



Students as Scholars **Quality Enhancement Plan** **2012-2013 (Year 2) Impact Report**

**Office of Student Scholarship,
Creative Activities, and Research**

in collaboration with the *Students as Scholars*
QEP Leadership Council and the Office of
Institutional Assessment





George Mason University developed the *Students as Scholars* Quality Enhancement Plan (QEP) to Foster a Culture of Student Scholarship as a response to a SACS mandate, and in the first two years of implementation *Students as Scholars* has become a signature Mason initiative that is enhancing the learning environment for students and faculty. Planning for Mason’s QEP began in 2008 with topic identification; activities related to the *Students as Scholars* QEP were formally launched in August 2011. The SACS Commission on Colleges reaffirmed Mason’s accreditation, including our QEP, in December 2011. The

Students as Scholars QEP provides us with the exciting opportunity to connect our students with the university’s research and creative mission, while addressing key issues of student engagement and challenges identified through our institutional assessment. Student scholarship, as used throughout this document and defined by the *Students as Scholars* QEP, is the process of generating and sharing knowledge or creative works and includes undergraduate research and creative activities that span the disciplines.

The mission of our *Student as Scholars* QEP is to **foster a culture of student scholarship through increased participation in and celebration of scholarly activities. Student learning will be enhanced through a process of scholarly inquiry, where scholarship is valued as a core practice of the Mason student experience.** We have three major goals to meet the mission. The *Students as Scholars* initiative will enhance:

- 1) the awareness and visibility of scholarship at Mason,
- 2) the opportunities for scholarly inquiry, and
- 3) the infrastructure to support student scholarship.

Our student learning and program outcomes are organized to promote increasing levels of student engagement with the process of scholarship through curricular, co-curricular, and individually mentored scholarly activities. All of the activities in the *Students as Scholars* QEP have been developed to achieve our student learning and program outcomes (Exhibit 1). Overall, our goal is that every student will learn about scholarship and that all students who want additional opportunities to participate will have them.

Exhibit 1

Students as Scholars Student Learning Outcomes

Discovery of Scholarship

- Students will understand how knowledge is generated and disseminated through scholarship, and the importance of scholarship to society.
- Discover how students can engage in the process of scholarship

Scholarly Inquiry

- Students will articulate a scholarly question; engage in the key elements of the scholarly process; and situate the concepts, practices, or results of scholarship within a broader context.

Creation of Scholarship

- Students will create an original scholarly or creative project.
- Students will communicate knowledge from an original scholarly or creative project.

Students as Scholars Program Outcomes

1. Student scholarship is pervasive on campus.
2. Undergraduate degree programs offer opportunities for student scholarly inquiry, creative activities, and research.
3. Faculty support undergraduate students in scholarly inquiry, creative activities, and research.
4. Students participate in scholarship, creative activities, or research.
5. Students have opportunities to communicate the results of their research or creative activities.
6. Students who have participated in scholarly activities are prepared for their career goals and advanced study

Leadership and Organization

The *Students as Scholars* QEP Leadership Council is led by Dr. Kimberly Eby (Associate Provost for Faculty Development and Director of the Center for Teaching and Faculty Excellence) and Dr. Bethany Usher (Director of *Students as Scholars* and Associate Director of the Center for Teaching and Faculty Excellence). The Leadership Council consists of 28 faculty, students, administrators, and staff that broadly represent Mason's diverse constituents. The Leadership Council is responsible for the overall direction and oversight of the *Students as Scholars* QEP, selects faculty awardees of the OSCAR Mentor Award, and participates in the annual Celebration of Student Scholars.

The *Students as Scholars* initiative is centrally managed through the Office of Student Scholarship, Creative Activities, and Research (OSCAR). OSCAR was established during the 2011-2012 academic year. Dr. Usher is Director of *Students as Scholars*, and is assisted Dr. Rebecca Jones (Assistant Director of OSCAR), an Office Coordinator, and a Graduate Professional Assistant. Dr. Stephanie Hazel, Associate Director of the Office of Institutional Assessment, leads our *Students as Scholars* QEP assessment activities. The major programs of the *Students as Scholars* plan are coordinated in three major areas: Student Scholarly Activities, Faculty and Curricular Activities, and Assessment and Program Design. Each area has a subcommittee of the QEP Leadership Council that serves as a working and consultant group.

Students as Scholars Activities, Achievements, and Changes

Implementation of the *Students as Scholars* QEP continues to be successful, as we have met or exceeded almost every goal. Moreover, we have extended our program beyond the original scope of the *Students as Scholars* QEP, which is evidence of the unexpected outcomes of changing the Mason culture to support student scholarship (see Appendix 1 for a list of activities and benchmarks based on the original QEP timeline).

