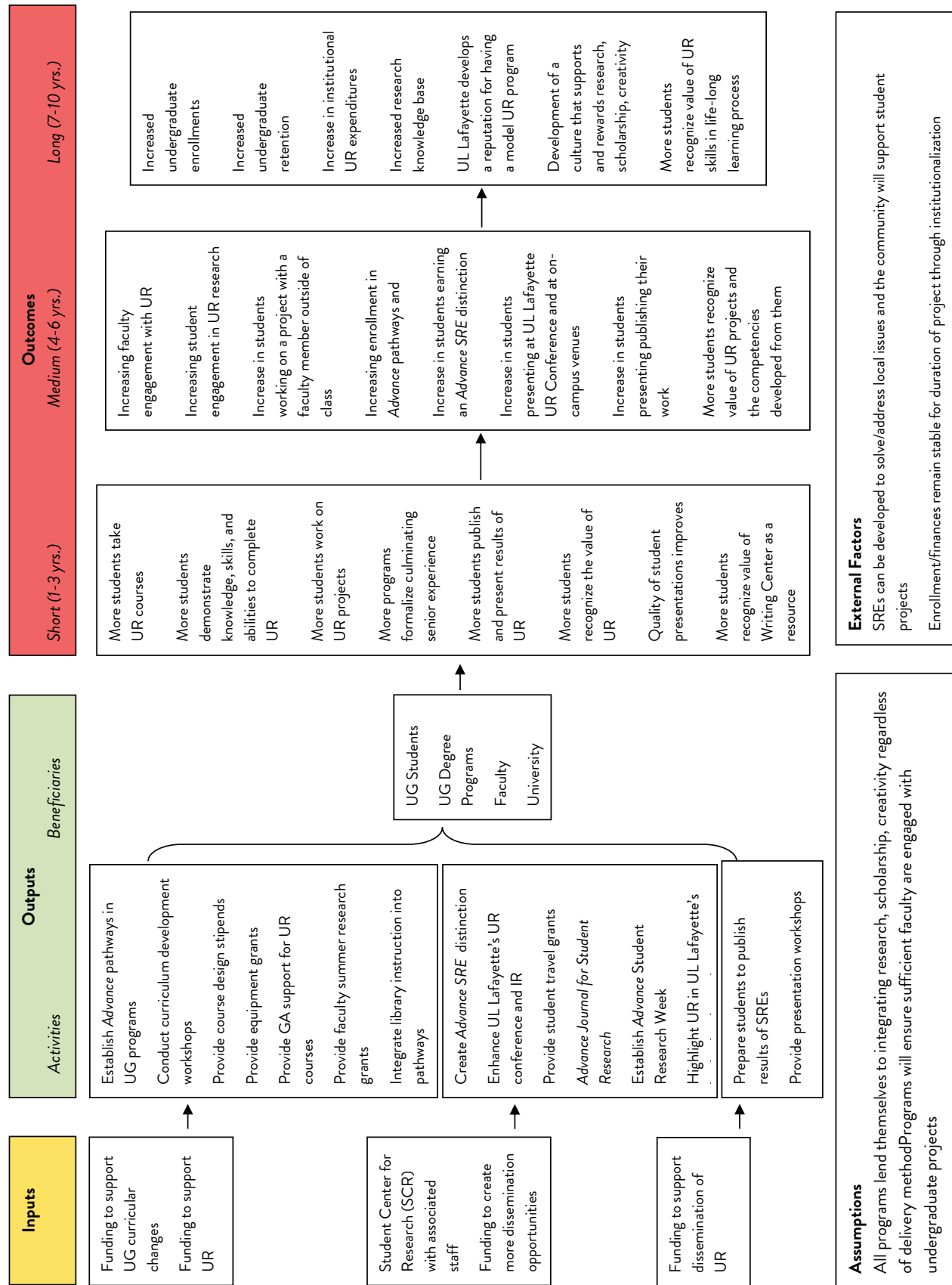
The logic model presented in Figure 2 below details the goals of *Advance* and summarizes the situation and context of the plan. An account of all resources identified to support *Advance* are provided in the "Inputs" section of the model. Likewise, the activities that must occur to implement *Advance* are enumerated in the "Activities" section. These two sections represent the planned work that must occur for *Advance* to be successfully implemented in the academic programs. These planned activities provide the foundation for determining the key operational inputs and activities which produce the outputs and outcomes of the comprehensive set of efforts.



Outputs represent the quantitative indicators that help the institution gauge the level of student and faculty engagement in *Advance* initiatives, their utilization, and completion of project deliverables (e.g., establish *Advance* pathways in UG programs). Activity will be measured not only by the development of *Advance* pathways in each discipline, but also by the adoption, utilization, and implementation of the inputs and activities described in the "planned work" section of the model.

Outcomes on the other hand, which are presented for the short-, mid-, and long-term phases of the project, demonstrate the levels of achievement for each *Advance* activity. "Assumptions" and "External Influences" accompany all training programs and must be considered as the implementation plan and the plan for its assessment are fully developed.

