

Proposal Guidelines

The purpose of this proposal process is to move the university closer to selecting its next QEP topic. The proposals will be evaluated by the QEP Assessment Committee with a rubric *based on* the official SACSCOC QEP Guidelines rubric and the guidelines below. Overall success of proposal topics will be determined by the QEP Steering Committee and will be based upon the Assessment Committees' evaluations. Successful proposal topics will be included on a university-wide survey.

Because of our time constraints, we respectfully request that you adhere to the page limit indicated under "Format and Submission Guidelines."

Proposal Guidelines and the evaluation rubric will be made available on the QEP website: lamar.edu/qep.

Content Guidelines

1. Names, positions, and departments of all proposal authors
2. Project title
3. Project description
4. Potential *measurable* student learning outcomes (at least 3)
5. Evidence of the topic's institutional fit and value and universal academic relevance
 - evidence of institutional fit and value must be based on current data, strategic planning, and perceived university needs
 - <http://www.lamar.edu/qep/possible-topics-and-approaches.html>
 - <http://www.lamar.edu/qep/data/index.html>

Format and Submission Guidelines

1. 1 to 1 ½ pages, single-spaced
2. Content in the order outlined above
3. Submitted as a Word document attachment to Dr. Melissa Hudler, QEP Director:
melissa.hudler@lamar.edu
4. Submitted via email by 5 pm Friday, October 23, 2015.

Overall, successful proposals will (1) address a student learning need that transcends individual disciplines and departments and (2) describe an innovative and viable project. As stated in the *Handbook for Institutions Seeking Reaffirmation*, "While the QEP is not expected to touch the life of every student at the institution, the topic does need to be perceived as significant to the institution and as a major enhancement to student learning" (43).

Best of luck!

Thank you for your interest in the QEP. It shows your sincere concern for the present and future growth and success of our students.

Topic Proposal Rubric

Criteria	Lacking 0-2	Partially Evident 3-5	Fully Evident 6-8	Score/Comments
Alignment with institutional assessment and strategic planning	The proposal lacks evidence of alignment with available institutional assessment and strategic planning processes.	The proposal contains some evidence of alignment with available institutional assessment and strategic planning processes—does not make use of all obviously relevant data.	The proposal contains clear and unquestionable evidence of alignment with available institutional assessment and strategic planning processes. Clear institutional fit is firmly established.	
Broad Impact (interdisciplinary potential and broad appeal)	The proposal is too limited in scope. It may be relevant to just a specific department, discipline or interest, and its capability to extend beyond the specified entity is not evident. Potential for broad impact is not evident.	The proposal is limited in scope, but its capability to extend beyond the specified entity and potential for broad impact is evident.	The scope of the proposal reveals its relevance and value to a large student population and has clearly defined interdisciplinary potential. Potential for broad impact is clearly evident.	
Goals	Goals specific to institution's student-learning mission are not indicated in the project description, and/or statements presented as goals are, instead, processes for implementation.	Statements presented as goals are not specific to the accomplishment of the institution's student-learning mission, and/or they include a combination of mission-specific goals and processes (see details of ranking level 0-2).	Goals are clearly stated, directly related to accomplishment of institution's student-learning mission, and lead to specific and measurable outcomes.	
Learning outcomes	Proposal lacks specific, measurable outcomes related to improving student learning and to accomplishing the proposed project's goals.	Outcomes are generally related to student learning outcomes. Or if outcomes fulfill above criteria, they may not directly address accomplishment of the proposed project's goals.	Outcomes are clearly focused on student learning and directly address the accomplishment of the proposed project's goals.	
TOTAL				