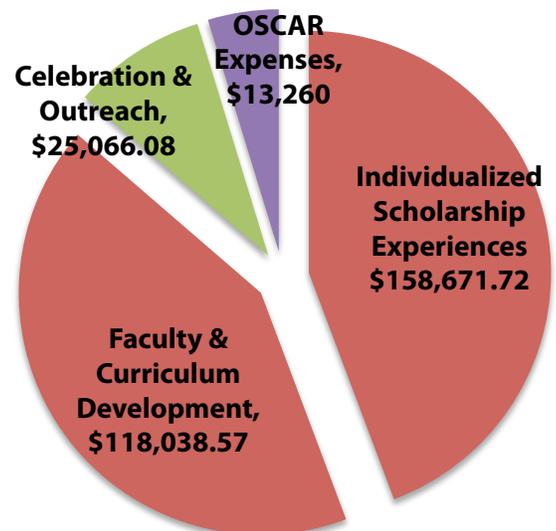
Student Learning Outcomes and Program Outcome Dashboard

Appendix 2, the Student Learning Outcomes and Program Outcome Dashboard, highlights Mason's accomplishments in Fostering a Culture of Student Scholarship. Of note, in just the second year of activity, the *Students as Scholars* initiative reached over 6000 students and over 700 students participated in an intensive research or creative experience sponsored by OSCAR. Faculty and students from every undergraduate school and college were represented, with over 80% of all departments involved. Over 300 students presented the results of their projects either at the Celebration of Student Scholarship or at regional and national conferences.

Financial Responsibility

In Year 2, OSCAR spent a total of \$280,619 (not including salaries), distributed as seen in Exhibit 2. Our spending was distributed proportional to our original budget, with the majority of the funds supporting the goal of expanding opportunities for student scholarship through individualized activities and curriculum redesign. In 2013-2014, we anticipate our costs to increase, given the continuing interest in our programs from students and faculty and already encumbered funds.

Exhibit 2. *Students as Scholars* spending in 2012-2013, broken down by major goals. Green indicates spending related to Goal #1, increase the visibility of scholarship; Red indicates spending related to Goal #2, increase the opportunities for student scholarship, and Purple shows spending related to Goal #3, develop the infrastructure for student scholarship.



Looking Forward: Goals and Challenges

Implementing the *Students as Scholars* initiative has been exhilarating! Most colleges grow undergraduate research programs slowly, starting with a few committed faculty members scattered across departments, adding activities every few years. Not so with Mason. We launched full scale during the first year. We have learned that Mason students are eager to get involved in undergraduate research and creative activities and that many faculty are happy to give these students these opportunities. We have also learned that faculty participation, as discussed below, is the key to the success of our program.

In addition to the metrics and benchmarks presented below, we have had many other successes.

- The Mason Graduate identifies “a well-rounded scholar” as one of the three characteristics we hope that all of our graduates will possess.
- Individuals who are involved in supporting the *Students as Scholars* QEP are being recognized nationally for our success:
 - Dr. Usher, Dr. Jones, and Dr. Hazel have been regular presenters at the Council on Undergraduate Research national meetings.
 - Dr. Usher and Dr. Padmanabhan Seshaiyer (mathematics) have been elected CUR Councilors.
 - Dr. Dan Cox (Krasnow) was recognized nationally with CUR Biology Division Undergraduate Mentor Award.
 - Dr. Usher was nominated to be co-chair of the CUR biennial national conference.
 - Several members of the *Students as Scholars* QEP team are being sought out for consultation by other institutions.
 - There are a growing number of faculty who have given invited presentations or have publications in peer-reviewed journals that related to their involvement with *Students as Scholars*, both directly (reporting on the undergraduate research process) or indirectly (including undergraduates as co-authors).
- Students are involved in creating a scholarly environment and the growing TEDxGeorgeMason has been partially sponsored by OSCAR. Dr. Usher also delivered a spring TEDxGeorgeMason talks on how Undergraduate Research Prepares Students *for* the World, reflecting the newly adopted Mason Vision.
- The relationship between librarians and faculty has been improved through *Students as Scholars*, as evidenced by the successful Association of College and Research Libraries *Assessment in Action* grant submitted by University Libraries and OSCAR with support from the Office of Institutional Assessment.
- OSCAR and the Office of Student Financial Aid have collaborated to pilot thirty OSCAR Federal Work Study Research Assistantships, which gives financially-eligible students the opportunity to participate in research and gives faculty the opportunity to have free assistance with their scholarly work. We expect that this will encourage further diversity in our student participants, increase retention, and inspire more faculty to work with undergraduate collaborators.

We have also identified the challenges to overcome before we can offer every student the opportunity to participate in student scholarship. We are working with departments across campus to broaden access to undergraduate research to all of our students, rather than just the earlier adopters. We have also identified an issue where students are not linking their *Student as Scholars* activities together. They may not connect that the activity that they did in UNIV100 is from the same program that is supporting their Research and Scholarship intensive course, which, in turn, is the same program that is enhancing their Advanced Composition course, and also sponsors opportunities to travel to share result research results. It will be a priority in 2013-2014 to clarify that message.

The *Students as Scholars* Quality Enhancement Plan has been launched during a period of unprecedented change at Mason. Dr. Ángel Cabrera began his presidency at Mason in July 2012 and the past year has been filled with concomitant changes in leadership at multiple levels. Undergraduate research and creative activities are, by their nature, time-intensive and require a significant level of student-faculty interaction. Even though the *Students as Scholars* QEP includes a range of activities intended to introduce students to the concept of university-level scholarship and integrate research and creative competency into the curriculum, the burden is on faculty courses to incorporate these ideas into their classes and provide mentorship to students. Faculty are under increased pressure to be productive scholars, to achieve high teaching evaluations, and to be valuable colleagues through service to Mason and the community, and there are many messages coming from the Strategic Planning process. **The challenge of the next year, and beyond, will be to make sure that undergraduate student scholarship is a central feature of the undergraduate experience at Mason, and that every student who wants to participate has that opportunity.** Moreover, we need to continue to find ways to reward faculty for their support of undergraduate student scholarship.