Figure 2: Advance Logic Model



The *Advance* logic model “plots out” the complex mechanisms that underlie the design, implementation, and assessment of *Advance*, allowing the SCR to define boundaries, highlight pathways, and maintain a focus on the “big picture.” The logic model provides a better understanding of challenges the University will face, available resources, and timeframes for evaluating outcomes. It will also focus and guide the evaluation of activities and expectations and be used to educate constituents about the project as it develops from planning into action and learning stages.

Achievement Targets

The *Advance* assessment plan is designed to quantify the results of the project’s inputs and activities in order to determine the extent to which change has occurred at the university, program, and individual student level. The University will measure program outputs and outcomes based on expected increases (targets). Annual performance and operational targets will help inform changes to *Advance* activities. At the end of each academic year, the SCR will share results of the previous year’s activities and evaluations with deans, department heads, and the UL Lafayette community.

The University has identified achievement targets for *Advance* project outcomes related to

- *UL Lafayette’s 2015-2020 Strategic Plan*
- NSSE High-Impact Practice Report
- *Advance* pathways
- *Advance* SRE Distinction
- Student Center for Research
- Opportunities for Students to Disseminate SREs
- Programs to Support Dissemination of SREs

Student research was selected as UL Lafayette’s 2020 QEP topic partly because of its prominence in *UL Lafayette’s 2015-2020 Strategic Plan*. The *Strategic Plan* identifies three Strategic Imperatives (SI) related to a UR initiative. Table 29 sets achievement targets for these UR-related outcomes.



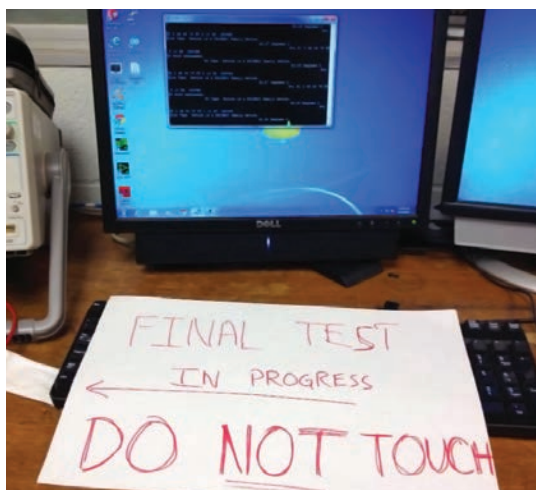


Table 29: Achievement Targets Related to Strategic Plan

Output or Outcome	Annual Targets					Culminating target after 5 years	Notes
	Year 1	Year 2	Year 3	Year 4	Year 5		
Change in number of students recruited (SI 1)							Targets to be set in collaboration with the Provost's Office
Changes in the number of students retained (SI 1)							Targets to be set in collaboration with the Provost's Office
Level of student engagement in co-curricular activities (SI 2)	Baseline	10% Growth	10% Growth	10% Growth	10% Growth		
Level of student engagement in <i>Advance</i> (SI 3)							
Level of faculty engagement in <i>Advance</i> (SI 3, KPI 11)							

Advance activities support research with faculty and the development of culminating experiences. Over the five-year implementation period, the University expects significant changes in student responses to NSSE questions related to conducting research with a faculty member and participating in culminating experiences. Outcomes listed in Table 30 set goals for future NSSE results.

Table 30: Achievement Targets Related to NSSE High-Impact Practices

Output or Outcome	Annual Targets					Culminating target after 5 years	Notes
	Year 1	Year 2	Year 3 2022	Year 4	Year 5 2024		
Work on a research project with a faculty member outside of course or program requirements	N/A	N/A	Freshmen 5% Seniors 22%	N/A	Freshmen 5% Seniors 25%	Freshmen 5% Seniors 25%	Baseline (2018 NSSE): Freshmen 5% Seniors 18%
Participated in a culminating senior experience (capstone courses, senior project or thesis, comprehensive, exam, etc.)	N/A	N/A	Seniors 45%	N/A	Seniors 50%	50%	Baseline (2018 NSSE): Seniors 36%
Percentage of programs with culminating experiences	≤50%	50%	65%	75%	85%	85%	Baseline: ≤50% of programs with a culminating capstone or senior experience

Advance aims to develop *Advance* pathways in each program. The University believes that support for programs and faculty will result in more UR opportunities for students. Outcomes listed in Table 31 will help the University evaluate the impact of support provided to programs and faculty.



