Implementing a QEP in a Distributed University When Memories Are Short and Changes Are Necessary

Aaron Clevenger  
*Emory-Riddle Aeronautical University, cleve515@erau.edu*

Kelly Whealan George  
*Emory-Riddle Aeronautical University, georged8@erau.edu*

Follow this and additional works at: [https://commons.erau.edu/publication](https://commons.erau.edu/publication)  
Part of the [Higher Education Commons](https://commons.erau.edu/publication)

Scholarly Commons Citation  
Clevenger, A., & Whealan George, K. (2014). Implementing a QEP in a Distributed University When Memories Are Short and Changes Are Necessary. Retrieved from [https://commons.erau.edu/publication/223](https://commons.erau.edu/publication/223)
Implementing a QEP in a Distributed University When Memories Are Short and Changes Are Necessary

Dr. Aaron Clevenger
Kelly Whealan George

presented at
SACSCOC 2014
University Overview

3 campuses:
- Daytona Beach (~ 4500 UG & 500 grad)
- Prescott (~ 1500 students)
- World Wide (>150 locations, ~ 40 states, S. America, Europe, Asia and Middle East; ~26,000 FTE students)
- Emphasis is aviation & aerospace
- BS, MS and PhD programs
- ~ $17M in research
Topic: Research

• The University will focus on the research agenda through three strategies
  – championing student participation in research and scholarly activities
  – promoting the University’s research agenda
  – incentivizing faculty research and scholarship, and development of instructional tools
Student Learning Outcomes

• define and/or articulate a research problem
  – conduct an appropriate literature search
  – evaluate and integrate interdisciplinary information
• design a course of action to solve a research problem
  – describe an accepted research method and rationale
  – apply existing knowledge to a research problem
• apply ethical principles in research methodologies and in the application of research results
• conduct research independently and/or collaboratively
• reach decisions or conclusions based on the analysis and synthesis of evidence
• communicate research results
Curriculum Draft

- Research Methods 202 created to introduce students to skills required
- 300-400 level courses selected and enhanced with the practicing of research activities
- Capstone experiences will allow student to demonstrate mastery of research skills
Operational Strategies

**Curriculum Enhancements**
- RSCH 202 Course – eta July 2013
- Curriculum Map - complete
- Assessments (May 2014)
- Enhancement 300-400 level courses

**Faculty & Staff Development**
- Pedagogy Training Module (self directed)
- Faculty Training Module (directed)
- CTLE activities generated by training modules

**Center for Research**
- Interactive Website
- Research Tutoring modules
- Research Symposium
- Researcher Scholar Award (2016)
- Research grants, travel, other

---

**Emory Wire**
Results Thus Far

• Biggest area of missed criterion for student achievement was at the Introductory and Practicing levels.

• Faculty have been intent on strengthening curriculum with respect to prerequisite knowledge and research skills.
Biggest Challenges

• RSCH 202
  – Prerequisites and course sequencing

• Communication between all research-related activities across the University.

• Offering of research experiences (Discovery Days, student grants, research abroad)
Upcoming Initiatives

• University undergraduate research journal
• Study abroad research experience for 1 RSCH credit hour, co-hosted with DB
• Student funding for presentation at undergraduate research conferences, CUR’s research on the hill
• $$ for student working on faculty projects
Launch of Research Website!!

- Center for Research
  - Research.erau.edu

- Scholarly Commons from the Hunt Library
  - Commons.erau.edu
Questions / Comments / Suggestions?