Exhibit 3. *Students as Scholars* OSCAR Award Winners. Top: OSCAR Student Excellence Awardees Devon Porter, Sameh Saleh, Luis Sullivan, Joe Renaud, Stephanie Skees, Gabriela Galeano, Sarah Albani, and Niah Grimes. Bottom: OSCAR Mentoring Excellence Awardees Nelson Cortes, Jeffrey Mantz, Robert Youmans, Amarda Shehu, Monique van Hoek, and Padhu Seshaiyer. All photos by Kathleen Strylowski.



Appendix 1. Timeline and Accomplishments for Key Students as Scholars QEP Activities

	Year 1 (July 2011- June 2012)			Year 2 (July 2012-June 2013)			Year 3 (July 2013-June 2014)		
Actions	Year 1 (2011-2012) Goal	Year 1 Key Accomplishments	Year 1 Benchmark	Year 2 Goal	Year 2 Benchmark	Year 2 Key Accomplishments	Year 3 Goals	Overall SaS QEP Goals	Changes from original plan
Student as Scholars QEP Goal #1 : Enhance Awareness and Visibility of Student Scholarship									
Expose students in University Transition Courses to scholarship at Mason	UNIV100/300 coordinators plan for visits by OSCAR Fellows, pilot visits to UNIV100/300 courses, UNIV100 standard syllabus re-designed to include SaS presentation	SaS SLO Discovery #2 built into UNIV100 course; OSCAR developed student scholarship awareness activity for UNIV100; OSCAR staff and Fellows visited 5 UNIV100 courses; Bethany participated in training for all UNIV100 instructors in Spring 2012.	Exceeded	OSCAR staff, OSCAR fellows, Student Scholarly Activities Subcommittee member, or current URSP student will introduce all 2012-2013 42 UNIV100 sections to student scholarship.	Met	OSCAR introduced student scholarship to all 42 sections of UNIV100, with visits from OSCAR staff, SaS faculty, and OSCAR Fellows.	OSCAR staff, OSCAR fellows, Student Scholarly Activities Subcommittee member, or current URSP student will introduce all 2013-2014 UNIV100 sections to student scholarship.	UNIV100 and UNIV300 syllabi modified incorporate a presentation from an OSCAR Fellow, all sections of UNIV100 include presentation with SLO2.	UNIV300 courses not regularly offered to all transfer students by Transition Resource Center.
Incorporate scholarship into first-year composition classes	Develop and implement videos and assignments for ENGH101	Have interviewed URSP students and faculty OSCAR Mentor award winners, developed questions.	Met	Develop additional video interviews, integrate into ENGH101 in Fall 2014.	Postponed	Delayed implementation until year 3-4.	Develop additional video interviews, integrate into ENGH101 in Fall 2014.	Introduce all students in ENGH101 to broad concept of scholarship through a module focused on research and scholarly activities across the disciplines.	Will probably delay full implementation until year 3-4, because ENGH resources invested in ENGH302
Create OSCAR Fellows program for students to provide outreach to the Mason community	Develop format for OSCAR Fellows, recruit students, begin program	Core of four students volunteered in Fall 2011, trained and participated in UNIV100, Advising, and Admissions outreach efforts	Exceeded	Expand OSCAR Fellows to 8-10 students, broadly representative, implement system to have student representatives on Leadership Committee and SSA Subcommittee.	Exceeded	Ten students volunteered in Fall 2012, trained and participated in UNIV100, Advising, and Admissions outreach efforts.	Continue OSCAR Fellows Program	OSCAR Fellows program will consist of 10-15 students per year, providing at least 15 hours of public outreach each.	Implemented early, include both undergraduate and graduate students in OSCAR Fellows Program
Establish Annual Celebration of	Help coordinate celebrations with individual schools and colleges	Worked with CHSS, COS, S-CAR to expand participation. CVPA held Art, Dance, Theater events without significant support from OSCAR. Included all known events on OSCAR website.	Met	Continue to work with schools and colleges to hold student celebrations. Coordinate with CVPA for better advertising. Encourage VSE to hold a single event. Better coordination and publicity.	Met	Worked with CHSS, COS, S-CAR, all RS courses. Included all known events on OSCAR website. Continued discussion with VSE, CVPA, SOM to initiate school-wide events in 2014. Over 300 students presented at Celebrations.	Implement events in all schools during a common week in April 2015. Coordinate advertising.	Hold a Celebration of Student Scholarship in the spring of each year, in conjunction with individual program celebrations, with 500 student presenters annually in all events.	Expanded to recognize both OSCAR Mentoring Excellence Awards and OSCAR Student.

Appendix 1. Timeline and Accomplishments for Key Students as Scholars QEP Activities