Table 31: Achievement Targets for *Advance* Pathways

Output or Outcome	Annual Targets					Culminating target after 5 years	Notes
	Year 1	Year 2	Year 3	Year 4	Year 5		
Percentage of programs formalizing <i>Advance</i> pathways	27% (15 progs.)	39% (22 progs.)	51% (29 progs.)	75% (42 progs.)	85% (47 progs.)	85% (47 progs.)	Baseline 27% of progs. with UR courses
Percentage of completers pursuing <i>Advance</i> pathways per program	0	0	25%	30%	35%	35%	
Percentage of programs with research courses at advanced level	26%	32%	38%	41%	50%	50%	Baseline 26%
Percentage of programs formalizing library instruction into course curriculum							Baseline to be set in Year 1
Usage of bibliography and mobile library lab							Baseline to be set in Year 1
Funds distributed as course design stipends	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000	
Number and scope of faculty summer research grants	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000	
Number and scope of equipment grants	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$1,100,000	

Advance will introduce an *Advance SRE* distinction for students that engage fully in the program. The SCR will be responsible for promoting and monitoring participation in the distinction program. Outcomes listed in Table 32 will help the University evaluate the *Advance SRE* distinction program.

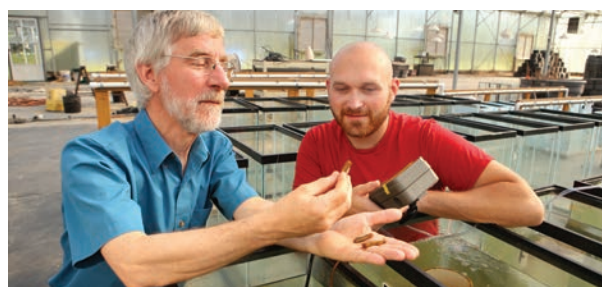




Table 32: Achievement Targets for *Advance SRE* Distinction

Output or Outcome	Annual Targets					Culminating total target at 5 years	Notes
	Year 1	Year 2	Year 3	Year 4	Year 5		
Number of students registered in ASRE 200	0	150	250	350	500	1,250	
Number of students registered in ASRE 300	0	10	140	250	350	750	
Number of students registered in ASRE 400	0	0	10	150	250	400	
Number of students earning <i>Advance SRE</i> distinction (and attending ceremony)	0	0	10	140	230	380	

The University will establish the SCR and task it with implementing, administering, and assessing *Advance: Student Research Experience*. Outcomes listed in Table 33 will help the University evaluate the SCR.



Table 33: Achievement Targets for the SCR

Output or Outcome	Annual Targets					Culminating target after 5 years	Notes
	Year 1	Year 2	Year 3	Year 4	Year 5		
Hiring and retention of 4 staff	Compl.	Compl.	Compl.	Compl.	Compl.	Compl.	
Hiring and retention of a GA and Doctoral Fellow	Compl.	Compl.	Compl.	Compl.	Compl.	Compl.	
Number and types of promotions for <i>Advance</i>	Set baseline						Baseline and targets to be set in year 1
Number and types of support provided programs making curriculum changes	Set baseline						Baseline and targets to be set in year 1
Number and types of support provided faculty designing course-based SREs	Set baseline						Baseline and targets to be set in year 1
Number of opportunities identified for students to present, publish, and conduct research	Set baseline						Baseline and targets to be set in year 1
Number of students advised by SCR	Set baseline						Baseline and targets to be set in year 1
Number of students placed in REUs	Set baseline						Baseline and targets to be set in year 1
Number of outreach activities involving Student Research Ambassadors	Set baseline						Baseline and targets to be set in year 1

Advance will increase opportunities for students to disseminate their work. Outcomes listed in Table 34 will help the University evaluate student participation programs supported and promoted by *Advance*.





Table 34: Achievement Targets for *Advance* Dissemination Opportunities

Output or Outcome	Annual Targets					Culminating target after 5 years	Notes
	Year 1	Year 2	Year 3	Year 4	Year 5		
Number of students attending events during <i>Advance</i> Student Research Week	Set baseline in year 1						
Number of UL students presenting at UL Lafayette UR Conference	100	110	125	137	150	150	97 in 2018
Quality of student papers and posters presented	70% will achieve “meets rqmts. to go on to Summit”	75%	80%	85%	90%	90%	Reviewed using existing evaluation rubrics (see appx. H and I)
Percentage of UL programs represented by student presenters at UL Lafayette UR Conference	25%	40%	50%	65%	75%	75%	
Funds allocated to student conference grants	\$30,000	\$60,000	\$60,000	\$60,000	\$60,000	\$270,000	
Number of submissions to <i>Advance Journal for Student Research</i>						Baseline to be set in year 1	

Percentage of students presenting SRE's on campus						Baseline and goals to be set by each college in year 1	
Number of students publishing in in-house publications or UR journals						Baseline and goals to be set by each college in year 1	
Number of students presenting at professional conferences						Baseline and goals to be set by each college in year 1	
Number of students publishing in professional journals						Baseline and Goals to be set in year 1	
Number of students publishing SRE results in UL Lafayette's IR						Goals to be set in year 1	

Advance will develop programs to prepare students to disseminate their work. Outcomes listed in Table 35 will help the University evaluate participation in dissemination programming.





