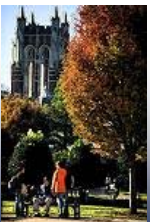




SOPHOMORE
Scholars-in-Residence

University of Richmond
Quality Enhancement Plan (QEP)
Prepared for the Southern Association of Colleges and Schools
Fall 2007



Quality Enhancement Plan
(QEP) 2007

SOPHOMORE
Scholars-in-Residence

University of Richmond



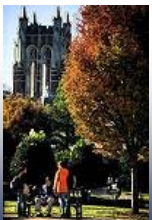


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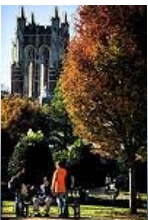
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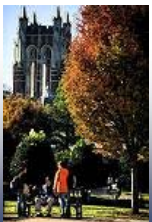
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INTRODUCTION

Focus and Rationale





The University of Richmond has selected “*Sophomore Scholars-in-Residence*” as the theme for the Quality Enhancement Plan (QEP) for the University’s SACS Reaffirmation of Accreditation in 2008. The University envisions *Sophomore Scholars-in-Residence* as an opportunity to enhance undergraduate sophomore education by bridging curricular and residential experiences of students through experiential and innovative curricular and co-curricular activities both on and off campus as well as in the residential living environment. *Sophomore Scholars-in-Residence* represents the University’s commitment to enrich undergraduate education in a substantive and measurable way.

The Living-Learning Connection

Over the last four decades, higher education in the United States has changed as a result of a dramatic increase in student enrollment, raising pressing issues about how to create meaningful academic communities. The challenges of educating a new generation of learners are apparent in an environment that has become more impersonal and transitory as a result of new technology and part-time faculties that must cater to the size and scale of expanded higher educational institutions. Students are also changing with the growing complexity of society at large. Many find themselves over-committed and driven by the extrinsic value of attending college instead of by more personal interests in learning, causing them to invest less time in their education and to accomplish only what is necessary to meet minimal degree requirements.

Most ongoing debates in higher education relate to curricular restructuring and what is needed to reform the current environment. These debates rest on the belief that student performance will improve if more appropriate educational structures can be designed and implemented to replace more traditional transmission models where learning is isolated and inert. Newer learning models recognize learning as a shared responsibility and encourage active learning and community building. They create venues for synergistic activity to occur between people and ideas. At their best, learning communities provide a

significant arena for putting these theories into practice.

Learning communities have emerged as practical, pedagogically sound models for addressing the challenges mentioned above, because they are founded on research on the undergraduate experience, learning theory and understandings of contemporary liberal education. According to Smith, MacGregor, Matthews and Gabelnick (2004), the effective learning community is founded on five core practices that work together synergistically:

- **Community:** Learning communities create safe spaces for all students to interact with each other and with professors. In learning communities students engage in collaborative work to create knowledge, debate issues, solve problems, and create products. They are forced to develop their communication skills by articulating their own ideas and listening to those of others, negotiating decisions, and working constructively together. Learning communities also involve professors and staff members who create new communities of teaching practice. These communities are not only beneficial to developing a culture of instruction on campus but are also key to the restructuring and regeneration of relationships on campus.
- **Diversity:** Learning communities are ideal settings to approach diversity on campus in different ways such as targeting under-represented groups and designing a more inclusive curriculum.
- **Integration:** Learning communities integrate academic and curricular life, curriculum across disciplines, and a variety of new pedagogical strategies such as discovery learning, service learning and collaborative learning into the core curricula.
- **Active learning:** In active learning communities, students collaborate to solve problems instead of competing with peers. Responsibilities of having to work independently in the classroom are



transformed into learning interdependently. Instead of assuming professors are the sole generators of knowledge, students discover that they as well as their peers and their living community are also important sources of knowledge.

- **Effective assessment:** Learning communities are natural environments for assessment. Their active curriculum offers faculty opportunities to utilize assignments and performance assessment to evaluate student learning. A critical component to all learning strategies is the development of the meta-cognitive skills that students develop by self-reflection. Learning communities provide these opportunities for students as they work to solve problems and create products. Finally in a community of collaborative learning, reflection becomes a communal experience as students discuss and reflect on team projects, participate in academic discussions and undergo peer critiques.

All of these practices have been the subject of much research, foundation support and classroom experimentation. When applied appropriately, these core practices produce positive and innovative environments for meaningful community building and learning focused around community.

Sophomore Slump

“Woe are the sophomores, higher education’s middle children. Their freshman frolic has given way to daunting challenges. They are anxious and confused. They must declare majors, take weed-out classes, and decide whether to study abroad. They feel pressure to plan for internships and careers, and to figure out who they are and where they are going.” (Lipka, 2006).

The sophomore year is likely to be a time when students find they cannot obtain the courses, housing, financial aid, or the type of academic advising and institutional attention they may have received as freshmen. First-year students often take priority as institutions feel that their job is done in retaining last

year’s new cohort, and time and resources are devoted to the new group of students. For sophomores, college is no longer new-the excitement and thrill of a new experience has worn away, and they now face the reality that college will be three more years of hard work, courses, papers, and significant financial investment. At the same time, pressures arise when students struggle to determine majors and set career goals, deal with personal development issues, and experience other diversions that may make academic and social integration even more difficult to attain. One researcher reports that choosing a college major and deciding on a career path is the most significant personal problem reported among this class of students (Gardner, 2000). This also becomes a problem of social isolation. When students have not had ample time to settle into an “academic home,” they have little opportunity for meaningful interactions with faculty members who may assist them with these important decisions. Gardner (2000) reported that sophomores live in their own “spheres” that are “counter to the academic path of the engaged learner.” He found that sophomores were less likely than other groups of students to be actively engaged in their own learning or to see faculty involved in their academic development. This is particularly troubling in light of policy makers’ attempts to reshape higher education to produce environments where curricular and co-curricular activities coexist and learning is active and structured to engage students in deep learning, preparing them to acquire a solid knowledge of content, analytical, and communication skills as well as a framework for ethical, civic and social responsibility.

At the same time Garner (2000) also discovered that sophomores were less involved in academic activities and increasingly distant from the university community. This sense of isolation may be due to the fact that these opportunities are just not available. First-year students are provided with social connections through first-year programs and juniors and seniors through participation in their academic majors. Sophomores have fewer opportunities in these areas as they are without academic



major and have not had opportunities to become involved in campus leadership roles.

Needs Assessment

The rationale for the *Sophomore Scholars-in-Residence* program is supported by empirical data collected as part of the University's effort to improve on policies and practices in undergraduate education. The data collected in the spring of 2006 from the National Survey of Student Engagement (NSSE) helped the University gauge the appropriateness of the proposed topic and to establish an intervention that would become the *Sophomore Scholars-in-Residence* program. NSSE, a national survey, was used to benchmark university performance on

issues related to learning and personal development. The survey was administered electronically to students in the last semester of their freshman and senior years. Statistical comparison with other peer institutions demonstrated a significant mean difference between the University of Richmond's rising sophomores and their Carnegie peers favoring the Carnegie peers on issues related to: i) promoting better understanding of diversity issues; ii) fostering a better sense of community for underclassmen; iii) improving on pre-major advising; iv) building communication skills; v) team building skills; and vi) community building. *Table 1* displays means at the item level.

Table 1. Mean Comparisons by Item: University of Richmond and Carnegie Peers

Variable	Class	University of Richmond	Carnegie Peers
		<u>M</u>	<u>M</u>
Made a class presentation (1=never, 2=sometimes, 3= often, 4= very often)	F	2.12**	2.28
	S	2.91	2.87
Worked with other students on projects during class (1=never, 2=sometimes, 3= often, 4= very often)	F	2.11**	2.29
	S	2.25	2.35
Quality of your relationships with others (1=unfriendly and unsupportive to 7= friendly and supportive)	F	5.43*	5.65
	S	5.61	5.73
Institution encourages contact among students from different economic, social, and racial or ethnic backgrounds (1=very little to 4=very much)	F	2.32***	2.71
	S	2.28**	2.50
Institution contributed to your understanding of people of other racial and ethnic backgrounds (1=very little to 4=very much)	F	2.35***	2.65
	S	2.51	2.63
Attended campus events and activities such as special speakers, cultural performances, etc.) (1=very little to 4=very much)	F	2.78	3.06
	S	2.79	2.96
Worked effectively with others (1=very little to 4=very much)	F	2.83*	2.99
	S	3.26	3.23
Contributed to the welfare of your community (1=very little to 4=very much)	F	2.39*	2.58
	S	2.67	2.67
Overall, quality of academic advising (1=very little to 4=very much)	F	2.80***	3.09
	S	2.84***	3.16

Note. Means are weighted by gender, enrollment, and institutional size. *Statistical significance at the $p < .05$ level; ** at the $p < .01$ level; and *** at the $p < .001$ level.



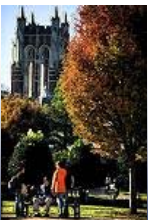
In addition, comparison of student means between rising sophomores and graduating seniors within the University of Richmond indicates that there appears to be somewhat of a slump for rising sophomores even though effect sizes are small. Mean scores for

rising sophomores and graduating seniors are presented in *Table 2*.

Table 2. Mean Comparisons by Item: Rising Sophomores and Upperclassmen at the University of Richmond.

Variable	Rising Sophomores	Upperclassmen
	<u>M</u>	<u>M</u>
Made a class presentation (1=never, 2=sometimes, 3= often, 4= very often)	2.11***	2.92
Contributed to class discussion (1=never, 2=sometimes, 3= often, 4= very often)	3.19***	3.43
Worked on a paper /project that required integrating ideas or information from various sources (1=never, 2=sometimes, 3= often, 4= very often)	3.12***	3.54
Put together ideas or concepts from different courses when completing assignments or during class discussions (1=never, 2=sometimes, 3= often, 4= very often)	2.73***	3.11
Talked about career plans with faculty member or advisor (1=never, 2=sometimes, 3= often, 4= very often)	2.16***	2.74
Discussed ideas from your readings or classes with faculty members outside of class (1=never, 2=sometimes, 3= often, 4= very often)	1.97***	2.36
Received prompt written/oral feedback from faculty on your performance (1=never, 2=sometimes, 3= often, 4= very often)	2.87***	3.05
Work on a research project with a faculty member outside of course or program requirements (1=never, 2=sometimes, 3= often, 4= very often)	2.14***	2.87

*Note. Means are weighted by gender, enrollment, and institutional size. *Statistical significance at the $p < .05$ level; ** at the $p < .01$ level; and *** at the $p < .001$ level.*



As can be observed from *Table 2*, rising sophomores spend less time engaging in classroom activities that involve reflective discussion and integration of concepts. In addition, they also report having spent less time interacting with faculty members outside of class.

These issues may be of particular significance because findings from other studies suggest that sense of belonging, approachability of faculty and selection of a college major are the greatest predictors of academic success for sophomore students (Graunke and Woosley, 2005). We believe that living-learning communities could provide these opportunities.

Accordingly, the University of Richmond has chosen to make the sophomore year its focus for improvement. As a result of current trends in undergraduate education, we believe that the living-learning community program can have the greatest impact on sophomore students because of its enormous potential in helping bridge the social and curricular gap for them while enriching their overall learning experience.