	Year 1 (July 2011- June 2012)			Year 2 (July 2012-June 2013)			Year 3 (July 2013-June 2014)		
Actions	Year 1 (2011-2012) Goal	Year 1 Key Accomplishments	Year 1 Benchmark	Year 2 Goal	Year 2 Benchmark	Year 2 Key Accomplishments	Year 3 Goals	Overall S&S QEP Goals	Changes from original plan
Celebration of Student Scholarship	Establish annual Celebration of Student Scholarship with reception	Very successful event held May 7, 2012 in Center for the Arts. 64 student participants, drawn from nominations and award winners from schools and colleges.	Met	Continue to work to expand participation from more arts and humanities, as well as School of Management, GIS, etc. Would like to have 75 students. May expand to multiple floors, with displays, performances, and oral presentations on upper two levels.	Exceeded	More than 100 students participated in Celebration in spring 2013. Multiple types of performances.	Will work with schools to expand types of presentations, not expand OSCAR celebration.	Celebration will be a Mason-wide showcase and reception celebrating student scholarship, that also recognizes faculty excellence in conducting and mentoring student scholarship.	None.
Recognize Excellence in Student Scholarship	Recognize Excellence in Student Scholarship through Undergraduate Mentoring Awards and Student Awards	Developed a system for nomination and selection of OSCAR Mentor Awards. Received 49 nominations, selected 5 awardees representing 3 schools (CHSS, COS, and CHHS).	Met	Will expand to offer 6 OSCAR Mentor Awards in Spring 2013.	Exceeded	Received 41 nominations for OSCAR Mentoring Excellence Awards, awarded 6.	Expand to final 7 OSCAR Mentoring Excellence Awards/	Award 8 OSCAR Mentoring Excellence Awards annually	Give 7 rather than 8 awards annually in each category
		Supported student recognition at school/college events		Develop programs to recognize excellence in undergraduate scholarship		Established OSCAR Student Excellence Award, received 19 nominations, awarded 6 awards and 2 special service awards.	Expand to 7 OSCAR Student Excellence Awards.	Award 8 OSCAR Student Excellence Awards annually	
Students as Scholars QEP Goal #2: Increase Opportunities for Scholarly Inquiry									
Develop Research & Scholarship Intensive (RS) Course Designator and Apply to Existing Courses	Define RS criteria, invite applications, and formally designate courses	Developed the RS course designation criteria, with expectations about meeting Inquiry and Creation of Scholarship Student Learning Objectives. Held course development workshops, offered Course Scholarship Development Grants (Track A) aimed at "fast-tracking" RS courses, reviewed applications for twelve courses, designated 8 courses.	Met	Expand number of courses designated as RS, by targeting known classes as well as offering two RS course application deadlines. Target known courses, and "individualized research" courses for designation. Offer Course Scholarship Development grants. Faculty development series for new RS courses. Develop assessment plan and guide for new RS courses.	Met	18 applications, 22 courses designated RS. Offered Course SDGs. Developed and ran two faculty development series for new RS courses. Developed and ran assessment for all new RS courses.	Continue to target known courses, and "individualized research" courses for designation. 45 approved RS courses available.	Have at least one RS course available for students in every program or major (100%), with at least 80 RS courses approved. Courses include both previously existing and new courses. 120 unique faculty teaching RS course (over 5 years) with a total of 1600 students in RS classes.	Expanded scope to include both existing and newly developed courses

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Establish flexible credit options for research, including one-credit scholarship add-ons and Independent Scholarly Activities Opportunities for all students.	Establish and implement zero-credit courses	Created UNIV391 "SaS Scholarly Inquiry" and UNIV491 "RS SaS Scholarly Experience" available from 0-9 credits.	Met	Expand use of these courses, and establish department-based 0-9 credit RS-designated "individualized research" courses	Met	Courses used as needed, established procedure for assigning "sections" of UNIV391/491 to faculty.	Need to continue to encourage "individualized research" courses to be RS designated, offer 0 credit.	Develop a university-level, zero-credit course administered through OSCAR	UNIV391 and UNIV491 were developed with variable levels of credit (0-9) to give students and faculty flexibility. Also encourage departments to establish their own RS independent scholarly activities courses.
Encourage Scholarship-Based Curricula and Opportunities through Scholarship Development Grants	Establish Scholarship Development Grants	Developed the Scholarship Development Grant criteria in four Tracks: Track A (RS Course Development), Track B (Curricular Design), Track C (Projects), and Track D (Scholarship of Teaching through Inquiry). Offered grants in all areas. Received 11 Track A applications, 12 Track B applications, 2 Track C applications, and 0 Track D	Exceeded	Offer SDGs in three areas- course development, curriculum development, and projects (both cross-disciplinary and SoTL). Goal is to have 6 Curriculum Development Proposals. Develop assessment plan and guide for SDGs.	Met	Re-organized SDGs in three areas (course, curriculum, and projects). 6 Curriculum SDGs awarded. Developed and held faculty development series for Year 1 SDG participants. Developed assessment plan and received Year 1 reports from all Curriculum/Track B SDG recipients	Expand applications for project SDGs. Follow up with Year 1 SDG recipients and develop plan for second year reports.	OSCAR will offer Scholarship Development Grants to departments or programs to modify their curricula or develop projects that focus on student scholarship. Goal to have 80% of programs apply for Course SDGs, and 35% of departments apply for Curriculum SDGs.	Adjusting the categories of SDGs and the process for applying. More departments applying for Curriculum rather than Course SDGs.
Expand Opportunities for Individualized Scholarship Experiences	Develop and implement new format for Academic year URSP	Launched a new application process for URSP that reflects SaS Student Learning Outcomes	Exceeded	Starting in Fall 2012, URSP students will be enrolled in UNIV495 RS: Undergraduate Research Scholars Program Seminar for 3 credits, which includes a once weekly research skills and professional development seminar. Continuing students will be enrolled in UNIV496 RS: Undergraduate Research Scholars Program Continuation for 0 credits.	Met	Due to increased interest, discontinued use of Continuing URSP funding (although students can continue in URSP or submit application for new project).	Implement new on-line application procedure to streamline proposals and review. Have 120 students participate in URSP in Fall 2013-June 2014.	Redesign Undergraduate Research Scholars Program for semester-long project, with options for renewal, for 160 per year. Target of 225 applications for all URSP programs over fall, spring, and summer.	Increased participation faster than scheduled, but modified goal to 120 academic year URSP students, because of need for mentoring.