Table 35: Achievement Targets for Advance Programs to Support Dissemination

Output or Outcome	Annual Targets					Culminating target after 5 years	Notes
	Year 1	Year 2	Year 3	Year 4	Year 5		
Number of workshops held to support dissemination of student work	2	4	6	8	10	10	To be developed by the SCR in coordination with colleges and disciplines
Number of students attending workshops							To be set for each workshop by departments or colleges
Number of student researchers tutored by the Writing Center							Baseline to be set in year 1
Number of writing workshops hosted and number of students attending	1	1	2	2	2		Targeted writing workshops

Summary

UL Lafayette's assessment plan for *Advance* focuses on improving specific SLOs, which will lead to increased student success across undergraduate programs. This plan

- aligns SLOs with competencies that will be assessed through both institutional and program-specific methodologies;
- evaluates changes in student attitudes;
- measures changes in how students value the role of research, scholarship, or creativity in developing and improving knowledge, and facilitating learning;
- evaluates the effectiveness of the program; and
- evaluates the levels of faculty and student engagement.

UL Lafayette will formalize assessment of undergraduate research, scholarly, and creative activities through formative and summative assessments. Each year, at the end of the academic year, the SCR will conduct a formative analysis and plan for adjustments.

Appendices

Appendix A: 2015-2020 Strategic Plan Related to Students

Strategic Imperatives Related to Students:

Cultivate a student body that is intellectually curious and civically engaged by developing an infrastructure that ensures student success.

SI 1: Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).

- KPI 1: Implement and sustain student support to retain and graduate students.
- KPI 2: Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university's image nationally and internationally, in both distance and traditional degree programs.
- KPI 3: Maximize opportunities for student enrollment and progression in traditional and distance education curricula, including strengthening transfer partnerships with community colleges.
- KPI 4: Improve student success through engagement in high impact practices.
- KPI 5: Expand and enhance incentives for graduate students' enrollment.

SI 2: Enhance student engagement in co-curricular activities through a vigorous, energetic, and culturally diverse university community

- KPI 6: Develop and institute a defined plan/model for co-curricular activity at UL Lafayette.
- KPI 7: Implement a co-curricular transcript for all students.
- KPI 8: Obtain Carnegie Foundation's Classification for Community Engagement recognition.

SI 3: Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.



- KPI 9: Expand support for graduate programs; develop new doctoral programs in areas of graduate excellence and new graduate programs in areas of undergraduate excellence.
- KPI 10: Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.
- KPI 11: Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.

SI 4: Expand and strengthen UL Lafayette's relationship with alumni and the community locally, nationally, and globally, in direct support of student achievement.

- KPI 12: Double the proportion of alumni giving to the University.

Appendix B: Student Research Topic Description

Quality Enhancement Plan Candidate 7:
Student Research, Scholarship,
and Creative Activity

Need: Engaging students in active and applied learning is a well-accepted High Impact Practice. By focusing our QEP on student research, scholarship, and creative activities we could offer a more concentrated and organized effort to advance knowledge in all of our disciplines, engage our students in applied learning, increase our student-faculty interaction, and foster interdisciplinary activities. The University already engages in undergraduate research, and the Undergraduate Research Committee helps coordinate many of these activities. With this QEP we will be able to leverage these activities in order maximize our students' opportunities to engage in active learning and create new knowledge at the undergraduate level.

Vision: This QEP would organize, develop, expand, and communicate the role and impact of student research, scholarship, and creative activity.

This QEP would:

- Create a centralized office within Academic Affairs to coordinate UG research efforts
- Study best student research practices on campus and nation wide
- Coordinate opportunities to enhance the academic training of our students
- Develop appropriate definitions and metrics for all disciplines
- Encourage cross-disciplinary work
- Enhance critical thinking skills
- Develop new knowledge with applications (Research for a Reason)
- Encourage opportunities for applied learning for all undergraduates

Goals and Objectives:

- Engage students in active learning through research, scholarships, creative activity
- Maximize opportunities for students and faculty to engage in research, scholarship, and creative activity
- Student would build professional/academic portfolio of peer reviewed research/scholarship/creative activities
- Increase student-faculty engagement
- Expose students to multiple disciplinary inquiry and a wide variety of methodologies
- Create culminating educational experiences for all undergraduates
- Develop library collections to allow and enhance advanced undergraduate and graduate research
- Increase student recruitment and retention of high caliber students
- Increase interdisciplinary faculty teams, labs, studios, and research centers
- Build critical thinking skills, producing new knowledge and communicating results

Connections to the Strategic Plan:

- **Student** SI 1: KPI 1, 2, 4; SI 3: KPI 11
- **Faculty** SI 1: KPI 4; SI 2: KPI 7
- **Research** SI 1: KPI 1; SI 2: KPI 5, 6; SI 3: KPI 7

Assessment: What are some ways we can measure the success of this initiative?

- Retention rates
- Opportunities and engagement in research, scholarship, and creative activities
- Opportunities for review, presentation, adjudication, etc.
- Exit survey/student satisfaction survey
- NSSE Engagement Indicators:
Higher Order Learning, Reflective and Integrative Learning, Collaborative Learning, Student-Faculty Interaction, Quality of Interactions, Research With Faculty, Internship or Field Experience, Culminating Senior Experience.

