

# Faulkner University Quality Enhancement Plan 2018

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# EXECUTIVE SUMMARY

Faulkner University's Quality Enhancement Plan (QEP) is designed to improve students' retention and success by implementing an academic support program for students. SOS: Supporting Opportunities for Success is designed to provide students the academic support they need to be successful in both their individual classes and overall college career. The theme "SOS" evokes the idea that Faulkner's faculty and staff will provide the assistance our students need to reach their academic and career goals. In order to achieve this support of student success, the University centered the QEP on three interwoven goals: 1) assisting students in developing skills related to academic persistence, 2) engaging students in the learning process, and 3) connecting students to University resources and support personnel who will scaffold them in the development and learning processes.

Faulkner's QEP emerged from campus-wide discussions related to the Institution's mission, in which "every student matters each day," especially in regard to student retention and success. Through several means of assessment and evaluation, the University developed a plan of action in which the central focus would be student success through academic support. With broad-based support from the Institution's major constituents, the topic was selected, and then further developed by the QEP Development Committee. The University has funded the QEP in the recurring base budget as outlined in the plan's budget, and is committed to revising this budget as needed. The SOS program will be administered through the oversight of the office of Academic Affairs. The day-to-day administration of the plan will be through the two co-directors, the QEP Director of Supplemental Instruction and the QEP Director of Academic Coaching. To ensure the continuing involvement of University stakeholders, a committee will monitor the progress and evaluation of the QEP. This committee, the QEP Executive Committee, will be chaired by the Vice President for Academic Affairs, and will include key academic affairs and student affairs personnel. Regular and rigorous assessment will be conducted to ensure the effectiveness of the QEP.

This QEP was identified through an ongoing, comprehensive planning and evaluation process, has broad-based support from institutional constituents, focuses on improving specific student learning outcomes and/or student success, has committed resources to initiate, implement, and complete it, and includes a plan to assess achievement. Each of the above will be discussed at length in the following narrative, as each are an integral part of making the QEP a success.

By ensuring each of the above criteria are met, the University is confident this QEP will become a productive and integral part of the culture of Faulkner University.

# IDENTIFICATION: AN ONGOING, COMPREHENSIVE PLANNING AND EVALUATION PROCESS

Faulkner University's QEP was identified through an ongoing, comprehensive planning and evaluation process. The QEP topic emerged from campus-wide discussions related to the Institution's mission, in which "every student matters each day," especially in regard to student retention and success. The QEP Topic Selection Committee began the selection process through a series of focus groups and surveys. Following this step, four topics were chosen to further develop, and were then sent to institutional stakeholders to rank order of importance. Students, staff, and faculty selected the goals of SOS as the primary area of need. In addition, the topic was further solidified through a third party institutional priority assessment conducted by Ruffalo Noel Levitz (RNL). The RNL assessment provided several key areas on which the Institution needed to focus, including key components of the QEP.

The QEP Topic Selection Committee (refer to [Appendix A](#) for committee composition) began meeting in June 2017. In the initial planning phases, the QEP Topic Selection Committee developed a strategy to freely elicit topics from University stakeholders. The QEP Topic Selection Committee determined a three-pronged approach to topic solicitation: a general survey in which respondents would provide topics they believed to be of importance to the Institution, student focus groups in which students could freely and openly discuss ideas for a topic, and the placement of topics into levels of importance via qualitative analysis.

The QEP Topic Selection Committee, in the development and administration of the initial survey, consulted and utilized offices from across the University campus to increase response rates. The survey was developed using Google Forms and was disseminated as follows:

- Link sent to each student via Faulkner email with verbal reminders in Chapel;
- Link sent to faculty and staff via Faulkner email with verbal reminders in All School Conference Meetings and Faculty Meetings;
- Link posted on Faulkner's Facebook Page;
- Link posted on Faulkner's Alumni Page;
- Link sent to alumni from their respective departments;

- Link sent to university stakeholders from the Advancement Office;
- Link sent to community stakeholders from the Office of Volunteer and Community Engagement; and
- Link sent to Faulkner University Board Members from the president.

This initial survey was open for a four-month period (August-November), and the number of respondents completing the initial survey was 132. A PDF version of the survey is included as [Appendix B](#).

As the second prong, the QEP Topic Selection Committee held individual focus groups across the traditional student population group. There were nine focus groups held that included student leadership, athletes, randomly selected classes, and an open invitation focus group in which any student could participate. From these nine focus groups, the QEP Topic Selection Committee heard from approximately 200 students of various backgrounds. Sample minutes from meetings with the focus groups are included as [Appendix C](#).

The QEP Topic Selection Committee then began to review the survey and focus group results for emerging themes. The feedback centered on retention and very specific concerns that could be clustered around four themes: quality of student life (climate and culture), college readiness, academic support (advising and mentoring), and financial literacy. Survey results are included as [Appendix D](#).

### Triangulating Results and Institutional Mission

With broad themes for a topic identified within the University community, the QEP Topic Selection Committee sought to triangulate their data with other institutional efforts and ensure topics would align with the Institution's overall strategic plan. The QEP Topic Selection Committee met with the Retention Task Force Committee, chaired by the Vice President of Student Services, and reviewed the proposed topics within the University's strategic plan, chaired by the Vice President of Academic Affairs.

Coinciding with the QEP Topic Selection Committee's efforts was the Retention Task Force Committee's efforts to understand how to improve the University's overall retention. In September 2017, the Retention Task Force invited a consultant from Ruffalo Noel Levitz (RNL) to spend several days on campus to assess the University and aid with the development of a retention plan. The RNL report indicated the University's average retention rate was 55%, which ranked the University number 26 of 26 among similar institutions. The report also

revealed the University had a 25% five-year graduation rate, which ranked the university number 23 of 26 among similar institutions. Furthermore, the report's findings and recommendations reflected the data collected by the QEP Topic Selection Committee. At the forefront of this data was the need for more support in the area of academic success. Refer to [Appendix E](#) for RNL's full exit presentation.

With this correlation in mind, the QEP Topic Selection Committee took the next step in the process to reconcile and augment the various ideas into more concrete, defined topic ideas. The QEP Topic Selection Committee determined it would need to develop the topics into goals to foster the University's understanding of how the topic may look as a QEP, as the topic needed to be clearly identified and measurable.

### Clarifying Topics Further and Rank Ordering Topics

From the data revealed in its collection process, as well the triangulation process, the QEP Topic Selection Committee further developed the four themes that had emerged after consideration of trends in higher education, institutional data related to retention, and retention initiatives: improved climate and culture, college readiness, academic support, and financial literacy:

**Improved Climate and Culture:** The three major indicators of a healthy school culture are (1) collaboration (do people work together and share information), (2) collegiality (is there a sense of belonging and emotional support), and (3) efficacy (do stakeholders feel as if they have control of their destinies or do they view themselves as helpless victims of "the system?").

**Academic Support:** Academic success is often based upon support provided: (1) to help students develop a clear vision of their own goals and degree path, (2) to assist students in developing skills related to academic success, such as study skills, time management, and self-efficacy, and (3) to connect them with other university resources and support personnel as needed.

**College Readiness:** National trends in college education indicate the need to: (1) assess students' current skill levels and apply new strategies to improve performance in core curriculum courses, (2) increase students' awareness, utilization, and value of academic support services, and (3) engage students' in clarifying academic goals through the development and implementation of a personalized education plan based on career choice, aptitudes, and interests.



Financial Literacy: Financial literacy is defined by "the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being." The need to address financial literacy is imperative at the collegiate level to secure students' educational aspirations while understanding repayment associated with their educational investment. Financial literacy will aid students in proficient money management and financial decision making for a lifetime.

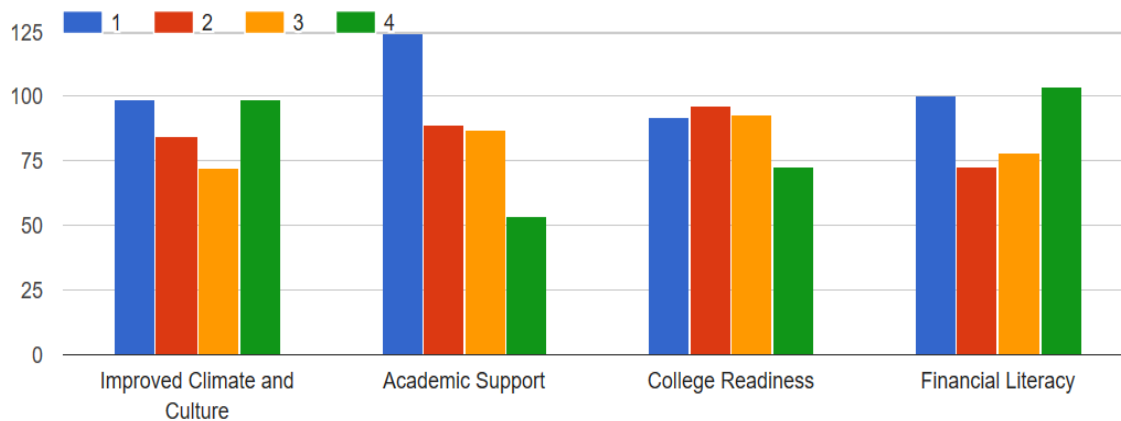
As these topics were being further developed, each of the four themes were evaluated again to ensure alignment with the aforementioned core commitments and strategic objectives. The topics were then disseminated again to the University community to rank the topics in order of importance with one (1) being *most important* and four (4) being *least important* for the QEP. A PDF version of the survey is included as [Appendix F](#).

## Ranking the Order of the Results

There were a total of 355 University stakeholders including students, faculty, staff, alumni, and administration who responded to the survey (Refer to Chart A below). Of the four possible QEP topics, *Academic Support* was overwhelmingly selected as the "most important," with 125 individuals ranking it number 1. *Academic Support* remains the "most important" topic even when collapsing 1, most important, and 2 responses ( $125 + 89 = 214$ ). The second "most important" topic selected, *College Readiness*, is closely aligned to *Academic Support*. Initially, it would appear to be the fourth in order of "most important" with 92 responses; however, when collapsing *College Readiness* rankings of 1, most important and 2 responses, the result is 189 responses ( $92 + 97 = 189$ ). The third "most important" topic selected, *Improved Climate and Culture*, would appear to be the third in order of "most important" with 99 responses; however, when collapsing *Improved Climate and Culture* rankings of 1, most important and 2 responses, the result is 184 responses ( $99 + 85 = 184$ ). And the "least important" topic was *Financial Literacy*, appearing to be the second "most important" with 100 responses; however, when collapsing *Financial Literacy* rankings of 1, most important and 2 responses, the result is 173 responses ( $100 + 73 = 173$ ).

Chart A: Results of Rank Order Survey

Please rank the following 1 - 4 with 1 being most important and 4 being least important.



The QEP Topic Selection Committee shared these results with the University community, then submitted the topics to the QEP Development Committee (see [Appendix G](#) for committee composition). The QEP Topic Selection Committee reinforced the following considerations to the QEP Development Committee:

- 1) The QEP must have impact on students' overall engagement with the University to increase retention rates and foster individual student growth;
- 2) The QEP must be measureable using reliable and valid assessment instruments;
- 3) The QEP must be cost-effective, and have a positive financial impact that aligns to the University's strategic plan.

# BROAD-BASED SUPPORT FROM INSTITUTIONAL CONSTITUENTS

## Developing the QEP with Support from Institutional Constituents

As previously stated, the development of the QEP stemmed from the University community while being rooted in the University's Strategic Plan. By using the three-pronged approach to topic solicitation (a general survey in which respondents would provide topics they believed to be of importance to the Institution, student focus groups in which students could freely and openly discuss ideas for a topic, and the placement of topics into levels of importance via qualitative analysis), the University ensured its constituents were firmly entrenched in the selection process. Utilizing both surveys and focus groups allowed the QEP Topic Selection Committee to get feedback in multiple formats, thus providing stronger support for the topic selected. The survey reached a broader range of constituents, while the focus groups allowed for more dynamic discourse on the topics under consideration. The Institution's constituents were the driving force in the selection of the topic.

## Implementing the QEP with Support from Institutional Constituents

Going forward, the University will ensure the Institution's constituents understand the QEP and participate in its implementation. Promoting the QEP will include instruction regarding the QEP's purpose, design and implementation, and assessment process. Promotion will begin immediately upon implementation, and will continue throughout the life of the QEP. Ensuring an understanding of the QEP will, in turn, ensure participation in its implementation. Therefore, the University has developed a tentative QEP Promotion Plan to facilitate the process. A more detailed action plan is provided later in this document.

### *QEP Promotion Plan*

QEP Aspect Being Promoted	Description	Methods of Promotion	Time Frame
<b>QEP Purpose</b>	Teaching University constituents the need for and benefits of the QEP.	<ul style="list-style-type: none"> <li>Flyers</li> <li>Presentations (faculty meetings, chapels, etc.)</li> </ul>	Spring 2019

		<ul style="list-style-type: none"> <li>• Emails</li> <li>• Social Media</li> <li>• Faulkner App</li> </ul>	
<b>QEP Design and Implementation</b>	Describing to University constituents the QEP, including its processes, populations effected, etc.	<ul style="list-style-type: none"> <li>• Flyers</li> <li>• Presentations (faculty meetings, chapels, etc.)</li> <li>• Emails</li> <li>• Social Media</li> <li>• Faulkner App</li> </ul>	Spring 2019 -  Fall 2019, with updates throughout life of QEP
<b>QEP Assessment Process</b>	Explaining to University constituents how the University will assess the effectiveness of the QEP and how well it is promoting student success.	<ul style="list-style-type: none"> <li>• Flyers</li> <li>• Presentations (faculty meetings, chapels, etc.)</li> <li>• Emails</li> <li>• Social Media</li> <li>• Faulkner App</li> </ul>	Ongoing throughout life of QEP

# QEP IMPLEMENTATION PLAN

Faulkner's QEP is entitled SOS: Supporting Opportunities for Success, in which the University strives to promote the academic success of its students through academic support programs. SOS takes a trifurcated approach to academic support: Academic Coaching, Supplemental Instruction, and tutoring through the Academic Center for Excellence (ACE). Each of these programs will add new elements to the University's current offerings for academic support and will scaffold the students' learning in order to promote their success. An overview of each of the programs, as well as the organizational structure, action plan, and student populations, are included in the following narrative.

## Academic Coaching

### *Overview of the Program*

Academic coaching is an approach to academic support utilized by many institutions of higher learning throughout the U.S. Academic coaching will directly support the University's retention efforts, as the program will involve early intervention of at-risk students. Academic coaches will hold one-to-one weekly meetings with FTFT students who have between a 0 to 2.49 GPA after their first semester. Academic coaching's approach to transformative learning has been proven to be very beneficial at many universities, and Faulkner has developed an implementation method that specifically supports the needs of its students to promote their success.

### *Logistics*

#### Structure

Using models from many different sources, Faulkner has designed its own approach to academic coaching. Using data for the 2017 and 2018 academic years, Faulkner determined that all students with a 0-2.49 GPA will receive academic coaching in its initial phase. Assessment will be conducted at the end of the first semester of the program to determine if this range should be adjusted. A rationale for student selection is provided in a following subsection.

The academic coaching program will begin the academic year following implementation of the QEP. During the first year of SOS, the QEP Director of Academic Coaching will spend time in research and training to prepare for implementation of the program. While Faulkner has developed its academic coaching program using ideas from many other coaching programs, one program in particular on which Faulkner focused was the Academic Life Coaching program (ALC). Faulkner has budgeted for the QEP Director of Academic Coaching to receive training

through the ALC Training Program during the first year of the QEP. However, while training will be completed through the ALC Training Program, Faulkner will follow its own design for implementation in order to ensure Faulkner students are getting help that is tailored to their needs.

At Faulkner, academic coaching will involve 30-minute weekly meetings with a trained academic coach to discuss study skills, important upcoming assignments and exams, course struggles, and other academic-related issues and needs. The coach will guide the student to become a more productive, self-efficient learner.

Academic coaching sessions will not following a rigid structure, but will rather be tailored to the needs of each student. Coaches will plan sessions in advance of meeting, but will allow the student to guide the session based on his or her needs. The coach will review with the student the upcoming exams, papers, and other assignments on which the student should focus to help with time management, work with the student on study skills that need to be developed such as note taking, assist the student with scheduling tutoring sessions with ACE, and other similar activities.

As previously mentioned, the academic coaching program will not begin until the second year of the QEP. At the conclusion of the fall 2020 semester, the University will identify all returning students with a GPA of 0-2.49. These students will then be assigned to an academic coach, and a weekly meeting will be scheduled, to begin the second week of the spring 2021 semester. At the end of the semester, assessment will be conducted to determine if students need to continue in the program. The goal is for students to remain in the program one semester before being released, but all students who continue to fall within the 0-2.49 GPA range will be retained in the program for the following fall semester.

#### Rationale for Student Selection

The CAREE office assessed data from the 2017 and 2018 fall semesters and the QEP Development Committee determined that all students within the range of 0-2.49 GPA should be enrolled in the academic coaching program. During the 2017-2018 academic year, 80 students possessing a GPA of 0-2.49 during the fall semester returned for the spring semester. During the 2018-2019 academic year, 68 students possessing a GPA of 0-2.49 during the fall semester returned for the spring semester. Using an average of these two years, it is estimated the academic coaching program will serve around 74 students each semester. The QEP Development Committee determined this would be a serviceable number of students given the number of academic coaches. This data is included as [Appendix H](#).

### QEP Director of Academic Coaching

The current Director of Student Success, Michelle Otwell, will serve as the QEP Director of Academic Coaching. Mrs. Otwell has been the Director of Student Success for eight (8) years. Prior to that, she was an advisor at the University. She is very familiar with the University and the student population, particularly those students who are at risk, as she has studied these students for quite some time. Mrs. Otwell has been a very instrumental member of the Retention Task Force, and has coordinated freshman orientation for several years. As such, she is quite familiar with the needs of the at-risk population that will be served by the academic coaching program and is the natural fit for the QEP Director of Academic Coaching. Compensation for the QEP Director of Academic Coaching will be a \$1,000 stipend per semester in addition to his or her current pay.

The role of the QEP Director of Academic Coaching will be to receive training in academic coaching, train and supervise the other academic coaches, assist the coaches in planning training sessions, work with the CAREE office to assess the program's effectiveness each semester, and work with the QEP Executive Committee to oversee the program. Money has been budgeted for the QEP Director of Academic Coaching to be trained in program such as the Academic Life Coaching Training Program. Once that training is completed, she will train the other coaches in the proper methods of coaching the students. Together with the other academic coaches, the QEP Director of Academic Coaching will develop handouts, manuals, worksheets, and other materials for sessions, in addition to planning potential meetings with students. In supervising the coaches, the QEP Director of Academic Coaching will hold meetings with the other coaches to review sessions, provide assistance when needed, and discuss plans for future meetings. The QEP Director of Academic Coaching will work directly with the CAREE office to review student progress data and assess the effectiveness of the program. Finally, the QEP Director of Academic Coaching will meet regularly with the QEP Executive Committee to provide updates to the program and receive feedback and recommendations.

### Coaches

In order to effectively serve the estimated population of students who will be included in the academic coaching program, it is determined that the two employees within Student Success (the Director of Student Success (also the QEP Director of Academic Coaching) and a Student Success Advisor) as well as two full-time instructional faculty members will be needed. The QEP Director of Academic Coaching and the Student Success Advisor will both coach 25 students per week, and the two full-time instructional faculty members will coach 12

students each. The Student Success Advisor will assume the coaching responsibilities as part of his or her regular job duties, but the two full-time instructional faculty members will receive a \$1,000 stipend each semester.

## Supplemental Instruction

### *Overview of the Program*

Supplemental Instruction (SI) is an academic support program designed by the University of Missouri- Kansas City that targets historically difficult courses. SI is a non-remedial approach to learning enrichment that increases student performance and retention. SI offers regularly scheduled, non-mandatory, out-of-class review sessions to all students enrolled in a targeted course. SI study sessions are informal seminars in which students review notes, discuss readings, develop organizational tools, and prepare for examinations. Students learn how to integrate course content with reasoning and study skills.

SI study sessions are led by SI Leaders, students who have taken the class before and earned a high grade in the course. Faculty typically recommend leaders, but they are vetted and trained by the QEP Director of SI to be effective facilitators. SI Leaders are prepared to share with students how to effectively study for the course. SI Leaders attend class, taking notes and listening closely to the professor.

At each session, the SI leader guides the students through the course concepts. SI leaders help students make good use of their time and share strategies he or she used to be successful in the course. SI leaders do not re-lecture, give out copies of notes, help students with assigned homework, or encourage last minute test cramming. Rather, they give students the tools needed to succeed on their own.

Students who attend SI sessions statically earn better grades. Research shows students regularly average one-half to one full letter grade higher than their classmates who choose not to attend. Students are also able to transfer the skills they learn to other classes that do not offer SI support. As SI sessions are free to students, more students are able to take advantage of the service. Students are encouraged to come as often as they like, but statistics show that the more students attend, the better their grade in the course.

### *Logistics*

#### Rationale for Course Selection

Courses supported by SI are those in which the rates of Ds and Fs are higher than average for the Institution. In order to serve the largest population of undergraduate, traditional students, it was determined that only core courses would be considered for SI. The QEP Development



Committee reviewed historical data regarding most Fs in core courses and, upon lengthy discussion, decided on the following courses to receive SI support: BI 1315: Biblical Worldview I, BI 1316: Biblical Worldview II, BIO 1300: Perspectives of Biology, BIO 1301: Principles of Biology I, BIO 1302: Principles of Biology II, HU 2315: Western Tradition I, and HU 2325: Western Tradition II. This data is included as [Appendix I](#).

Based on data from the 2018-2019 semester, it is estimated that four courses per semester will support SI sessions:

Course	Fall Semester	Number of SI Leaders	Spring Semester	Number of SI Leaders
BI 1315	Sessions Offered	3	Sessions Not Offered	0
BI 1316	Sessions Not Offered	0	Sessions Offered	3
BIO 1300	Sessions Offered	1	Sessions Offered	1
BIO 1301	Sessions Offered	1	Sessions Not Offered	0
HU 2315	Sessions Offered	1	Sessions Offered	1
HU 2325	Sessions Offered	1	Sessions Offered	1
Totals		7		6

If a session is not offered, it is because the course is not offered. The number of SI leaders per course is based on the number of students enrolled in the courses and the number of instructors teaching the courses.