In line with the mission of the University (approved March 15, 2005 by the Board of Trustees) “to sustain a collaborative learning and research community that supports the personal development of its members and the creation of new knowledge,” the *Sophomore Scholars-in-Residence* program is intended to:

- Promote academic excellence, critical thinking, and creativity through service, experiential, and innovative curricular and co-curricular activities both on and off campus;
- Help students choose a disciplinary focus and academic path;
- Improve academic commitment and engagement;
- Foster the development of a supportive and inclusive community of diverse students, faculty and staff through sharing of common experiences in the living

environment, field, seminars, and in the classroom;

- Develop students’ communication skills, team building skills and leadership skills through students teaching other students and working together on team projects;
- Create an environment that enhances student development as life-long leaders, citizens, scholars and professionals;
- Strengthen curricular offerings, pedagogical repertoire and scholarly interests of faculty members; and
- Strengthen institutional culture, commitment, positive inter-departmental collaboration and national reputation.

These goals will be addressed in varying degrees through the QEP’s five components: (I) the *Thematic Component*, (II) the *Residential Component*, (III) the *Academic Component*, (IV) the *Active Component*, and (V) the *Self-Sustaining Component*.

I. Thematic

Each *Sophomore Scholars-in-Residence* program will be designed around a theme that is established by a supervising faculty member. Students may apply to live in a building or floor organized around a topic for two semesters. *Sophomore Scholars-in-Residence* themes will be selected on the basis of faculty nominations by a faculty advisory committee and will reflect student interest in popular majors as well as non-traditional majors to help faculty recruit students for these disciplines. This will also help student explore potential majors before committing and may broaden their interests. The opportunity will be made available to groups of approximately eighteen students who share a vision, a commonality or interest. Students in the program will have a “disciplinary home” and will be able to appreciate and understand perspectives in their chosen thematic area that will help them establish an academic focus and chosen major.



II. Residential

Sophomore Scholars-in-Residence programs will be residential in nature. That is, they will be designed around the idea of students living together either as a single group or in gender-segregated clusters.* To promote campus diversity, the University will strive to recruit minority and underrepresented students. Residential living will offer a range of opportunities for students to interact with others of differing backgrounds and experiences and to develop a sense of community and social tolerance while accepting the privileges and responsibilities that come with living together.

III. Academic

The *Sophomore Scholars-in-Residence* program is a year-long program involving two credit-bearing courses. In the first semester students will take a course taught by the supervising faculty member followed by a second semester that is more self-guided and project-focused.

In the first semester students will work to build a broad knowledge base in the themed discipline. At the end of the semester students will submit a proposal or plan for a project that they will complete in the second semester. In the second semester students will integrate this new knowledge with a team project that will be reinforced by weekly meetings with the faculty supervisor where students will lead discussions and provide progress reports on their projects. While students will have the disciplinary focus of their thematic topic, the following learning objectives will drive the core of the program. We will expect our students to:

1. *Demonstrate in-depth knowledge and understanding within the themed discipline;*
2. *Demonstrate the ability to identify and apply knowledge to solve problems critically and create modes of inquiry;*
3. *Demonstrate effective communication skills with faculty, peers and other professionals;*
4. *Demonstrate the capacity for self-reflection and self-awareness that can lead to greater*

independence and personal self-direction in learning;

5. *Demonstrate the ability to interact with peers and engage them in the process of learning as part of the team approach;*
6. *Demonstrate respect for others, honesty, a consistently good work ethic, positive attitude, full participation and responsibility in the educational process as well as in the living community, appropriate self-assessment of personal values and knowledge of ability.*

In addition, students will participate in two sophomore weekend workshops. In the first semester a luncheon will be held where students will have the opportunity to complete two self-assessments; explore three different majors/minors; and learn about internships, community, and study abroad opportunities. In the second semester, a Faculty/Sophomore Breakfast will provide an opportunity for students to listen to faculty talk about their intellectual autobiographies, have informal conversations, build relationships with other sophomores, and learn about potential majors/areas of study.

IV. Active

Faculty members will be required to integrate active learning components into their curriculum such that learning will be collaborative, experiential, and problem-focused. This will be accomplished through classroom activities, student seminars, field work and/or service activities as well as a mandatory group project in the second semester. Faculty will have the option of choosing one of three project types for their students:

1. *A project that will be of publication or conference quality and that may be developed into a senior thesis project;*
2. *A discovery project where students will assemble an archive of documents, student artwork, artifacts, or data that can be used for later papers/portfolios or offered as resource kits for instructors and students; or*

*The coordinate-college system at the University of Richmond includes considerable single-sex housing. Although we assume most programs will include some kind of coeducational housing, some may include the coordination of a group of males in one area with a group of females in another nearby area.



3. *A service learning project that will connect a socially valuable public service activity with particular academic course content. Students will develop a brochure, a website, or a portfolio that will showcase their work in the community.*

At the end of the spring semester students will be required to give an oral presentation of their group project to the University community at events like the Annual Arts and Sciences Student Symposium. The symposium is arranged each year and provides an outlet for students to showcase their significant achievements beyond regular classroom work. These achievements may take a variety of forms, including results of research activities, creative achievements, performances, or other media.

V. Self-Sustaining

To ensure the successful continuation of the program, three offices at the University will help organize and manage the *Sophomore Scholars-in-Residence* program: the Office of the Provost (in charge of academic affairs), the Office of Student Development and the Office of Institutional Effectiveness. These offices will work together to facilitate management of the program and promote interaction between faculty, administration, staff, and students. The Program Director will coordinate program management. He will work with the Assessment Specialist in the Office of Institutional Effectiveness to carry out assessment of the program. The Director will also work with the Residential Life and Student Development staff to increase the integration of the program into the co-curricular environment. He will also serve as the faculty liaison to recruit faculty to participate in the program. A faculty advisory committee, chaired by the Director, will be composed of faculty members representing the social sciences, fine arts, business, leadership, and physical sciences disciplines. This committee will (i) assist with the review of faculty program proposals and course syllabi based on a set of specified rubrics; (ii) assist with the review of student applications based on holistic student acceptance criteria that will include undergraduate school

requirements, disciplinary interests, equitable allocation of students among participating faculty, and consideration of under-represented groups; (iii) help to identify and recruit other faculty members to teach courses; and (iv) assist with the evaluations of student projects at the end of year undergraduate research symposium (Annual Arts and Sciences Student Symposium).

In summer 2009, a Living-Learning Community Coordinator will be hired to provide administrative and programmatic support. In addition, an Assessment Specialist will be charged with developing an evaluation plan, instruments and feedback network to evaluate student learning outcomes in order to determine the efficacy of the program and to help make program improvements.

Conclusion

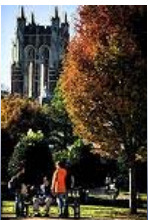
The University of Richmond's *Sophomore Scholars-in-Residence* program will integrate the living-learning community model into the undergraduate experience for sophomore students and is an essential component of the University's broader institutional mission to sustain a collaborative learning and research community that supports the personal development of its members.

The power of the living-learning community approach derives from its structure, the explicit linking together of courses into larger programs of study, and the commitment to creating new learning experiences for students and faculty. This reformed curricular architecture will have transformative impacts on students, faculty and the institution as a whole both directly and indirectly. Directly, eventually one in every four graduating seniors will have participated in the program. Indirectly, the program's transformative potential will derive from new innovative models of teaching and learning that will transcend program boundaries as a result of faculty curriculum development and collaboration with other faculty members teaching in the program that can be applied to course instruction outside of these classes. This, in turn, will have the potential to benefit other students on campus.

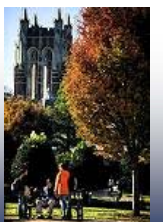


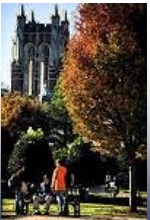
In addition to developing sophomore's capacity to make both academic and social connections as maturing college learners, this program will result in greater curricular offerings, positive inter-departmental collaboration, strengthened pedagogical techniques, promotion of campus diversity, and a deepened understanding of student needs on campus. This program will serve as a model for other living-learning programs on campus, creating a critical mass of programs and faculty that will accelerate learning and enhance the reputation of the institution at large.

The University of Richmond is committed to preparing students for lives of purpose, thoughtful inquiry, and responsible leadership, and by its very nature offers an environment and host of resources that can complement and support this plan.



QEP DEVELOPMENT





The development of the *Sophomore Scholars-in-Residence* program can be traced back two decades to the University's original themed housing set up to help Richmond College men transition into college life. For over twenty years the program "Spinning Your Web" has provided students with the opportunity to develop lasting friendships with a diverse group of students sharing a common passion for service and the desire to improve the community. Today, in a program revolving around a *Foundations of Leadership* course, students become involved in collaborative learning projects focused on social issues in the city of Richmond that involve leadership challenges. This program served as the cornerstone for three other living-learning communities set up for first-year and upperclassmen.

The *Sophomore Scholars-in-Residence* program will serve to expand on these earlier models by incorporating effective assessment, creating a two-semester program with a capstone experience and a heavy academic emphasis, as well as addressing social/developmental issues that sophomores face. In addition, the program hopes to target minorities and underrepresented groups.

The development of the *Sophomore Scholars-in-Residence* program is based on continuous dialogue between the planning, development and faculty advisory committees. Input will continue to be sought from all members of the University of Richmond community as well as external sources including peer institutions with similar programs.

The Planning Process/Broad-Based Involvement of the Community

I. SACS Leadership Team and Process Overview

The SACS Leadership Team was charged with overseeing the Compliance Certification process and the QEP process for the University's reaffirmation of accreditation in 2008. The SACS Leadership Team delegated responsibility for planning the QEP process and developing and leading the QEP to three QEP teams: QEP Planning Team, QEP Development Team, and QEP Leadership

Team. (A list of the members of these groups is included in Appendix D.)

In April 2005, the **QEP Planning Team** was charged with developing an overall timeline and plan to carry out the QEP process. It was also charged with generating QEP topic ideas and submitting the final nominations to the SACS Leadership Team for final selection. In February 2006, the QEP Planning Team submitted five final QEP topic ideas to the SACS Leadership Team for consideration. The SACS Leadership Team selected the topic "Living/Learning Residential Programs." The QEP Planning Team then disbanded and was replaced with a new team, the QEP Development Team.

The **QEP Development Team** was charged with developing the QEP topic and drafting the QEP document, including an assessment plan. In March 2007, the QEP Development Team approved the first draft of the report in preparation for a Staff Advisory Visit with our SACS Liaison, Dr. Cheryl Cardell. After feedback from Dr. Cardell, the SACS Leadership Team recommended the creation of two new university positions to assist with the development of the QEP: QEP Director and Assessment Specialist. These two positions were filled in summer 2007.

A new team was created in September 2007, the **QEP Leadership Team**, to lead the development and implementation process. It included the two co-chairs of the QEP Development Team, the two new positions, and the Provost. The QEP Leadership Team oversaw completion of the final QEP document. The QEP Leadership Team will continue to oversee and monitor the implementation of the QEP process until the five-year report is submitted to SACS in 2014. In November 2007, a **Faculty Advisory Committee** was established to assist the Program Director with the Sophomore Scholars-in-Residence program. This committee is a permanent part of the program structure and will continue as long as the program is viable.