Appendix C: Initiative Reports

The Development Committee divided into sub-committees in order to research the current situation at UL Lafayette. Sub-committees researched six focus areas:

1. Student Research, Creativity, and Scholarship Office
2. Library
3. Research Centers
4. Funded Student Research
5. Curriculum
6. Dissemination & Awards

Sub-committees were provided the following guidelines for writing their report.

Initiative Report Guidelines

Purpose of Reports: To describe ongoing “student research, creativity, and scholarship” initiatives at UL Lafayette and identify options for enhancing them.

Product: A proposal that includes the following sections: 1) Introduction, 2) Current Situation, 3) Benefit to Students, 4) Statement of Needs, 5) Statement of Options, 6) Recommendations, and 7) Appendices.

Next Steps: Select and/or consolidates reports into proposals to share with university community. Get feedback.

Introduction

Describe the initiative(s) included in this report. Describe the imperatives in strategic plan the initiative supports.

The following imperatives from the 2015-2020 *Strategic Plan* align with the broad topic. Which ones align with your initiative?

Student

KPI 1: Implement and sustain *student support* to retain and graduate students.



KPI 2: Expand *recruitment of high-potential undergraduate and graduate students*, which embraces diversity and enhances the university’s image nationally and internationally, in both distance and traditional degree programs.

KPI 4: Improve student success through engagement in *high impact practices*.

KPI 10: Promote a comprehensive chain of *research mentoring for graduate students* via student faculty interactions, peer activities, and apprenticeships.

KPI 11: Develop an undergraduate research initiative that will provide *research opportunities for all undergraduate students*, regardless of major.

Faculty

KPI 4: Allocate sufficient funds to increase library expenditures for provision of research and information resources to meet or exceed the average of our comparative peer institutions.

Research

KPI 1: Ensure that support services are sufficient to sustain the efforts of University researchers

KPI 2 Provide incentives and training to increase faculty and staff engagement in research and innovation.

KPI 5: Invest in research mentoring, and professional development efforts aimed at increasing research productivity.

KPI 7: Develop interdisciplinary initiatives leading to the *growth* and creation of *research centers and institutes*.

You could make a case that the initiative supports imperatives not listed above.

Current Situation

Describe the current situation. Be sure to be comprehensive, considering the use or non-use of the initiative across the university.

Benefit to Students

Describe how the current situation supports student success.

Note: at this point we are gathering information and making initial assessments that we may not be able to support with research. Use your “expert” opinion when describing the benefits to students.

Statement of Needs

Describe what could be done to improve current situation. Consider how the current situation can be expanded to serve more students, students in other colleges, etc. Consider what resources would improve the current situation.

Statement of Options

Identify options for how the initiative could be developed to further support the strategic plan and improve student learning outcomes and/or student success. Each option should 1) describe the option; 2) describe how the option answers



the needs cited in the previous section; 3) details about how the option can be implemented; and 4) details about the needed resources and the estimated cost of these resources.

Recommendations

Recommend a plan of action. What options should be implemented? Justify your selection.

Appendices

Include supporting documents that would help us make and justify our decisions.

Appendix D: Proposed Goals & Activities

At the Development Committee meeting on August 31, 2018, the Committee determined that in order to give more students an opportunity to conduct research that UL Lafayette's 2020 QEP should focus on research in curriculum and that student research activities should be supported by the formation of an Office of Research, Scholarship, and Creativity (ORSC). The following six goals and related activities were discussed in the meeting.

Curriculum

The QEP curriculum committee agreed that to reach more students we should enhance research, scholarship, and creativity opportunities in the undergraduate curriculum.

Goal 1: Provide students in all programs the opportunity for a research experience. The following upper-level curriculum enhancements would build from the research activity currently taking place on campus. Courses are identified as either research methods (RM), research-intensive (RI), or research-related (RR) in line with UNC's course categories (see below).

1a. Provide students with solid foundation in the methods to conduct research. Identify current **research methods courses** and provide grants to programs/faculty members to develop more.

1b. Provide students with more research-intensive courses (including capstone courses). Identify current **research-intensive courses**. Provide grants to programs/faculty members to develop more. Since fewer than half of the programs surveyed offered capstone courses, we could emphasize the creation of capstones in each program. Research-intensive courses require more time and resources. We should be committed to supporting these courses with funds for labs, computers, software, etc.; reduced student enrollment; and GAs.

Goal 2: Prepare students to conduct research in their major by providing them opportunities to develop **research-related skills**.

2a. Create a scaffolded library-research program that progresses from finding and selecting materials to writing a literature review. Program can be offered as 1-credit courses or modules to be offered in other courses that once completed lead to digital certificates or badges.

2b. Create research-presentation skills modules to be offered in capstone courses.

2c. Create college-specific research ethics & skills courses or modules.

Goal 3: Develop programs around the designated research courses. The above changes to the curriculum could identify the requirements of a more high-profile enhancement like the introduction of a UL Scholar program, a research certificate, or an interdisciplinary inquiry minor. These programs demonstrate how the courses help students develop as researchers.