As indicated above, while students are highly encouraged to attend sessions by their SI leaders and instructors, the SI model is that SI session attendance is not mandatory. Some areas may require SI session attendance, such as sports teams or social clubs, but, generally speaking, attendance is elective. The University will follow this model, but will consider making attendance mandatory for certain populations on an as needed basis.

Because attendance is not mandatory, and because sessions directly review materials discussed in classes, it is very important that all faculty endorse the SI program. Faculty

involvement may include nominating and/or selecting leaders, assisting leaders in developing session materials such as worksheets or study guides, and allowing SI leaders to make regular announcements in class encouraging attendance. Additionally, faculty may elect to offer extra credit to those students who regularly attend sessions.

Scheduling sessions is one of the responsibilities of the QEP Director of SI. Rooms will need to be reserved and times and days chosen with as little overlap of sessions as possible so as many students may attend as many sessions as possible. This will need to be completed a few weeks prior to the beginning of each semester, as course offerings must be set in stone and SI leaders should be selected before scheduling can occur. However, sessions will typically begin after 5:00 when traditional classes are not offered and fall within one of the following date-time combinations:

Mondays and Wednesdays	Tuesdays and Thursdays
5:00-6:30	5:00-6:30
6:30-8:00	6:30-8:00
8:00-9:30	8:00-9:30

#### QEP Director of Supplemental Instruction (SI)

The QEP Director of Supplemental Instruction (SI) will be identified from the pool of full-time faculty at the University. This person will receive training directly from the International Center for Supplemental Instruction at the University of Missouri-Kansas City. The cost for the 3-day training is \$875, in addition to travel and lodging expenses. Once this person receives training from the International Center for Supplemental Instruction, he or she will use that knowledge to train SI leaders at Faulkner.

In addition to training, responsibilities associated with this position will include:

- Interviewing, vetting, and hiring SI leaders
- Coordinating and directing training seminars for SI Leaders
- Coordinating rooms and times for SI sessions
- Liaising with faculty and SI leaders to ensure smooth relations
- Assessing and maintaining data based on attendance, effectiveness, grades, etc.
- Conducting reviews of SI leaders periodically
- Managing time sheets of leaders and submitting these to Human Resources for pay
- Meeting regularly with the Dean of ACCAS and other support staff to ensure adequate administration of the program.

Compensation for the QEP Director of SI will be a \$1,000 stipend per semester in addition to his or her current pay.

### SI Leaders

As stated previously, faculty often recommend students who show promise as potential SI leaders. However, it would be at the discretion of the QEP Director of SI, once vetted, whether or not they are a fit for the position. A leader should display the following:

- Strong knowledge of the subject matter
  - Should have made at least a B in the course
- Strong interest in the subject matter
  - Should be able to inspire and motivate students through enthusiasm in subject matter
- Strong, outgoing personality
  - Must be able to establish a rapport with students
- Strong leadership skills
  - Must be able to relate well with students while still maintaining order and leadership
- Strong organizational skills
  - Must remain organized in order to efficiently conduct SI sessions

SI leaders should work the following hours:

<b>Attend class</b>	3 hours
<b>Hold 2 1.5-hour sessions</b>	3 hours
<b>Prepare for sessions</b>	2 hours

### Resources Needed

As previously indicated, a total of thirteen (13) SI leaders will be needed for the academic year. Based on this figure, the cost of the SI leaders should be:

Amount per hour	Hours per week	Weeks per semester	Total pay per leader for the semester	Total for 13 leaders for an academic year
<b>\$8</b>	8	16	\$1,024	\$26,624

Additionally, resources would be needed for making copies, printing documents, holding training sessions for the leaders, purchasing supplies like markers and erasers, etc. A detailed breakdown of the budget and the specific dollar amounts dedicated to each need can be found in the “Resources for Initiation, Implementation, and Completion of QEP” section of this document.

## Academic Center for Excellence (ACE)

### *Overview of the Program*

The Academic Center for Excellence (ACE) is a multidisciplinary learning center that provides a safe and friendly environment for students to receive the academic support they need. The ACE provides one-on-one peer tutoring, independent and group study space, computer and printer usage, and other academic resources. These services are available free of charge to all Faulkner University students.

The ACE section of the report has been broken into three subsections: past, present, and future. While the ACE has been in operation for some time now, enhancements will be made to further supplement the QEP. These enhancements are discussed in the “Future” subsection.

### *Past*

Prior to the ACE, similar services were offered through the Instructional Support Lab, which primarily focused on math, and the Writing Center, which primarily focused on composition. However, in evaluating the services offered and seeking to improve student support, it became clear that a broader set of services were needed to benefit the student body as a whole. As such, the move to a multidisciplinary center was seen as a necessary change that called for immediate implementation. In spring 2018, plans to phase out the Instructional Support Lab and the Writing Center began. The ACE was opened the following fall semester.

### *Present*

Currently, the ACE’s leading form of student support is one-on-one peer tutoring. ACE tutors are students who demonstrate exceptional skill in their subject areas, are recommended by their professors, and are vetted by the ACE director. Before beginning their duties, the tutors undergo an in-depth training conducted by the ACE director, who has obtained certification as a tutor trainer through the National Tutoring Association (NTA). Upon successful completion of this training, NTA tutor certification is awarded. In addition to the initial NTA training, tutors also attend regular staff meetings and participate in informal professional development activities throughout the semester in order to continually grow in their roles. Following the initial training and certification, tutors are able to perform their duties with a high level of competence, offering

quality instruction and utilizing proven strategies to effectively meet the unique needs of the students they assist.

### *Logistics*

#### Director

The ACE Director is responsible for the following tasks:

- Interviewing, vetting, and hiring tutors
- Coordinating and conducting training seminars for tutors
- Creating a schedule of tutor availability
- Observing and evaluating tutor performance
- Planning and conducting ACE events
- Managing time sheets of tutors and submitting these to Human Resources for pay
- Purchasing supplies and managing budget
- Assessing and maintaining data based on usage, effectiveness, etc.
- Meeting regularly with the Dean of Alabama Christian College of Arts and Sciences and other support staff, including the SOS Advisory Board, to ensure adequate administration of the program

#### Tutors

To be considered for employment as an ACE tutor, a student must meet the following minimum requirements:

- Be currently enrolled as a student in good standing
- Have earned a grade of B or higher in the courses tutoring will be offered
- Receive a recommendation from a faculty member
- Possess the character, discipline, and temperament to work with students in a positive and professional manner

The primary role of the ACE tutor is to conduct one-on-one tutoring sessions with students in need of academic assistance. During the sessions, tutors are expected to perform the following tasks:

- Listen actively
- Tailor sessions to the unique needs and learning styles of students
- Engage students in the learning process
- Help students develop skills to become effective, independent learners

In addition to conducting tutoring sessions, ACE tutors have the following responsibilities:

- Monitor student progress
- Record session notes

- Maintain accurate data
- Participate in center activities
- Perform other center-related duties as assigned

### Hours of Operation

Based on data from the Instructional Support Lab and the Writing Center, the prime time for student visits were Monday-Thursday during the hours of 9:00-5:00. Early morning and evening hours were rarely used. Thus, the ACE is open Monday-Thursday 9:00-5:00. Because of the recent transition to a 5-day class schedule<sup>1</sup>, the ACE is also open on Fridays from 9:00-2:00.

Online tutoring is a separate service available to students 24/7. Online tutoring is offered through TutorMe and is not administered by the University. TutorMe has over 300 subject areas available on a 24/7 basis. Because of the separation of administration, online tutoring is not discussed further in this report.

### Tutoring Schedule

Tutors typically work 8-10 hours per week, along with the occasional staff meeting and center activity. However, hours often vary from student to student and semester to semester based on their class schedules and general availability.

The tutor pay scale starts at \$8 per hour, but raises are given based on tutor performance and increasing leadership roles and responsibilities. Funds for tutor payment are secured in the ACE budget, not the QEP budget. Hence, it is not included in the budget section of the QEP report, except as pertaining to newly implemented programs included in the “Future” section of the ACE narrative.

### Subjects Offered

A focus group of key student support staff was created to determine the most prominent subject areas that need additional support. Five subject areas were identified as receiving the most requests for support: accounting, Biblical studies, biology, English, and math. As such, the ACE has tutoring available for these subjects on a regular, weekly basis. Tutors hired for these subjects are often qualified to tutor in other subject areas as well, which expands the list of subjects offered each semester.

For subjects not offered on an on-going basis, students may make requests for a tutor, and the ACE director will locate a student qualified to offer assistance. Additional subjects will be added

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<sup>1</sup> Faulkner transitioned to a 5-day class schedule starting in the fall of 2017. Prior to this, classes were only held Monday through Thursday.

to the list of regularly scheduled tutoring as indicated by data. Finally, additional subjects are offered through TutorMe, the 24/7 online tutoring platform which, as previously discussed, offers tutoring in over 300 subject areas.

### *Future*

As previously mentioned, the ACE will be enhanced as part of the QEP. Developments to the ACE are only natural, as its primary goal is to support student success. Consequently, plans are in place to implement 2 additional methods of support: pop-up tutoring and SOS workshops. These two new support offerings, including their outcomes, budgets, and other components, are directly tied to the QEP. These additions will enhance both the ACE and the QEP, as well as support students in ways the University has yet to address.

### *Oversight*

Because pop-up tutoring and the workshops will be an addition to ACE, the ACE Director will primarily oversee this area of SOS. However, the co-directors of the QEP (the QEP Director of SI and the QEP Director of Academic Coaching) will assist the ACE Director in oversight of these additions to ensure a judicious division of labor.

### *Pop-Up Tutoring*

Pop-Up Tutoring is an approach that takes the ACE services directly to the students. ACE tutors will set up mobile stations in high-traffic areas across campus. Students will then be able to drop by the station to ask quick questions and receive quick feedback. This approach is designed to accommodate students that might not otherwise be reached and spread awareness of the ACE services available to them.

### *Logistics*

*Details:* At the prime times and locations listed below, tutors will set up mobile stations comprised of a portable table, a table top sign, iPads, and other relevant materials. There will be two tutors per mobile station. To ensure quality feedback is available for a wide array of students, well-rounded tutors who are qualified to assist with a variety of needs will be chosen for pop-up sites. Once the mobile stations are in place, students will be invited to ask quick and simple questions pertaining to their academic needs and goals. Students should check in using QR codes so usage can be tracked and feedback can be obtained.

Should students have a need that is more complex or time-consuming, they will be encouraged to reserve a full-length tutoring session in the ACE. Pop-up tutors can assist students in creating appointments using an iPad and/or distribute ACE brochures that contain instructions for creating an appointment and other helpful information about ACE services available. It is hoped that this method of assistance will provide a quick and easy solution to simple needs the student

may have, but also serve as a gateway to the ACE, promoting its usage for more complex tutoring needs.

*Prime Times and Locations:* The focus group mentioned above identified 4 high-traffic areas across campus: Café Siena before and after chapel, the cafeteria during lunch hour, athletic study halls located in Harris Hall twice weekly, and the residence hall lobbies during evening hours. The effectiveness of these locations will be assessed at the end of each semester to determine if changes need to be made to locations.

*Materials:* Posters will be needed to advertise pop-up tutoring times and locations. Three portable tables will be needed to serve as mobile stations. Table top signs for each mobile station will be needed to alert students to the service available. ACE shirts and name tags will also be needed to help students identify the tutors. Finally, supplies such as iPads, Apple pencils, notebooks, pens, highlighters, copies of popular handouts, and ACE brochures will be needed, as well as totes to carry them. A detailed breakdown of the budget and the specific dollar amounts dedicated to each need can be found in the “Resources for Initiation, Implementation, and Completion of QEP” section of this document.

*Tutors:* Eight additional tutors will need to be hired to cover the extra hours associated with Pop-Up tutoring. Pop-Up tutors should be carefully-chosen individuals who are well rounded and can offer assistance with a wide range of subject areas and needs. Such individuals can often be found in the Great Books Honors College and the Alpha Chi International Honor Society.

*Hours:* Two tutors will be needed for each station, so the hours will be multiplied by two in the following breakdown of hours needed to support this initiative. As mentioned previously, these sessions will be devoted to quick questions. If a student has a more in-depth need, the tutor will schedule an appointment with the ACE to address the issue in a lengthier tutoring session.

	Chapel	Lunch	Athletic Study Hall	Two Residence Halls <sup>2</sup>	Total Hours/Week
Hours/Day	1 hour	1 hour	2 hours	2 hours at each hall for 4 hours total	

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<sup>2</sup> Only two residence halls have been selected as pop-up tutoring locations; however, these locations will be well advertised and open to all.



<b>Days/Week</b>	4 (Monday-Thursday)	4 (Monday-Thursday)	2 (Monday & Thursday)	4 (Monday-Thursday)	
<b>Total Hours/Week</b>	4 hours	4 hours	4 hours	16 hours	28 hours*
<i>*Due to the need for two tutors per location, total hours per week is 56.</i>					

*Payment:* Tutors will receive the same hourly pay as normal. The tutor pay scale starts at \$8 per hour, but raises will be given based on tutor performance and increasing leadership roles and responsibilities. Funds for pop-up tutoring hours will come from the QEP Budget. A breakdown of payment is included below.

	Chapel	Lunch	Athletic Study Halls	Two Residence Halls	Total Hours/Week	Total Cost
<b>Hours/Day</b>	1 hour	1 hour	2 hours	2 hours at each hall for 4 hours total		\$64/day
<b>Days/Week</b>	4 (Monday-Thursday)	4 (Monday-Thursday)	2 (Monday & Thursday)	4 (Monday-Thursday)		
<b>Total Hours/Week</b>	4 hours	4 hours	4 hours	16 hours	28 hours	\$224/week

Total weekly hours multiplied by 2 tutors and 14 weeks (excluding the first and last weeks of the semester) becomes \$6,272 per semester. Yearly total cost for tutor payment is \$12,544.

*Analysis:* Students using pop-up tutoring will scan in using the University's QR code app. This app will keep track of attendance and send out a survey to every user, allowing valuable data to be collected and the initiative to be assessed. If a particular pop-up tutoring location is in high demand and the need for additional staff is demonstrated, additional tutors will be added as suggested by data. However, if a particular pop-up tutoring location is in low demand, the site will be dropped and a new location will be considered based on feedback and data.

## SOS Workshops

SOS Workshops are interactive learning experiences that provide students with the skills needed to reach academic success. The ACE staff will host several workshops per year focusing on topics such as goal setting, time management, learning styles, study skills, and test anxiety (areas in which students seem to struggle the most). The ACE director will plan and lead each workshop, but ACE tutors will have active roles. These workshops will directly supplement and enhance information presented to all new incoming students (whether freshmen or transfer) in the required Faulkner Foundations course. Faulkner Foundations is a comprehensive course that assists new students in their adjustment to and success at Faulkner. Faulkner Foundations promotes the overall orientation to Faulkner University and engagement in the Faulkner Experience.

### Logistics

**Schedule:** These workshops will be offered twice each semester, once during the fourth week of the semester and once during the twelfth week of the semester. They will be offered in the evenings in order to not interfere with regularly scheduled classes. Each workshop will be 1 hour in length, consisting of 15-30 minutes of whole group instruction followed by 30-45 minutes of interactive activities. Discussion points and activities are further described in the outlines below.

### Workshop Schedule:

Semester	Week	Topic
Fall	Week 4	Time Management
Fall	Week 12	Learning Styles and Study Skills
Spring	Week 4	Goal Setting
Spring	Week 12	Test Anxiety and Stress

**Hours:** Tutors participating will need 1 hour to plan and prepare for their roles in each workshop, 1 hour to conduct the workshop, and 1 hour to help set up and clean up. Thus, 3 hours per tutor will be required for each workshop.

Task	Time Allotted
Preparation	1 hour per tutor
Set Up	30 minutes per tutor
Workshop	1 hour per tutor
Clean Up	30 minutes per tutor
Total Time	<b>3 hours per tutor</b>

*Payment:* Tutors will receive the same hourly pay as normal. The tutor pay scale starts at \$8 per hour, but raises will be given based on tutor performance and increasing leadership roles and responsibilities. Funds for SOS workshop hours will come from the QEP Budget. For approximately 4-6 tutors, the cost of tutor payment per workshop would range from \$96-\$144. For 4 workshops per year, the total yearly cost of tutor payment would range from \$384-\$576.

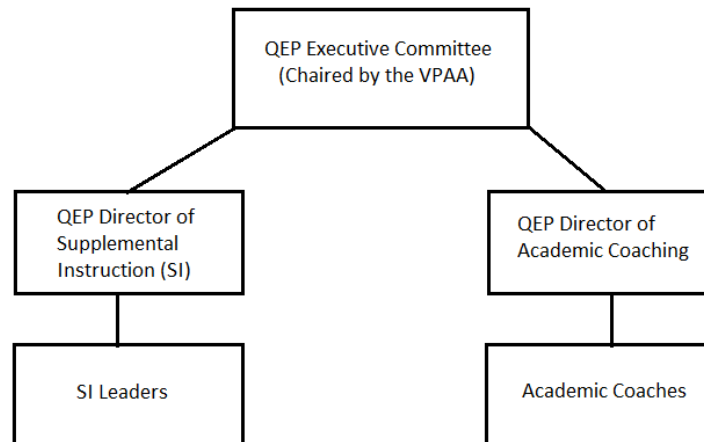
*Materials:* Posters will be needed to advertise the workshops. ACE staff will need shirts and name tags to set them apart as workshop leaders. Snacks and door prizes will be needed as incentives for attendance. A detailed breakdown of the budget and the specific dollar amounts dedicated to each need can be found in the “Resources for Initiation, Implementation, and Completion of QEP” section of this document.

## Organizational Structure

Because of the trifurcated nature of Faulkner’s QEP, two directors will be utilized to lead the QEP, under the guidance of the QEP Executive Committee: the QEP Director of Academic Coaching and the QEP Director of Supplemental Instruction (SI). The QEP Director of Academic Coaching will oversee all elements of the QEP related to Academic Coaching, and the QEP Director of SI will oversee all elements of the QEP related to SI. While additions to the ACE are the third prong of SOS, the ACE Director will serve in a supplemental capacity, under the leadership of the two QEP Directors. The QEP Executive Committee will meet twice per semester with the two QEP Directors to provide oversight and advice. The Vice President for Academic Affairs will chair the QEP Executive Committee, and members of the faculty will serve on the committee. A list of the QEP Executive Committee members can be found in

[Appendix J.](#)

## Organizational Chart



## Action Plan

The QEP Development Committee created a timeline for the implementation of the QEP. The timeline provides a month-by-month plan of action for each phase of the QEP. Details regarding each step can be found in the section pertaining to that item (e.g., a description of the assessment meetings can be found in “Plan to Assess Achievement”).

Academic Year	Month	Action Item
Development (AY 2017-2018)	June	Conducted initial meeting of QEP Topic Selection Committee
	July	Began sending out surveys regarding QEP Topics
	September	Presented QEP Topic Ideas in Faculty Meeting
	October	Conducted meeting of QEP Topic Selection Committee
	November	Held Student Leaders Focus Group to present QEP Topic ideas
		Presented QEP Topic Ideas in Chapel presentation
		Conducted meeting of QEP Topic Selection Committee
	January	Conducted meeting of QEP Topic Selection Committee
	February	Conducted meeting of QEP Topic Selection Committee
	March	Finalized QEP Topic
	April	Began writing QEP
Development (AY 2018-2019)	October	Organized QEP Development Committee
		Conducted initial meeting of Development Committee
	November	Conducted meeting of QEP Development Committee
	December	Conducted meeting of QEP Development Committee
	January	Conducted meeting of QEP Development Committee
	February	Finalized QEP with QEP Development Committee
		Submit QEP to SACS On-Site Committee
	March	Begin implementing QEP Promotion Plan (see promotion plan for more details)
		Send emails to University Constituents regarding purpose, design, implementation, and assessment of QEP

		Conduct presentations in chapels, faculty meetings, etc. regarding purpose, design, implementation, and assessment of QEP
		Notify University Constituents regarding purpose, design, implementation, and assessment of QEP via Social Media and Faulkner App
		Circulate flyers to University Constituents regarding purpose, design, implementation, and assessment of QEP
	April	Send emails to University Constituents regarding purpose, design, implementation, and assessment of QEP
		Notify University Constituents regarding purpose, design, implementation, and assessment of QEP via Social Media and Faulkner App
	May	Begin planning SI sessions for fall semester, including hiring tutors, scheduling rooms and sessions, and working with instructors
	July	Finalize planning of SI sessions for fall semester, including hiring tutors, scheduling rooms and sessions, and working with instructors
Year 1 (AY 2019-2020)	August	Hold meeting of QEP Executive Committee and co-Directors to discuss plans for the fall semester
		Train new SI Leaders in early August before classes begin
		Train new tutors hired for pop-up tutoring
		Begin SI sessions the second week of classes
		Begin pop-up tutoring the second week of classes
	September	Hold first ACE workshop- "Time Management"
	October	Hold mid-semester meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
		QEP Director of Academic Coaching complete specialized training
	November	Hold meeting of QEP Executive Committee and co-Directors to discuss occurrences of the fall semester
		Hold second ACE workshop- "Learning Styles and Study Skills"
		Begin planning SI sessions for fall semester
	December	All programs meet with CAREE office to conduct end-of-semester assessment
		Review SI program with QEP Director of SI and SI Leaders
		Review pop-up tutoring with QEP Directors, ACE Director, and pop-up tutors
	January	Hold meeting of QEP Executive Committee and co-Directors to discuss plans for the spring semester
		Hold SI supplemental training
		Hold pop-up tutor supplemental training
		Hold academic coaches meeting with all coaches to review upcoming semester
	February	Hold third ACE workshop- "Goal Setting"
	March	Hold mid-semester meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
		QEP Director of Academic Coaching begin training academic coaches
	April	Hold meeting of QEP Executive Committee and co-Directors to discuss occurrences of the fall semester
		Hold fourth ACE workshop- "Test Anxiety and Stress"
	May	Review SI program with QEP Director of SI and SI Leaders
		Review pop-up tutoring with QEP Directors, ACE Director, and pop-up tutors