Appendix 1. Timeline and Accomplishments for Key Students as Scholars QEP Activities

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	Continue summer URSP format			Modified URSP application for Summer 2012. Began intensive (full-time summer) URSP in Summer 2012 with 20 students	Exceeded	30 total "traditional" and "intensive" summer URSP students. Additional intensive URSP made possible by support from college deans.	Have 40 students participate in summer URSP programs	Develop a 10 week, 40 hour per week intensive Summer Undergraduate Research Scholars Program for 20 students	Modified program to include both "traditional" and "intensive" summer URSP. Increased goal number of students in summer to 30.
Establish Undergraduate Student Travel Fund	Establish Undergraduate Student Travel Fund	Established USTF and process for approval. 32 Applications, 17 students traveled. Target was 46 students traveling.	Timeline met, but number of travelers not met	Goal is to have 75 students apply for travel, and at least 60 travel to present the results of their projects. Will include NCUR and CAA UR conference, as well as other discipline-specific venues.	Partially met	53 applications, 47 students traveling, including fully funding student travel to NCUR and CAA conference.	60 student traveling to present. Consider increasing the amount of travel funding per student, and allowing students to use travel funds to conduct research as well as present results.	Create travel fund to support students presenting the results of their scholarly work at regional and national conferences. Goal to have 100 applications per year.	Time lag between applications and actual travel.
Integrate student scholarship in Advanced Composition Course (ENGL302)	Include QEP SLOs in ENGL302 (SaS enhanced ENGH302)	In Summer 2011, Shelley and a team of ENGH302 instructors met and identified targeted SLOs elements for the SaS enhanced ENGH302. Piloted 13 sections in Fall 2011, and expanded to 33 sections in Spring 2012.	Met	Expanding the faculty pool and teaching resources for the SaS Enhanced ENGH302s, so that by Spring 2014, all sections will include activities related to the SaS goals.	Exceeded	All students in all sections participate in SaS enhanced activities in Spring 2013.	Establish procedure for review and reporting of student work in relation to SaS SLOs.	Align ENGH302 learning goals with SaS SLOs, and incorporate into all sections. Offer RS sections of ENGH302 that concentrate on proposal writing.	Technical note: ENGL302 renumbered ENGH302. Some faculty resistant to changes, but all sections now included.
Students as Scholars Goal #3: Develop the Infrastructure of Support Student Scholarship									
Complete SACS QEP Requirements	Planning Committee met with SACS Visiting team	Met with Visiting Team in March 2011, Responded to Recommendations in August 2011, Accreditation Reaffirmed in December 2011.	Met	Continue to implement and expand QEP	Met	See annual report	Continue to implement and expand QEP	Foster a culture of student scholarship at Mason through QEP, Have QEP Impact Report "Accepted with Comment" (no additional reporting required).	See report
	Established physical space for OSCAR (and URSP)	Mason remodeled space in the Johnson Center for OSCAR, and the office opened in January 2012 with reception and meeting areas, two offices, and a student workstation.	Met, Completed	None					None

Appendix 1. Timeline and Accomplishments for Key Students as Scholars QEP Activities

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Establish the office of Student Scholarship, Creative Activities, and Research	Establish central website for OSCAR, and database of student opportunities	OSCAR blog created in January 2011, and used until December 2011, with 14,507 pageviews. OSCAR website (oscar.gmu.edu) launched in January 2011, and had an astounding 28,543 pageviews through June 2011.	Met	Updates to the website are continuous. Add assessment data and materials to website.	Exceeded	Continued to expand use of website, and started to include student blog posts on blog site. Use of other social media (Facebook, Twitter) to reach students. OSCAR website recorded 106,222 unique hits, and the blog had 7382 views. 403 Twitter followers.	Will continue to update and expand.	The OSCAR website will serve as a hub of information for students and faculty about scholarly and creative activities on campus.	None
	Establish HireMason database of scholarly opportunities	Database of opportunities created through HireMason, in August 2011, but underutilized. Also created a list of department contacts for interested undergraduates.	Met	Have worked with Career Service to make the HireMason process clearer, will re-advertise in Fall 2012.	Exceeded	Expanded to include OSCAR Federal Work Study Research Assistantships in Spring 2013. Still underutilized by faculty for other research positions because difficult to navigate.	Continue to use for Federal Work and other specific projects.	OSCAR website will link to a database of individual and mentored scholarship opportunities.	Expanded to include OSCAR Federal Work Study Research Assistantships in Spring 2013
QEP Leadership Council begins meeting	QEP Leadership Council begins meeting	The QEP Planning Committee was disbanded after August 2011, and the new Leadership Council began meeting in August 2011. Also formed three subcommittees charged with specific activities (Student Scholarly Activities, Faculty and Curricular Activities, and Assessment and Program Design). Leadership Council and Subcommittees meet at least monthly.	Met	Continue to update membership and meet regularly.	Met	Continue to update membership and meet regularly.	Continue to update membership and meet regularly.		Structure not changed. Membership of committees adjusted before each academic year to account for personnel changes.