3a. Create a UL Scholar program. Scholar programs are selective and require students to fulfill research requirements in the curriculum and complete research outside of the curriculum. Features of a scholar's program include attending research-exposure seminars; taking several courses designated RR, RM, & RI; conducting research outside of coursework; disseminating work. Students are often rewarded with a scholar designation on their transcript and cords at graduation.

3b. Create a research certificate program. Certificate programs are often open to more students. They have similar requirements but may not require the co-curricular research that often depends on securing mentors, making the certificate attainable for working students and students without funding. Distinguish from Goal 2a digital certificates.

3c. Create research-tracks in current minors. Take advantage of new course categories to develop research tracks in minors.

3b. Create an interdisciplinary inquiry minor. The minor will allow students to explore research in other programs. Features include interdisciplinary studies course; RR, RM, & RI courses outside of major; interdisciplinary inquiry capstone; and dissemination of work.

Office of Research, Scholarship, & Creativity

The QEP committee agreed that we need an ORSC to support student researchers & faculty. ORSC should be centrally located (library or union) and include support staff that can advise students & faculty. The committee believes the ORSC is necessary to help facilitate and coordinate the various research, scholarly activities, and creativity works already taking place within the University, to make them more widely available to all students and to institutionalize, support, and make permanent the many activities already taking place in silos across the University.

The Center Initiative Team recommends that the center include a full-time Director, a full-time administrative assistant, and a graduate student to assist with administrative support tasks. The larger committee suggested that the center include more support staff, including staff that could advise students.

Goal 4: Coordinate opportunities for student participation in research experiences. The committee agrees that the university offers a number of opportunities for student research experiences, but that these opportunities are not readily apparent to students and faculty.

4a. Track and promote student research opportunities. Staff should be able to direct students to curricula, REU, conference, and award opportunities.

4b. Advise faculty members/departments interested in developing research opportunities. The staff will have the institutional knowledge to support faculty

engaged with student research. Faculty might need support setting up administrative processes for REUs or local conferences; advice about SLO requirements for research courses...

Goal 5: Create opportunities for students to share their work. The university already has several opportunities for students to share their work at department or college showcases, the Undergraduate Research Conference, and other campus events, but more can be done to get students involved in these events.

5a. Coordinate a student research week where all of the various departmental/college research presentations are displayed for other students, faculty, and community.

5b. Coordinate student research for presentation at community and government events.

5c. Develop an undergraduate research journal.

5d. Coordinate with the library to promote the use of the Institutional Repository for undergraduate research activities.

5e. Provide workshops or seminars that prepare students to disseminate their work.

Goal 6: Create a shared, collaborative culture that supports student research and demonstrates the value of research to students.

6a. Support students in pursuit of grants and external funding. Graduate students need support researching and writing grants. The center could provide workshops and mentors to graduate students interested in pursuing external funding.

6b. Coordinate research activities that include a variety of university and community partners.

6c. Recognize student researchers and faculty who develop research experiences for their students. Create awards for students and faculty.

Appendix E:

Advance Program Worksheets

Student Research Experience (SRE)

Student Research Experience, or SRE, refers to a discipline-specific high-impact student experience. UL Lafayette defines an SRE as a sustained effort by a student to apply subject knowledge, skills, and abilities to a project that is valued by the discipline. An SRE may include

- systematic inquiry in order to discover facts, principles, or perspectives,
- contextual analysis or comparison to provide unique interpretations,
- application of professional skills,
- creation of unique visual and performing arts,
- production of documents that contribute to a discipline or community.

The features of an SRE vary by program with each program identifying discipline-specific goals and considering the opportunities available to their students. An SRE should culminate with a presentation, publication, performance, or other form of dissemination appropriate to the discipline.

Task: Describe SREs for your program.



Advance Pathways

Over the five-year QEP implementation period, UL Lafayette will identify *Advance Pathways* in each undergraduate program. An *Advance Pathway* is an SRE-supportive curriculum map in which outcomes are vertically aligned and become progressively more challenging. A vertically aligned *Advance Pathway* progresses from 1) introducing knowledge, skills, and abilities in exposure courses; 2) to reinforcing them in methods courses; 3) to providing students with opportunities to apply them in SRE courses; 4) to preparing students to publish, present, or perform in dissemination courses. The sequence facilitates the completion and dissemination of an SRE.

- Exposure courses introduce students to discipline-specific SREs and the knowledge, skills, and abilities required to complete them.
- Methods courses reinforce student understanding of discipline-specific knowledge, skills, and abilities. For a course to be designated a methods course, at least half of the course is dedicated to methods.
- SRE courses feature discipline-specific engaged activities that allow students to apply methods and provide students the opportunity to complete a course-based, mentored, or directed SRE. For a course to be designated an SRE course, at least half of the course is dedicated to an SRE.