II. QEP Planning Team

It took the work of many people to move the QEP from a general vision to a detailed plan. Early conversations concerning the QEP began in the spring of 2005 when the QEP Development Team was established to plan and begin the QEP process. In April 2005, a committee was formed with 25 representatives from relevant constituencies of the University community including faculty members, program directors, deans from various departments and students. The committee was headed by Kathleen Hewitt-Smith, a tenured faculty member. The members met initially to inform and engage the University community about the QEP and to come up with a topic. The group met throughout the fall 2005 semester to review the University's strategic plan, mission statement and to examine successful QEP topics from other universities. Topic suggestions were generated by a web-based suggestion box, interviews, and focus groups. This process yielded sixteen proposals. In November 2005, the QEP Planning Team met to review the proposals and narrow them down to a manageable list of thematic programs based on:

- A. Identification of a well defined topic related to enhancing student learning on campus;
- B. Feasibility of implementation on campus, including development of a rough budget;
- C. Clearly stated methods of assessment that could be integrated into the institution's wide evaluation process; and
- D. A plan that would have long-term effects on the institution by expanding curricular offerings, pedagogical repertoire and scholarly interests of faculty members as well as strengthening institutional culture, commitment, and positive inter-departmental collaboration.

Based on these, five final topics were selected: 1) Living/Learning Residential Programs; 2) Group Independent Study Projects; 3) "Globalize UR"; 4) Active Learning and the Application and Synthesis of Knowledge; and 5) "What is critical thinking and can it actually be taught?" These topics were posted on the

QEP website and an anonymous web survey was created to collect input on them from faculty, students, and staff. On the survey, respondents were asked to rank the proposed topics and to provide additional comments. Results from these favored Active Learning and Living/Learning Residential Programs. Here is an example of some of the comments reflecting the majority of responses:

All five programs play to UR's strengths. I believe that the two ranked highest—active learning and the living/learning programs—are currently underdeveloped relative to their enormous potential on campus. They would each relate academic/classroom activity with co-curricular programs. Globalizing UR, group independent study, and specific focus on critical thinking are all excellent integrating themes, but they are already more realized, arguably, in our present reality.

The living/learning programs are a wonderful way to increase faculty-student collaboration and engagement. These programs fit well with our Common Ground initiatives as they are likely to help attract students who are diverse on many dimensions. In addition, they may help with our retention rate. They can be easily assessed.

I think both Active Learning and Living/Learning would get at what we are trying to do here—which is providing a unique "Richmond experience" and expand our models of pedagogy and learning.

Out-of-classroom learning and different approaches to learning often stimulate and energize students. So much more can be gained from experiences, rather than just book learning.

Areas of institutional concern that are often lamented but rarely addressed include our students feeling isolated, lacking a sense of community, perceiving a wide gap between their curricular and co-curricular experiences, and leaving in inappropriately large numbers prior to graduation (i.e., our retention rate is far from what it should be). Making better use of our residential nature and creating stronger



connections between curricular and co-curricular programs has been proposed for years, including recently in the report of the "Task Force for Student Life" from a few years ago. The QEP on residential programs provides a great opportunity to move these issues from things we talk about to things we act on . . . I also like the idea of spending considerable time and energy focusing on issues relating to Active Learning, capitalizing on recent growth initiatives like the Center for Civic Engagement and the Common Ground Commission. I support the idea of "Globalizing UR" at the same time, but it seems to me we are already doing/seeking to do many of the things in the proposal, and supporting active learning efforts would further enhance globalization in at least some ways. . .

It was hard for me to choose between Active Learning, Group Independent Study and Living/Learning. All three would have significant positive impact on the student experience....

The results from this survey and the five final topic proposals were also presented to the President's Working Group for their input. (The President's Working Group was an ad hoc committee of the President, his staff, his direct reports and most of their direct reports—a total of 34 senior administrators. A list from that period is included in Appendix D). The President's Group also favored Living/Learning Residential Programs and Active Learning. However, the consensus of the group was that Living/Learning Residential Programs should be selected as the QEP because it directly affects student learning and could incorporate many aspects of Active Learning. The results from the survey and the recommendation of the President's Working Group were presented to the SACS Leadership Team in February 2007. After discussing the five final topics, the SACS Leadership Committee voted unanimously in favor of Living/Learning Residential Programs as the QEP topic. Here is an example of some of the reasons they supported Living/Learning:

- The residential life topic could potentially improve our retention rate;
- The topic has great potential for connecting with many areas of campus life;
- These programs would serve to increase comfort niches for many students looking for alternatives to fraternities/sororities;
- The residential program could be clearly assessed;
- The University of Richmond is already embarking on a thorough residence hall renovation project, so the design of the new/renovated spaces could now include public meeting rooms, etc.; and
- The residential life topic could subsume not only other QEP topics put forth but provide an endless variety of dynamic programs.

After the vote, the SACS Leadership Team disbanded the QEP Planning Team and established the QEP Development Team to develop the topic further and write the QEP document.

III. QEP Development Team

During the next phase of the QEP process, the QEP Development Team was created and led by Steve Bisese, Vice President for Student Affairs, and Scott Johnson, a tenured faculty member and Associate Dean of Arts and Sciences and Director of Advising. The team was composed of 32 faculty, students, and staff representatives. The team met throughout the spring, summer, and fall 2006 semesters to examine the relevant living-learning literature, review similar initiatives at peer institutions, discuss program logistics, curricular offerings, program assessment, faculty and student recruitment and to develop the QEP.

In March of 2007, Dr. Cheryl Cardell came from SACS for a staff advisory visit. While on campus, she met with Steve Bisese and Scott Johnson to review the planned program proposal and to make suggestions for improvement. This included refinement of



learning goals and objectives as well as the creation of two new positions, an Assessment Specialist and Program Director.

Following SACS recommendations, two new positions were created at the University of Richmond: the Director of Living-Learning, and the Assessment Specialist position. The QEP Leadership Team was also formed to refine the QEP draft and oversee implementation of the QEP. Once the QEP is submitted to SACS, the QEP Development Team will be disbanded.

IV. QEP Leadership Team

The QEP Leadership Team includes the two co-chairs of the QEP Development Team, the new QEP Program Director, the new Assessment Specialist, and the Provost. Throughout the fall semester the team worked to improve the program design, develop an assessment plan, and finalize the QEP. The team also worked with the Program Director to help initiate plans for launching the Sophomore Scholars-in-Residence program in Fall 2009.

V. Sophomore Scholars-in-Residence Faculty Advisory Committee

During the fall of 2007, a faculty advisory committee was established with a group of six faculty members representing the social sciences, biological sciences, physical sciences, fine arts, leadership, and business disciplines. Faculty members were selected based on their experiences teaching courses that integrated a community learning model and on their broad representation of disciplines. The committee was chaired by Dr. Rick Mayes, the new Program Director, whose responsibilities included facilitating these meetings and serving as the faculty liaison. During these meetings, the group, assisted by the University's Assessment Specialist, met to clarify program goals, identify course objectives, and discuss living-learning curriculum. The curriculum committee was essential to building consensus and support for the program with the faculty on campus and will serve a significant role in faculty recruiting. During program implementation, these individuals will (i) assist with the review

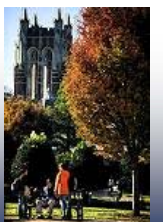
of faculty program proposals and course syllabi based on a set of specified rubrics; (ii) assist with the review of student applications based on holistic student acceptance criteria that will include undergraduate school requirements, disciplinary interests, equitable allocation of students among participating faculty, and consideration of under-represented groups; (iii) help to identify and recruit other faculty members to teach courses and (iv) assist with the evaluations of student projects at the end of year undergraduate research symposium.

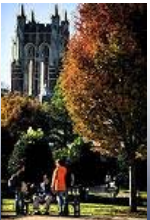
Development of Assessment Protocol

Following the recommendation of the SACS committee, the University's Office of Institutional Effectiveness hired Dr. Jenny Bergeron, a psychometrician and specialist in assessment and evaluation, to plan and carry out the evaluation for the program. She began early fall of 2007 to review program documents, interview key stakeholder groups, identify expectations for outcomes, as well as to contact other schools with living-learning programs to identify indicators that may be supplemented into the assessment plan. The Assessment Plan follows in the next section.



THE PLAN





The Sophomore Scholars-in-Residence Program

I. Organization and Management

The *Sophomore Scholars-in-Residence* program is a collaborative venture between Academic Affairs and Student Development. The program is directed by a full-time, tenured faculty member, but he reports jointly to the Provost/Vice President for Academic Affairs and the Vice President for Student Development. The Program Director will work very closely with the Faculty Advisory Committee to develop the program curriculum, recruit faculty, and approve new courses. He will also work in conjunction with

Student Development staff to develop programming for out-of-class activities. The Living-Learning Community Coordinator will collaborate with faculty to support their classroom and out-of-class activities. This position will also work with Student Development staff to develop sophomore weekend workshops. Support for students living in the residence hall will be provided by the Area Coordinator and Resident Assistants. Program assessment will be developed and administered by the Assessment Specialist in the Office of Institutional Effectiveness.

Figure 1: General Administrative Organization

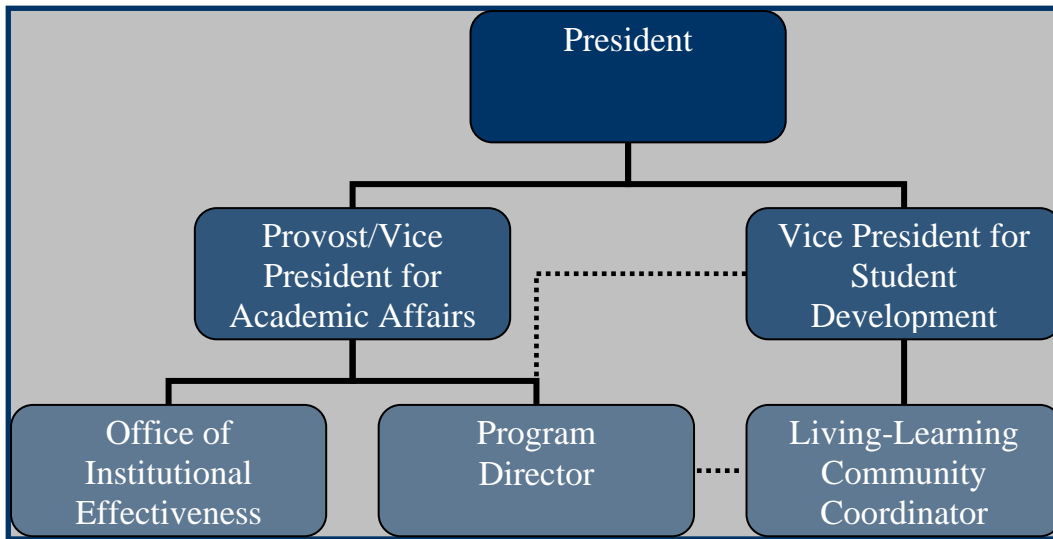
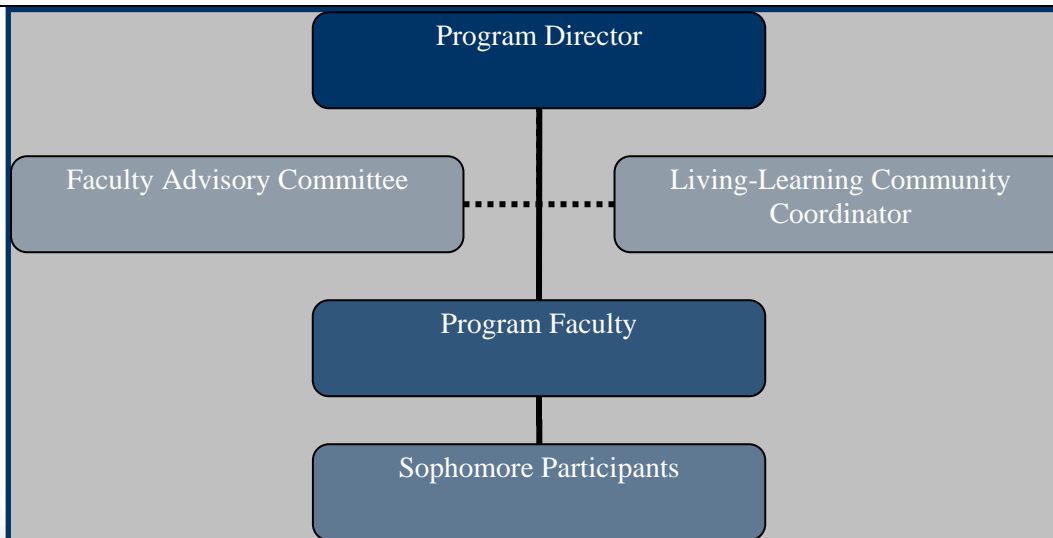