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Actions	Year 1 (July 2011- June 2012)			Year 2 (July 2012-June 2013)			Year 3 (July 2013-June 2014)	Overall SaS QEP Goals	Changes from original plan
	Year 1 (2011-2012) Goal	Year 1 Key Accomplishments	Year 1 Benchmark	Year 2 Goal	Year 2 Benchmark	Year 2 Key Accomplishments	Year 3 Goals		
Hire new URSP Director	Hire new URSP Director	Hired Dr. Rebecca Jones, who began as Associate Director of OSCAR with Student Scholarly Activities responsibility, in January 2012	Met, Completed	None					Changed the name of the position from URSP Director to Assistant Director of OSCAR
Provide faculty development and support	Begin faculty development activities	In Fall 2011, OSCAR held information session and disseminated information about new programs by email, paper, and website. Held course and curriculum workshops in Fall and Spring associated with Scholarship Development Grants, reaching 61 different faculty members. A total of 108 faculty have participated in an OSCAR consultation, representing 51% of all undergraduate programs	Met	We will continue to hold workshops associated with SDGs. Establish Faculty Development series for faculty teaching RS courses for the first time. Establish Faculty Development series for Curriculum Development SDG recipients.	Met	Established Faculty Development SDG that met 6 times each over the 2012-2013 academic. Established Faculty Development Series for RS faculty, held 3 times each semester. Held Curriculum Development full-day workshops for Curriculum SDG recipients. Held faculty consultations with teachers of both established and potential RS courses.	Modify Faculty Development SDG series to include 3 group meetings and 1 individual meeting over the academic year. Hold 1 individual meeting and 1 group meeting with teams in year 2 of SDGs. Continue to hold 3 meeting per semester with RS faculty (audience slightly modified to include all new faculty teaching an RS course for the first time).		Slight changes to expand audience.
	Planning Committee met with SACS Visiting team	Met with Visiting Team in March 2011, Responded to Recommendations in August 2011, Accreditation Reaffirmed in December 2011.	Met	Continue to implement and expand QEP	Met	See annual report	Continue to implement and expand QEP	Foster a culture of student scholarship at Mason through QEP, Have SACS QEP 5 year report accepted	None
	Hire for new QEP Assessment Position	Dr. Stephanie Hazel, Associate Director of the Office of Institutional Research, has assumed the responsibility for QEP Assessment as half of her duties.	Met	OIA may need to hire an additional staff member in the future, but Stephanie is now committed to SaS QEP assessment.	Met	OIA expanded Stephanie's duties to ¾ of her position, OSCAR and OIA hired an undergraduate assistant.	OIA and OSCAR will create a new GPA assessment position starting in 2013-2014.		OIA reorganized to allow Associate Director and student dedicate time to QEP assessment.

Appendix 1. Timeline and Accomplishments for Key Students as Scholars QEP Activities

	Year 1 (July 2011- June 2012)			Year 2 (July 2012-June 2013)			Year 3 (July 2013-June 2014)		
Actions	Year 1 (2011-2012) Goal	Year 1 Key Accomplishments	Year 1 Benchmark	Year 2 Goal	Year 2 Benchmark	Year 2 Key Accomplishments	Year 3 Goals	Overall SaS QEP Goals	Changes from original plan
Assess goals, program outcomes, and student learning outcomes; Complete SACS QEP requirements	Create and Use <i>Students as Scholars</i> Master Rubric	In summer 2011, the QEP Planning Committee approved a SaS Master Rubric. The Rubric is on the website and is being used to guide course development and assessment	Met	Use rubric to evaluate student learning outcomes in classes and on independent projects.	Met	Syllabi for related classes include student learning outcomes. Rubric has been used to evaluate student work in RS courses and URSP, as well as faculty development. Used also to create a product evaluation mini-rubric.	Continue to share rubric and use with courses and events.	Use <i>Students as Scholars</i> master rubric for curriculum development and assessment of student learning	Rubric renamed SaS Program Rubric, used for additional student evaluation than originally planned.
	Develop and implement Mason Student Scholarly Experience (MSSE), Graduating Senior, and other surveys	In Spring 2011, began to survey ENGH302 and URSP students about their learning and experiences, and have continued each semester. Revised the Graduating Senior Survey to include Student Scholarly Activities Questions. Added several SaS awareness questions to MAP-Works first year survey.	Met, on-going	The assessment subcommittee will pilot the MSSE with the URSP students in Summer 2012, and roll out all three parts in fall 2012 after holding focus groups to modify the survey. Only minor modifications of other surveys, so that data is comparable year-to-year.	Met	The OSCAR Student Survey was finalized and used in all SaS courses, all surveys now have aligned questions.	Continue to administer OSCAR Student Survey, obtain IRB approval to share results.	Surveys will be used to evaluate student, faculty, and staff self-reports about the impact of <i>Students as Scholars</i> QEP activities.	Student Survey renamed, expanded to include modules for Discovery activities, SaS courses, and individualized scholarly activities.
	Collect baseline metrics and implement regular reporting	OSCAR and the APD have created an extensive database to collect data about the effectiveness of our programs, and are reporting on the results annually (Appendix 2). The first annual retreat to analyze this data was being held in July 2012 with representatives of all subcommittees.	Met	We will continue to collect relevant data.	Met	Continuing to collect and expand data collection	Continuing to collect and expand data collection	Metric used to indirectly assess student learning outcomes and provide direct evidence of our program outcomes	Minor additions and modifications to the original table.
	Administer the NSSE and analyze results	The NSSE was given to Mason first year students and seniors in Spring 2012	Met	Data will be analyzed and relevant data included in OSCARs metrics.	Met	Data has been analyzed. No significant change in outcomes from 2009 (students surveyed in Fall 2012, before full implementation of SaS QEP activities).	NSSE to be administered again (different format) in 2015	Means on NSSE items related to SaS QEP to meet or exceed peer institutions (RU/H).	None