		All programs meet with CAREE office to conduct end-of-semester assessment
		Hold end-of-year meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	June	Complete yearly assessment of QEP
	July	Begin planning SI sessions for fall semester
Year 2 (AY 2020-2021)	August	Hold meeting of QEP Executive Committee and co-Directors to discuss plans for the fall semester
		Train new SI Leaders in early August before classes begin
		Train new tutors hired for pop-up tutoring
		Begin SI sessions the second week of classes
		Begin pop-up tutoring the second week of classes
	September	Hold first ACE workshop- "Time Management"
	October	Hold mid-semester meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	November	Hold meeting of QEP Executive Committee and co-Directors to discuss occurrences of the fall semester
		Hold second ACE workshop- "Learning Styles and Study Skills"
		Begin planning SI sessions for fall semester
	December	All programs meet with CAREE office to conduct end-of-semester assessment
		Review SI program with QEP Director of SI and SI Leaders
		Review pop-up tutoring with QEP Directors, ACE Director, and pop-up tutors
		Identify students who will be enrolled in the Academic Coaching program and notify them
	January	Hold meeting of QEP Executive Committee and co-Directors to discuss plans for the spring semester
		Hold SI supplemental training
		Hold pop-up tutor supplemental training
		Hold academic coaches meeting with all coaches to review upcoming semester
		Begin Academic Coaching the second week of classes
	February	Hold third ACE workshop- "Goal Setting"
	March	Hold mid-semester meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	April	Hold meeting of QEP Executive Committee and co-Directors to discuss occurrences of the fall semester
		Hold fourth ACE workshop- "Test Anxiety and Stress"
	May	Review SI program with QEP Director of SI and SI Leaders
		Review pop-up tutoring with QEP Directors, ACE Director, and pop-up tutors
		Review academic coaching with QEP Director of Academic Coaching and academic coaches
		All programs meet with CAREE office to conduct end-of-semester assessment
		Hold end-of-year meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	June	Complete yearly assessment of QEP

	July	Begin planning SI sessions for fall semester
Year 3 (AY 2021-2022)	August	Hold meeting of QEP Executive Committee and co-Directors to discuss plans for the fall semester
		Train new SI Leaders in early August before classes begin
		Train new tutors hired for pop-up tutoring
		Begin SI sessions the second week of classes
		Begin pop-up tutoring the second week of classes
	September	Hold first ACE workshop- "Time Management"
	October	Hold mid-semester meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	November	Hold meeting of QEP Executive Committee and co-Directors to discuss occurrences of the fall semester
		Hold second ACE workshop- "Learning Styles and Study Skills"
		Begin planning SI sessions for fall semester
	December	All programs meet with CAREE office to conduct end-of-semester assessment
		Review SI program with QEP Director of SI and SI Leaders
		Review pop-up tutoring with QEP Directors, ACE Director, and pop-up tutors
		Identify students who will be enrolled in the Academic Coaching program and notify them
		Conduct mid-QEP assessment
	January	Hold meeting of QEP Executive Committee and co-Directors to discuss plans for the spring semester
		Hold SI supplemental training
		Hold pop-up tutor supplemental training
		Hold academic coaches meeting with all coaches to review upcoming semester
		Begin Academic Coaching the second week of classes
	February	Hold third ACE workshop- "Goal Setting"
	March	Hold mid-semester meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	April	Hold meeting of QEP Executive Committee and co-Directors to discuss occurrences of the fall semester
		Hold fourth ACE workshop- "Test Anxiety and Stress"
	May	Review SI program with QEP Director of SI and SI Leaders
		Review pop-up tutoring with QEP Directors, ACE Director, and pop-up tutors
		Review academic coaching with QEP Director of Academic Coaching and academic coaches
		All programs meet with CAREE office to conduct end-of-semester assessment
		Hold end-of-year meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	June	Complete yearly assessment of QEP
	July	Begin planning SI sessions for fall semester
Year 4 (AY 2022-2023)	August	Hold meeting of QEP Executive Committee and co-Directors to discuss plans for the fall semester
		Train new SI Leaders in early August before classes begin

		Train new tutors hired for pop-up tutoring
		Begin SI sessions the second week of classes
		Begin pop-up tutoring the second week of classes
	September	Hold first ACE workshop- "Time Management"
	October	Hold mid-semester meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	November	Hold meeting of QEP Executive Committee and co-Directors to discuss occurrences of the fall semester
		Hold second ACE workshop- "Learning Styles and Study Skills"
		Begin planning SI sessions for fall semester
	December	All programs meet with CAREE office to conduct end-of-semester assessment
		Review SI program with QEP Director of SI and SI Leaders
		Review pop-up tutoring with QEP Directors, ACE Director, and pop-up tutors
		Identify students who will be enrolled in the Academic Coaching program and notify them
	January	Hold meeting of QEP Executive Committee and co-Directors to discuss plans for the spring semester
		Hold SI supplemental training
		Hold pop-up tutor supplemental training
		Hold academic coaches meeting with all coaches to review upcoming semester
		Begin Academic Coaching the second week of classes
	February	Hold third ACE workshop- "Goal Setting"
	March	Hold mid-semester meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	April	Hold meeting of QEP Executive Committee and co-Directors to discuss occurrences of the fall semester
		Hold fourth ACE workshop- "Test Anxiety and Stress"
	May	Review SI program with QEP Director of SI and SI Leaders
		Review pop-up tutoring with QEP Directors, ACE Director, and pop-up tutors
		Review academic coaching with QEP Director of Academic Coaching and academic coaches
		All programs meet with CAREE office to conduct end-of-semester assessment
		Hold end-of-year meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	June	Complete yearly assessment of QEP
	July	Begin planning SI sessions for fall semester
Year 5 (AY 2023-2024)	August	Hold meeting of QEP Executive Committee and co-Directors to discuss plans for the fall semester
		Train new SI Leaders in early August before classes begin
		Train new tutors hired for pop-up tutoring
		Begin SI sessions the second week of classes
		Begin pop-up tutoring the second week of classes
	September	Hold first ACE workshop- "Time Management"



	October	Hold mid-semester meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	November	Hold meeting of QEP Executive Committee and co-Directors to discuss occurrences of the fall semester
		Hold second ACE workshop- "Learning Styles and Study Skills"
		Begin planning SI sessions for fall semester
	December	All programs meet with CAREE office to conduct end-of-semester assessment
		Review SI program with QEP Director of SI and SI Leaders
		Review pop-up tutoring with QEP Directors, ACE Director, and pop-up tutors
		Identify students who will be enrolled in the Academic Coaching program and notify them
	January	Hold meeting of QEP Executive Committee and co-Directors to discuss plans for the spring semester
		Hold SI supplemental training
		Hold pop-up tutor supplemental training
		Hold academic coaches meeting with all coaches to review upcoming semester
		Begin Academic Coaching the second week of classes
	February	Hold third ACE workshop- "Goal Setting"
	March	Hold mid-semester meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	April	Hold meeting of QEP Executive Committee and co-Directors to discuss occurrences of the fall semester
		Hold fourth ACE workshop- "Test Anxiety and Stress"
	May	Review SI program with QEP Director of SI and SI Leaders
		Review pop-up tutoring with QEP Directors, ACE Director, and pop-up tutors
		Review academic coaching with QEP Director of Academic Coaching and academic coaches
		All programs meet with CAREE office to conduct end-of-semester assessment
		Hold end-of-year meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)
	June	Complete yearly assessment of QEP
	July	Conduct final assessment of QEP and determine the future of the programs

## Student Populations

During the identification and development processes, much emphasis was placed on which populations would best be served by the QEP. The QEP Development Committee wanted to ensure SOS served a significant portion of Faulkner's population while maintaining its focus. When selecting the topic, it became apparent that, with the focus on retention, the primary population to be served would be the undergraduate students who attended classes at the main

campus. However, it became apparent that, with the trifurcated approach to SOS, different populations would be served by the different programs.

**Academic Coaching:** As previously discussed, students will be selected for participation in the academic coaching prong of SOS, and their participation will be mandatory. In order to narrow the focus, only first-time, full-time students will participate in this program. Additionally, only freshmen will initially participate in the program. During the fall semester of their freshman year, GPAs will be assessed, and all freshmen with a GPA of 0-2.49 will be placed in the academic coaching program. Their participation in the program going forward will hinge on their performance each semester. Therefore, the majority of students participating in this prong of SOS will be first-time, full-time freshmen at the main campus.

**Supplemental Instruction:** Because SI is based on courses and not students, any students enrolled in a course that offers SI will be able to participate in this program. However, only courses on the main campus and offered during the day will be utilized, so this program will mostly serve main campus, traditional, on ground students. However, many adult students now take classes during the day, so this program will serve them, too.

**Pop-Up Tutoring:** Because pop-up tutoring will be held on the main campus, only those students at the main campus will benefit from this program. However, pop-up tutoring is scheduled for multiple times throughout the day so, while the main focus is on traditional students, adult students may certainly participate. Locations were selected with the traditional population in mind, but, as previously mentioned, many adult students now take classes during the day, so this program will serve them, too.

**ACE Workshops:** The ACE workshops can be attended by all students, regardless of their classification. However, the primary target audience will be the traditional, main campus, on ground students, as they will be interactive, and attendance at the event is necessary to receive the benefits from them. The workshops will not be mandatory for the general population. However, some populations may be required to attend, such as athletes, students on academic probation, etc. Assessment of attendance will be conducted periodically, and it may be determined that certain groups need to be encouraged to attend more often than others.

# IMPROVING SPECIFIC STUDENT LEARNING OUTCOMES AND/OR STUDENT SUCCESS

Faulkner University's QEP is designed to enhance student success through improving students' academic support services. In order to achieve this support of student success, the University centered the QEP on three interwoven goals: 1) assisting students in developing skills related to academic persistence, 2) engaging students in the learning process, and 3) connecting students to University resources and support personnel who will scaffold them in the development and learning processes. These goals are actualized through three general outcomes for all students who participate in one of SOS's three programs detailed in the following table, as well as nine program-specific SLO's demonstrated in the second table. Because each of the three prongs of the University's QEP are different, these SLOs have been broken out by program to more specifically meet the goals of each program. They are directly linked to the general SLOs, and utilize almost the same assessment measures. The assessment instruments used to measure the realization of these goals and outcomes will be discussed in the section, "Plan to Assess Achievement."

## SOS General Student Learning Outcomes

General Student Learning Outcome	Assessment Instruments	Benchmark	Rationale for Outcome/Assessment
Demonstrate improvement in academic strengths-time management, study skills, and motivation	<ul style="list-style-type: none"> <li>SOS Inventory (In-house Pre- and Post-Test)</li> <li>GPA</li> </ul>	<ul style="list-style-type: none"> <li>80% of students who participate in any SOS program will report favorable improvement of at least 20% related to areas of academic strengths</li> <li>80% of students who participate in any SOS program will increase GPA by at least .25 (or</li> </ul>	In order to determine whether or not SOS is actually supporting student success in the area of academics, students who participate in the program must show an improvement in those areas the QEP is specifically designed to address- time management, study skills, motivation, etc. The SOS Inventory, created by Faulkner's CAREE Office, is specifically designed to address the academic

		maintain 4.0 GPA) from freshman to senior year	strengths needed to succeed in college. As a secondary measure of success, GPAs will be evaluated to determine if improvement was made in course performance.
Demonstrate satisfactory academic progress towards degree completion	<ul style="list-style-type: none"> <li>GPA</li> <li>Number of hours successfully completed</li> </ul>	<ul style="list-style-type: none"> <li>80% of students who participate in any SOS program will increase GPA by at least .25 (or maintain 4.0 GPA) from freshman to senior year</li> <li>80% of students who participate in any SOS program will successfully complete at least 25 hours per academic year, and 80% of students who participate in any SOS program will complete a degree in five (5) academic years</li> </ul>	In order to determine whether or not SOS is actually supporting student success in degree completion, students who participate in the program must maintain a passing GPA and complete the appropriate number of hours for degree obtainment within a reasonable time frame. GPA is one of the primary means of assessing satisfactory academic progress towards degree completion. Additionally, time to completion is an indicator of positive academic performance.
Express a sense of connection and/or engagement to the University	<ul style="list-style-type: none"> <li>Student Satisfaction Inventory (SSI)</li> <li>SOS Inventory</li> </ul>	<ul style="list-style-type: none"> <li>80% of students who participate in any SOS program will indicate a positive sense of connection and/or engagement to the University on the Student</li> </ul>	Because retention is such a pressing concern for the Institution, ensuring a sense of connection and/or engagement to the University is a vital piece of increasing retention rates. Students who have positive academic experiences are more likely to

		<p>Satisfaction Inventory</p> <ul style="list-style-type: none"> <li>80% of students who participate in any SOS program will report a positive sense of connection and/or engagement to the University on both the pre- and post-test of the SOS Inventory</li> </ul>	<p>express a sense of connection and/or engagement to the University. The University will utilize the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI), as well as the SOS Inventory to measure this outcome.</p>
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### SOS Program-Specific Student Learning Outcomes

General Student Learning Outcome	Assessment Instruments	Program-Specific Student Learning Outcome	Benchmark
Demonstrate improvement in academic strengths-time management, study skills, and motivation	<ul style="list-style-type: none"> <li>SOS Inventory (In-house Pre- and Post-Test)</li> <li>GPA</li> </ul>	Students who participate in the Supplemental Instruction program at least five (5) times per course will develop greater strengths in the areas of time management, study skills, and motivation than those in the class who do not.	Students who participate in the Supplemental Instruction program at least five (5) times per course will respond more favorably by 5 points on the SOS Inventory than those who did not and their GPAs will be at least one-half letter grade higher.
		Students who participate in the Academic Coaching program will show a positive increase in their abilities in the areas of time management, study skills, and motivation after one semester of participation in the program.	Students who participate in Academic Coaching will increase favorable responses by 5 points on the SOS inventory from semester to semester and increase their GPA by .25 letter grade by the end of one semester.

		Students who attend at least two (2) ACE workshops during the academic year will cultivate greater strengths in the areas of time management, study skills, and motivation than those in the class who do not.	Students who attend at least two (2) ACE workshops during the academic year will respond more favorably by 5 points than those who did not and their GPAs will be at least one-half letter grade higher.
Demonstrate satisfactory academic progress towards degree completion	<ul style="list-style-type: none"> <li>GPA</li> <li>Number of hours successfully completed</li> </ul>	Students who participate in the Supplemental Instruction program at least five (5) times per course will perform better in that class than those who do not.	Students who participate in the Supplemental Instruction program will earn a GPA that is one-half letter grade higher than those who do not and complete at least five (5) more semester hours per academic year.
		Students who participate in the Academic Coaching program will show a positive increase in their academic progress towards degree completion after one semester of participation in the program.	Students who participate in the Academic Coaching program will increase their GPA by .25 letter grade by the end of one semester and successfully earn at least 12 hours in the semester.
		Students who attend at least two (2) ACE workshops during the academic year will demonstrate more satisfactory academic progress towards degree completion than those in the class who do not.	Students who attend at least two (2) ACE workshops during the academic year will earn a GPA that is one-half letter grade higher than those who do not and complete at least five (5) more semester hours per academic year.
Express a sense of connection and/or engagement to the University	<ul style="list-style-type: none"> <li>Student Satisfaction Inventory (SSI)</li> <li>SOS Inventory</li> </ul>	Students who participate in the Supplemental Instruction program at least five (5) times per course will express a more positive connection and a greater sense of engagement with the University.	Students who participate in the Supplemental Instruction program at least five (5) times per course will respond more favorably by 5 points on the SOS Inventory than those who did not, as well as the Student Satisfaction Inventory.

		Students who participate in the Academic Coaching program will express a more positive sense of connection and engagement to the University after one semester of participation in the program.	Students who participate in the Academic Coaching program will respond more favorably by 5 points on the SOS Inventory than the previous semester, as well as the Student Satisfaction Inventory.
		Students who attend at least two (2) ACE workshops during the academic year will express a more positive sense of connection and engagement to the University after one semester of participation in the program.	Students who attend at least two (2) ACE workshops during the academic year will respond more favorably by 5 points on the SOS Inventory than those who did not, as well as the Student Satisfaction Inventory.

# RESOURCES FOR INITIATION, IMPLEMENTATION, AND COMPLETION OF QEP

Faulkner University has provided the resources required to undergird the success of the QEP. Included below are the proposed budget and an explanation of the items. Each year of the QEP is budgeted to ensure resources are available for initiation, implementation, and completion.

## Proposed QEP Budget

Budget Number	Budget Description	Year 1	Year 2	Year 3	Year 4	Year 5
5065	Pay for SI Leaders (13) and ACE Tutors (8)	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00
5070	Stipends for QEP Directors (SI and AC= 2) and Academic Life Coaches (3)	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
6065	Copier	\$ 150.00	\$ 150.00	\$ 150.00	\$ 150.00	\$ 150.00
6080	Entertainment	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
6140	Printing	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00
6170	Professional Development	\$ 4,500.00	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -
6180	Supplies, General	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00
6190	Supplies, Instructional	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
6221	Travel, Professional Development	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
6225	Travel, University Business	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00
7030	Capital, Office Furniture	\$ 1,250.00	\$ -	\$ -	\$ -	\$ -
7999	Capital, Software	\$ 500.00	\$ -	\$ -	\$ -	\$ -
		\$61,800.00	\$56,550.00	\$55,550.00	\$56,550.00	\$55,550.00

*\*Budget may be adjusted as required.*

## Explanation of Items

- 5065: Pay for SI Leaders (13) and ACE Tutors (8)
  - This amount is for the compensation of the 13 planned SI Leaders and 8 planned ACE tutors. A breakdown of costs is provided in the “Implementation Plan” section of this document.
- 5070: Stipends for QEP Directors (SI and AC= 2) and Academic Life Coaches (3)
  - There will be two co-QEP Directors, one for SI and one for Academic coaching (they will share oversight of the new ACE initiatives with the ACE director). Each coordinator will be compensated \$1,000 per semester, for a total of \$2,000 annually. The compensation will cover extra responsibilities incurred by assuming the position in addition to regular job responsibilities.
- 6065: Copier
  - This budget covers printing and copying done via printers and copiers throughout University campus- materials for SI sessions, coaching sessions, workshops, tutoring sessions, etc.
- 6080: Entertainment
  - This budget will cover food and supplies for training luncheons, planning sessions, meetings of the SOS Committee, etc.



- 6140: Printing
  - This budget will cover materials printed by RICOH, the University's contracted printing services, including training materials, handbooks, advertising materials, etc.
- 6170: Professional Development
  - This budget will cover attendance at conferences, workshops, etc., and training for the QEP co-Directors for SI and academic coaching. A breakdown of costs is provided in the "Implementation Plan" section of this document.
- 6180: Supplies, General
  - This budget will cover items like paper, pencils, markers, erasers, etc.
- 6190: Supplies, Instructional
  - This budget will cover textbooks for the SI Leaders, as well as workshop materials and other similar materials.
- 6221: Travel, Professional Development
  - This budget will cover travel expenses to attend conferences, workshops, etc. and training through The International Center for Supplemental Instruction and Academic Coaching. A breakdown of costs is provided in the "Implementation Plan" section of this document.
- 6225: Travel, University Business
  - This budget will cover travel not related to attending conferences, workshops, etc.
- 7030: Capital, Office Furniture
  - This budget will include furniture to be used for a Supplemental Instruction addition to ACE to include a table and chairs at which SI Leaders can work and meet. Additionally, it will include the cost of tables for the pop-up tutoring. Expenses will only be incurred in the first year for this area.
- 7999: Capital, Software
  - This budget will include the purchase of Adobe PDF, etc. for use in preparing documents, etc.

# PLAN TO ASSESS ACHIEVEMENT

In conjunction with the QEP Development Committee, the CAREE office has devised a plan to assess the achievement of the goals and student learning outcomes of the QEP. As previously indicated, there are three overarching goals of the QEP, with three corresponding general student learning outcomes and nine specific student learning outcomes (three per general student learning outcome). Assessment will be conducted at frequent intervals. A timetable is provided that is specific to assessment, but assessment dates have also been incorporated in the QEP Action Plan. Justification for the timing of each assessment interval is included.

## SOS Goals

Faulkner University's QEP is designed to enhance student success through improving students' academic support services. In order to achieve this support of student success, the University centered the QEP on three interwoven goals: 1) assisting students in developing skills related to academic persistence, 2) engaging students in the learning process, and 3) connecting students to University resources and support personnel who will scaffold them in the development and learning processes. With Faulkner's current focus on retention, these three goals are essential to the future progress of the Institution. Each goal is centered on improving the student's experience at Faulkner to encourage a positive environment that encourages students to persist and matriculate in a timely manner.

## Student Learning Outcomes (SLOs)

The goals of SOS are actualized through three general student learning outcomes (SLOs) for all students who participate in one of SOS's three programs. Because each of the three prongs of the University's QEP are different, these SLOs have been broken out by program to more specifically meet the goals of each program. They are directly linked to the general SLOs, and utilize almost the same assessment measures.

### *General SLOs*

Faulkner has associated three general student learning outcomes with its goals: 1) demonstrate improvement in academic strengths- time management, study skills, and motivation; 2) demonstrate satisfactory academic progress towards degree completion; and 3) express a sense of connection and/or engagement to the University. In order to determine whether or not SOS is actually supporting student success in the area of academics, students who participate in the program must show an improvement in those areas the QEP is

specifically designed to address- time management, study skills, motivation, etc. Competency in these areas will directly contribute to students' persistence and positive performance. Degree completion is one of Faulkner's primary focuses at present. In order to determine whether or not SOS is actually supporting student success in degree completion, students who participate in the program must maintain a passing GPA and complete the appropriate number of hours for degree obtainment within a reasonable time frame. Because retention is such a pressing concern for the Institution, ensuring a sense of connection and/or engagement to the University is a vital piece of increasing retention rates. Students who have positive academic experiences are more likely to express a sense of connection and/or engagement to the University.

### *Specific SLOs*

Using the general SLOs, specific SLOs were developed for each of the QEP's programs: Supplemental Instruction (SI), Academic Coaching, and ACE workshops. The effectiveness of pop-up tutoring will be assessed in the general outcomes, as it will be difficult to specifically track the usage of pop-up tutoring per student. The rationale behind creating program-specific UARs is that the programs service different populations and take different approaches to academic support, and while all still striving towards the same general outcomes, required more specific SLOs to truly assess their effectiveness. Each of the SLOs for each program are tied to one of the general SLOs.