Figure 2: Program Administration



A. Program Director

The *Sophomore Scholars-in-Residence* program will be directed by a full-time, tenured faculty member. Rick Mayes, Associate Professor of Political Science, was appointed to this position in July 2007. The appointment is for three years and is renewable. As compensation for assuming this responsibility, he will receive a stipend equivalent to one-ninth of his salary as well as a two-course reduction in teaching load. The Program Director will provide overall leadership for the program. His duties include:

- Recruiting faculty to participate in the program, typically 10 per year when fully operational, and mentoring new program faculty;
- Working with the Office of Institutional Effectiveness to carry out assessment of the program;
- Working with Residential Life staff and Student Development staff to increase the integration of the program into the co-curricular environment and resolve any problems associated with the special activities;
- Reporting regularly to the faculty on the program and the opportunities so as to increase awareness and gain momentum;
- Working with the Academic Advising Center to promote the program to students and advisors;
- Working with the Office of Admission to advertise the program to prospective students; and
- Teaching at least one course per year in the program while not on leave.

The Program Director reports jointly to the Provost/Vice President for Academic Affairs and the Vice President for Student Development.

B. Living-Learning Community Coordinator

In summer 2009 a new professional staff position will be created, the Living-Learning Community Coordinator. This position will be comparable in rank to an Area Coordinator position in Residential Life; however it is a

non-residential position. The Living-Learning Community Coordinator will provide administrative and programming support for the *Sophomore Scholars-in-Residence* Program and other living-learning communities as needed. These responsibilities include:

- Planning and leading program events designed to address sophomores' psychosocial needs;
- Providing logistical support to program faculty in planning out-of-classroom activities;
- Providing logistical support for the faculty course development semester-long workshop;
- Creating and maintaining the program web page as the primary venue for advertising the program and for tracking program outcomes (student research projects, etc.);
- Working with the Office of University Communications to develop program brochures and advertisements and to incorporate descriptions of the program into other University publications;
- Developing and implementing recruitment strategies for the following year's student participation, including working together with other offices (Admissions for prospective students, Student Development for current students, etc.);
- Assisting Program Director in recruiting faculty to participate in the program;
- Assisting the Program Director and the Office of Institutional Effectiveness in coordinating assessment of the program;
- Working very closely with Residential Life staff and Student Development staff to increase the integration of the program into the co-curricular environment and resolve any problems associated with the special activities;
- Reconciling and managing program budget, including faculty reimbursement for course activities;



- Connecting with students in the program through program participation, information interactions in the residence hall, and individual meetings;
- Supervising student worker, HR floater or support staff hired to provide clerical support to the program; and
- Providing programmatic and administrative support to other living-learning programs as needed.

The Living-Learning Community Coordinator will report to the Vice President for Student Development. It is a 12-month, full-time position.

II. Program Description

The *Sophomore Scholars-in-Residence* program will achieve its goals of fostering a community of learners by bridging curricular and residential experiences of students through experiential and innovative curricular and co-curricular activities both on and off campus. The academic core of the program consists of four key components:

A. Fall Course

The *Sophomore Scholars-in-Residence* fall course will achieve the goals of building students' basic knowledge and skill set within the thematic discipline established by a supervising faculty member and approved by the Faculty Advisory Committee. *Sophomore Scholars-in-Residence* offerings will be selected on the basis of faculty nominations as carried out by the committee and will be posted on the program website. An attempt will be made to select thematic topics that reflect student interest in popular majors as well as non-traditional majors to help faculty recruit students for these academic disciplines. This will help students explore potential majors before committing and may broaden their interests.

The courses will be reserved exclusively for sophomore students participating in the *Sophomore Scholars-in-Residence* program and will be offered across all academic disciplines and for one unit of credit in the fall. The courses will be structured around lectures, discussions

and activities organized around particular themes. Faculty members will also be required to integrate active learning components into their curriculum such that learning will be collaborative, experiential, and problem-focused. Through this infrastructure, *Sophomore Scholars-in-Residence* courses will expand the number and type of experiential courses available to undergraduate students on campus and, more importantly, to sophomores.

To qualify as a *Sophomore Scholars-in-Residence* core course, the following curricular elements must be present:

- An underlying core curriculum in the thematic area designed to provide foundations and basic knowledge and skills in the content area;
- Classroom methodologies that incorporate experiential learning and develop critical thinking skills and application such as case studies, simulations, student-led discussions, debates, plays, lab or field work;
- Curriculum that involves human relationship building, communication, and professional behavior such as group assignments, discussion or classroom activities;
- Opportunities for students to engage in reflective self-feedback in the form of short reflective writing assignments, journaling, or post-writes; and
- Completion of a proposal at the end of the semester detailing group project plans for the next semester.

B. Second Semester Group Project

The *Sophomore Scholars-in-Residence* second semester course will provide students with the opportunity to integrate the new knowledge gained in the first semester with a group project that will be reinforced by weekly meetings with the faculty supervisor for a half unit of credit in the spring. This second semester course will be more student-guided in that students will lead discussions and



provide feedback to the faculty on their progress. Second semester *Sophomore Scholars-in-Residence* courses will be offered in a variety of formats but these course offerings all must include an end-of-semester capstone experience that may take the form of:

- A group project that will be of publication or conference quality and that may be developed into a senior thesis project; or
- A discovery group project where students will assemble an archive of documents, student artwork, artifacts, or data that can be used for later papers/portfolios or offered as resource kits for instructors and students; or
- A service learning group project that will connect a socially valuable public service activity with particular academic course content. Students will develop a brochure, a website, or a portfolio that will showcase their work in the community.

At the end of the spring semester students will be required to present their group projects to the University community through forums like the “Annual Arts and Sciences Student Symposium.”

C. Community of Students

Residential living will offer a range of opportunities for students to interact with others of differing backgrounds and experiences and to develop a sense of solidarity and social tolerance while accepting the privileges and responsibilities that come with living together. The fall and spring courses will form a critical backdrop for students to discuss their classroom and project experiences with fellow students in the residence halls.

In addition, fortuitous timing has allowed the University to make QEP-related adjustments in planned renovations of our residence halls. These adjustments include the addition of public gathering space and classroom technology within a residence hall (Lakeview Hall) that is currently under construction and scheduled for completion in January 2008.

Also, the addition of gathering and learning space is being incorporated into the University’s Housing and Redevelopment Plan that involves significant renovation to existing residence halls over the next six years.

A computer laboratory developed for the residence hall will be available to all *Sophomore Scholars-in-Residence* students. Lakeview Hall will house groups of twenty students, each in clustered residence areas that include separate sleeping rooms around common areas for studying, programming, and socializing. The first level will have a multi-purpose room that will be classroom technology equipped and able to convert to a classroom or social area as needed.

D. Sophomore Workshops

All program participants will have the opportunity to participate in sophomore weekend workshops organized by the Living-Learning Community Coordinator. Workshops will include opportunities to complete self-assessments; explore different majors/minors; and learn about internships, community, and study abroad opportunities. In addition, these workshops will provide a venue for students to listen to faculty talk about their intellectual autobiographies, have informal conversations, and learn about potential majors/areas of study.

III. Faculty Development

New program faculty will spend the fall semester prior to offering their courses working to develop course curriculum and activities to fulfill the program’s learning objectives in the context of a weekly faculty development workshop. These courses will be led by guest speakers, faculty who have already participated in the program, and the Assessment Specialist. The workshop will focus on: a) program standards for evaluating student projects, proposals, and classroom-embedded assessments; b) informing faculty about the program’s assessment cycle and; c) teaching faculty how to develop teaching portfolios. At the end of the spring semester faculty will have developed: a) course syllabi with learning objectives that conform to the program’s requirements; b) classroom-



embedded assessments that will measure program learning goals with specific scoring rubric examples and; c) a proposed capstone project description with scoring rubric examples. In addition, faculty who have already participated in the *Sophomore Scholars-in-Residence* program will also serve as mentors for new faculty participating in the program. Faculty will also meet for debriefings the semesters during which they are teaching the courses to discuss program progress.

IV. Expanding the Program

The activities proposed will shape the culture of undergraduate education on campus in terms of faculty development, the recruitment of new faculty members, and the expansion and enrichment of new curricular offerings. This will be achieved by continuously improving, expanding, and developing new courses, incorporating new disciplines, new faculty and new students with different interests. New courses will be in continual development while others will be cyclical. This will ensure stability as well as growth while maintaining a manageable number of course offerings each year.

Table 3: Timeline

2009-2010	Offer 4 <i>Sophomore Scholars-in-Residence</i> courses (1 social science, 1 science, 1 fine arts, 1 Jepson), 4 courses under development
2010-2011	Offer 6 courses (2 from previous year, 4 new courses), 5 courses under development
2011-2012	Offer 8 courses (3 from previous offerings, 5 new courses), 4 courses under development
2012-2013	Offer 8 courses (4 from previous offerings, 4 new courses), 5 courses under development
2013-2014	Offer 10 courses (5 from previous offerings, 5 new courses), 4 courses under development

Table 3 presents a program timeline outlining goals to expand the *Sophomore Scholars-in-Residence* course offerings over five years starting in the fall semester of 2009. This projection is based on the review of other living-learning programs from similar-sized peer institutions, discussions with faculty members, and experiences with other living-learning courses on campus.

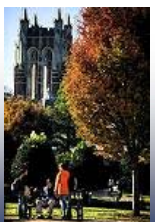
The program will begin in fall 2009 with four courses. By fall 2013, the program will be fully operational, offering ten courses. Some courses will be offered on a one-time basis, some will be offered annually, and others may be offered periodically, depending on faculty and student interest. Each course will enroll approximately 18 students.