Fostering a Culture of Student Scholarship: Unanticipated outcomes

Appendix 1. Timeline and Accomplishments for Key Students as Scholars QEP Activities

	Year 1 (July 2011- June 2012)			Year 2 (July 2012-June 2013)			Year 3 (July 2013-June 2014)		
Actions	Year 1 (2011-2012) Goal	Year 1 Key Accomplishments	Year 1 Benchmark	Year 2 Goal	Year 2 Benchmark	Year 2 Key Accomplishments	Year 3 Goals	Overall SaS QEP Goals	Changes from original plan
Collaborate with University Libraries to increase faculty-student-librarian support for undergraduate student scholarship				Identify ways to partner with reorganized library structure (Johnson Center Gateway Library and subject area librarians) in instruction	Exceeded	University Libraries, OSCAR, and OIA applied for and were awarded Association of College and Research Libraries "Assessment in Action" grant. Planning to partner librarians with SaS classes.	Implement 10 SaS class partnerships, assess impact with enhanced rubric, present results at ALA and CUR national meetings	University librarians, building on experience teaching research-based courses, will work with instructors to provide additional support for information literacy. Enhances ability of student to meet "Gather evidence appropriate to the question" SLO 3b.	Initiated
Support Student-initiated scholarly events	Support TEDxGeorgeMason's first event	Supported TEDxGeorgeMason's first event	Met	Continued support for TEDxGeorgeMason	Exceeded	Supporting TEDxGeorgeMason, Bethany Usher participated with talk "Undergraduate Research Prepares Students for the World", over 500 views in first three month on YouTube	Support expanded TEDxGeorgeMason salons as well as main spring event	Create a culture of student scholarship	Initiated
Established OSCAR Federal Work Study Research Assistantships				Explore options to engage more economically disadvantages in research assistantships funded through Federal Work Study, recruit students and faculty	Met	Listed 31 Work Study Assistantship, set up process for hiring	Place at least 30 students in OSCAR Federal Work Study Research Assistantships	Helps meet goal of increasing breadth of student and faculty participation (by academic discipline, ethnic background, gender, first-generation college, transfer, and economic status)	Initiated
Create communities of students interested in research and creative projects		Planned SaS Living Learning Community		Get LLC approved, recruit student participants, plan events. Enroll at least 10 students.	Exceeded	LLC approved, planned. 15 students enrolled.	Run LLC, goal is 5 students start research project, re-design LLC based on feedback, recruit for next year.	Create a culture of student scholarship	Initiated

Appendix 2. 2012-2013 Students as Scholars Dashboard

Key Metrics Associated with Student Learning Outcomes and Program Outcomes

Outcome	Direct measures	Indirect measures
Student Learning Outcomes		
SLO 1: Students will understand how knowledge is generated and disseminated through scholarship, and the importance of scholarship to society (Discovery of Scholarship).	66% <i>Understand research methods in a discipline</i> (N=239 ENGH302 students)	52% of students reported that they learned “quite a bit” or “very much” <i>about the generation of knowledge and importance of research in their SaS course.</i> (OSCAR Student Survey 2012-2013)
SLO 2: Discover how students can engage in the process of scholarship (Discovery of Scholarship).	88% (274/311) of students UNIV100 could <i>describe what undergraduate student scholarship is and how to contact OSCAR and/or faculty to get involved.</i> (OSCAR student activity, Fall 2012)	61% of new students reported that <i>they believe there are “some” or “many” opportunities for undergraduate students to participate in research or creative activities/projects (outside of regular course assignments) at Mason.</i> (OSCAR Student Survey – Discovery, Fall 2012-Spring 2013) 59% of students reported that the course <i>contributed “quite a bit” or “very much” to their learning about understanding how to add to a scholarly or professional conversation through research and writing.</i> (OSCAR Student Survey 2012-2013)
SLO 3: Students will articulate a scholarly question; engage in the key elements of the scholarly process; and situate the concepts, practices, or results of scholarship within a broader context (Scholarly Inquiry).	69% (N=118 in RS classes), 72% (N=239 in ENGH302), and 56% (N=50 URSP participants) could <i>articulate and refine the question</i> 95% (N=84 in RS classes) could <i>follow ethical principles</i> 87% (N=79 in RS classes), 78% (N=239 in ENGH302), 92% (N=50 URSP participants) could <i>apply appropriate scholarly conventions during scholarly inquiry</i> 74% (N=147 in RS classes) and 88% (N=50 URSP participants) could <i>situate the scholarly inquiry within a broader context</i>	46% students reported that they learned “quite a bit” or “very much” <i>about elements of the research and scholarly process.</i> (OSCAR Student Survey 2012-2013)

