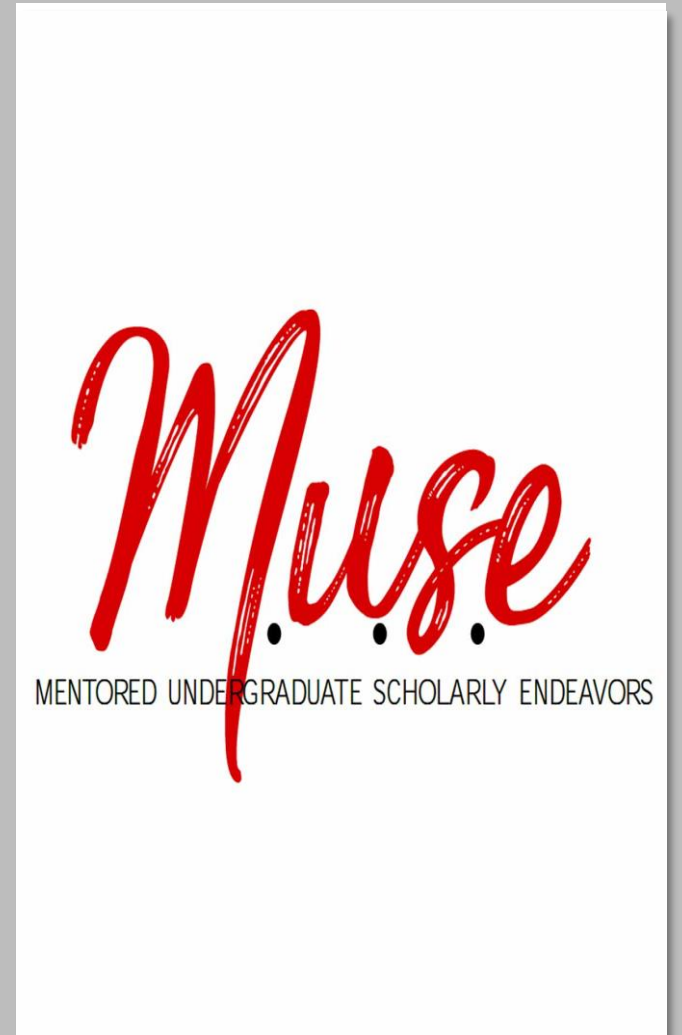


Clark Atlanta University Quality Enhance Plan (QEP)

M.U.S.E
Mentored Undergraduate
Scholarly Endeavors





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MENTORED UNDERGRADUATE SCHOLARLY ENDEAVOR

PURPOSE OF M.U.S.E

The primary purpose of our QEP is to improve student learning and enhance their performances by infusing pedagogy of creativity, research and discovery across a wide range of program curricula.

QEP TEAM:

Dr. Obie Clayton, Director, QEP

Dr. Kelly DeLong, Chair, QEP

Ms. Kamilah Cole, Program Manager, QEP



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M.U.S.E OVER-ARCHING GOALS

1. Enhance the visibility and student awareness of creative and research activities at CAU
2. Establish a culture and an environment in which creative and research activities are translated into practice
3. Develop the infrastructure and ethos to sustain and elevate undergraduate creative and research activities



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M.U.S.E OBJECTIVES

1. All first-year students will be exposed to Discovery of Scholarship (DS)
2. All 29 undergraduate degree programs will identify, modify/develop creative and/or research- related courses for the Scholarly Inquiry (SI) level
3. All undergraduate students will have opportunities to participate in creative and research activities

QEP IMPACT ASSESSMENT PLAN

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M.U.S.E STUDENT LEARNING OUTCOMES



Table 3.3.2-1: QEP Assessment Plan of Student Learning Outcomes (SLOs) – Utilizing Direct Measures