V. Recruitment

A. Student Recruitment

Prospective *Sophomore Scholars-in-Residence* students will be actively recruited and encouraged to apply to the program. Approximately 18 students will be recruited for each course. The Faculty Advisory Committee will develop holistic student acceptance criteria that will include grade point average, letters of recommendation, disciplinary interests, equitable allocation of students among participating faculty and consideration of underrepresented groups. Efforts to maintain student interest and recruitment will depend on effectively communicating the goals and benefits of participating in the *Sophomore Scholars-in-Residence* program to students and will include:

- University Communications: The *Sophomore Scholars-in-Residence* program will work closely with Marketing and Communications to help develop the appropriate marketing channels and messages.
- Academic Advising: Staff in student advising will inform students about *Sophomore Scholars-in-Residence* courses.
- Undergraduate Admissions: The *Sophomore Scholars-in-Residence* program will be heavily marketed to prospective



applicants and admitted students as an option for their sophomore year.

- Student Newspaper: The *Sophomore Scholars-in-Residence* program and events will be featured in the school's student newspaper.
- *Sophomore Scholars-in-Residence* website: A program website will be set up to feature the different *Sophomore Scholars-in-Residence* courses, course registration and program event information.
- *Sophomore Scholars-in-Residence* Events: *Sophomore Scholars-in-Residence* students will host recruitment events for college freshmen each spring.

Faculty will be the strongest recruiters for the program. Each discipline and department will conduct their recruitment slightly differently; each faculty member will take responsibility for their own outreach in addition to the recruitment strategies listed above. Specifically related to minority recruiting, however, recruitment for the *Sophomore Scholars-in-Residence* program will be done in close collaboration with the University's Office of Multicultural Affairs (OMA). The OMA spearheads the University's efforts to enhance campus diversity by promoting enrollment, retention, and graduation of minority and underrepresented students.

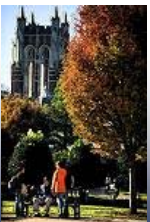
B. Faculty Recruitment

Faculty will be recruited through presentations at department and faculty senate meetings, junior faculty orientation programs, and by word-of-mouth advertising. The year before they offer their *Sophomore Scholars-in-Residence* course, participating faculty will receive a course reduction to participate in a faculty workshop. In addition to the \$7,500 stipend they will receive for offering the course, each faculty member will have access to a pool of resources equivalent to \$20,000 per course in programming funds to provide for: guest speakers, conference and research travel for the students and faculty member, equipment and other materials for their course, and related expenses for the additional programming connected to their course.



BUDGET JUSTIFICATION





The University of Richmond has committed the funding required to develop and sustain the *Sophomore Scholars-in-Residence* program. The total budget, including the budget for the program's development year and its first five years of operation, is included in the table below. The budget grows incrementally over this six-year period as the program grows from offering four courses per year to ten courses per year. We project a total budget of \$64,300 during the development year to cover start up costs and course development. The total budget for the first year of the program in which four courses are offered and four are in development is \$248,500. The total budget for the second year in which six courses are offered and five are in development is \$314,683. The total budget for the third year in which eight courses are offered and four

are in development is \$382,240. The total budget for the fourth year in which eight courses are offered and five are in development is \$405,198. The total budget for the fifth year in which the program is fully operational, with ten courses offered and four in development, is \$480,045. These budget projections take into account expenses needed for personnel, program support, and course development. They also include a pool of resources equivalent to \$20,000 per course per year for faculty to use to support significant course activities. Faculty will apply for these funds and provide justification of how they will use them as part of the course development workshop. A modest discretionary fund is also provided for the Program Director to use as needed to cover additional expenses.

Budgeting Assumptions

Most courses will not be offered every year or become "permanent" living-learning communities. New courses will be in continual development so that faculty are not burnt out by the extra requirements of the program and so that new disciplines and courses can be incorporated into the program. There will be some courses, however, that will be offered every year, for multiple years, or that will be offered on cyclical years (every other or every three years, etc.).

Development Year: 4 courses in development

Year 1: 4 courses offered, 4 courses in development

Year 2: 6 courses offered (2 from previous year, 4 new courses), 5 courses in development

Year 3: 8 courses offered (3 from previous offerings, 5 new courses), 4 courses in development

Year 4: 8 courses offered (4 from previous offerings, 4 new courses), 5 courses in development

Year 5: 10 courses offered (5 from previous offerings, 5 new courses), 4 courses in development



QEP Budget

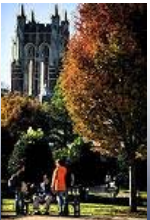
Category	Development Year 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
PERSONNEL						
Program Director	Salary equal to 1/9th of the faculty member's base salary plus the additional benefits (\$10,500 plus 4% annual increase)					
	\$10,500	\$10,920	\$11,357	\$11,811	\$12,284	\$12,775
Adjunct salary to cover Program Director	Replacement costs for adjunct salaries to cover the 2 course releases given annually to the Program Director (\$3500 per adjunct plus 4% annual increase)					
	\$7,000	\$7,280	\$7,571	\$7,874	\$8,189	\$8,517
Assessment Specialist	NOTE: Salary and benefits for the Assessment Specialist will be paid by the Office of Institutional Effectiveness.					
	\$0	\$0	\$0	\$0	\$0	\$0
Faculty support stipend	Stipends for faculty members participating as instructors in the program (\$7500 per faculty member, increased to \$8000 in Year 4)					
	\$0	\$30,000	\$45,000	\$60,000	\$64,000	\$80,000
Adjunct salaries for program courses	Replacement costs for academic departments to hire adjuncts to cover courses not taught in the department so that faculty can teach a course in the program (including for the Program Director) (NOTE: We assume that only half of the courses offered in the program will need to be replaced with adjuncts.) (\$3500 per adjunct plus 4% annual increase)					
	\$0	\$7,280	\$11,358	\$15,748	\$16,380	\$21,290
Adjunct salaries for curriculum development workshop	Replacement costs for academic departments to hire adjuncts to cover courses not taught in the department so that faculty participating in the curriculum development workshop can have a course release (\$3500 per adjunct)					
	\$14,000	\$14,560	\$18,930	\$15,748	\$20,475	\$17,032
Area coordinators serving as interim living-learning coordinators	One-year upgrade of 2 living-learning coordinator positions to grade 5 to serve as interim living-learning coordinators (1 male, 1 female) during the development year plus additional benefits					
	\$12,800	\$0	\$0	\$0	\$0	\$0
Living-Learning Coordinator	Salary and benefits for a new grade 5 professional staff position created in Year 1 of the program to provide programming and administrative support for all living-learning programs (\$50,000 salary plus 4% annual increase and 28% benefits)					
	\$0	\$64,000	\$66,560	\$69,222	\$71,991	\$74,871
Secretarial/clerical support	A pool of money to pay for periodic secretarial/clerical support for the Program Director and Living-Learning Coordinator. This could be used to hire a temporary floater, to pay a current support staff member overtime, or to hire student workers (budget estimates \$12.50 per hour plus 4% annual increase, 10 hours per week for 9 months)					
	\$0	\$4,500	\$4,680	\$4,867	\$5,062	\$5,263
Resident Assistants	NOTE: Salary and benefits for the 4 resident advisors in the Lakeview residence hall will be paid by general housing budget.					
	\$0	\$0	\$0	\$0	\$0	\$0



QEP Budget (Continued)

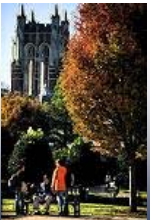
Category	Development Year 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
PROGRAM SUPPORT						
Materials and supplies	Office supplies to support program (\$1000 plus 4% annual increase)					
	\$1,000	\$1,040	\$1,082	\$1,125	\$1,170	\$1,217
Furniture, computer equipment and software	Costs for initial furniture, computer and software required for the Living-Learning Coordinator					
	\$0	\$8,200	\$0	\$0	\$0	\$0
Printing and coping costs	Printing and coping costs for the program office (brochures, newsletters, etc.) (\$1500 plus 4% annual increase)					
	\$1,500	\$1,560	\$1,622	\$1,687	\$1,755	\$1,825
Marketing and recruitment	Costs associated with marketing and recruitment including publication consultation and design, advertisement costs, etc. (\$5000 in development year, \$1000 plus 4% annual increase thereafter)					
	\$5,000	\$1,000	\$1,040	\$1,082	\$1,125	\$1,170
Assessment	Costs associated with assessing the program including training, instruments, etc. (NOTE: Personnel support for assessment will be supplied by OIE.) (\$4000 plus 4% annual increase)					
	\$0	\$4000	\$4160	\$4326	\$4499	\$4679
Sophomore workshop	Costs to develop and offer workshops for students in the program covering topics on psychosocial issues of the sophomore year (e.g. selecting a major, career choices, etc.) (\$1000 plus 4% annual increase)					
	\$0	\$1,000	\$1,040	\$1,082	\$1,125	\$585
COURSE DEVELOPMENT						
Curriculum development	Costs associated with workshops for faculty to develop courses for the program (\$1500 per course in development plus 4% annual increase)					
	\$6,000	\$6,240	\$8,110	\$6,748	\$8,775	\$7,300
Resource materials	Costs for faculty to purchase materials to develop courses for the program as needed to develop a program library of resource materials (\$4000 total plus 4% annual increase)					
	\$4,000	\$4,160	\$4,326	\$4,499	\$4,679	\$4,867
COURSE SUPPORT	A pool of money to support individual courses offered in the program to be divvied up by the program director as part of the course approval process (budget based on \$20,000 per course plus 4% annual increase)					
	\$0	\$80,000	\$124,800	\$173,056	\$179,976	\$233,970
DISCRETIONARY EXPENSES	Monies to be used by program director to pay for discretionary expenses such as consultant services for curriculum development, etc. (\$2500 plus 4% annual increase)					
	\$2,500	\$2,760	\$3,047	\$3,364	\$3,714	\$4,100
TOTAL BUDGET	\$64,300	\$248,500	\$314,683	\$382,240	\$405,198	\$480,045





ASSESSMENT: STRATEGY, PROTOCOLS AND INSTRUMENTS





Program Objectives

These objectives were developed by the faculty Advisory Committee with the expectation that they would serve as: 1) criteria on which to base standards of quality curriculum development for *Sophomore Scholars-in-Residence* classes, instruction, and evaluation in order to achieve equivalency of approach within the program; 2) a guide to professors planning to participate in the *Sophomore Scholars-in-Residence* program; and 3) once promulgated among students and faculty, criteria for assessing course compliance and student learning. These objectives are in compliance with the University of Richmond's mission statement:

The mission of the University is to sustain a collaborative learning and research community that supports the personal development of its members and the creation of new knowledge. A Richmond education prepares students to live lives of purpose, thoughtful inquiry, and responsible leadership in a global and pluralistic society.

I. Students

A. Cognitive Learning Objectives

By the end of the academic year, sophomore students in the *Sophomore Scholars-in-Residence* program will have achieved the following goals:

Goal 1: *Demonstrate in-depth knowledge and understanding within the themed discipline.*

Students will be able to:

- Define a research, studio, or discovery project, social program, the plans for an original work of art, or performance that will be carried out in the second semester;
- Demonstrate extensive in-depth knowledge and understanding of content material in the thematic discipline;
- Demonstrate facility with a repertoire of appropriate research, design, or performance techniques; and
- Identify, access, and evaluate the validity of appropriate evidence, conceptual frameworks, techniques and/or scholarship within their thematic disciplines.

