

QEP Timeline, Year 0 (2015) – Year 5 (2021)SLO	Year 0 2015-2016		Year 1 2016-2017		Year 2 2017-2018		Year 3 2018-2019		Year 4 2019-2020		Year 5 2020-2021		
	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	
Goal 1: Increase Focus on the Development of University Infrastructure													
University Infrastructure (Action 1.1-2)													
SLO #1, 2, 3	Establish CARS and hire personnel; establish collaborative relationships across the university and implement the QEP												
Goal 2: Increase Training and Support for Faculty Development													
Faculty Development (Action 2.1)													
SLO #1, 2, 3	Pilot faculty training		Implement CTE Faculty Orientation Research Track, professional development grants, Research SMART Workshops										
	Establish the Award for Excellence in Research Instruction (n ≤ 5)												
Curricular and Co-Curricular Actions (Actions 3.1-5)													
Goal 3: Create Curricular and Co-Curricular Research and Scholarship Opportunities													
Inquiry 101 Course (Action 3.1)													
SLO #1		Develop course guidelines and Pre/Post Evaluation; collect baseline data	Develop <i>Inquiry 101</i> ; continue baseline data collection.	Require <i>Inquiry 101</i> for all undergraduate residential students in their freshman year.									
Research 201 Course (Action 3.2)													
SLO #2		Develop course guidelines	Develop <i>Research 201</i> and Pre/Post Evaluation; collect baseline data	Require <i>Research 201</i> for all undergraduate residential students in their sophomore year.									
SLO	Year 0 2015-2016		Year 1 2016-2017		Year 2 2017-2018		Year 3 2018-2019		Year 4 2019-2020		Year 5 2020-2021		
	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	
Research-Intensive Courses (Action 3.3)													
SLO #3		Develop course guidelines and the RSD rubric; collect baseline data	Identify and revise courses; continue baseline data collection	Require <i>research-intensive</i> courses for select academic programs, targeting undergraduate residential students in their Junior and/or Senior year.	Require <i>research-intensive</i> courses for all academic programs, targeting undergraduate residential students in their Junior and/or Senior year.								
Research Week (Action 3.4)													
SLO #1, 2, 3	Establish Research Week Faculty and Student Advisory Board; invite Keynote Speakers; establish student research awards												
	Establish a performance-based exhibit for students of creative arts scholarship				Full implementation of performance-based exhibit for students of creative arts scholarship								
						Provide "How to workshops" for Research Week	Pilot Research Week Abstract Book	Establish Research Week Abstract Book					
	Transition Research Week into a competitive showcase												
Student Travel (Action 3.5)													
SLO #3	Establish student travel funding												
Assessment													
SLO #1, 2, 3	Implement the RSS and RTES-R in the graduation survey												
			Begin gathering and analyzing metrics; Pre/Post Evaluations (<i>Inquiry 101</i> & <i>Research 201</i>); CARS Feedback Survey; Faculty Professional Development Survey; RSD rubric										
							Begin use of Alumni Survey						
	Collect and analyze NSSE data (Year 0, Spring 2016, and Year 3, 2019)												