General Student Learning Outcome	Program-Specific Student Learning Outcome
Demonstrate improvement in academic strengths- time management, study skills, and motivation	<ul style="list-style-type: none"> <li>Students who participate in the Supplemental Instruction program at least five (5) times per course will develop greater strengths in the areas of time management, study skills, and motivation than those in the class who do not.</li> </ul>
	<ul style="list-style-type: none"> <li>Students who participate in the Academic Coaching program will show a positive increase in their abilities in the areas of time management, study skills, and motivation after one semester of participation in the program.</li> </ul>
	<ul style="list-style-type: none"> <li>Students who attend at least two (2) ACE workshops during the academic year will cultivate greater strengths in the areas of time management, study skills, and motivation than those in the class who do not.</li> </ul>

General Student Learning Outcome	Program-Specific Student Learning Outcome
Demonstrate satisfactory academic progress towards degree completion	<ul style="list-style-type: none"> <li>Students who participate in the Supplemental Instruction program at least five (5) times per course will perform better in that class than those who do not.</li> </ul>
	<ul style="list-style-type: none"> <li>Students who participate in the Academic Coaching program will show a positive increase in their academic progress towards degree completion after one semester of participation in the program.</li> </ul>
	<ul style="list-style-type: none"> <li>Students who attend at least two (2) ACE workshops during the academic year will demonstrate more satisfactory academic progress towards degree completion than those in the class who do not.</li> </ul>

General Student Learning Outcome	Program-Specific Student Learning Outcome
Express a sense of connection and/or engagement to the University	<ul style="list-style-type: none"> <li>Students who participate in the Supplemental Instruction program at least five (5) times per course will express a more positive connection and a greater sense of engagement with the University.</li> </ul>
	<ul style="list-style-type: none"> <li>Students who participate in the Academic Coaching program will express a more positive sense of connection and engagement to the University after one semester of participation in the program.</li> </ul>
	<ul style="list-style-type: none"> <li>Students who attend at least two (2) ACE workshops during the academic year will express a more positive sense of connection and engagement to the University after one semester of participation in the program.</li> </ul>

## Assessment Instruments

The following assessment instruments will be used to measure all the SLOs listed above:

GPA: In the world of assessment, GPA is an oft-debated means of assessment. Faulkner's CAREE office is careful in its usage as a means of assessment, but recognizes its validity in certain situations. While GPA does include factors that do not necessarily speak to learning

and achievement, such as bonus points and attendance, it is still one of the primary means of determining matriculation, financial aid receipt, classification at graduation (summa cum laude, magna cum laude, etc.), graduate school acceptance, and other important situations. In this instance, GPA is one of the primary indicators of success, as it paints the picture of the students' overall accomplishments throughout their college careers, and provides for quantitative assessment of the students' learning based on the ideas of his/her teachings.

**Number of Hours Successfully Completed:** Matriculation depends upon meeting a specific GPA and earning the requisite number of hours. Much emphasis has recently been placed on how quickly students matriculate. Often, students take longer to complete degrees than the standard allotted time. Ensuring completion of hours in an appropriate amount of time carries the student that much closer to graduation. Therefore, assessing the number of hours successfully completed is an essential part of assessing the effectiveness of the QEP.

**SOS Inventory:** The SOS Inventory is a Faulkner-created inventory that specifically addresses items related to the QEP. The questions are broken into four categories: motivation, time management, study skills, and connection and engagement. This inventory was developed to be administered each fall and spring semester to gauge the development of these four areas. Specific questions include:

- “I enjoy school and want to be in college.”
- “I enjoy learning new things and developing new skills.”
- “My purpose for getting an education is clear.”
- “I intentionally schedule my time for studying.”
- “I utilize a time management system specific to my needs.”
- “I am aware of and avoid my biggest time wasting habits.”
- I utilize my syllabus to navigate course requirements.”
- I study in pre-planned, manageable, and realistic blocks of time with defined breaks.”
- “I complete papers in drafts and allow enough time for revision.”
- “I enjoy being a Faulkner University student.”
- “I feel a sense of connection to Faulkner University.”
- “I enjoy my major classes.”
- “I plan to complete my degree at Faulkner University, and do not plan to transfer.”

The full SOS Inventory is included as [Appendix K](#).

Student Satisfaction Inventory (SSI): The University has contracted with Ruffalo Noel Levitz to administer its Student Satisfaction Inventory (SSI). The SSI is a comprehensive satisfaction assessment that allows students to demonstrate how satisfied they are with various areas within the University. While not all questions apply to the QEP, several of them assess more than one of the SLOs. This inventory is administered each year to the entire student body, which allows the University to get a large snapshot of student satisfaction. While this measure is indirect and self-reflective, it is helpful in that one of the central elements of the QEP is self-efficacy, which can perhaps best be gauged internally by the students themselves. The particular questions on the inventory of significance to the QEP are:

- “Most students feel a sense of belonging here.”
- The campus staff are caring and helpful.”
- Faculty care about me as an individual.”
- “My academic advisor is approachable.”
- “The content of the course within my major is valuable.”
- ‘Administrators are approachable to students.”
- “My academic advisor is concerned about my success as an individual.”
- “The instruction in my major field is excellent.”
- “My academic advisor helps me set goals to work toward.”
- “It is an enjoyable experience to be a student on this campus.”
- “Tutoring services are readily available.”
- “My academic advisor is knowledgeable about requirements in my major.”
- “The assessment and course placement procedures are reasonable.”
- “There is a commitment to academic excellence on this campus.”
- “The quality of instruction I receive in most of my classes is excellent.”
- “This institution shows concern for students as individuals.”
- “Nearly all of the faculty are knowledgeable in their field.”

The Institution is also considering some QEP-specific questions to add to the inventory. The full SSI is included as [Appendix L](#).

## Assessment Action Plan

Along with the QEP Directors and the QEP Executive Committee, the CAREE office will conduct comprehensive, ongoing, and continuous assessment of the QEP. Assessment has been written into the overall QEP action plan, but a more detailed action plan is provided below:

Timeframe	Action Item	Description
Every October and March	Mid-semester meeting with all constituents involved with QEP (QEP Executive Committee, QEP Directors, CAREE Director, SI leaders, tutors, academic coaches)	Every October and March, all constituents involved with the QEP will meet to discuss progress of the QEP. During this meeting, goals and SLOs will be reviewed and some assessments conducted to ensure everything is running smoothly and all programs are on the right track.
Every December and May	All programs meet with CAREE office to conduct end-of-semester assessment	Every December and May, all programs (SI, Academic Coaching, and ACE additions) will meet with the CAREE office to review goals and SLOs and conduct end-of-semester assessment. Data will be reviewed and results will be analyzed to determine if changes should be proposed to the QEP Executive Committee.
Every June	Yearly assessment of QEP	Every June, a yearly assessment of the QEP will be conducted to ascertain yearly (academic year) progress of the QEP. All goals and SLOs will be assessed and data will be collected and reviewed by the CAREE office, the QEP

		Executive Committee, and the QEP Directors.
December 2021	Midpoint assessment of QEP	In December of 2020, the midpoint of the QEP, all assessments completed at that point will be reviewed and an overarching assessment will be conducted.
July 2024	Final assessment of QEP	In July 2024, all assessments conducted on the QEP will be compiled and reviewed, and a final assessment will be conducted to determine the effectiveness of the QEP and the future of the programs that were a part of it.



# LITERATURE REVIEW

Following the selection of a topic, the QEP Development Committee conducted a review of the literature regarding Academic coaching and Supplemental Instruction to ensure these were the programs the University wanted to pursue as part of its QEP. Much evidence can be found in support of Supplemental Instruction, as it is a national program and is therefore fairly standard in its implementation. Academic coaching, however, varied in its execution, application, and even definition. Using a combination of multiple sources, the University developed its plan for implementation of the academic coaching program. The following literature review provides support for both Supplemental Instruction and academic coaching, and provides a summary of some different methods of implementing academic coaching. Because tutoring is so strongly linked to the two, it is not explored separately in this literature review, but is considered an added “bonus” to the other two programs.

## Supplemental Instruction

Supplemental Instruction (SI) is an academic support program developed in 1973 at the University of Missouri-Kansas City. At present, per The International Center for Supplemental Instruction website, “the International Center has trained more than 1,500 representatives from 300 countries to start SI programs on their campuses.” The longevity of the program and its extensive outreach alone attest to its effectiveness, but much research has been done to affirm this. Because of the age of the program, research has been done over the past several decades, and they all speak to the success students have found when they participate in the program.

An article by Dennis H. Congos and Nancy Schoeps written in 1993 states, “the benefits of SI attendance go beyond better academic performance in a given semester. In a study at the University of Missouri at Kansas City, SI has produced higher re-enrollment in subsequent semesters. Students in highest and lowest quartiles of entry tests produced better academic performance than would be expected.” Because of Faulkner’s commitment to increasing retention, this has significant ramifications for the University, and is one of the reasons the University selected this program as part of its QEP. This article, entitled “Does Supplemental Instruction Really Work and What is it Anyway?” goes on to conclude, “The research in this article strongly suggests that SI attendance has a positive impact on student academic

performance... students who participate in SI are more likely to re-enroll in subsequent semesters and are more likely to graduate” (Congos and Schoeps 1993).

In a more recent article by Bowles, McCoy, and Bates, it was concluded that “SI attendance, everything else held constant, increases the probability of timely graduation by approximately 11%” (Bowles, McCoy, and Bates 2008). This is a statistically significant finding, and one the University considered compelling in its selection process. It is apparent, based on these two articles, as well as others cited in the references section, that SI is an effective academic support and retention tool.

## Academic Coaching

Additionally, a review of the literature was needed to support the implementation of academic coaching. In an article by Robinson and Gahagan, a version of academic coaching that involved teaching students “self-authorship” through the concepts of reflection, planning, goal setting, and individual support, helped guide the University’s development of its program. As they noted, “millennial students... gravitate toward individual mentorship and are more likely to succeed if they feel connected to their university” (Robinson and Gahagan 2010). This statement directly relates to two of the University’s goals, and are directly tied to retention. Another article by Barkley concluded, “Tinto (1999) made the claim that student learning is the key to student retention. Therefore the strategy of academic coaching is likely to have a positive impact on student retention, since Tinto showed that the involvement of faculty, and not just student affairs professionals, is critical to institutional efforts to increase student retention” (Barkley 2011). This study took a similar approach to academic coaching, with direct involvement with the student the central focus point.

## Conclusion

Through a brief review of the literature, it is evident the two programs the University selected, in addition to its third prong of tutoring, are significantly tied to retention efforts. Data and research backing the effectiveness of academic support solidified the QEP Development Committee’s selection of these programs as the QEP, and the University feels confident its students will significantly benefit from these programs.

## REFERENCES

- Barkley, Andrew (2011). Academic coaching for enhanced learning. *NACTA Journal*, March 2011, 76-81.
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- Congos, Dennis H. & Schoeps, Nancy (1993). Does supplemental instruction really work and what is it anyway?, *Studies in Higher Education*, 18:2, 165-176,
- Ogden, Peggy, Thompson, Dennis, Russell, Art, & Simons, Carol (2003). Supplemental instruction: short- and long-term impact. *Journal of Developmental Education*, 2-8.
- Robinson, Claire & Gahagan, Jimmie (2010). Coaching students to academic success and engagement on campus. *About Campus*, September-October 2010, 26-29.

# APPENDICES

- Appendix A: QEP Topic Selection Committee
- Appendix B: QEP Topic Survey
- Appendix C: Sample QEP Focus Group Minutes
- Appendix D: QEP Topic Survey Results
- Appendix E: Ruffalo Noel Levitz Report
- Appendix F: QEP Theme Survey
- Appendix G: QEP Development Committee
- Appendix H: Academic Coaching Demographic Data
- Appendix I: SI Course Selection Data
- Appendix J: QEP Executive Committee
- Appendix K: SOS Inventory
- Appendix L: Student Satisfaction Inventory
- Appendix M: List of Acronyms

# APPENDIX A

## QEP Topic Selection Committee

### Co-Chairs

Dr. Cynthia Walker, Director, Interdisciplinary Studies; Professor, English; and Faculty Athletic Representative

Dr. Jendia Grissett, Associate VP, Academic Affairs

### Members

Dr. Matthew Sokoloski, Associate Professor, Biblical Studies

Mrs. Rayla Black, Chair, Accounting and Economics

Mr. Matthew Conley, Lecturer, Biblical Studies

Mrs. Candace Cain, Assistant VP of Student Services; Dean of Students

Ms. Robin Bradford, Alumni Officer

Mrs. Michelle Otwell, Director, Student Success

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# APPENDIX B

# Quality Enhancement Plan Survey

Faulkner University is gathering data for the development of the university's Quality Enhancement Plan (QEP), and we need your help. The QEP is a 5 year initiative which seeks to identify key institutional issues and develop a plan for addressing student learning and/or the environment supporting student learning.

The ideas you submit through this process will help the Faulkner University SACS Reaffirmation Leadership Team identify a topic that is relevant to a wide segment of the Faulkner community and will ultimately help the institution further its mission.

Please only submit one QEP topic per survey link. If you have multiple ideas, simply click the link provided to you again and open a blank survey. Each survey submission will be reviewed and used in the decision making process.

Thank you for your participation in the QEP selection process.

**\* Required**

**1. Email address \***

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**2. What is your relationship to Faulkner University? \***

*Check all that apply.*

- ☐ Current Student
- ☐ Alumni
- ☐ Faculty
- ☐ Staff
- ☐ Board Member
- ☐ Other Stakeholder

**3. QEP Topic \***

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**4. Describe how your topic would enhance either 1) Student Learning or 2) The Learning Environment at Faulkner University. \***

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**5. What improvements would Faulkner University need to make in order for your QEP topic to become a reality? \***

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A copy of your responses will be emailed to the address you provided

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# APPENDIX C

# Sample QEP Focus Group Minutes

## **EH 1302 Focus Group**

**Over 50% of students are transferring this spring or next fall**

### **Issues:**

- Curfew
- Chapel
- Too strict
- Food
- Absence policy
- Punishments too extreme for minor issues with “rehabilitation” for major ones
- Credits don’t transfer
- 5-day schedule coming
- Administration does not understand college age issues and no one listens
- Required Bible courses
- Built entrance but classes in trailer

### **Positives:**

- Friendship with other students
- Good environment; like having older people on campus
- Multiplex
- Good faculty (overall)
- National championships
- Lifelong friendships
- Location
- Social clubs
- Professors who go above and beyond
- Mailroom personnel who go above and beyond
- Roommate choices and ability to switch if not working
- Communication about events

### **Ideas for Improvement:**

- Cut tuition—majority did not know what costs were and do not want to graduate with a lot of debt
- Publicize programs that are available such as ROTC

- Clean up website (i.e. Don't advertise Early Childhood as a major on website and then tell students it's not available once they arrive)
- Recognize that curfew is hard on working students (i.e. waitressing/fast food employees)
- Stop assessing fines for small things (bed not made, etc) but problems aren't fixed quickly in residence halls
- Re-evaluate parking policy like fining for parking in apartment area if you don't live there
- Allow students to be accountable for themselves. They are not children
- More engaging experience with activities outside the classroom
- Post grades so students know where they stand. Professors get mad if asked even if work has not been returned
- Meal plans are a waste and can't change based on where you live. Caf hours are especially difficult for athletes and on weekends
- Improved work out facility in multiplex
- Curfew—nowhere to hang out or study after midnight since have to be out of apts at midnight iPads should be optional – would help with cost
- Absence policy-not fair for professors to take off points after 2<sup>nd</sup> absence even if absence is excused. Burden on athletes
- More promotions for teams besides basketball
- Pre-professional programs don't prepare for grad school. Advisors not willing to look at what grad schools want and work with students to help insure leveling classes are part of degree plan
- Chapel skips versus excused absences
- Review internship policies—Need more internship opportunities that are part of degree program
- Recruiting was not truthful information. Told it was a Christian school but behaviors don't reflect. Told iPad was free but student now has bill because he didn't know he had to pay. Costs not clear. Scholarships not explained in relation to costs; "Full Ride" does not cover hidden costs
- Voice isn't heard. SGA is ignored and ideas are shot down. Not paying attention to student complaints
- Cheaper to live off campus
- Glorified high school

## **Feature Writing Focus Group**

- Increase absence policy guidelines for excused and unexcused absence though getting rid of policy is best action. Students need to learn to live with consequences. Allow students to be adults and make decisions
- Want to feel like college students/adults but are still being babied
- Curfew
- Buildings locked at 10 p.m. Nowhere to study, print papers, get together
- Better wi-fi
- Cafeteria hours are not good. Band members and athletes are often here on weekend but caf is open minimally. Practice for both groups often overlaps cafeteria times
- More activities appropriate for college students

- 4-year degree plans. Show students via extended calendar what classes are taught each semester
- Multiple advisors available within department. Some faculty are difficult to catch
- Pick and choose chapels (i.e. require 3-day a week attendance)
- Feeling “gyped” by ipad program

## Student Leader Focus Group

- **Opened with discussions regarding why their friends have left:**
  - Do not feel like they are in college; feels more like the next year of high school
  - Students aren’t listened to despite meetings where they are being told that the school wants to hear from them. Message is that we will listen but we are going to do it “our” way and it doesn’t matter what you [student] says
  - Attitude from upper administration that once a decision is made, it’s made
  - Don’t feel like administration wants to communicate or get input on changes
- **Suggestions for improving their college experience:**
- ***Academics***
  - Increase absence policy and provide clear guidelines for excused and unexcused absences
  - Remove attendance policy and allow students to begin transition to adulthood with consequences for decisions
  - Want to feel like a college student but are still being babied
  - Buildings locked at 10 p.m. If students need to print a paper or use a computer because the wi-fi isn’t working in the residence halls, nothing is open
  - Strength is the personal interaction that goes above and beyond the classroom
- ***Student Services***
  - Increase curfew on weekends
  - Better cafeteria hours
  - Need more activities that are appropriate for college:
    - Plays, parties, speakers, activities
    - Need more activities than intramurals. Athletes aren’t allowed to play so this leaves a large percentage of university population out of this event
    - Allow students to take more control/have more input into what activities actually take place
    - Broadcast big events on a big screen and provide food
  - Students do not have to be babysat at every activity
  - High standards goes both ways --i.e. Don’t ask RAs to enforce dress code then watch students walk around campus or into chapel out of compliance and no one say anything.
  - Not sure how to communicate. Is the university using the app or email? Need to integrate email into the app

- **Communication**
- · Before students arrive they need to know about chapel, the actual cost, what life is really like
- · Many students are not aware of what the total cost will be each semester prior to arriving and are surprised several weeks into the semester
- **Asked students to list the top two areas that would improve their success in college and beyond:**
  - · Social atmosphere
  - · Importance of relationships
  - · Accountability/Preparedness
  - · Genuine listening and implementing
  - · Consistent policies and consistent enforcement
  - · Let students have a real college experience versus a 13<sup>th</sup> year
  - · Teacher evaluations need to be meaningful and help faculty improve
  - · More student engagement in class
  - · Faculty need to use best practices in teaching
  - · Attendance policy (chapel/class) needs to be revised to allow students choices
  - · Efficient use of technology and access to technology (up-to-date)
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- Several students had met with the respective organizations and discussed potential QEP so notes are from these discussions as well as personal experiences.