Goal 2: *Demonstrate the ability to identify and apply knowledge and techniques to solve problems critically and create a mode of inquiry.* **Students will be able to:**

- Identify and describe applications of principles learned in class;
- Apply course content to actively solve problems;
- Identify and evaluate major alternative viewpoints;
- Identify the adequacy of techniques and procedures;
- Identify and analyze salient arguments, interpretive forms, reasons and claims, pros and cons;
- Explain methods, techniques and procedures;
- Produce, organize, integrate and express ideas; and
- Create original forms.

Goal 3: *Demonstrate effective communication skills with faculty, peers and other professionals.* **Students will demonstrate the ability to:**

- Present concepts or critiques in a credible, organized manner both orally and verbally;
- Communicate effectively with peers, faculty members, and members of their profession;
- Solicit and respond appropriately to feedback from audiences within and beyond the academic community;
- Communicate to a general audience;
- Display effective presentation skills; and
- Display effective written communication in the form of papers, posters, pamphlets, or portfolios.

Goal 4: *Demonstrate the capacity for self-reflection and self-awareness that can lead to greater*



independence and personal self-direction in learning.

Students will be able to:

- Demonstrate the ability to make informal and formal qualitative judgments about the quality of their work.

Goal 5: *Demonstrate the ability to interact with peers and engage them in the process of learning as part of the team approach.* **Students will be able to:**

- Demonstrate effective communication skills with other team members;
- Give and take constructive feedback from peers;
- Demonstrate active listening skills;
- Resolve group conflicts by finding alternatives to working with “difficult” people; and
- Effectively give directions and lead group projects.

Goal 6: *Demonstrate respect for others, honesty, a consistently good work ethic, positive attitude, full participation and responsibility in the educational process as well as in the living community.* **They will be able to:**

- Demonstrate active listening skills;
- Discuss ideas with those who have opposing viewpoints;
- Appreciate different viewpoints;
- Actively contribute to group responsibilities both in class and in the residence hall; and
- Maintain a positive attitude with others in the group.

B. Psycho-Social Objectives

By the end of the academic year sophomore students in the *Sophomore Scholars-in-Residence* will have achieved the following goals:

Goal 7: *Demonstrate coping skills when dealing with various educational demands and with college experiences (Academic Adjustment).*

Students will:

- Develop an academic work ethic and study skills;
- Develop an appreciation for learning; and
- Develop self-confidence in achieving academic goals.

Goal 8: *Demonstrate social self-confidence, develop positive peer relationships, and become active participants in their residential community and the campus at large (Social Adjustment).*

Students will:

- Become active participants in the college environment;
- Develop social networks and peer ties;
- Feel at ease in the social environment; and
- Feel comfortable communicating with faculty members.

Goal 9: *Use knowledge of the different academic disciplines and career paths in order to identify intellectual and professional areas to pursue (Career/academic decisions).*

Students will:

- Explore interests, skills, values, and lifestyle preferences as a part of the vocational and academic choice process;
- Become familiar with a wide range of career opportunities;
- Explore academic majors;
- Learn about internships and study abroad programs that support career choices; and
- Formulate an academic and career path in harmony with their abilities, interests and beliefs.

II. Faculty

Goal 10: *The Sophomore Scholars-in-Residence program will provide a nucleus around which faculty can congregate, improve upon their current pedagogical approaches, and develop new knowledge in their field of interest.* **Faculty will:**

- Improve student mentoring;



- Increase their interactions with other faculty members across disciplines;
- Improve teaching techniques and course development;
- Develop courses that they would not have otherwise pursued; and
- Develop new scholarly interest in home discipline.

III. Institutional Objectives

Goal 11: *The Sophomore Scholars-in-Residence program will catalyze a cultural change in undergraduate education by establishing innovative models of undergraduate education and training in a fertile environment for collaborative work and experiential learning.*

The Sophomore Scholars-in-Residence program will:

- Increase interdepartmental collaboration;
- Strengthen curricular offerings;
- Achieve diversity-related goals; and
- Enhance institutional reputation.

Assessment

Evaluation of the *Sophomore Scholars-in-Residence* program will be conducted by the Assessment Specialist in Institutional Effectiveness. Recognizing constant possibilities for improvement, the program will engage in systematic efforts to evaluate in objective ways the extent and quality of our impact and to gather both quantitative and qualitative outcome-measure-oriented data to make adjustments and improve future programming activities. The four major outcomes of the *Sophomore Scholars-in-Residence* program that will be evaluated short-term and long-term are: (1) student learning impacts, (2) student psychosocial impacts (3) faculty impacts and (4) institutional impacts.

Internally within the University of Richmond, these efforts will include regular use of a wide range of mandated evaluation and assessment procedures, analysis of the resulting data, and implementation of adjustments in an effort to improve program performance. These

procedures will include evaluating the effectiveness of program implementation (**Process Evaluation**), and looking at the impacts of the program with respect to both learning, psychosocial development, training and institutional impacts (**Outcomes Evaluation**).

I. Process Evaluation

Process evaluation will be conducted by periodic assessment of program and center documents including course syllabi as well as through interviews, surveys and focus groups with key stakeholders including:

- Student focus groups, course evaluations, sophomore workshop evaluations, and student debriefings;
- Program Director's evaluation of courses and program as a whole;
- Faculty interviews and surveys including evaluation of the Curriculum Development Workshop;
- Program administration interviews (Program Director, the Provost/VP for Academic Affairs, and the VP of Student Development); and
- University administration surveys (Department chairs, program directors, and deans).

This process of evaluation will focus on program implementation, development, and stakeholder interaction.

II. Outcome Evaluation (*Short-term and intermediate*)

Outcomes Evaluation will be conducted at the end of each semester, at the end of the year, and when students graduate.

A. Students

To assess the impact of the program on **student learning**, outcome measures will include:

1. Classroom-embedded assessments: These will be used to assess student learning objectives 1 and 2 met in the fall course



as specified by a standardized rubric for professor-made classroom assessments in each course. Faculty will provide the created classroom assessment, an explanation of how items or tasks on the assessment are related to learning objectives, a submitted student example of what it means to be competent in the area, and a submitted rubric with student frequencies for the two core competencies. This will be conducted in the fall semester and will provide feedback to students, professors and program to be used to help improve student learning;

2. Capstone project evaluations: Student learning objectives 1, 2, 3, and 6 will be assessed by faculty evaluations of students' end-of-year group projects according to a set of specified criteria;
3. Student and faculty evaluations: Evaluations of group member performance and communication skills as specified by learning objectives 3, 5, and 6 will be made. These will use a standardized rubric;
4. End-of-first semester group proposal evaluation: This evaluation will be based on a standardized rubric and graded by the supervising faculty member;
5. Capstone presentation evaluation: This will adhere to the specifications of the defined rubric and graded by a faculty advisory committee attending the Annual Arts and Sciences Student Symposium based on learning objectives 1, 2, and 3;
6. Indirect measures of student performance: These will include documentation of student attendance and participation at gallery exhibitions, performances and national conferences, and in publications and/or reports; and
7. Indirect/External measures: These will include student data from the **National Study of Living-Learning Programs (NSLLP)**, a multi-year psychometrically sound instrument, utilized by post-secondary institutions across the country to empirically demonstrate how partici-

pation in living-learning programs improves academic, social, and developmental outcomes for participants. NSLLP will also provide national benchmarks by drawing from the collective success of participating programs across the country.

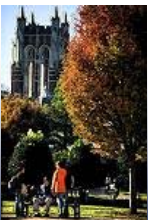
To assess the impact of the program on **students' psycho-social development**, outcomes measures will include:

1. The **Student Adaptation to College Questionnaire (SACQ)**, a 67-item, psychometrically sound questionnaire designed to measure the effectiveness of student adjustment to college. The instrument is composed of four subscales including: student's academic adjustment, social adjustment, personal-emotional adjustment, and attachment. This instrument will be administered to QEP students and a voluntary control group of sophomore students with similar demographic backgrounds, not participating in the QEP program or in similar programs (Control-Comparison Group);
2. Survey instruments developed and psychometrically validated at the University of Richmond; and
3. A student graduation exit survey developed and psychometrically tested by the University of Richmond.

B. Faculty

To assess the impact of the program on faculty members, faculty outcomes will include:

1. Individual self-reflection reports;
2. A faculty questionnaire that will be developed and psychometrically validated at the University of Richmond that will be given to those participating in the *Sophomore Scholars-in-Residence* program as well as a voluntary control group of faculty members teaching sophomore



courses (Control-Comparison Group); and

3. Teaching portfolios with examples of student work produced throughout the two semesters, pedagogical techniques and a summary of the student debriefing.

III. Outcome Evaluation (Long-term)

Beyond evaluation of process and of immediate and intermediate outcomes, we will establish procedures for measuring and evaluating the long-term impact of *Sophomore Scholars-in-Residence* activities on the institution every two years. This will include changes in administrative support and university policy for programs of this type, as well as looking at impact for participating students and faculty. These procedures will include:

- Tracking and evaluating new courses created as a result of *Sophomore Scholars-in-Residence* courses and research projects;
- Monitoring faculty participation in teaching and advising students who participated in the *Sophomore Scholars-in-Residence* program;
- Tracking interdisciplinary research and teaching linkages between faculty members;
- Tracking extramural funding for research using learning communities as a strategy;
- Tracking institutional publications, presentations, exposition, performances as a result of the *Sophomore Scholars-in-Residence* program;
- Measuring job placement and career success of graduating *Sophomore Scholars-in-Residence* students;
- Tracking patterns of achievement, entry into certain majors, and graduation rates of minority groups; and
- Indirect/External measures will include data collected from the **National Survey of Student Engagement (NSSE)**, a 48-item, psychometrically

sound survey designed to assess student engagement in empirically-derived effective educational practices and their college experience given to students at the University of Richmond every other year. The instrument is composed of three subscales measuring college activities, educational and personal growth, and opinions about the school. This survey will be used to compare indirect measures of student learning for participants within the program to national benchmarks as well as to compare students within the institution participating in the *Sophomore Scholars-in-Residence* program with a carefully matched control comparison group within the University (i.e., student with similar demographic characteristics, not participating in the *Sophomore Scholars-in-Residence* program or other living-learning programs on campus.)

Our internal evaluation procedures will be conducted by the Assessment Specialist in the Office of Institutional Effectiveness and supplemented by a commissioned outside evaluation specialist. These evaluators' recommendations will be used in making programmatic decisions about improving the future direction of the *Sophomore Scholars-in-Residence* program. A goal-focused evaluation model will be used. This CIPP (or Context, Input, Process, and Product) evaluation model is designed around the four evaluation components that CIPP stands for. The context component will assess attitudes, values, and beliefs of professors, program heads, administration and students that impact or influence the program. Evaluation methods will include monitoring, documenting, and assessing program activities by surveys, key informant interviews and student focus groups. In addition to an evaluation of the actual product (a sophomore living-learning program), product evaluation will include 1) impact: the assessment of the program's reach to the target audience; 2) effectiveness: the assessment of the quality and significance of the program's outcomes; 3) sustainability: the assessment of the extent



to which a program's contributions are successfully institutionalized and continued over time; and 4) transportability: the assessment of the extent to which a program has (or could be) successfully adapted and applied elsewhere.