QEP Goal(s)	Student Learning Outcomes (SLOs)	Assessment Method	Criteria (Expected Outcome)
<p>QEP Goal 1. Enhance the visibility and student awareness of creative and research activities at CAU.</p>	<p>SLO 1. Upon completion of select QEP courses, CAU first-year students will be able to demonstrate <i>Discovery of Scholarship (DS)</i>.</p>	<p>Assessment Method 1A. DS Level Course Research Project Assignment Rubric.</p> <p>Assessment Method 1B. DS Level Course Writing Assignment Rubric.</p> <p>Assessment Method 1C. DS Level Course Oral Presentation Assignment Rubric.</p> <p>Assessment Method 1D. Pre- and Post-Exam</p>	<p>Expected Outcome 1A. 80% of first-year students enrolled in DS level I selected courses will demonstrate a 3 or higher on the DS Level I Course Research Project Assignment Rubric.</p> <p>Expected Outcome 1B. 80% of first-year students enrolled in DS level I selected courses will demonstrate a 3 or higher on the DS Level I Course Writing Assignment Rubric.</p> <p>Expected Outcome 1C. 80% of first-year students enrolled in DS level I selected courses will demonstrate a 4 or higher on the DS Level Course Oral Presentation Assignment Rubric.</p> <p>Expected Outcome 1D. 80% of first-year students enrolled in DS level I selected courses will earn at least a 70 or higher on the Pre-test and 80 or higher on the post-test.</p>
<p>QEP Goal 2. Establish a culture and an environment in which creative and research activities are translated into practice.</p>	<p>SLO 2. Upon completion of select QEP courses, CAU second and/or third year students will be able to demonstrate <i>Scholarly Inquiry (SI)</i>.</p>	<p>Assessment Measure 2A. SI Level Course Research Project Assignment Rubric.</p> <p>Assessment Measure 2B. SI Level Course Written Report and Oral Presentation Rubric.</p>	<p>Expected Outcome 2A. 80% of sophomore and/or junior students enrolled in SI level II selected courses will demonstrate a 2 or higher on the SI Level II Course Research Project Assignment Rubric.</p> <p>Expected Outcome 2B. 80% of sophomore and/or junior students enrolled in SI level II selected courses will demonstrate a 2 or higher on the SI Level II Course Written Report and Oral Presentation Assignment Rubric.</p>

M.U.S.E QEP COURSES & ASSESSMENT MEASURES



Table 3.3.2-2: Crosswalk of QEP Courses and Assessment Measures

QEP Selected Courses	Direct Measures for Assessing SLOs
CGED 100/CGED 101 Honors – First-Year Seminar I	Pre- and Post-Exam
CENG 106 – College Composition II	Course-Embedded Assessment <ul style="list-style-type: none">• Research Paper• Writing Assignment• Oral Presentation
200/300 Level Courses*	Course-Embedded Assessment <ul style="list-style-type: none">• Research Project Assessment• Written Report• Oral Presentation

*Specific 200/300 level courses will be identified in fall 2017 and implemented in spring 2018.



FOCUS OF THE ASSESSMENT PLAN

1. Impact on student learning related to Discovery or Scholarship (DS) and *Scholarly Inquiry* (SI) (Direct Assessment of Student Learning)
2. Impact of student achievement and participation in scholarly endeavors (Direct Learning and Performance Assessment)
3. Impact on student perception of their perceived level of proficiency in scholar endeavors (Indirect Assessment – Self-Reported – OPAR)
4. Impact on the University (Direct and Summative Assessment)

QEP RESOURCES

The logo for the Mentored Undergraduate Scholarly Endeavor (MUSE) program. It features the word "Muse" in a large, red, cursive script font. Below the "e" in "Muse", there are three small black dots. Underneath the dots, the words "MENTORED UNDERGRADUATE SCHOLARLY ENDEAVOR" are written in a smaller, black, sans-serif font.

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[SACSCOC RESOURCE MANUAL](#)

[CAU MUSE WEBSITE LINK](#)