Courses	SLOs	Possible Courses
Exposure	Students recognize the types of SREs available in a discipline and identify the knowledge, skills, and abilities required to complete them.	Introduction to (discipline)
Methods	Students acquire and demonstrate knowledge, skills, and abilities to complete an SRE. (Advance SLO 1)	Research Methods in (discipline) Lab, studio, or workshop Introduction to (specialty)
SRE	Students apply knowledge, skills, and abilities to a research, design, scholarship, or creative project.	Senior seminar or capstone. Advanced lab, studio, or workshop Directed or independent study.
Dissemination	Students demonstrate the skills necessary to articulate the results of an SRE in appropriate formats, venues, and delivery modes. (Advance SLO 3)	Senior seminar or capstone. Directed or independent study. Honors' thesis.

Task: Identify or create an *Advance* Pathway that includes exposure, methods, and intensive courses

1. Identify courses in each category.
 - Do you currently have courses in each category?
 - If no, can current courses be adapted, or will new courses need to be created?
2. Does the curriculum map prepare students to complete an SRE?
 - If no, what has to change?

	Courses
Exposure	
Methods	
SRE	
Dissemination	

Advance SRE Distinction

The *Advance SRE* distinction will recognize students who fully engage in UL Lafayette's Student Research Experience. UL Lafayette expects the standard SRE to become an essential part of each undergraduate curriculum, with each student who takes an *Advance* Pathway completing an SRE. The *Advance SRE* will require students to participate fully in research activities valued by a discipline.