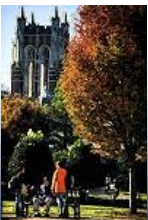
Dissemination and Use

The following stakeholder groups will receive the assessment and evaluation results of the *Sophomore Scholars-in-Residence* program:

- Faculty teaching *Sophomore Scholars-in-Residence* courses will receive feedback reports from the Program Director, student evaluations, and student project evaluations submitted by the Faculty Advisory Committee. These results will be used to improve existing *Sophomore Scholars-in-Residence* courses to improve student learning and create new *Sophomore Scholars-in-Residence* classes.
- The Faculty Advisory Committee will receive faculty portfolio information, feedback reports from the Program Director, and a summary of results from NSEE. The committee will meet annually to review the effectiveness of the curriculum structure and program design to make informed decisions about program changes and enhancements and then to make recommendations to the Program Director.
- The Director of the *Sophomore Scholars-in-Residence* program will receive the results of all assessment activities from the Assessment Specialist. This information will be used to evaluate issues affecting the relationship of the *Sophomore Scholars-in-Residence* program and the general undergraduate curriculum.
- The Director of the *Sophomore Scholars-in-Residence* program will report to the Provost and Vice President of Student Development with results from NSSE, NSLLP and SACS, as well as information regarding student participation in the *Sophomore Scholars-in-Residence*

program. They will work together to review the coordination of co-curricular and curricular activities, to increase student recruitment in these activities, and to implement program changes.

- The Director of the *Sophomore Scholars-in-Residence* program will give an annual report to the President of the University, summarizing the overall effectiveness of the *Sophomore Scholars-in-Residence* program and making recommendations for future improvement.
- In addition, in the spirit of institutional accountability and transparency, the assessment results will be published on the Office of Institutional Effectiveness website, which is available to the entire University community and the general public.



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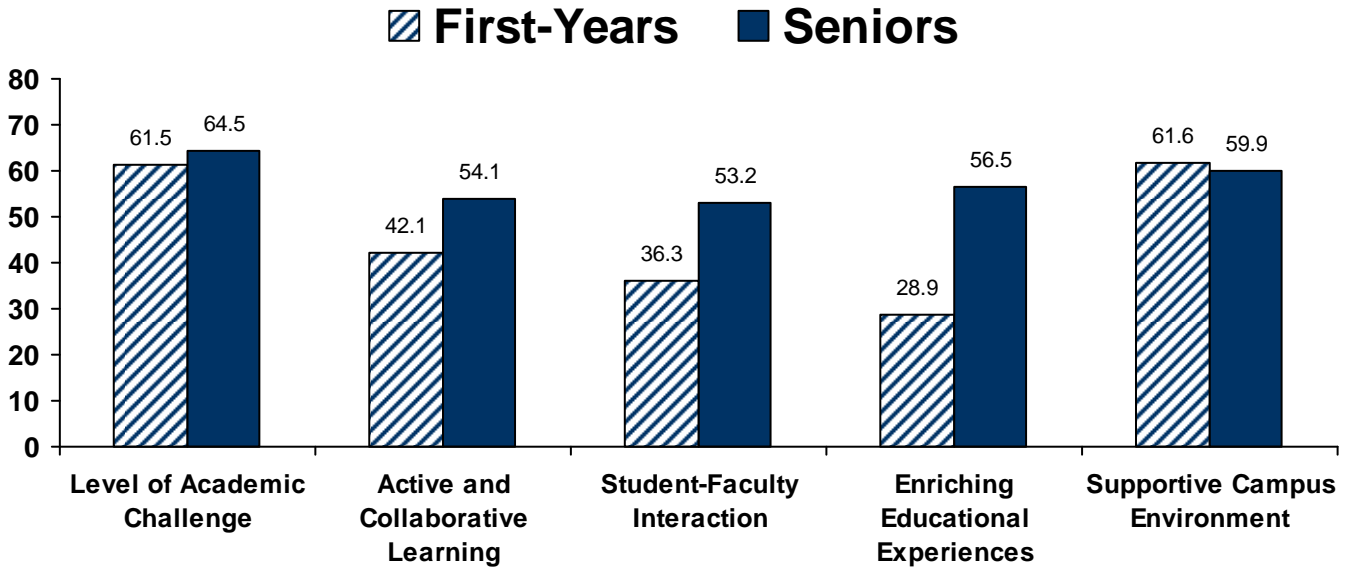
APPENDICES





APPENDIX A

Overview of NSSE 2006 Benchmarks for UR



APPENDIX B

Instructional Methods and Examples

Student Learning Outcomes	Examples of Instructional Methods and Campus Activities
Acquire in-depth knowledge and understanding within the themed discipline	<ul style="list-style-type: none"> • Class lectures • Class discussions • Demonstrations • Guest lectures • Field work/lab work, studio work • Literature reviews and design proposals • Problems, quizzes, exams, posters • On-line discussions • Classroom summaries
Acquire the ability to identify and apply knowledge and techniques to solve problems critically and to create a mode of inquiry	<ul style="list-style-type: none"> • Classroom case studies or simulations • Service-related activities • Studio or lab projects • Field work activities • Writing assignments and critiques • Presentations • Second semester discovery projects, research projects or service projects
Acquire effective communication skills, with faculty, peers and other professionals	<ul style="list-style-type: none"> • Group activities • Classroom discussions • Open critiques • Presentations • Team-building activities • Writing assignments • Technology
Acquire the capacity for self-reflection	<ul style="list-style-type: none"> • Journals • Self-reflection papers • Self-evaluations • Portfolios
Acquire the ability to interact with peers and engage them in the process of learning as part of a team approach	<ul style="list-style-type: none"> • Group projects • Group activities • Team building activities • Critical group analysis
Acquire professional skills: good work ethic, positive attitude, responsibility, listening skills	<ul style="list-style-type: none"> • Classroom discussions • Group work and projects • Residential living activities

- The instructional methods and activities presented above are not exhaustive but rather, provide examples of the kinds of activities that could represent *Sophomore Scholars-in-Residence* instructional techniques.



APPENDIX C

Assessment Protocol Outcomes

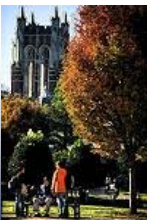
Student Learning Outcomes	Instruments and Methods
Acquire in-depth knowledge and understanding within the themed discipline	<ul style="list-style-type: none"> • Course-embedded assessments using standardized rubrics • Capstone project evaluations • Capstone presentation evaluations • Assessment of student proposal for first semester with standardized rubric • Student self-reports
Acquire the ability to identify and apply knowledge and techniques to solve problems critically and to create a mode of inquiry	<ul style="list-style-type: none"> • Course-embedded assessments using standardized rubrics • Capstone project evaluations • Capstone presentation evaluations • Assessment of student proposal for first semester with standardized rubric • Student self-reports • Student data from NSLLP (indirect measures) • Student data from NSSE (indirect measures)
Acquire effective communication skills, with faculty, peers and other professionals	<ul style="list-style-type: none"> • Capstone project evaluations • Capstone presentation evaluations • Assessment of student proposal for first semester • Student data from NSLLP (indirect measures) • Student data from NSSE (indirect measures)
Acquire the capacity for self-reflection	<ul style="list-style-type: none"> • Student self-evaluations
Acquire the ability to interact with peers and engage them in the process of learning as part of a team approach	<ul style="list-style-type: none"> • Peer and faculty ratings • Student data from NSLLP (indirect measures) • Student data from NSSE (indirect measures)
Acquire professional skills: good work ethic, positive attitude, responsibility, listening skills	<ul style="list-style-type: none"> • Faculty and peer evaluations
Psycho-Social Objectives	
Acquire coping skills with various educational demands and with college experiences	<ul style="list-style-type: none"> • SACQ • NSSE • NSLLP
Acquire self-confidence and positive peer relationships; Becomes an active participant in campus life	<ul style="list-style-type: none"> • SACQ • NSSE • NSLLP
Acquires knowledge of the different disciplines and career paths in order to identify intellectual and professional areas to pursue	<ul style="list-style-type: none"> • Survey instruments developed and tested at Richmond, NSSE, and NSLLP



Assessment Protocol Outcomes Continued

Faculty Outcomes	Instruments and Methods
Improve faculty interaction, current pedagogical approaches, and develop new knowledge in their field of interest	<ul style="list-style-type: none"> • Tracking interdisciplinary research/teaching linkages between faculty members • Faculty evaluations • Individual self-reflection reports • Teaching portfolios • A faculty QEP questionnaire developed and validated at Richmond • Monitoring faculty participation in teaching and advising students who participated in the QEP
Institutional/Long-term Outcomes	
Strengthened curricular offerings, achievement of diversity goals, supportive reward systems, enhanced institutional reputation, increased student retention, and student success	<ul style="list-style-type: none"> • Tracking and evaluating new courses as a result of the QEP • Tracking the patterns of achievement, entry into certain majors, and graduation rates of minority groups • Tracking extramural funding, institutional publications, presentation, expositions, performances and community improvements as a result of the QEP

* The assessment instruments for the QEP are not exhaustive, but rather minimal. As the program progresses we anticipate the refinement and development of new instruments to be added to the list.



APPENDIX D

Contributing Members of the QEP

SACS Leadership Team

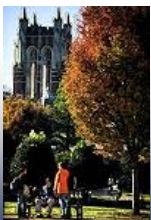
(Membership for 2007-08)

Name	Position	Department
Edward Ayers	President	
Steve Bisese	Vice President	Student Development
Troy Boroughs	Director, Systems & Networks	Information Services
Susan Breeden, <i>Co-Chair</i>	University Registrar	Registrar's Office
Tom Cosse	Associate Dean	International Business Studies Business School
Kathy Hewett-Smith	Associate Professor	English, School of Arts & Sciences
Susan Johnson	Associate Dean	School of Arts & Sciences
Joe Kent	Interim Provost	Academic Affairs
Kirk Jonas	Interim Associate Provost	Academic Affairs
Juliette Landphair	Dean, Westhampton College	Student Development
Patty Murphy, <i>Co-Chair</i>	Director	Office of Institutional Effectiveness
Jim Rettig	University Librarian	Boatwright Library
Jenni Sauer	Associate Vice President and Controller	Office of the Controller
Ned Swartz	Associate Dean	School of Continuing Studies
Clark Williams	Professor and Associate Dean	Law School



The 2005-06 President's Working Group

Name	Position
Dr. William E. Cooper	President
Dr. June R. Aprille	Provost and Vice President for Academic Affairs
Dr. Steven Bisese	Dean, Richmond College
Ms. Susan Breeden	Registrar
Dr. Daphne Burt	Chaplain
Dr. Tina Cade	Director of Multicultural Affairs
Dr. Elizabeth Curtler	Associate Vice President for Corporate, Foundation and Government Grants
Ms. Cindy Deffenbaugh	Director of Financial Aid
Dr. Dan Fabian	Associate Dean, Richmond College
Dr. Uliana Gabara	Dean, International Education
Dr. Leonard Goldberg	Vice President for Student Development
Dr. Jorge Haddock	Dean, Robins School of Business
Mr. John Hoogakker	Associate Vice President – Facilities
Dr. Glyn Hughes	Director, Common Ground
Mr. David Johnson	Vice President for Advancement
Mr. Daniel Kalmanson	Associate Vice President – Communications
Dr. Joseph F. Kent, III	Associate Provost
Dr. Juliette Landphair	Dean, Westhampton College
Ms. Carolyn Martin	Executive Assistant to the President and Secretary of the Board
Ms. Lee Mayhall	Associate Vice President for Advancement
Mr. John McCulla	Director of Community Relations
Mr. James Miller	Director of Intercollegiate Athletics
Ms. Kathy Monday	Vice President for Information Services
Dr. James Narduzzi	Dean, School of Continuing Studies
Dr. Andrew Newcomb	Dean, School of Arts and Sciences
Mr. Herbert Peterson	Vice President for Business and Finance
Mr. Srinivasa Pulavarti	Vice President for Investments/President of Spider Management Fund
Dr. Kenneth Ruscio	Dean, Jepson School of Leadership Studies
Ms. Jenni Sauer	Associate Vice President – Controller
Ms. Liz Shupe	Interim Director, Career Development Center
Mr. Rodney Smolla	Dean, Richmond Law School
Ms. Pamela Spence	Dean of Admissions
Ms. Julie Tea	Director of Special Projects (President's Office)
Ms. Kristin Wood	Executive Director of Alumni Relations