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## APPENDIX D

QEP Topic Survey				
Timestamp	What is your relationship to Faulkner University?	QEP Topic	Describe how your topic would enhance either 1) Student Learning or 2) The Learning Environment at Faulkner University.	What improvements would Faulkner University need to make in order for this QEP opportunity to be realized?
2017/07/11 6:54:25 AM CDT	Faculty	Provide opportunities for students to hear speakers from a wide variety of business and political backgrounds	It would give students exposure to different ideas as they come to their own conclusions concerning the world around them	An auditorium must be built on campus in order to provide a venue for this to occur. Such an auditorium would also assist us in Jamboree and the Bible Lectures.
2017/07/11 9:38:43 AM CDT	Faculty	Financial Stewardship	I think that many students lack basic financial and money management skills and it's something that very few college courses prepare you for. Having a better understanding of "money matters" will make them better prepared for future careers and their personal life.	I think we could expand the use of the Personal Finance course (or similar). We could also provide workshops and seminars to help educate students on this topic. I think an excellent way to enact this or any other QEP initiative would be to have students take a 1 hour "orientation" type course. Common threads can then be woven into to other core courses in support of the chosen QEP topic.
2017/07/11 9:52:27 AM CDT	Faculty	Classroom space	The College of Arts and Sciences is DESPERATELY in need of adequate classroom space with board space, projection technology that is up to date, desks, etc. This space is needed for the core classes as well as the large numbers of remedial classes.	Addition of classrooms equipped for 30-50 students. Smaller classrooms are needed to accommodate the large number of remedial courses we have to offer each year. These students do not need to be in smaller groups and smaller classrooms.
2017/07/11 9:56:12 AM CDT	Faculty	Students not equipped for college	Accepting students who cannot do the work is detrimental to the progress and moral of those who might be able to successfully complete core requirements. It is also detrimental to the students who will not succeed in that it accumulates debt for them for which they will have nothing to show and it is also not appropriate to allow them to think they can complete a college education.	Revise acceptance standards and outline a clear path of acceptance and suspension and follow those!
2017/07/11 11:39:58 AM CDT	Faculty	Writing Across the Curriculum	By focusing on a singular topic in chapel, student life, athletics, and academics (like, for example, 2016-17's focus on racial reconciliation), conversations can continue throughout campus and beyond. A Writing Across the Curriculum QEP would focus those conversations into the academic content and encourage academic and personal growth from students.	1. The QEP would need to be clearly articulated to all stakeholders; faculty would need input and time to coordinate courses to reflect the QEP; students would need to understand the reasons for the QEP. 2. Faculty would need to commit to teaching the QEP content AND to improve the writing of their students with extensive feedback and form and argument. 3. Chapel and student life would need to coordinate conversations, much as they intentionally did so last year. 4. A feedback system would need to be implemented among all stakeholders to evaluate the effectiveness of the QEP content and writing components at the end of each year.
2017/07/11 12:31:28 PM CDT	Faculty	Class size	Reducing class size to 12 to 15 would ensure full attention on the learning of every student. The environment with such a class size can better engage all of the students involved.	Limit enrollment to 12 to 15 in every class. More faculty will be needed for classes that are currently sized greater than 15.
2017/07/12 11:33:43 AM CDT	Staff	Advancement	Provide resources for student learning.	None that I know of at this time.
2017/07/13 10:40:08 AM CDT	Faculty	Democratic Citizenship	1) Increase performance in the recently reduced liberal arts core 2) Foster increased understanding of and respect for opposing viewpoints in the student body.	Leverage some proposals already in the process of being implemented (e.g., PPE certificate) and increase frequency of open lectures and forums on topics of public interest.
2017/07/14 10:37:45 AM CDT	Faculty	Information Literacy	In contemporary culture students google or rely on other information systems to gain knowledge about a variety of topics. Yet, as evidenced by the current refrain of "fake news" students and others don't often have the skills or knowledge to make decisions about how to gain, process, and critically analyze information. Added to this is the problem of plagiarism and citation which is how to present the information one gets from other sources in appropriate formats in papers and essays, etc.	Identification of courses to discuss information literacy, a stronger culture of academic integrity and reporting, and committed consistency on these issues.
2017/07/17 9:28:10 AM CDT	Faculty	Eagles, Engage: Enhancing student learning through global engagement	The premise behind EagleEagles, Engage is to increase student engagement through expanded learning opportunities beyond the classroom in authentic local and global experiences. Ideally, professors will artfully construct out-of-classroom learning opportunities that scaffold on classroom content, ultimately engaging students in application, analysis, synthesis, and evaluation of that content in innovative ways. Each department will be responsible for offering an array of local and global learning opportunities through which students can engage in core curriculum and major content and skills. These learning opportunities may be incorporated into course syllabi or constructed as co-curricular offerings. The following are a few examples of activities:  Humanities J&C Local: The technical writing class takes a field trip to the Fitzgerald Museum to analyze the museum's technical literature and then students create some mock-ups. J&C Global: Expand learning abroad through brief, focused trips, for specific exploratory and research-based objectives, such as a palaeography trip to study manuscripts at the University of Edinburgh.  Health Sciences J&C Local: Initiate a variety of health clinics for under-served areas. Invite local medical experts to Faulkner to join our interdisciplinary simulated grand rounds on Friday mornings. J&C Global: medical missions through organizations like Health Talents International  Education J&C Local: Students conduct parent education nights in under-performing areas to train parents to promote child learning at home. Students visit a local museum and then design curricular activities teachers could use to enhance their students' learning before, during, and after their field trip. J&C Global: Mission trips to English-speaking developing countries, such as Malawi, Zambia, Tanzania, etc. to work with under-privileged children. Study abroad trip to Sweden to learn about the Swedish educational system and how to integrate Swedish methods into American schools.	The most obvious barrier to this QEP is funding. A large portion of the expenses for study abroad trips and mission trips would likely be charged directly to students, but could also be raised through student-led fundraisers. Funding for other learning opportunities may need to come from innovative sources, such as grants, donations, and fundraisers. However, some learning opportunities, such as trips to local museums and simulated grand rounds, require very few funds.
2017/08/24 6:13:54 PM CDT	Current Student	CHAPEL	NO CHAPEL	NO CHAPEL
2017/08/25 8:33:51 AM CDT	Current Student	Stabilize the wifi in chapel.	If WiFi was stabilized, then sign-in could go more smoothly, as not everyone can get the Faulkner app on their phone, and iPads don't exactly have 3G to supplement it.	Probably a few networks dedicated to chapel aside from the main ones that are all over campus. Faulkner Mobile, Faulkner Guest, and Students can't handle all the students in one place at a time. Students in particular absolutely has no signal in the Multiplex.
2017/08/25 8:41:10 AM CDT	Faculty	I believe we should do something in conjunction with the HEAL program. It might help us to not "reinvent the wheel" so to speak since it's going to be implemented anyway. They claim that it enhances learning, so why not use this to test it? There may be barriers that to doing this that I'm not aware of, but it almost seems tailor made for us to use for the QEP.	See above.	See above.
2017/08/25 4:48:08 PM CDT	Faculty	Eagle Ethics	Helping students understand the importance of making ethical decisions.	Implement initiatives that advance the idea of ethical decision-making; for example: 1. Incorporate case study analysis, professional dilemmas, etc., that challenge and enhance student's ethical decision-making skills in degree capstone courses. 2. Create opportunities for students to collaborate and interact with Christian leaders who have made challenging ethical decisions. 3. Develop a series of chapel presentations about the ethics of decision-making. The series may involve five-or-so presentations, per term, over the five-year QEP window. Possibly these could be offered by the Christian leaders referenced in #2 above with an event following where students collaborate/interact with the leader. To measure effect: Have Freshman/Senior complete a pre/post ethics instrument. Alternatively, this instrument could be administered at matriculation; and the completion of 60 credit hours; and, prior to graduation.
2017/08/26 11:02:18 AM CDT	Faculty	Emphasize research and writing as a primary educational outcome through emphasis on research and writing in all subject areas.	Almost all employers demand employees with these requisite skills.	Increased emphasis on these skills in all subject areas.
2017/08/26 12:51:12 AM CDT	Current Student	Chapel	I think chapel needs to be optional for the students. There is a certain bitterness against chapel that is growing among many of the student body. Just by putting bodies in chairs we are not creating change. In fact the students who do not wish to be there make it difficult for the students who are there for the right reasons. While we should absolutely encourage going to chapel, forced participation is pushing people who may be on the fence about God farther away from him. We need to let God's light shine, but we can't do that when we stand in the way. In the same way God gives us a choice to follow Him, I think it is important to let students feel like they chose to follow God, not that they were dragged into participating in 'church'. Student's need a faith they can own.	Allow chapel to be optional. Maybe offer extra credit for going, but give students a chance to find God rather than strangle them with religion.
2017/08/28 9:24:21 AM CDT	Faculty/Staff	Career Paths	The overall learning environment should be enhanced through improved student understanding of why they need to learn, because every student has a specified target they are aiming to hit.	Research employment trends and develop career paths with dozens of career opportunities within each career path that realistically prepares students to land employment in a chosen field they have prepared to enter. Set up job shadowing, internships, business partnerships, service hours, mentoring and tutoring options for each career path so that every signal student can experience workforce situations prior to completing their degree. All students enter Faulkner with three goals in mind: 1) All students will graduate; 2) All students will complete a selection of learning expectations/competencies for their chosen career path; 3) All students will proceed from Faulkner University to graduate school, a career with advancement opportunities, and/or a life of service and sacrifice to glorify God.
2017/08/28 1:17:23 PM CDT	Staff	Enhanced Learning Environment for Adult/Online students	Better Support services for Adult/online students including dedicated advisor, help current SSA focus on traditional students more, help adult/online students adapt to Faulkner Learning environment without taking away from instructor time	Dedicated ADLT/OL advisor, separate OL (online) designation in Regent, video orientation series/emails, fellow student videos, optional email peer support group, improve faculty/staff directory on website, keep OL course syllabi up to date every semester with correct deadlines, published list of who do you go to for what, troubleshooting matrix, published deadlines for dropping with 100%/50% (suggest pop-up box when signing payment agreement)
2017/08/28 1:59:11 PM CDT	Faculty	Provided document to Dr. Grissett	It would be a good recruiting tool by introducing high school students to Faulkner University. It would also encourage a challenging and innovative type of writing requiring hands-on research.	Provide a scholarship or partial scholarship
2017/08/28 2:57:57 PM CDT	Faculty	chapel song lyrics	My suggestion might help student literacy to a small degree. Everything helps!	Please punctuate all of the song lyrics! Students need to see that the words we sing are whole thoughts that merit capitalization and end marks.
2017/08/28 10:37:02 PM CDT	Faculty	Student Development and Mentorship	It is my impression that there is very little student leadership on campus outside of social programs (e.g., student clubs). Most programs depend upon the faculty or staff assigned to oversee the programs but do not incorporate and grow student leadership. By developing a formal mentorship program between students and faculty/staff we would be able to contribute to the personal and academic development of students, broaden the net of support that students have, and impact retention. An extension of this mentorship program would be a student leadership development series through which students progress. I am starting to see movement in this direction given the recent increase in student leadership during welcome week, and the student leadership conference that was offered at the beginning of the fall. Again, this would contribute to the holistic learning of the student and also contribute to a more vibrant academic and social environment on campus.	A program director responsible for the development, implementation, and oversight of the QEP. There would also need to be available for any student leadership conferences/events that are organized.
2017/08/29 10:55:11 AM CDT	Current Student	Graduate School Testing Prep Classes	It would help students, like myself, know that those tests are needed for graduate school and help give us the prep that we would need to excel on those tests.	I had no idea I had to take any graduate school tests until June of 2017 from an outside source. I thought I would hear something from Faulkner about GRE or GMAT testing and what I need to do in order to take the tests.



				Faulkner's Articles of Incorporation (from 1942) include a commitment to "American ideals." This commitment includes the "preservation and perpetuation of the principles of a democratic society, individual freedom, a government of law, the American spirit of community service, and personal responsibility." Civics encompasses all of the ideals within this commitment. There isn't a topic studied or degree plan offered that cannot relate in some way to one of the ideals of civics. The concepts of civics and good citizenship can and should be addressed in each extra-curricular area within Faulkner as well, from athletics to social clubs. A focus on civics would help Faulkner fulfill one of its founding commitments.	A focus on civics would not be costly from a financial perspective. It would only take time and effort to help each segment of the school understand how their area relates back to one of the founding principles. Looking at the long term, it would benefit the school to establish a Center for Civic Strengths. This center would bring all the founding commitments to American ideals under one umbrella. The center could bring nationwide recognition to Faulkner for our focus on such an important piece of our nation's culture. By focusing on the positive, the Center for Civic Strengths could influence the culture of the nation, starting with Montgomery, through leadership and example.
2017/08/30 2:29:13 PM CDT	Faculty	Civics		Appropriate guidelines and/or policies need to be adopted to manage student use of electronic devices and efforts to multi-task in the classroom. Though electronic devices may facilitate learning, it must be acknowledged that the misuse of such devices and the efforts of students to multi-task during class discussions can be a major impairment to learning. I believe adopting more consistent classroom management policies among our faculty would enhance student learning and reduce the confusion students must experience due to the varied responses to multi-tasking among professors. I put a lot of energy into effectively managing the learning environment some of which could be alleviated if we the faculty had a more uniform approach to the issue!	Adopt classroom management policies or guidelines specifically designed to address the issue of our students' use of electronic devices and their desire to multi-task in the classroom.
2017/09/05 11:49:02 PM CDT	Faculty	Managing electronic devices and multi-tasking in the classroom		According to RNL, we are at the very bottom of 50 institutions who serve similar populations. We lose low achieving and high achieving students. We need a proactive plan to make students experiences more meaningful and increase retention and graduation rates [abysmal at 25%].	The study should reveal areas to use our data, develop a plan of action that will impact the university community as a whole.
2017/09/20 11:53:27 AM CDT	Faculty	Overall student retention/ student engagement		Retention rates are approximately 50%. One of the mitigating factors for students not returning is lack of academic success. Analyzing the factors involved in this lack of success and creating measures to help turn their defeats and/or failures into success will create successful students who will then succeed in life.	Analyze current academic programs to determine failure rates by classes; create plans to help improve success rate; create standardized outcomes that are assessed using national standards; involvement of all faculty, staff and students in retention, and a buy in from everyone that retention is everyone's problem.
2017/09/21 4:13:24 PM CDT	Faculty	Retention Improvement		Offering very basic Bible classes to students would benefit both of these topics. Remember, not all students are Bible majors. Remember, not all students are Christians. Remember, not all students have been to a church...ever. Remember, not all students have owned a Bible. So we need to meet these students where they are and truly share the basics of the Bible. Examples would be: numbers of books in Bible, how the Bible is divided up, overview timeline of Bible, basic Bible facts, etc. Having students frustrated, confused, and failing Bible courses because they know nothing of the Bible is not their fault. A wonderful addition to a student's acceptance letter to Faulkner would be to give them a Bible. That should be their most important class book. So why not start them off right with their own. I believe many times the faculty and staff get disconnected from the students and do not realize the background they may be coming from. Our one and only true mission here is to spread God's word. Offering truly basic Bible classes would meet this goal better and the goals of the OEP.	Create and write new Bible curriculum for new courses. There is already the faculty and classroom space for new classes. Purchase a Faulkner Bible for every student.
2017/09/26 6:56:16 PM CDT	Alumni	Offer very basic Bible classes.		It would help student learning because the student would be more focused on the lesson rather than how much they can't wait to leave or how they could still be in the bed right now.	Faulkner needs to organize a specific week to set aside for Faulkner foundations, much like welcome week.
2017/10/10 2:08:39 PM CDT	Current Student	Make the course all in one week, rather than every Friday.			We are under-performing when compared to institutions with similar student populations. I believe we need to really look at our admissions standards, student buy-in to our values, and what we are doing to enhance campus culture. Retention efforts need to be addressed campus wide by department, student organizations and sports teams.
2017/10/13 10:00:30 PM CDT	Faculty	retention		In order to have a change build a quality learning environment at Faulkner, we need to be able to retain our students and raise graduation rates.	Change the cal weekend hours and ask students what they want happening on the weekends other than sports
2017/11/04 7:26:50 PM CST	Current Student	Weekend events		It would make me want to stay on the weekend, and I wouldn't want to have to find something to do on the weekend	Have instructors give equal treatment to all students, not just the favored few girls in the class.
2017/11/29 8:02:19 PM CST	Alumni	Faculty interaction with students		More students would feel accepted, instead of only the teacher's favorites.	Possible investment in software and hardware with recording capabilities
2018/01/12 2:37:48 PM CST	Alumni	Video and/or audio recording of classes accessible to students in the course.		This would enhance both student learning and the learning environment by improving access to course material. Complex concepts and sample problems with explanations could be reviewed multiple times to suit each individual student's needs.	A lot more working together.
2018/01/13 4:33:03 PM CST	Staff	Retention		Retention helps the whole school.	Students could add the reading and understanding of tables and graphs into their curriculum.
2018/01/14 11:44:19 PM CST	Faculty	Accurate understanding of data presented in tables and graphs.		All disciplines can help students understand data presented in tables and graphs. This seems to be a weakness in student learning that can help them in further standardized testing and in their future jobs.	Collect the benchmark data to see "How many students take placement test, if exist, and then make a point that student needs more understanding about math.
2018/01/15 8:01:15 AM CST	Faculty	1) Development Math and 2) Advising		Reduce the Graduation time by preparing students to take first required math	Graduation rate will need to be discussed to see 100%, 150% and 200% then advising part will kick in and what will be the reason for delay in graduation
2018/01/15 8:12:01 AM CST	Faculty	Interdisciplinary teaching (see PowerPoint submitted)		Foster understanding of interrelatedness of disciplines	Create shared faculty loads, specific courses allowing co-teaching
2018/01/15 8:30:32 AM CST	Faculty	Student advising: developing a one-one relationship with students		This will help enhance personal relationships between faculty and students	Encourage mentoring
2018/01/15 9:02:18 AM CST	Faculty	Reinstating the university's contribution to employee retirement plans		Without any university contribution to employee retirement plans, the university is out of step with most other institutions of higher learning and simply cannot compete for the highest quality faculty, staff, and administrators, even within the Churches of Christ. Without such an essential benefit, the most capable faculty and staff, who are able to be hired elsewhere, will leave Faulkner to work at other institutions. Thus reinstating this benefit, at least at some minimal level, will enhance student learning by attracting and retaining the most capable faculty, and will enhance the learning environment by attracting and retaining the most capable staff and administrators. The single ingredient most necessary to either student learning or the learning environment at Faulkner University is high-quality Faulkner employees.	Faulkner would need to use its limited resources to prioritize the compensation of its employees rather than other projects like a refurbished main entrance to the campus.
2018/01/15 9:28:04 AM CST	Faculty	Retention		Better retention would eventually increase enrollment numbers which allow for improvements in most areas.	Faulkner should refrain from enrolling students that do not have the ability to ever obtain a college degree.
2018/01/15 9:34:56 AM CST	Faculty	Diversity and inclusion		Faulkner has a high percentage of students from different racial backgrounds and from foreign countries. In a world that is becoming more and more diverse but with a high degree of misunderstanding and misconceptions, I think it is important to see things from other people's perspectives to fully embrace diversity. My topic would allow us to incorporate in our students an awareness of the experiences of different groups of people with the goal of embracing those differences and creating a culture of appreciation and inclusion of all peoples. Such an awareness would result in graduates that can fully relate with all mankind in a global market.	Train professors, staff and administration on inclusion techniques (language of inclusion, culture of inclusion, acceptance of differences etc) so they can incorporate these techniques in their classrooms and work spaces.
2018/01/15 9:49:24 AM CST	Faculty	Substantially increase the number of unpaid internships within the student's major field of study.		All students need to be prepared for employment and internships provide on the job training.	Create more opportunities for dialogue among students, preferably in small groups.
2018/01/15 9:59:27 AM CST	Faculty	Chapel		It is getting to where the majority of students who come to chapel on Mondays, Wednesdays, and Thursdays are on their phones. This makes us look bad to guest speakers and is disrespectful to them, but the whole point of chapel is being missed if most attendees are not participating.	The school would to create a position to implement and oversee the program and it would need extra clerical help to monitor the progress of each student.
2018/01/15 10:13:16 AM CST	Faculty	Documented training to explain what can be considered for submitting as a key institutional issue.		Having a QEP committee that organizes meetings with faculty, students, staff, alumni, and members of the community. The purpose of this committee would be to convey the Quality Enhancement Plan (QEP) process, its importance to the institution, and to solicit feedback for potential topics. Faculty, students, board members and other individuals from the community change annually. Upgrading the QEP process and needs for consideration would be helpful to all involved.	Use "I'm not sure what can be done about making students get off their phones. I count students absent in my class when they're on their phones, but I don't know how a similar policy could be implemented with such a large group. However, it is not nearly as bad during breakout groups. I think offering more breakout chapel, especially as we move to a 5-day chapel week would be great. Also, there could be more flexibility in the schedule. For example, dorm devos could count for a chapel attendance for the week. That would still require a worship experience, but empower them to choose which one. This might help with the student attitude toward chapel, as well.
2018/01/15 10:15:12 AM CST	Faculty	Add more degree plans		More degree plans give more students that would like to attend Faulkner options. Those students might otherwise not come to Faulkner.	Planning for such participation and a ongoing committee to discuss and review such needs. This would provide helpful documentation that this was an ongoing process at Faulkner University. If this were already in place all involved with any step for documentation would participate as needed, when needed.
2018/01/15 10:15:55 AM CST	Faculty	Time Management for Students		Learning how to adjust to the demands of school work, Athletics, social life, etc.	recruitment of non athletic students, and hire more professors
2018/01/15 11:01:15 AM CST	Faculty/Staff	Availability of additional weekend activities on campus		Learning would be reframed as more than just a M-Thur or M-F if students stay on campus together for various activities through the weekend.	accountability people
2018/01/15 11:33:59 AM CST	Faculty	Biochemical Research		Biochemical research plays an important part in student learning. I am told by the students who appear for interviews for professional education that the selection committees at medical, pharmacy, veterinary or other professional programs look for this component in their education.	Get student feedback, and encourage student leaders to set pace/ example
2018/01/15 11:57:10 AM CST	Faculty	Professionalism in the workplace and students daily lives		Teaching students the importance of timeliness, responsibility and a sense of self would improve student life and their chances of succeeding in the workplace.	The faculty members who are involved with this component of student education need to be given better resources, time allowance to develop research, and opportunities to develop research niche areas.
2018/01/15 12:36:53 PM CST	Faculty	Development of critical thinking and informational analysis		Promote the acquisition of information analysis skills that equip the student for lifelong learning.	Give students more opportunities to make their own choices.
2018/01/15 12:36:53 PM CST	Faculty	Campus Wide Study Hall in Several Key Locations		If there were several planned or regular study hall locations with teachers being available and students (especially those in sports) required to attend several times a month, then student success in classes would be improved.	Faulkner would need to provide designated spaces where small groups could gather such as library areas, lunch room areas, empty classrooms at night, and areas in the greeting rooms of dorms. These areas are already in existence so there is no expense involved. If teachers would volunteer to be available for 30-60 minutes a few times a month and the students were aware of the areas and the teachers were available and that they [students] were being recognized that they participated it could be beneficial. This is not to take away from students attending the ball games or other social events but it would put emphasis on the academic aspect of the university and let the students know that we are interested in helping them succeed in all aspects of university life.
2018/01/16 8:21:40 AM CST	Alumni/Staff	Continue pursuing a system that will replace Regent		Having one system that ties in all of the current systems used by faculty and staff and make significant user friendly changes will reduce the time to provide support to the students.	Ensure that these skills are incorporated in all classes.
2018/01/16 8:21:53 AM CST	Faculty	Integration of Vocational Christianity into Degree Programs		This topic would enhance life on campus, life for students as they begin work, and would grow God's kingdom.	Every person that works at this university needs to step up instead of saying this is not my problem.
2018/01/16 8:22:16 AM CST	Staff	Commuting students		I think that developing areas where commuters could be more comfortable and a degree of privacy for their lunch or studying would be beneficial for those who don't have personal transportation and are "stuck" on campus until their ride picks them up.	"I6C"all already made it really look at where we at know that is reality.
2018/01/16 8:38:58 AM CST	Staff	On Campus Tutoring		In viewing this from the adult student perspective, on campus tutoring during evening hour or weekend hours would provide a benefit to assist in the academic success of students. While Smarthinking tutoring is available online, my belief is that many adults need assist assistance in person rather than online, especially in math and English.	Teach from a career perspective. Provide students the opportunity to watch their future job be performed. (Education majors are required to observe classrooms prior to graduation...but what about accountants?) Develop more/better relationships with potential employers to offer more internship opportunities. Provide in class exercises that simulate workplace expectations. Provide extracurricular education experiences. Develop a tutoring/mentoring program that empowers upperclassmen to tutor/mentor underclassmen in the same degree fields.
2018/01/16 8:38:58 AM CST	Alumni	Bridging the gap between classroom and workplace by diversifying approaches to learning.		My topic would enhance student learning by better preparing students to enter the workplace. It would balance traditional intellectual learning by textbooks and lectures with more practical, hands on approaches that relate more closely to the workplace. By balancing intellect with practical application, it would enhance learning by reinforcement. Throwing a student into a hands on situation would help them understand the "how" and "why" behind the "what".	It would need to alter its marketing strategies as well as engage in training to make its current personnel more knowledgeable regarding the Blackboard LMS, as well as possibly creating new positions to allow for the continued growth of an expanded online footprint.
2018/01/16 8:38:58 AM CST	Faculty	Expanded utilization of Blackboard - Creating a larger online footprint with both graduate and undergraduate		This would enhance student learning by expanding access to more potential students and would cause the learning environment to be more diverse and agile.	Provide more clinical courses and experiences
2018/01/16 12:55:30 AM CST	Faculty	Promote practical skills courses.		More students to transition more smoothly from classroom to employment	To continue searching for a vendor to be able to provide the required system
2018/01/16 8:21:40 AM CST	Alumni/Staff	Continue pursuing a system that will replace Regent		Having one system that ties in all of the current systems used by faculty and staff and make significant user friendly changes will reduce the time to provide support to the students.	Teach faculty how to integrate Christianity into what they teach
2018/01/16 8:21:53 AM CST	Faculty	Integration of Vocational Christianity into Degree Programs		This topic would enhance life on campus, life for students as they begin work, and would grow God's kingdom.	Just additional space. The reconfiguration at the multiplex is a big step, but I fear it may not be enough compared to the number of students.
2018/01/16 8:22:16 AM CST	Staff	Commuting students		I think that developing areas where commuters could be more comfortable and a degree of privacy for their lunch or studying would be beneficial for those who don't have personal transportation and are "stuck" on campus until their ride picks them up.	Tutors would have to be made available on site during adult-friendly hours at all four campus locations for this to become a reality.
2018/01/16 8:22:16 AM CST	Staff	Commuting students		In viewing this from the adult student perspective, on campus tutoring during evening hour or weekend hours would provide a benefit to assist in the academic success of students. While Smarthinking tutoring is available online, my belief is that many adults need assist assistance in person rather than online, especially in math and English.	Training on purposeful interactions between teachers and students
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2018/01/16 8:46:39 AM CST	Staff	Increase the number of church of Christ students that attend Faulkner.	I believe the learning environment would be better. Our rules, the handbook, the standards were all written with that in mind. As we drift away from that type students it is causing us to look at the rules, the handbook and our core standards and in some way is creating conflict, and possible hurt the learning environment.	We have depended on Admissions and maybe the church relations folks to fix this problem. I believe it needs to be bigger than that. Create a task force to attack the problem and see if we can turn the decline around. We can afford to lose our identity.
2018/01/16 8:49:27 AM CST	Staff	Communications degree	A Communications degree would help broaden the scope of opportunities for students learning in a liberal arts university. Detailed and precise communication is critical in today's society as words, meaning and intentions are so often misunderstood. It would equip students with intelligent and professional discourse both in person and with online communication and would help them professionally and personally.	Attain a qualified communications professor willing to start a student video channel on campus or other such hands-on program.
2018/01/16 8:56:27 AM CST	Staff	Technology	Technology is fast growing and we need to be on board. Everyone uses technology in so many ways for school, work, etc and we need to have all the options available to our students, faculty and staff. The more updated we are the more efficient and professional we can assist the students.	Update all of our technology for the alumni, students, faculty and staff.
2018/01/16 8:57:07 AM CST	Faculty	Better collaboration among departments	If students saw real evidence of interaction and cooperation among the various departments on campus, I believe it would help solidify and reinforce our commitment to serve them. We want to teach our students to be good collaborators and team players, and modeling this behavior would be an ideal method of doing so.	Right now I see the various departments operating in silos. These individual departments are great in and of themselves, but I don't see much interaction between them. As much as possible, parties with a vested interest in a particular topic should be included in the conversation.
2018/01/16 8:58:40 AM CST	Faculty	Student quality of life is inadvertently affected by chapel	A mixture of traditional hymns would have a direct effect upon student attitudes	Select some traditional hymns that are sung across the denominations and mix them into chapel
2018/01/16 9:00:12 AM CST	Staff	More internship-like opportunities before selecting a major	I think this would enhance the students by giving them a clearer understanding of what they would enjoy doing and in doing so make them more productive in earning their degree by working hard for it because there is a real goal in mind.	Being a freshman in college myself I knew I wanted a college degree but I was not exactly sure what I wanted to do the rest of my life. It would have been nice to have some opportunities in my freshman to sophomore year to experience the real world environment of different career choices or even meetings with professionals in different fields. Faulkner could offer this during the year to students who are interested.
2018/01/16 9:08:27 AM CST	Staff	Sustainability - An effort to retain more students	Student learning will be enhanced because students will stay at Faulkner and not transfer. This will give us some time to affect positive change in their lives spiritually, emotionally, socially, and of course academically. Continuity is important for all students, and a more stable living and learning environment will help to better develop our culture.	Many qualitative changes that can be made could lead to the enhancement of retention. A responsibility-centered management approach by the colleges may be the best idea. This way, the colleges themselves would become more concerned with which students are staying and which are leaving. Adoption of that model would lead to many of the needed systemic improvements. Although the move to the five-day week is a start, student activities and student learning opportunities must be available to ensure a full experience. Advising - professors should meet with students in their areas to discuss their entire degree plan, even if Student Success actually advised them. The student needs to see that there is a plan, and that there is a natural end to the effort they put forth here. Too many of our current students have only a vague (or maybe no) idea about how they will achieve their educational objective. This is obviously a huge area, and many more strategies will have to be employed.
2018/01/16 9:09:02 AM CST	Staff	Financial Aid Literacy	Students would not have to worry about how they will pay their bill.	Students need to be told what their charges are and what they will receive from Financial Aid before their first class begins.
2018/01/16 9:45:33 AM CST	Faculty	Clinical Training Labs	Dedicates space for the students to use for counseling skills training, lecture and experiential learning.	Create/build classroom and counseling lab space.
2018/01/16 10:02:18 AM CST	Alumni/Staff	Remediation	Remediating students is one of our greatest challenges we face year to year. The ability to do this effectively and efficiently will allow our professors to teach the necessary curriculum to ensure the continuing comprehensive education, instead of having to "dumb down" or "slow down" the instruction in their classroom.	I think an onsite summer Bridge program would facilitate this. It will also be a make or break time, meaning if the student don't fulfill the requirements they aren't allowed to continue as a Freshman in the fall. On the contrary in the fall, it will be a time for those remedial students to "catch up" and gain the status of "College Ready."
2018/01/16 10:45:09 AM CST	Faculty	Enhance, Educate, Empower Students for Life	With a full (faith based) education, students should be more ready (empowered) for life choices that will have to be made.	Possibly offer courses that include critical thinking situations in which choices have to be made showing consequences from each choice. There is good to learn and know but I think students from all areas need to have to think critically about the future while they learn from the past.
2018/01/16 11:03:01 AM CST	Faculty	Textbook acquisition	Too many students either receive textbooks 3 weeks into the course or never purchase the text. Sometimes this is a result of student loan money.	Have a active program of athletic programs keeping a reserve of textbooks to be used until textbooks arrive. A campus resource room or department with textbooks for use similar to inter library loan program or availability of a ebook.
2018/01/16 11:04:37 AM CST	Staff	Advancement	Every effort and initiative in our office is purposed to "advance the learning environment of Faulkner University." We seek to provide funding for necessary expenses for both operational and capital improvements for the campus. This includes but is not limited to personnel, curricular and physical plant expenses over and above annual tuition revenue.	Our goal is to reach and exceed annual operational budget requirements for our office. Additionally, as new academic expense requirements are identified we will dedicate our resources to their completion.
2018/01/16 11:31:59 AM CST	Faculty	Class Period length	I am in no way opposed to the 5 day week, in fact, I am very much in favor. I do think, though that 50 minutes is not enough time to establish the objective for the day, teach to that objective, and be able to feel confident that the objectives were met for that day. I feel a minimum of an hour would be better. It is difficult to keep the flow going with such a short amount of time. I am a huge proponent of instructional time, and realize I may be in the minority with this position.	Two major improvements are needed to assist us in continuing to reach our institutional financial goals. We need new Data Management software and at least one additional new employee to work with this software. Great progress has already been made in identifying "good answers" to both of these needs. We must figure out a way to fund them
2018/01/16 12:29:27 PM CST	Faculty	Focus on quality instructional practices and pedagogy	Student Learning	Offer PD sessions (mandatory) for faculty; development of something like the Biggio Center <a href="http://wp.auburn.edu/biggio/">http://wp.auburn.edu/biggio/</a>
2018/01/16 2:15:44 PM CST	Staff	Counseling	More personal counseling for adult students to make their learning experience more rich.	A campus chapel/room for such a purpose.
2018/01/16 2:30:39 PM CST	Staff	Perhaps students would be served by a wider selection of electives providing "life skills" education. Classes ranging from personal finance to damaging effects of alcohol and drugs are possibilities.	While every class may enhance the life experience of students, the benefit in daily life may not be apparent to them. Technical life skills may not only provide the obvious benefit, but also the benefit of realizing life applications of classes in general.	Engaging instructors with accomplishments in the area would be needed.
2018/01/16 3:32:52 PM CST	Faculty	Personal Accountability	I think it would further student learning by creating an environment for Personal Accountability in three areas. 1. Personal Financial Literacy to equip students for financial decisions in college and beyond 2. Personal Health. Literacy to equip students for healthy lifestyle decisions in college and beyond, and 3. Personal Work Ethic Literacy to equip students with positive models of work performance	1. More personal finance being integrated into a variety of classes. 2. An increased array of healthy choices in the Cafeteria 3. An updated classroom policy that increases the minimum score required on personal projects and assignments to where no "D" or "F" level work is acceptable even for a single assignment
2018/01/16 3:55:28 PM CST	Faculty	Strongly recommend the QEP along the lines of "A university initiative to develop a comprehensive retention strategy."	If we can't keep them, then we can't educate them; and therefore cannot accomplish our institutional mission.	Enhanced day to day assessment activity. Enhanced gathering, analysis and adjustment in response to data. Integration of multiple but currently disconnected university efforts to retain students. Careful analysis of the effectiveness of admitting our current student pool from multiple perspectives, including retention, financial and the learning of the students who do persist yet are learning in classes with students not prepared for academic success.
2018/01/16 7:28:08 PM CST	Faculty	In-person interaction - non-tech	Students will develop people skills for face-to-face interaction in addition to texting and related means of communication	Faculty would structure assignments that require personal interactions. Student Support services would give special attention to online and communicating students.
2018/01/18 9:10:08 AM CST	Faculty	Technology	Classroom technology and Faulkner website are not kept updated. Slows down classroom learning; undermines students' confidence in teachers; does not leave positive impression on public (potential students, etc.)	Execute an effective plan for keeping classroom technology current and keeping website up to date.
2018/01/18 9:56:00 AM CST	Faculty	The Whole Person	Focusing on the "whole person" would allow students to better understand what it means to be a human being created by God. Humanity represents a creation with certain universal, identifiable characteristics: the human being is physical, intellectual, and spiritual. We thus find expressions of these traits exhibited throughout all of human history. We also possess a certain telos. Ultimately, our end is God, to glorify Him and establish right relationship with Him. Such emphasis allows us to discern unity: in humanity in general, across cultures and throughout all human history; in humanity's intellectual pursuits, those disciplines explored in all colleges of the university; and even in her failures, limitations, which demonstrate the need for Christ, an intercessor, a being both imminent and transcendent. A discussion of what it means to be human means what it means to be human in Christ. Such a topic would draw all the activities of the university together, including those the students will pursue in the future, and represents the aim of a Christian liberal arts university.	Faulkner would need to spend more time and energy demonstrating how all her disciplines and activities remain united under this singular umbrella of the whole person; this emphasis means more interaction, more relationship, more time spent pointing out the connections that are already there and that God fully intended.
2018/01/18 10:03:19 AM CST	Staff	Food Service Environment	Providing a welcoming, relaxing food service environment can provide an area for students, faculty and staff alike to socialize and connect in a positive manner.	Continued monitoring of student and faculty opinions of what improvements can be made in both food quality and environment in the dining facilities on campus as well as the coffee shops.
2018/01/18 10:14:07 AM CST	Faculty	Law School Dean Search	Filling the position of dean of the law school would enhance the learning of law school students.	We need a search committee put in place again.
2018/01/18 10:24:53 AM CST	Staff	Campus Safety	If parents and future students believe that Faulkner University is a safe environment for the student, then they will be more willing to send their student to campus. Providing a safe environment for students, faculty, and staff help provide a positive learning atmosphere.	I would like to improve the lighting in and around campus. I would like to provide more staff for police services. I would like to upgrade the camera systems and provide more cameras to locations where they are needed. I would like to improve the relationship between the police department and the community in which it serves.
2018/01/18 10:34:22 AM CST	Staff	Student Success and Retention	An overwhelmingly large number of our students struggle academically, in addition to other challenges in college -- leading to very low retention and graduation rates. A highly intentional and campus-wide collaborative focus on student retention will likely result in an overall enhanced student experience and persistence.	Enhanced and more frequent communication with all campus constituents in this regard (both in written and via focus group discussions)
2018/01/18 10:35:07 AM CST	Faculty	Interdisciplinary Connectedness (IC)	IC makes relevant every course, in a student's plan of study, to real life circumstances/occupations so that it elevates the students' curiosity about subjects previously believed, by the student, to be unimportant to their life plan/goals.	The only improvement would be in the form of awareness and shared information between discipline areas
2018/01/18 10:35:18 AM CST	Faculty	Student Learning	I believe what will differentiate us from an online classroom setting is the ability to have hands-on, active learning approaches on campus.	There are a number of Active Learning approaches being used in academia, and I have experimented with one called PQGI, (Process-Oriented Guided-Inquiry Learning.) I believe we should actively encourage and support faculty to transition to more Active Learning styles. It's not easy to do without support, but my students really enjoyed the approach. With the support of existing videos on edX, I'm trying a flipped classroom this semester. I'm not saying PQGI, or flipped classrooms are appropriate for every course, but I believe we could find approaches that could be used here.
2018/01/18 10:35:39 AM CST	Faculty	Research, Logic, and Critical Thinking	It is defined by The Foundation for Critical Thinking as: "Critical thinking is that mode of thinking &c" about any subject, content, or problem &c" in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities, as well as a commitment to overcome our native egocentrism and sociocentrism." ( <a href="http://www.criticalthinking.org/pages/our-concept-and-definition-of-critical-thinking/411">http://www.criticalthinking.org/pages/our-concept-and-definition-of-critical-thinking/411</a> )	Faculty development in pedagogy and teaching skills that improve/increase critical thinking into the curriculum and classroom; increase an emphasis and funding on research both for faculty and students as well as faculty/student collaboration; Opportunities for teaching students to learn principles of logic and critical thinking to be applied in academics; and other areas of life. Increased funding and support for faculty and students for research and scholarship