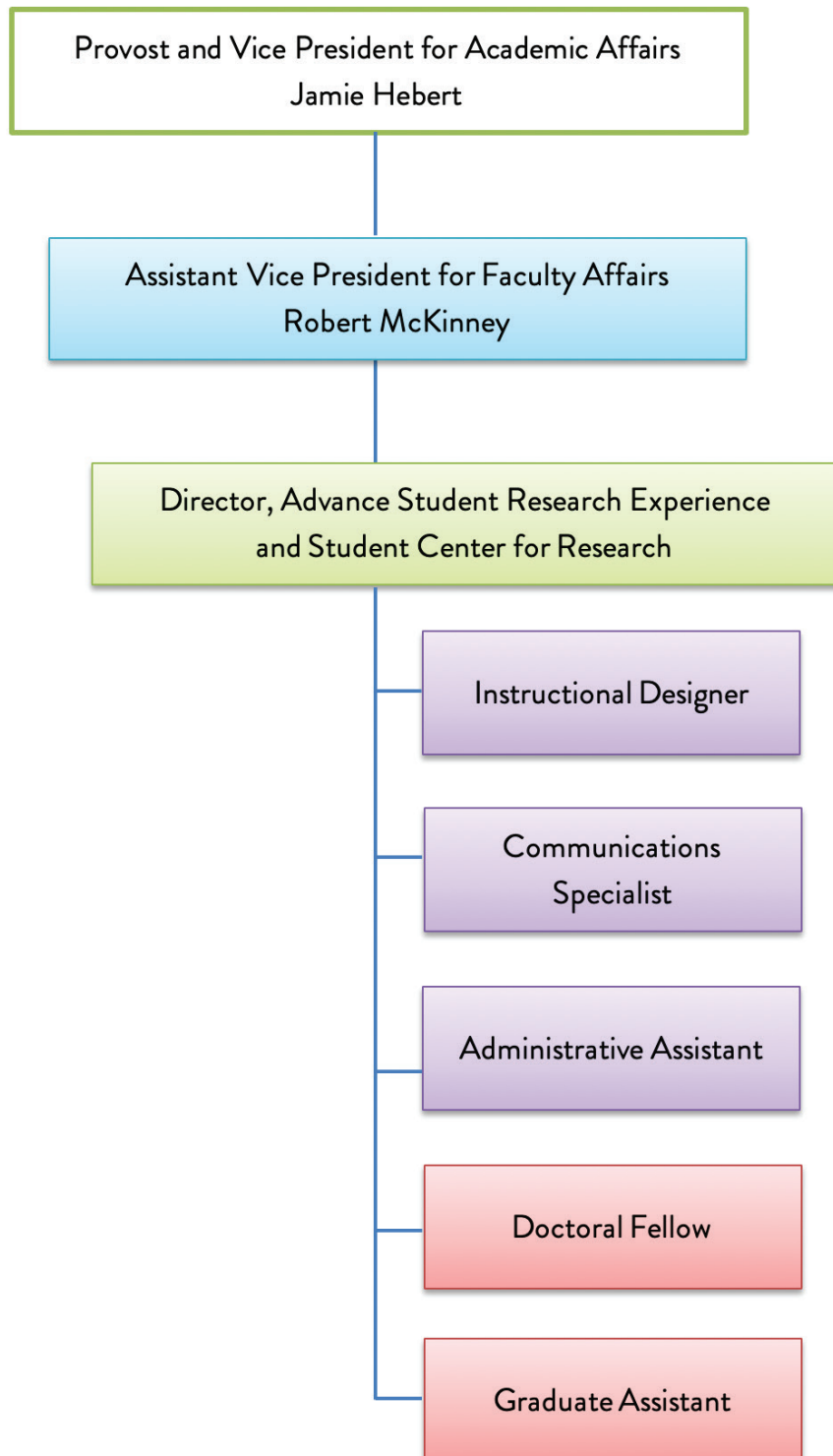


Requirement	Student Experience	Defines Requirements
Engagement	Student attends designated lectures and performances.	SCR
Advance Pathway	Student takes discipline-specific Advance Pathway.	Program
Ethics	Student takes discipline-specific ethics course or module.	Program
SRE	Student completes an SRE and document the process.	Program
Professional Development	Student attends workshops to improve writing, presentation, or other skills.	SCR
Dissemination	Student shares SRE in mode, medium, and venue appropriate to the discipline.	Program

Task: Identify a suitable ethics requirement and how students can obtain it.
Describe preferred and acceptable modes of dissemination in the discipline.



Appendix F: Organizational Chart



Appendix G: Letter of Financial Commitment



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Université des Acadiens

Dr. Belle Wheelan, President
Southern Association of Colleges & Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033

Dear Dr. Wheelan,

On behalf of the University of Louisiana at Lafayette, we look forward to implementing our new undergraduate initiative, Advance, as a vehicle to engage students in high impact practices. This Quality Enhancement Plan (QEP) will unite currently disparate undergraduate research and creative activities to foster a culture of inquiry, scholarship, and innovation.

To carry out this endeavor, resources are required to coordinate existing efforts and scale undergraduate research and creative activities across all undergraduate programs in a meaningful manner. The University commits to providing the resources necessary to ensure the success of the Advance initiative.

New resources will be identified and appropriate existing resources will be centralized under Advance to ensure centralized support for all colleges and programs. These funds will primarily support activities related to revising program curriculum by embedding research and creative experiences, enhancing services that support these experiences, and establishing a Student Center for Research. Funding will include monies for:

- Course design stipends
- Equipment grants
- Graduate Assistant support
- Student Conference Grants
- Summer Research Grants
- Enhanced Library Outreach Equipment
- Enhanced Writing Center Services
- Establishment of the Student Center for Research (usable space, staff, equipment)
- New opportunities for dissemination of student work (research journal, research week)

The annual average expenditures to fund the above is estimated at \$840,000 annually. The investment is worth the anticipated outcomes that the new culture of undergraduate research will bring to the university. As the Chief Financial Officer of the University of Louisiana at Lafayette, I commit that the institution will fund the endeavors and activities presented in this plan.

I look forward to your visit to our campus and further discussions about our exciting QEP, Advance.

Sincerely,

Jerry Luke LeBlanc
Vice President for Administration and Finance

A Member of the University of Louisiana System

Appendix H: UR Conference Presentation Evaluation Rubric

The Presentation Evaluation Rubric is used to assess poster's at UL Lafayette's annual UR Conference.

Likert Scaling: 3=Meets Requirement, 2=Needs Improvement, 1=Does Not Meet Requirement

If a "2" or "1", express AREA and how student might improve in Notes section provided below. Use back of page if needed.

AREA

Vocabulary _____

Posture and Eye Contacts+++ _____

Clarity and Volume _____

Enthusiasm/Engagement _____

Preparedness _____

Time Limit _____

Research _____

Content Comprehension _____

Methods/Results _____

Discussions/Conclusions _____

TOTAL _____/30

DESCRIPTION

Uses college level vocabulary.

Maintains upright posture; maintains eye contact with room.

Speaks distinctly and loud enough. Correct pronunciations.

Relates to audience with energy and examples.

Obviously rehearsed and prepared.

Presentation is length required with time for questions.

Research reports importance of work and is original.

Understands topic. Utilizes relevant information.

Explains method of research and results comprehensively.

Reports conclusions and further implications of study.



Appendix I: UR Conference Poster Evaluation Rubric

The Poster Evaluation Rubric is used to assess poster's at UL Lafayette's annual UR Conference.

Likert Scaling: 3=Meets Requirement, 2=Needs Improvement, 1=Does Not Meet Requirement

If "2" or "1", express AREA and how student might improve in Notes section. Use back of page if needed.

AREA

PRESENTATION

Content Comprehension _____
Posture and Eye Contact _____
Clarity _____

DESCRIPTION

Understands topic. Utilizes relevant information.
Maintains upright posture; maintains eye contact.
Speaks clearly and distinctly. Pronounces words correctly.

POSTER AND CONTENT

Research _____
Cohesion of Parts _____
Overall Appearance _____

Research is original and shows results and importance.
Balance between pictures, text, content, and headings.
Pleasing to look at with vivid colors/graphics and text.

POSTER AND RESEARCH ORGANIZATION

Research Objective _____
Research Method _____
variables.
Results _____
Discussions/Conclusions _____

Headings of "Objectives", "Aims", "Goals", etc.
Enough information to comprehend method and
Headings for "Main Points", "Conclusions", or "Results."
Provides additional research implications and/or
further discussion.

TOTAL _____/30



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