2012-2013 *Students as Scholars* Dashboard

Outcome	Direct measures	Indirect measures
SLO 4: Students will create an original scholarly or creative project (Creation of Scholarship).	59% (N=184 in RS classes) and 88% of URSP (N=49) could <i>take responsibility for executing the project</i>	35% of students <i>planned to work on a research or creative activity/project with a Mason faculty member before they graduate.</i> (OSCAR Student Survey 2012-2013) 17% (347/2040) of seniors who have <i>worked or plan to work on a research project with a faculty member OUTSIDE of course or program requirements before graduation</i> (Graduating Senior Survey 2012-2013)
SLO 5: Students will communicate knowledge from an original scholarly or creative project (Creation of Scholarship).	86% (N=184) in RS courses and 88% of URSP (N=49) could <i>present their understandings from a scholarly perspective for a specified audience.</i>	24% (485/2020) of seniors who have <i>publicly presented their scholarly or creative work outside of class.</i> (Graduating Senior Survey 2012-2013)

Outcome	Direct Measures	Indirect Measures
Program Outcomes		
PO 1: Student scholarship is pervasive on campus.	Students enrolled in OSCAR courses, participating in URSP and/or USTF were distributed across academic units: CEHD: 157 CHHS: 336 CHSS: 2,130 COS: 1,090 CVPA: 250 SCAR: 54 SOM: 466 Provost: 595 VSE: 1,166	28% (n=602) of freshmen reported being <i>somewhat or very familiar with OSCAR or Students as Scholars Initiative</i> (Fall 2012 MAP-Works Survey) 12% (252/2045) of seniors were “very familiar” or “had heard of” <i>Mason's Quality Enhancement Plan (QEP), titled Students as Scholars: Fostering a Culture of Student Scholarship.</i> (Graduating Senior Survey 2012-2013)

2012-2013 *Students as Scholars* Dashboard

Outcome	Direct measures	Indirect measures
<p>PO 2: Undergraduate degree programs offer opportunities for student scholarly inquiry, creative activities, and research.</p>	<p>31% of (15/49) academic units with undergraduate programs offered at least one RS course.</p> <p>78% (7/9) schools/colleges offered at least one RS course.</p>	<p>93% of academic units with undergraduate degree programs have <i>at least some opportunities</i> for undergraduates to participate. (Department Survey 2012)</p> <p>70% (840/1199) of seniors say “there are many” or “there are some” <i>opportunities for undergraduate students to participate in research or creative activities/projects (outside of regular course assignments) at Mason?</i> (Graduating Student Survey_2012-2013)</p>
<p>PO 3: Faculty support undergraduate students in scholarly inquiry, creative activities, and research.</p>	<p>179 Faculty mentor URSP students, teach RS courses, participate in Scholarship Development Grants; and/or sit on <i>SaS</i> Leadership Council (and associated subcommittees)</p> <p>CEHD: 4 CHHS: 10 CHSS: 61 COS: 32 CVPA: 14 SCAR: 7 SOM: 8 SPP: 1 VSE: 18 Honors: 5 University Libraries: 2 Provost: 12 Other: 5</p>	<p>97% of department chairs reported that their <i>faculty support undergraduate scholarship</i> (Department Survey 2012)</p> <p>80% (1635/2045) of seniors said that <i>courses in their major contribute to their competence in conducting research within their field/major</i> “a great deal” or “a fair amount” (Graduating Senior Survey_2012-2013)</p>
<p>PO 4: Students participate in scholarship, creative activities, or research.</p>	<p>106 new URSP student participants (Baseline 40, Year 1 75, Goal 160)</p> <p>643 students <i>enrolled in RS course</i></p> <p>364 students <i>graduated with an RS course</i></p>	<p>6251 enrolled in OSCAR courses, participating in URSP and/or USTF</p>

2012-2013 *Students as Scholars* Dashboard

Outcome	Direct measures	Indirect measures
PO 5: Students have opportunities to communicate the results of their research or creative activities.	<p>73% of academic programs (36/49) <i>hold a departmental or college celebration of undergraduate scholarship</i></p> <p>56 students were approved for the Undergraduate Student Travel Fund, and 49 presented their projects at conferences or other venues locally, nationally, and internationally</p> <p>161 students <i>presented research at Mason's Celebration of Student Scholarship</i></p>	<p>24% (485/2020) of seniors <i>have publicly presented their scholarly or creative work outside of class.</i> (Graduating Senior Survey 2012-2013)</p> <p>92% of departments report that their students <i>have opportunities to present their research or creative projects</i> (Department Survey 2012)</p>
PO 6: Students who have participated in scholarly activities are prepared for their career goals and advanced study.	<p>68% (1453/2122) of new students reported that they would <i>participate in undergraduate research to gain experience for a career or for graduate school.</i> (Fall 2012 MAP-Works Survey)</p> <p>68% of respondents reported that <i>gaining experience for their career or for graduate school was a reason why they chose to participate in the course.</i> (OSCAR Student Survey)</p>	<p>66% (6/9) students who received prestigious <i>Fellowships were involved in Students as Scholars activities.</i> (Year 1 1/8)</p>

Notes:

- All Student Learning Outcome data is the percent of students who met or exceeded the expected level of competence, based on review of student work by faculty in portfolios or using on-line rubric
- UNIV100 student products were collected in Fall 2012.
- URSP Student Learning Outcomes are from Spring 2013 only.
- MAP-Works Survey data for new freshman in Fall 2012.
- Graduating Senior Survey data for students graduating in Academic Year 2012-2013.
- Departmental Survey was taken in Summer 2012.
- Alumni Survey will be taken in 2013-2014 for students who graduated from Mason in 2012-2013.