				Too many students are admitted to Faulkner University without having learned the basics of mathematics in high school. Institute some form of boot camp for each student with insufficient mathematics background either before the semester begins, or during the first weeks of a semester. Require repetition and memorization of basics.
2018/01/18 11:25:03 AM CST	Faculty	Mastering essentials for a better life of service	Mastering the basics of mathematics improves critical thinking skills.	
2018/01/18 11:38:40 AM CST	Faculty	Devoted 24/7 Breakout Chapel for Biblical, cultural, political areas of learning interest for students	Enhance the learning environment and student participation by discussing questions of interest that are student generated. Readings in areas required participation.	Required chapel/class time for questions students have but don't know who to ask. Faculty cooperation.
2018/01/18 12:05:49 PM CST	Faculty	New Auditorium	If we were to erect a new auditorium, it could be used for a multitude of purposes: chapel, theater productions, Lectureship keynotes and singings, and jamborees just to name a few. The benefits for the long term would be good.	Quite obviously, the facility would have to be funded and built. If such a building were erected, this would free up the Multiplex to be used for student activities and sporting events.
2018/01/18 12:36:13 PM CST	Faculty	Some of our Computer Science courses need labs to give experience with hardware.	Add a lab to the Computer Organization course. This is the course where we introduce students to circuits. The lab would give real world experience with the hardware. Over time, we need labs on other courses as well.	Need a Lab instructor, a properly equipped room and changes to the course description.
2018/01/18 2:00:40 PM CST	Staff	Getting students together with different backgrounds aside from chapel	Both	Possibly assign/pair a group of students together that do not have the same economic background, race, nationality, major, political views. Have them display what they learned about each other within a "fun" activity setting (play, movie, music video, etc.)
2018/01/18 2:21:32 PM CST	Faculty-Staff	Communication	Students will have a better understanding of the type of environment they can expect to be a part of on the Faulkner campus, and what growing opportunities await them for personal, academic, social, and professional growth.	Look hard at who we are; the demographics, and plan purposefully how to move/mold/shape those demographics to reflect the type of people we want to become (and product we want to produce). Research employment and career trends so academics, along co-curricular and extracurricular activities, may be constructed that prepares students to graduate with the confidence that they will contribute to a church and community wherever they choose to live; that their educational experience here at Faulkner has taught them skills for lifelong success in personal and professional relationships in life.
2018/01/18 2:26:10 PM CST	Faculty	Simplicity and clarity in website layout as portal to user information	In my opinion, the Faulkner website is often accessed by students and others in an effort to get answers/directives as it pertains to many aspects of Faulkner's and a Department's operations. While this may or may not directly pertain to student learning in the classroom, the quicker students can become adjusted to his/her environment, perhaps the quicker this student buys into the overall goals, timelines, and processes within the university. Simply, at this time, it appears our website is very labor intensive to the user in locating answers/resources available to them. One thought in this submission is that if the University can minimize problems students and others may encounter in finding/accessing information specific to the logistics required in student's educational pursuit, the more time and confidence some students may have in investing in student learning.	Establish a process to survey other educational websites for successes and unsuccessful architecture in educational websites. Consider the cost and benefit of an externally designed website, which is maintained and meet those pre-defined goals and objectives of the University. A challenge for the university may reside in developing a website that will meet ongoing student needs, college recruitment, faculty, and various operational unique to internal and external users. Currently, it appears the university's website has evolved to serve multiple user needs, but may need improved planning and design.
2018/01/18 3:27:15 PM CST	Staff	Retention	It has been said that we have lots of low hanging fruit in this area. Since we are badly in need of increased enrollment, this would be the obvious answer because we would be able to invest more resources in our students. That would enhance both 1 and 2.	As stated above, this topic may not directly relate to student learning, but may create a bridge for improved information access and sharing.
			College professors although experts (hopefully) in their fields often lack enhanced class management skills and updated, relevant teaching methods. Please don't get me wrong we have some great teachers but we also have some that are not. Unlike high school and elementary teachers who are certified and required to update certifications college/university level teachers are not required to attain professional development regularly.	Invest \$50,000 for start up costs.
			In my view if we truly desire to seek to produce high caliber students that we would be proud to have as degree holders from our university then we must provide faculty opportunities for training or in-services where they can hone and validate their methods so that we are producing students who have been challenged, increased their critical thinking capacity and able to face what the world will throw in their path. Some of our professors struggle with this generation and do not know how to effectively manage their classroom. In order to meet our mission our faculty need some very specific insight to help them maintain and create great learning environments.	First would be convincing faculty that this would be a good thing. I have noticed that often college professors covet the ownership they have of their class content and methods. So it would need to be promoted in such a way that they believed it wasn't threatening their ownership or ability to have control their class.
			Thinking about how quickly things change and about the future of the university I think we need to evaluate the ways we teach, deliver and facilitate learning.	We would need funding for the trainers and perhaps incentive for the faculty to accomplish the training. If we could get a few influential faculty to participate and share their excitement (if it is excitement) then we can plan the training in such a way to do some selective training and hope to on board a majority eventually.
2018/01/18 4:59:15 PM CST	Staff	Faculty Development	As a university that wants to be around for awhile we need to be cutting edge in our education and I think understanding this generation, how they learn and how to best facilitate their learning is paramount to our future. (Additionally, I am concerned that our online programs often do not match up with our ground classes with regard to content and work time. I hear this from students regularly that not all of our online classes are not challenging or perhaps cannot be compared to a ground class.)	We would need to select topics (Marching off the Map by Dr. Tim Elmore is a great read and resource) and bring in experts in post-secondary teacher training that fit our mission and desired outcomes.
2018/01/18 5:08:42 PM CST	Faculty	Diversity of faculty and staff to reflect student population		We would need funding for a point person (in my opinion) to create, execute, and track results and challenges of program. It would have to be someone who the faculty trusted and respected.
2018/01/18 7:11:32 PM CST	Faculty	Improving analytical thinking skills	development of analytical thinking skills leads to familiarity with challenging thought processes and improved self confidence in an academic setting; success breeds success	
2018/01/19 6:19:57 AM CST	Faculty	Education with spiritual and biblical emphasis to inform personal spiritual gifts.	Enhance connections between personal spiritual gifts and faith-based learning. Foster connections between biblical knowledge and knowledge in chosen field of study.	Wording and thoroughness.
			Financial Aid Education - Traditional and One Year Accelerated Students need to understand before they start classes whether or not they will be able to pay their bill through Financial Aid and/or tuition reimbursement from their employer.	Admission Counselors need to ensure that if students do not have enough Financial Aid/VA/Tuition Reimbursement each semester that the student knows how much they will have to pay out of pocket before they actually enroll them in classes.
2018/01/19 8:09:07 AM CST	Staff		There is a positive relationship between student engagement and learning outcomes. This relationship can be shown for example in student retention and higher overall academic performance. Students who are more academically and socially integrated tend to be more committed to the goal of graduation. How do we accomplish this with online students, when they are not physically present.	Maybe establishing a university-wide online community that allows online students to connect more with the university. I know we have the Faulkner app, but it is mostly geared for on-campus students.
2018/01/19 8:27:17 AM CST	Alumni/Faculty	Online Student Engagement		Have counselors meet during the beginning of the year and design a firm course plan for the students majors that tell them exactly when the courses are being offered so that they can successfully obtain their college credits and make a successful transition into the workforce.
2018/01/19 8:50:48 AM CST	Staff	First Year Start Right	The course will provide students with clear direction and a firm plan to graduate, as soon as possible in his or her college career. Students want a firm course plan that is marketable. It should be designed to be marketable, help them to graduate within four- years or less, and help them to achieve their goals.	
2018/01/19 9:03:24 AM CST	Staff	Provide more Math and English tutors for students. Certains universities have volunteers providing that service.	Provide more resources for students.	Reach out people at churches willing to volunteer few hours a week.
2018/01/19 9:11:58 AM CST	Alumni/Faculty	Enhancing Online Learning	Enhancing Online learning would assist student learning by giving them additional resources for success and making them feel a part of the Faulkner family.	I believe that we should work to make tutoring available for our online students. Some of the classes are very challenging and as an online student it is easy to feel overwhelmed and alone. Students call me frequently asking for resources that the University has available. Also, if we could offer professors a way to record and add lectures to their courses, I believe it would be a benefit for auditory learners in our online classes.
2018/01/19 9:14:05 AM CST	Faculty/Staff	Cohesiveness among students	There are many different types of students and there seems to be from time to time a disconnect between the students. For example, we have such a large number of athletes who often don't seem to connect with the other students. Also, there are students that never seem to make friends and connect at all.	Perhaps more outreach from the academic departments such as clubs and social gatherings. Perhaps longer required group meetings with freshmen Mentors (from Welcome Week).
2018/01/19 9:34:36 AM CST	Staff	One year bachelor programs	We need to add more one year bachelor programs for the Adult students.	Create new programs and add more classes for the Adult students so we can be more marketable to Adult students. Create more night time classes and online classes just for Adult students. We need to grow the Adult programs so they can follow through to our Master programs.
2018/01/19 9:39:54 AM CST	Alumni/Staff	Unity	Faculty, Staff and Student working together to improve and enhance each students learning and to help each and every student to reach their goal toward graduation.	See that each student with every department that should be involved in the subject that the student has chosen to complete his goal toward graduation and make sure he understands the choices that are suitable to his qualifications.
2018/01/19 9:47:01 AM CST	Staff	Health and Wellness Promotion classes for students	Students would benefit from education classes on topics that promoted basic health and wellness skills.	Organization between departments to provide extra classes outside of the normal class schedule and find incentives for students to attend.
2018/01/19 10:01:33 AM CST	Faculty	Create a traditional living area	Having a traditional living area to enhance social interaction, collaboration and engagement is critical to student growth and knowledge. It also aids in problem-solving and creativity. This would, I believe, serve a dual purpose in meeting the need to enhance student learning and the learning environment at Faulkner University.	Redesign a third gathering space so it is not designated strictly for living or learning but more so for the encouragement of social interaction and engagement. Or, rethink how students gather in conventional places, such as the library, to help in fostering the idea of allowing the freedom of collaboration among students.
2018/01/19 10:23:31 AM CST	Faculty	Reiterate to students that it is an investment in their future	It would help encourage students to enroll and stay in school to improve their lives and not see the cost of a college education as a financial liability but rather an investment in their future. The Learning Environment is enhanced in that the students are not distracted about mounting student loan debt but reassured that it will be worth it to finish and help them focus on obtaining the degree.	Ensure both in-person and remote access to student support services that provides assistance to students to address concerns about securing a job and maintaining a good quality of life. Stay current on recent technologies and provide quality, affordable dining service to students.
2018/01/19 10:30:25 AM CST	Staff	Employment Readiness	Student Learning	Working in the HR office, we see many applicants, including our students/recent Faulkner graduates, who have absolutely no idea how to apply for a job. Many don't know how to write a cover letter or an inquiry email. Marie Ottinger does a great job holding seminars and others events, but perhaps all students need to be exposed to assignments in their required courses that provide these skills and training.
2018/01/19 10:42:10 AM CST	Alumni/Faculty	scholarship	rigor of classes would be increased and students would be encouraged to participate in more academic endeavors	put more emphasis on academics instead of "fun"
2018/01/19 11:29:10 AM CST	Staff	Financial Aid Literacy	It would enhance their understanding of the financial aid process and how important financial aid is to their overall success.	For the entire Faulkner University staff and employees to be more knowledgeable about financial aid and how it can help the students accomplish their dream.
2018/01/19 12:45:29 PM CST	Faculty	Oral/verbal communication	I encounter many students on campus that have difficulty communicating verbally. This is a skill that is needed not only during college, but in most any endeavor following college.	One major change would be incorporating opportunities for verbal communication across every department. This could be implemented in a few select courses initially, then add to that list over time.
2018/01/19 1:42:37 PM CST	Faculty	Require Students to consider how seeking a college degree will impact on their personal time, relationships, finances, spiritual life, etc.	It will enhance student learning in terms of forcing them to think about personal sacrifices they and others make to pursue a college degree.	Include such an exercise in the orientation process, and require students to re-evaluate their statement several times during their college career.
2018/01/19 1:47:14 PM CST	Staff	Communication b/w departments	2. by enhanced communication between all departments students would have their needs met more quickly and efficiently every time.	Find a way to enhance and streamline the flow of processes and communication b/w all areas.
2018/01/19 1:50:37 PM CST	Faculty	Retention	(1) Increasing retention would increase the exposure students have to education at Faulkner by lengthening the time of their study with us. (2) Increasing retention would improve the university's learning environment by increasing the number and diversity of the students interacting with each other, faculty, and staff during the course of these students' educations.	I don't recall what our overall retention rate is, but I'm fairly certain it has been less than 80%. To quantify improving retention, we might shoot for a benchmark improvement of 20%. Over a 5-year QEP, this equates to a 4% improvement each year. To achieve this goal, Faulkner would seem to do well to identify the major causes of attrition. Of these, the Pareto principle would suggest that approximately the most frequent 20% of causes for attrition account for 80% of the actual instances of student attrition. Concentrating on eliminating this most frequent 20% of causes for attrition, therefore, should provide the largest payoff to the university in results for the resources utilized in the effort.