QEP Planning Team*(Active 4/2005-2/2006)*

Name	Position	Department
Gene Anderson	Professor	Music, School of Arts & Sciences
Steve Bisese	Dean of Richmond College	Student Development
Susan Breeden	University Registrar	Registrar's Office
Alice Bruening	Assistant to the Vice President	Advancement
Mitch Conover	Associate Professor	Finance, Business School
Tom Cosse	Associate Dean	International Business Studies
Della Fenster	Associate Professor	Mathematics, School of Arts & Sciences
Eric Godin	Student, Class of 2006	School of Arts & Sciences
Kathy Hewett-Smith, <i>Chair</i>	Associate Professor	English, School of Arts & Sciences
Susan Heckel*	Administrative Assistant	Office of Institutional Research, Planning & Assessment
April Hill	Associate Professor	Biology, School of Arts & Sciences
Joe Hoyle	Associate Professor	Accounting, Business School
Anne Johnson	Student, Class of 2006	School of Arts & Sciences
Susan Johnson	Associate Dean	School of Arts & Sciences
Kasongo Kapanga	Associate Professor	French, School of Arts & Sciences
Bruce Matthews	Assistant Director of Athletics/Academic Support	Athletic Department
Bob Nicholson	Associate Professor	Economics, Business School
Kathy Panoff	Executive Director	Modlin Center for the Arts
Debra Peters	Assistant Professor	Human Resource Management School of Continuing Studies
Pat Schoknecht	Director	Center for Teaching, Learning & Technology
Jonathan Stubbs	Professor	Law School
Anne Marie Weitzel	Bursar	Office of the Controller
Marica Whitehead	Humanities Librarian	Boatwright Library
Clark Williams	Professor and Associate Dean	Law School
Tom Wren	Associate Professor	Leadership Studies, Jepson School

*Administrative support



QEP Development Team*(Active 2/2006-12/2007)*

Name	Position	Department
Kristen Ball	Assistant Registrar	Registrar's Office
Patrick Benner	Assistant Dean for Residence Life	Student Development
Steve Bisese, <i>Co-Chair</i>	Vice President	Student Development
Jennifer Cable	Associate Professor	Music, School of Arts & Sciences
Rob Dolan	Professor	Economics, Business School
Terry Dolson	Faculty Development Specialist	Information Services
Mirela Fetea	Assistant Professor	Physics, School of Arts & Sciences
Dee Hardy	Director	Food & Auxiliary Services
Angie Harris	Assistant Dean for Residence Life	Student Development
Aurora Hermida-Ruiz	Associate Professor	Latin American & Iberian Studies School of Arts & Sciences
Marilyn Hesser	Senior Associate Director	Office of Admission
Ann Hodges	Professor	Law School
Amy Howard	Associate Director	Center for Civic Engagement
David Howson	Associate Director	Modlin Center
Scott Johnson, <i>Co-Chair</i>	Associate Dean and Director of the Academic Advising Resource Center	School of Arts & Sciences
Susan Johnson	Associate Dean	School of Arts & Sciences
Susan Jordan	Assistant Director of International Programs	International Education
Joan Lachowski	Director	Undergraduate Student Housing
Jennifer Landis-Santos	Interreligious Community and Justice Coordinator	Chaplaincy
Juliette Landphair	Dean	Student Development
Matthew Levy	Coordinator of Grants and Assessments	School of Arts & Sciences
Stephanie Li	Student, Class of 2008	School of Arts & Sciences
Rick Mayes	Assistant Professor	Political Science, School of Arts & Sciences
Andrew McBride	University Architect	University Facilities
Kevin McClure	Student	
Mark Nichols	Computer Lab Manager	Information Services
Rob Richardson	Student, Class of 2008	School of Arts & Sciences
Bob Schmidt	Professor	Economics, Business School
Erling Sjovold	Associate Professor	Art, School of Arts & Sciences
Susan Taylor *	Assistant to the Provost	Provost's Office
Marcia Whitehead	Humanities Librarian	University Libraries
Andrea Willis	Student, Class of 2008	School of Arts & Sciences

*Administrative support



QEP Leadership Team*(On-going)*

Name	Position	Department
Jenny Bergeron	Assessment Specialist	Office of Institutional Effectiveness
Steve Bisese	Vice President	Student Development
Scott Johnson	Associate Dean and Director of the Academic Advising Resource Center	School of Arts & Sciences
Joseph Kent	Interim Provost	Academic Affairs
Rick Mayes	Associate Professor and QEP Director	Political Science, School of Arts & Sciences

Sophomore Scholars-in-Residence Faculty Advisory Committee

Name	Position	Department
Jenny Bergeron*	Assessment Specialist	Office of Institutional Effectiveness
Kathy Hoke	Associate Dean	School of Arts & Sciences
Joe Hoyle	Associate Professor	Accounting, Business School
Scott Johnson	Associate Dean and Director of the Academic Advising Resource Center	School of Arts & Sciences
Rick Mayes, <i>Chair</i>	Associate Professor and QEP Director	Political Science, School of Arts & Sciences
William Myers	Professor	Chemistry, School of Arts & Sciences
Terry Price	Associate Professor	Jepson School
Erling Sjovold	Associate Professor	Fine Arts, School of Arts & Sciences

*Assessment Support



APPENDIX E

QEP TEAM MEETING SUMMARIES

Date	Meeting Type	Description
27-Apr-05	QEP Planning Team	Kick-off meeting occurred with the large Planning Team to set up the QEP process. Main purpose of the Team was to develop the QEP topic.
23-Aug-05	QEP Planning Team	Overview of SACS standards and discussion of Team goals. Discussed the development of a series of information sessions to educate the University community about the QEP.
6-Sep-05	QEP Planning Team	Discussion about setting up Teams to plan, develop and implement the program. Discussion about ways to solicit a topic.
21-Sep-05	QEP Planning Team	Developed a proposed timeline and reviewed QEP topics from peer institutions. Planned for the QEP proposal submission
19-Oct-05	QEP Planning Team	Developed a plan and rubric for judging proposals
1-Nov-05	QEP Planning Team	Submitted proposals are discussed in terms of the relation to the University's strategic plan, impact on student learning, ability to be properly assessed, and the University's financial resources.
16-Nov-05	QEP Planning Team	Planning Team narrows topics down to three
21-Nov-05	QEP Planning Team	Planning Team votes on living-learning topic and the SACS leadership Team approves it.
2-Feb-06	QEP Development Team	Development Team is created is co-chaired by Scott Johnson and Steve Bisese. Discussion about the need for further literature review of selected topic and researching similar initiatives at peer institutions.
13-Mar-06	QEP Development Team	The Team meets to discuss the need for further research of the topic by examining relevant literature and researching similar initiatives at peer institutions
30-Mar-06	QEP Development Team	Co-chairs distribute a packet of relevant literature to the QEP Development. The Team is assigned the task of reading the materials over the summer
14-Sep to 1-Nov-06	QEP Development Team	Discussion of possible living-learning themes, academic and co-curricular requirements, and identifying interested professors
		Discussion of housing and class registration issues led by student development
		Discussion of assessment and how to measure student learning outcomes with Patty Murphy
8-Jan-07	QEP Development Team	First draft is sent to the QEP Development Team for one final review
17-Feb-07	QEP Development Team	Scott Johnson and Steve Bisese submit a draft of the QEP proposal to the Provost and SACS Leadership Team Co-Chairs
14-Mar-07	SACS Staff Advisory Visit	Dr. Cheryl Cardell from SACS visits campus and met with Scott Johnson and Steve Bisese to offer suggestions regarding the draft. She recommends improvements including increased attention dedicated to student learning outcomes, improvement on impact and the hiring of an assessment specialist and Program Director.



QEP TEAM MEETING SUMMARIES (CONTINUED)

Date	Meeting Type	Description
Summer-07	QEP Development Team	Scott Johnson and Steve Bisese continue working on the draft
July -07	QEP Development Team	Rick Mayes is hired as QEP director
Sep-07	QEP Development Team	Dr. Jenny Bergeron is hired as the Assessment Specialist by Patty Murphy
4-Sep-07	QEP Development Team	Meets to introduce QEP Director and Assessment Specialist and to discuss implementation plans
11-Sep-07	QEP Development Team	Assessment Specialist meets with QEP director to discuss the need for clarification of program and learning goals in the proposal document
13-Sep-07	QEP Development Team	A set of clarified learning objectives developed by the Assessment Specialist is presented to the QEP Director and a discussion of the need to create a curriculum Team is discussed to refine learning objectives.
18-Sep-07	QEP Development Team	QEP Director presents learning objectives to the Development Team for improvement and faculty support
25-Sep-07	QEP Development Team	QEP Director develops a list of faculty members to be a part of the curriculum team
2-Oct-07	Curriculum Committee	Curriculum Team meets to refine learning objectives to meet the expectations of the different disciplines on campus
4-Oct-07	Conference Call	Assessment Specialist contacts the University of Michigan and the University of Maryland to discuss living-learning measures developed by Dr. Inkelas.
8-Oct-07	Meeting	Assessment Specialist and QEP Director meet to discuss a five year implementation and assessment plan.
9-Oct-07	Meeting	Patty Murphy meets with the QEP Director, Rick Mayes, Jenny Bergeron and Steve Bisese to direct in the development of a budget plan
19-Oct-07	Meeting	Patty Murphy presents the QEP budget plan to Provost and Associate Vice President of Finance
25-Oct-07	Meeting	Patty Murphy meets with Associate President of Human Resources to clarify existing budget issues
26-Oct-07	Meeting	Meeting with Dr. Cade, Director of Multicultural Studies to discuss recruitment of students of color
31-Oct-07	Meeting	Meeting with Phillip Gravely in Marketing and Communications to develop a marketing plan
1-Nov-07	Meeting	Dr. Bergeron presents finished proposal document to Rick Mayes and Patty Murphy for review
12-Nov-07	Presentation	Rick Mayes and Jenny Bergeron give PowerPoint presentation on the QEP to the Academic Cabinet (President, Provost and Academic Deans)
20-Nov-07	Presentation	Rick Mayes and Jenny Bergeron give PowerPoint presentation on the QEP to the President's Council
20-Nov-07	Presentation	Rick Mayes and Jenny Bergeron give PowerPoint presentation on the QEP to members of the QEP Development Team and SACS Leadership Team
27-Nov-07	Presentation	Rick Mayes and Jenny Bergeron give PowerPoint presentation on the QEP to members of the QEP Development Team and SACS Leadership Team