2018/01/19 2:16:24 PM CST	Faculty	Communication including Gus Nichols Library	By keeping Library personnel aware of various academic decisions, the library staff is in tune with the School's leadership and can better assist our students.	Just keep us in the loop, so that we are not the last to learn what's going on here on campus. Unfortunately, we are out of site and out of mind.
2018/01/19 2:32:45 PM CST	Staff	Alliance	Merging of efforts between us and the students.	Just making ourselves more accessible to the students, so they know we have an interest in their future.
2018/01/20 8:18:07 AM CST	Faculty	Use latest Microsoft Office versions in labs and online computer classes	Students would learn skills on most current Microsoft Office product and make it easier to obtain the software for students taking the courses online.	Update computer labs and text used in computer concepts classes with the latest Microsoft office version such as Microsoft Office 2016.
2018/01/20 11:27:20 AM CST	Faculty	Be a Professional.	This enhances a student's ability to function on campus by requiring professional behavior in the classroom. Students will be required to communicate in a professional manner (please, thank you, yes, no, etc.) with their peers and instructors. They will be required to put their cellphones away during class and focus on what they are supposed to be doing, just as one is expected to work when at work. Additionally, students will be required to use proper grammar and the Standard American English language when communicating via email with faculty, staff and administrators. WHY: Many of our students are not prepared to enter the career field because they lack these simple skills. I am already doing this in my classes.	None. Just make my Rules for Professionalism standard across the campus.
2018/01/21 5:03:51 PM CST	Faculty	Writing Across the Curriculum	A Writing Across the Curriculum program would help enhance writing skills for all traditional students in various majors and degree programs.	A dedicated space and resources for a Writing Center would be needed to implement effectively a program in Writing Across the Curriculum.
2018/01/22 12:51:35 PM CST	Faculty	Scholarly Research in and out of the classroom	This would require the students to perform research and seek after information found in scholarly/peer-reviewed journals. Requiring students to search databases that contain information predominately provided by experts in their fields of study and teaching required courses on critical thinking in research through library instruction would help to make the university more research oriented. The library instruction course would also aid in educating students about plagiarism and how to prevent it. This would also enhance the learning environment allowing for more scholarly discussions in the classroom and more in depth research performed outside of the classroom for papers and projects that could be developed by faculty.	Require a Pass/Fail Library Instruction course; Faculty requiring students to use scholarly/peer-reviewed resources on papers/projects; Providing new faculty with a library orientation specific to their subject areas, showing them exactly what information they have access to.
2018/01/23 1:28:49 PM CST	Faculty	Stress English grammar course (syntax, diagram sentences)	Students would write better (and think better), get better grades, do better in the workforce after graduating, speak with precision, and be better prepared for learning other languages (e.g. Biblical Greek, Spanish), in which a knowledge of parts of speech and grammar are also important.	Introduce and require an intensive English grammar course for all students (not just a literature course) and strongly encourage professors in all disciplines to stress the importance of this subject in their own courses (e.g. penalties for grammatical errors on papers; correcting poor spoken English in a kind way; drawing attention to grammatical errors in textbooks and peer-reviewed articles).
2018/01/23 4:50:51 PM CST	Alumni/Staff	The need to promote professionalism in student behavior	One way to promote professionalism would be to teach students how to better communicate with their professors. The student would learn how to better communicate by writing or verbalizing in a professional manner. This would help them excel in the workforce.	Improvements could be made by offering a course in which students must communicate on different levels with various individuals or incorporating those skills into a pre-existing class such as Speech Communication.
2018/01/23 5:30:17 PM CST	Alumni/Staff	Diversity	Make more rounded students who are ready for a smaller, diverse world and make the weight of the name of "Faulkner" written on their diploma matter.	Offer better Master and Doctorate programs. Actually offer Doctorate classes on campus instead of just online. Go after diverse professors. Don't be afraid of change or diversity of thought.
2018/01/24 9:08:09 AM CST	Staff	Encouraging/requiring experiential learning	getting our students out of the classroom and into the "real world" would provide them with a different kind of learning as well as opening their eyes to possible kinds of employment and show them the kinds of skills they may be lacking that they could still acquire before graduation	integrating require internships/externships/co-ops into all degree plans, as well as developing a program where the university develops partnerships with a diverse set of local businesses where owners/managers come to campus to speak to groups of students and opportunities for students to visit the businesses to learn about how they operate and what kinds of employees they're looking for
2018/01/24 3:39:13 PM CST	Staff	Academic Secretaries	I would like to see the Academic Secretaries invited to more important meetings. I seem to miss out on a lot of information that is talked about and I end up hearing about it second or third hand and after-the-fact. Communication is pretty bad.	Invite the Academic Secretaries to more meetings that pertain to their duties and the Chair of their Dept.

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# APPENDIX E

# Faulkner University Findings and Recommendations

**Kevin Crockett, Senior Executive**  
**September 21, 2017**



**Faulkner University**  
A CHRISTIAN UNIVERSITY

# Agenda for our time together

- 1 Review recent enrollment results and benchmarks
- 2 Findings and recommendations
- 3 RNL partnership and next steps

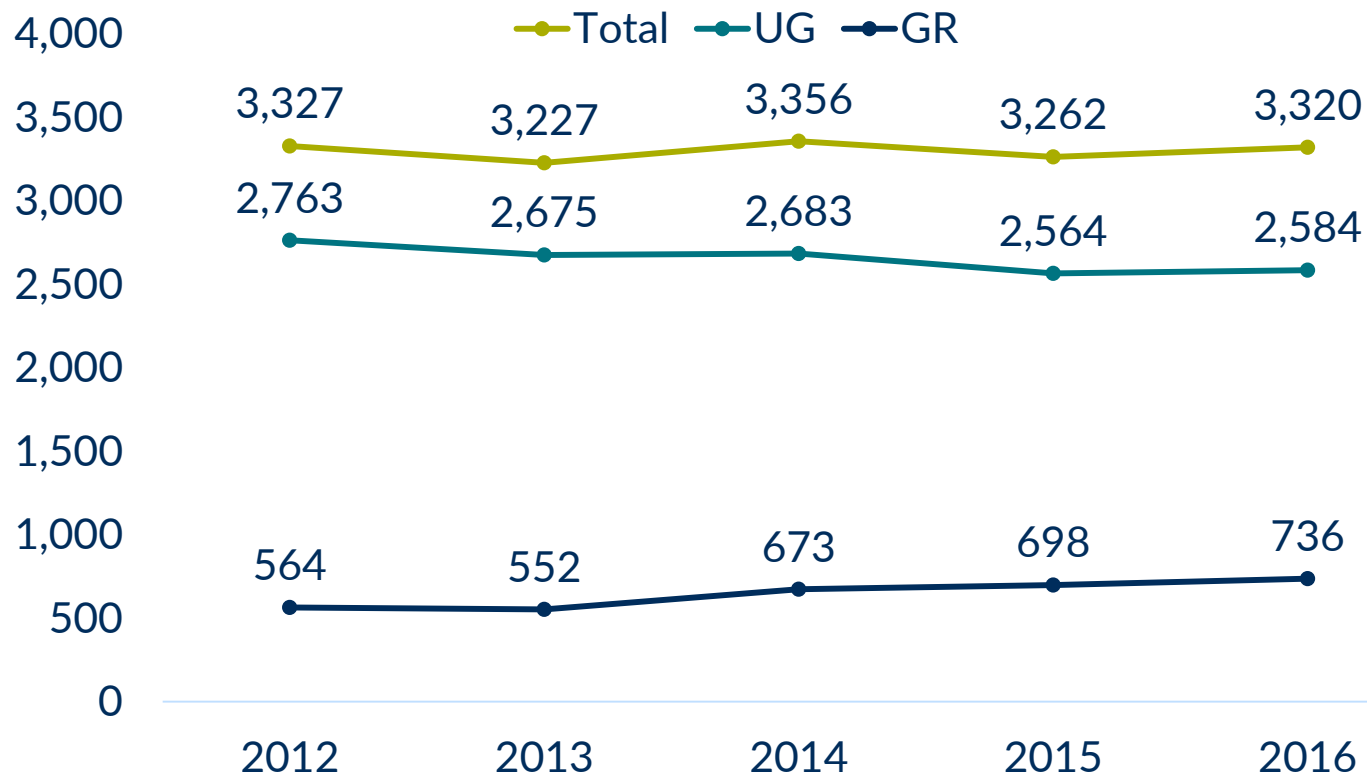
A group of people are gathered around a table in a meeting room, looking at documents and laptops. The image is overlaid with a dark blue semi-transparent filter. A large white number '1' is positioned on the left side of the image.

# 1

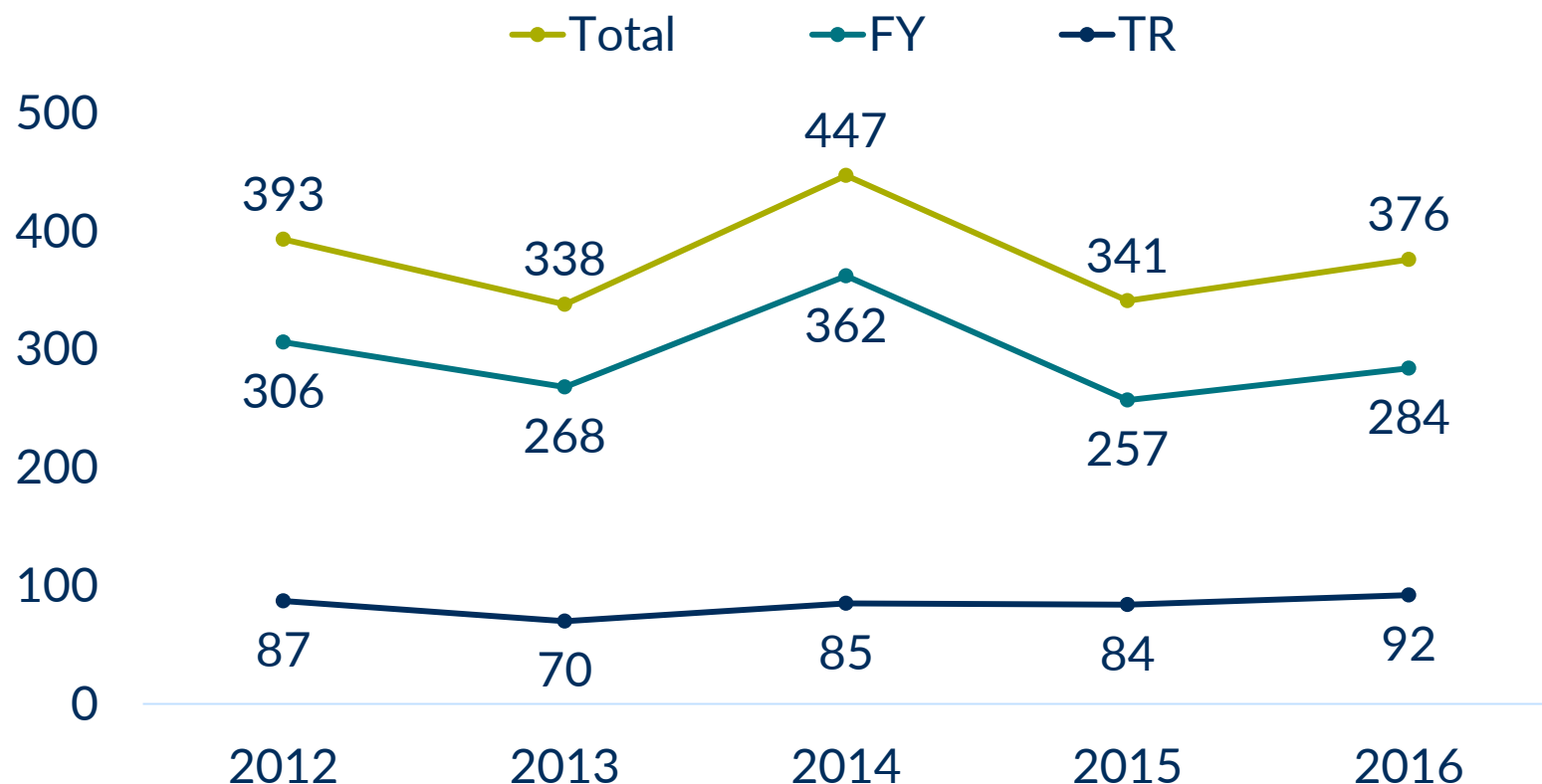
**Review recent enrollment  
results and benchmarks**



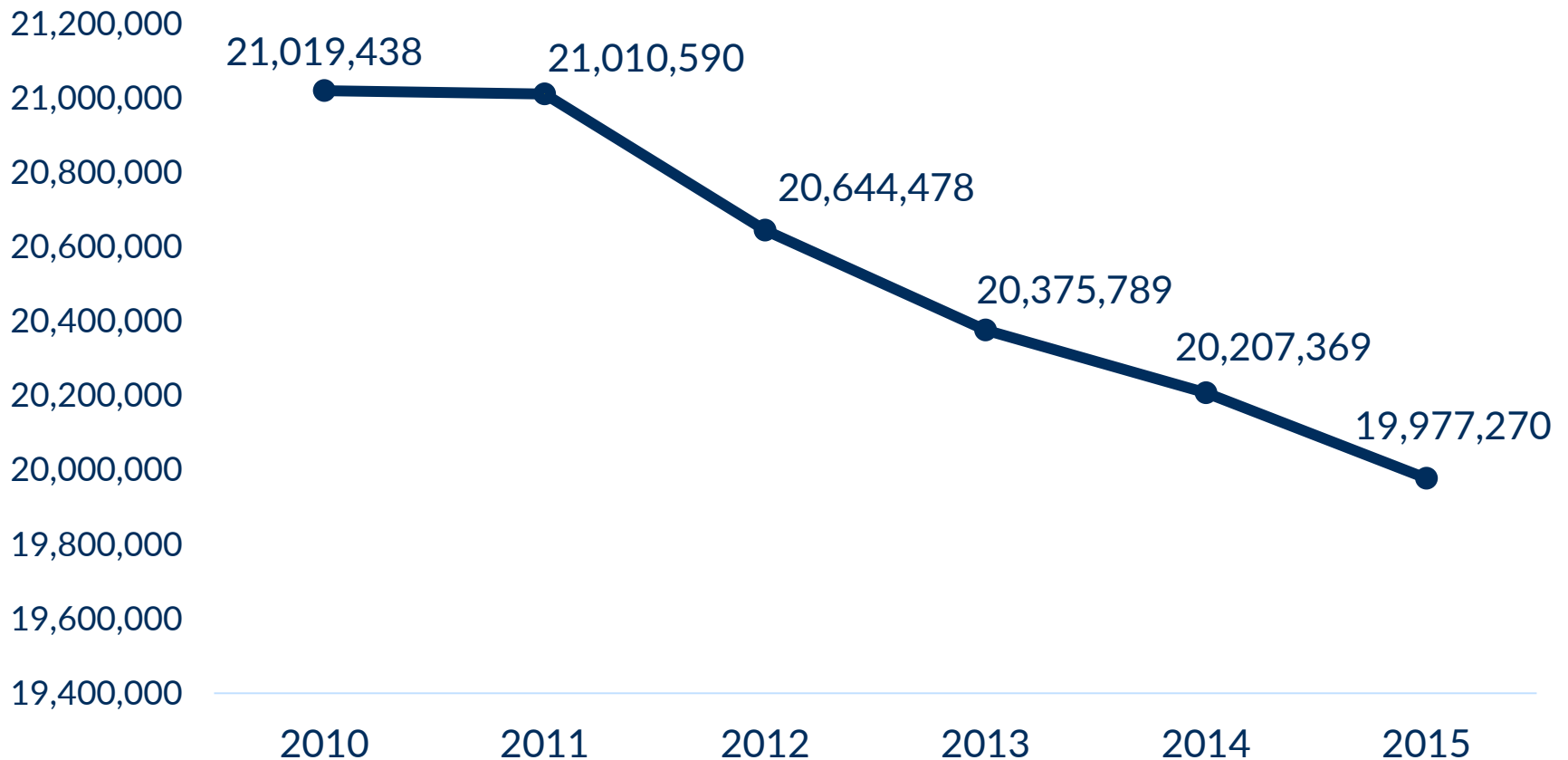
## Faulkner total enrollment is stable; UG enrollment is down 6.5%



## Faulkner full-time, new-student enrollment has declined 4% since 2012



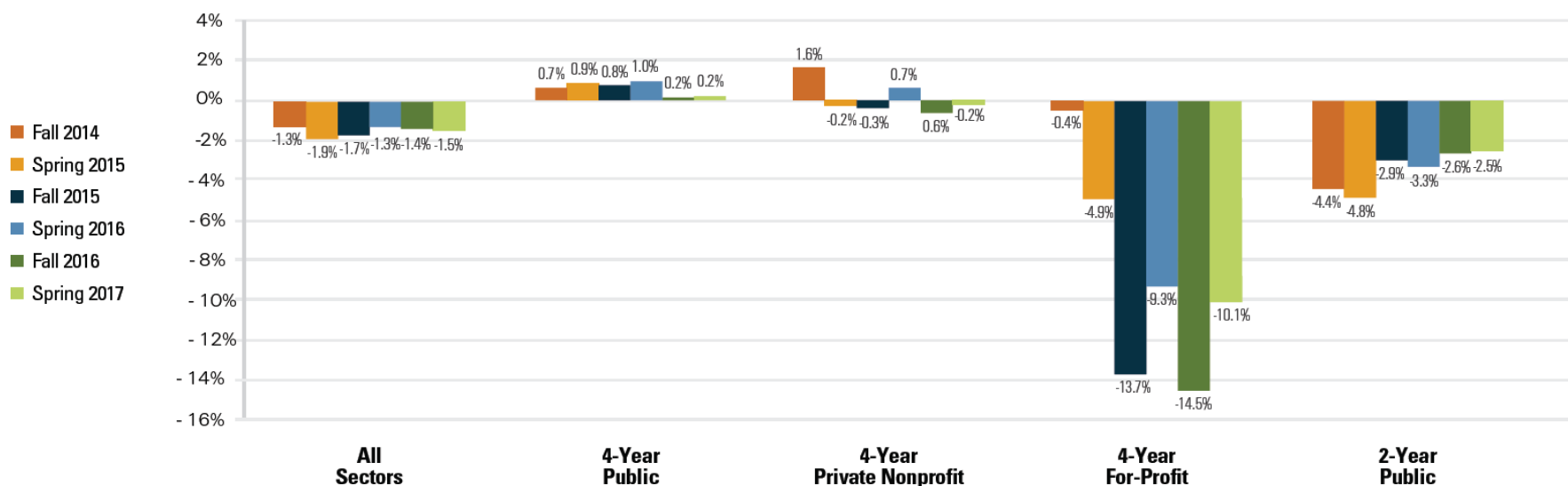
## In absolute terms, total enrollment in degree-granting institutions has declined by more than 1 million students in 5 years



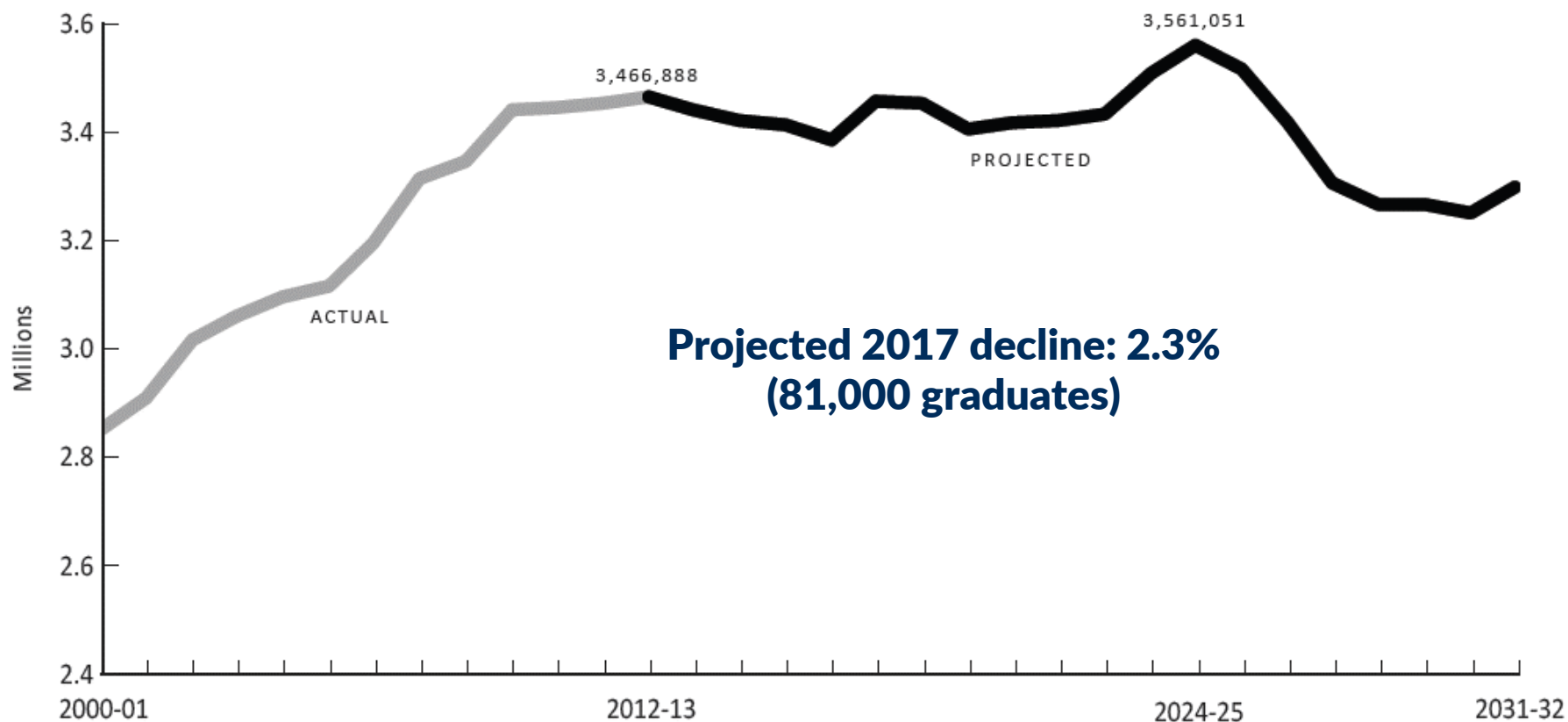
# The National Student Clearinghouse reported a 1.5% drop in spring 2017 enrollments

(eleventh consecutive term of declines starting spring 2012)

**Figure 1:** Percent Change from Previous Year, Enrollment by Sector (Title IV, Degree-Granting Institutions)

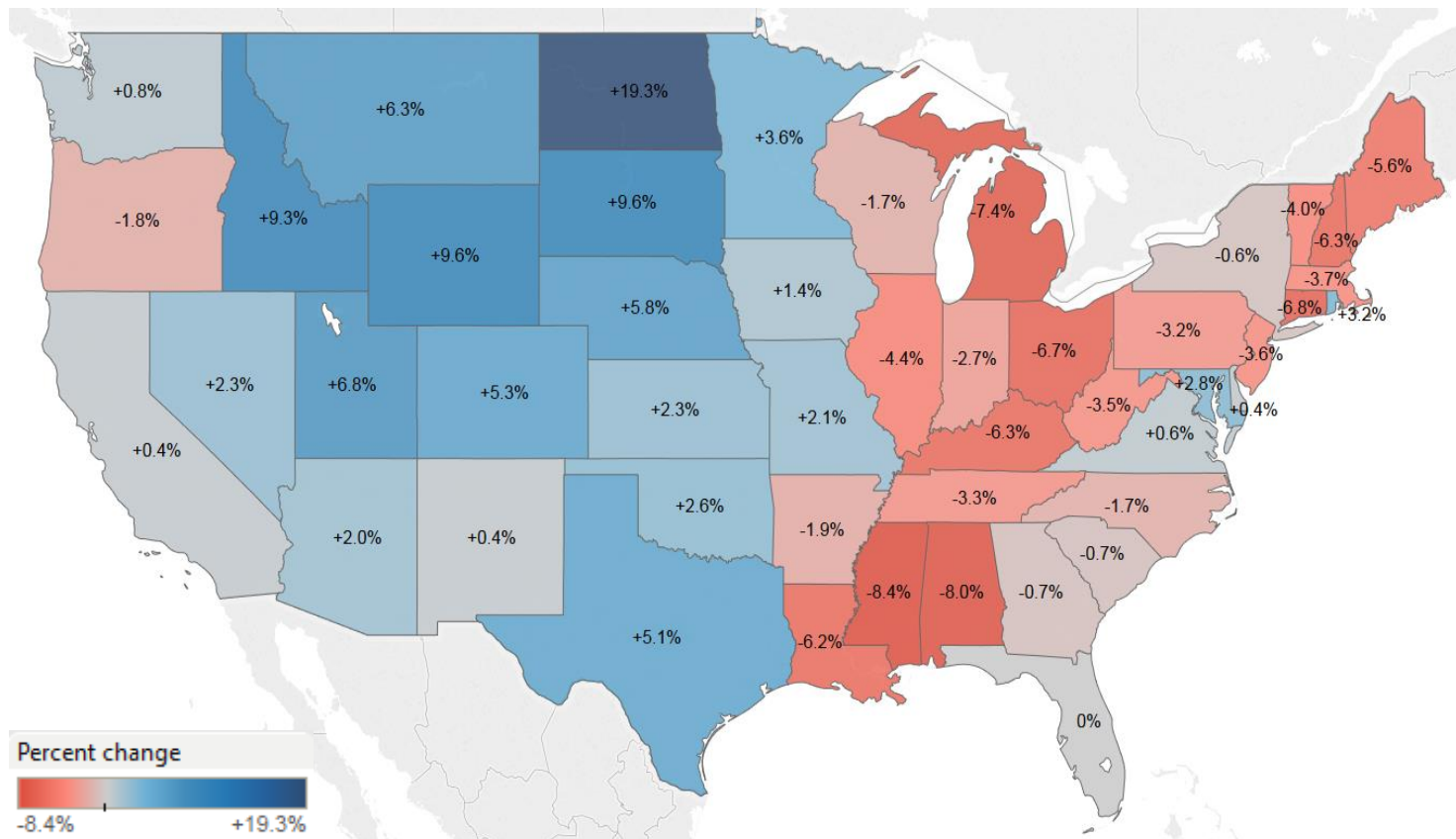


## Total U.S. public and private high school graduates



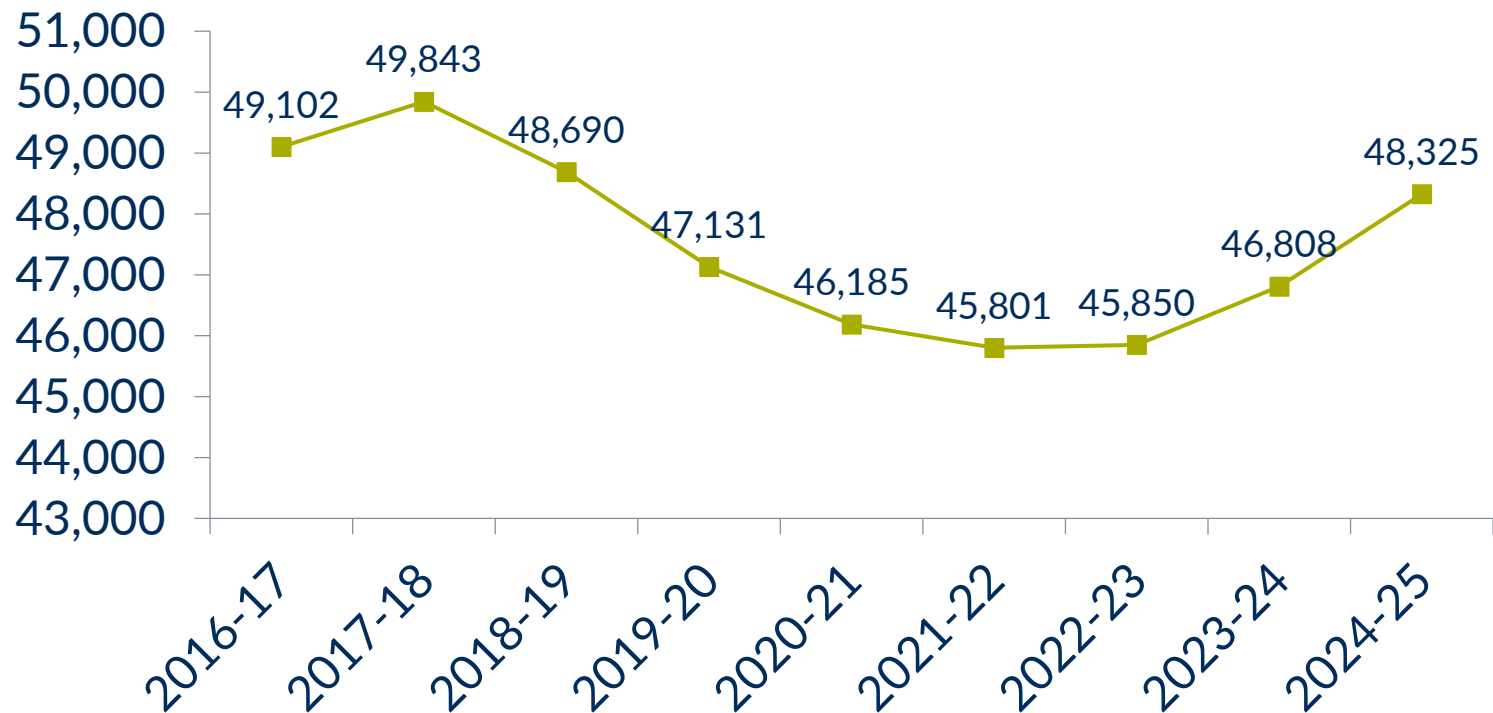
# Projected change in high school graduates

## Public and non-public, 2017-18 to 2022-23



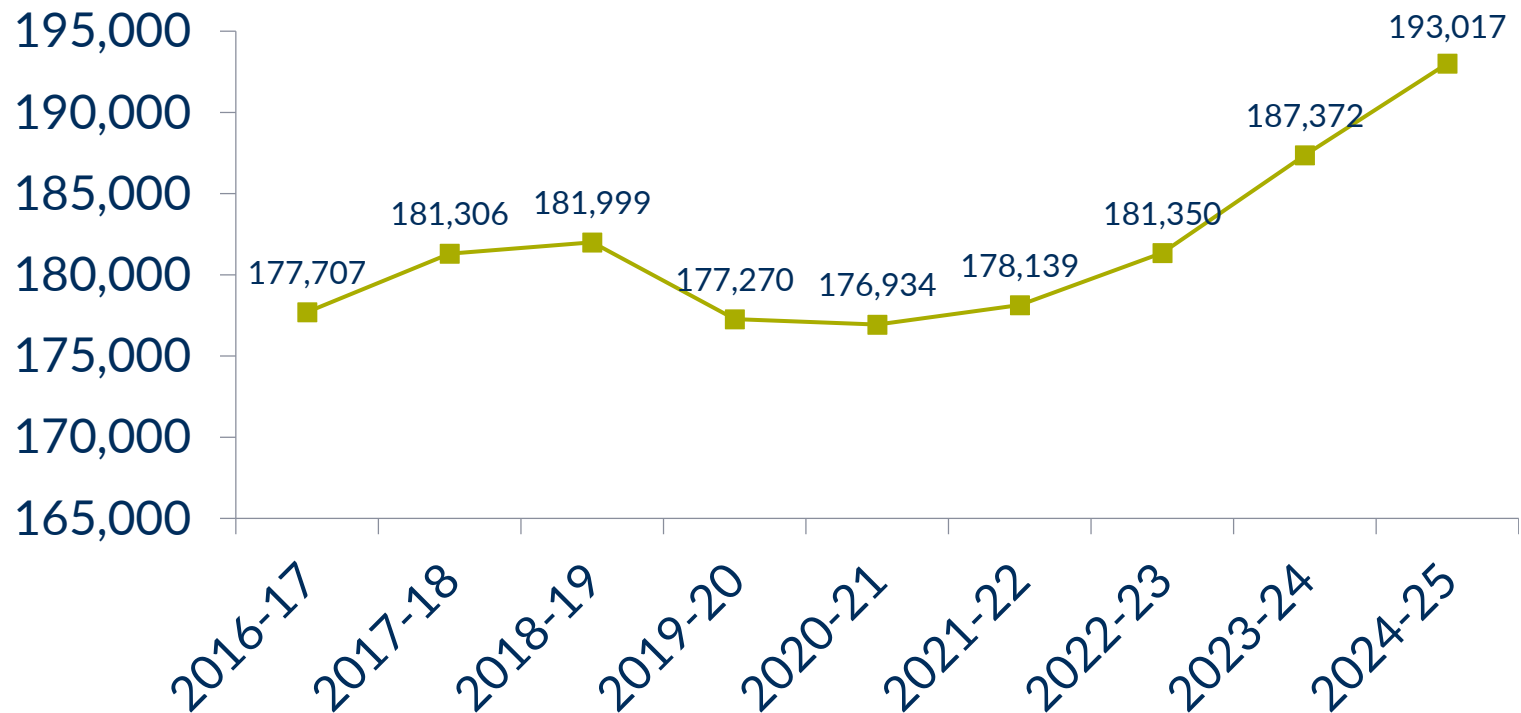
# Projected number of high school graduates

## Alabama 2016-25



# Projected number of high school graduates

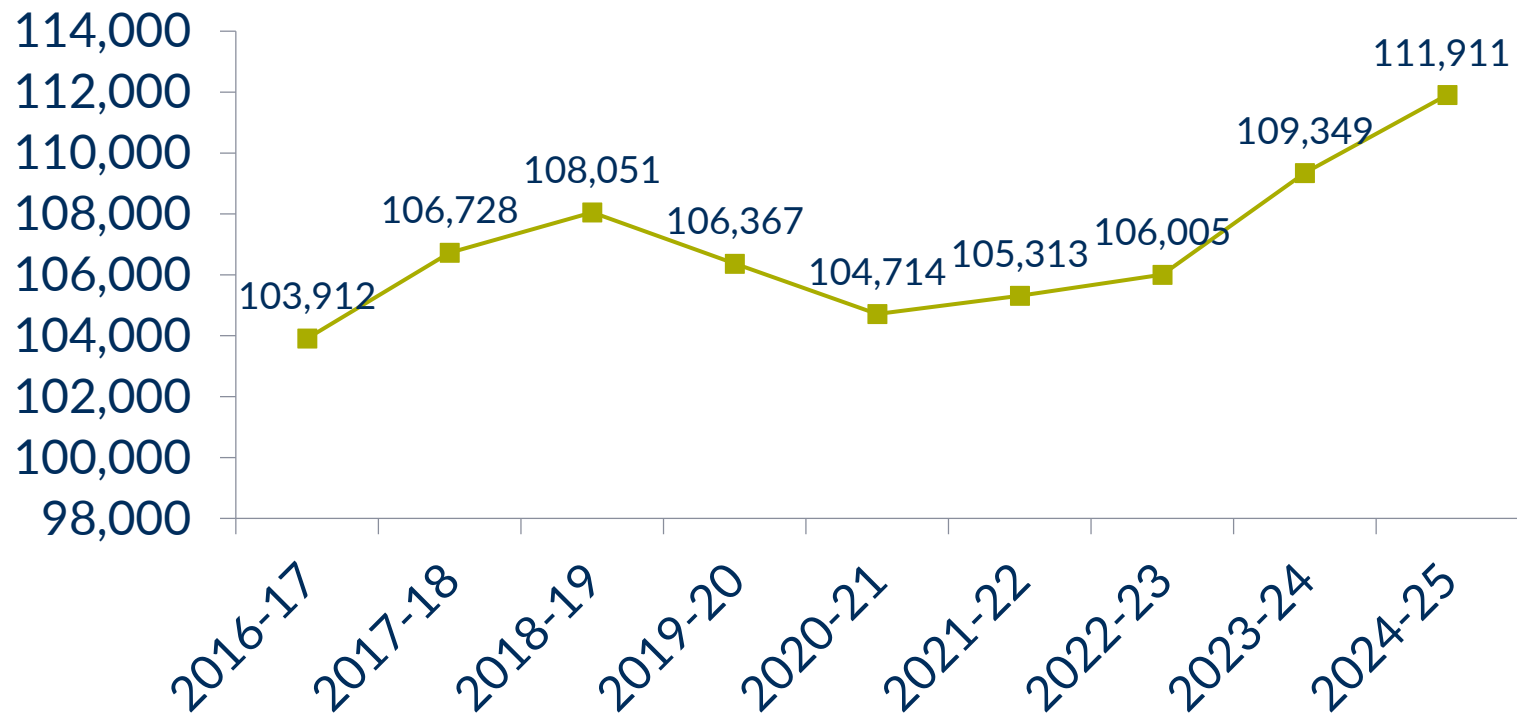
## Florida 2016-25





# Projected number of high school graduates

## Georgia 2016-25



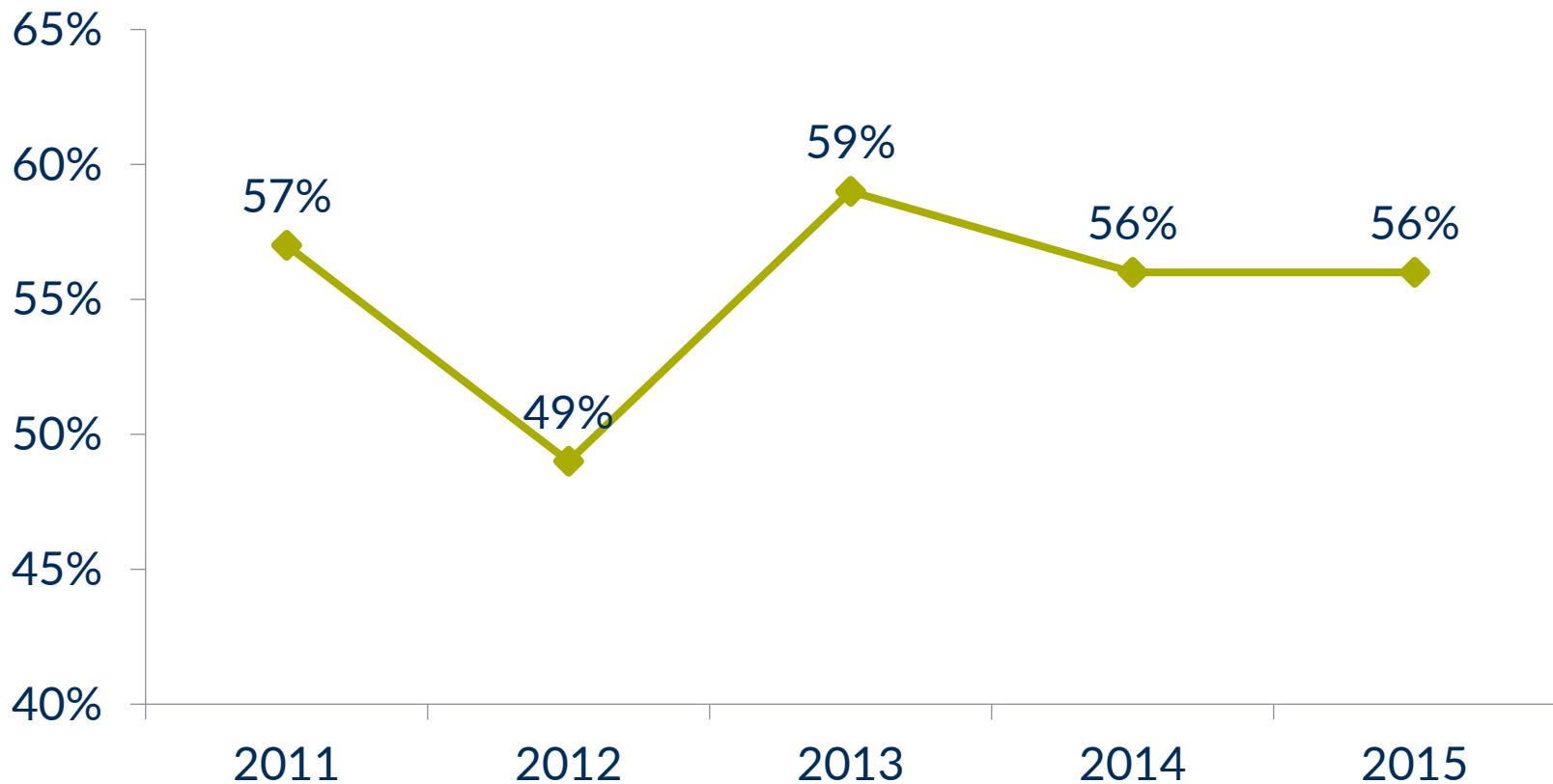


**Retention and completion trends**

## Faulkner is a liberal admissions institution (ACT 20; SAT 1440)

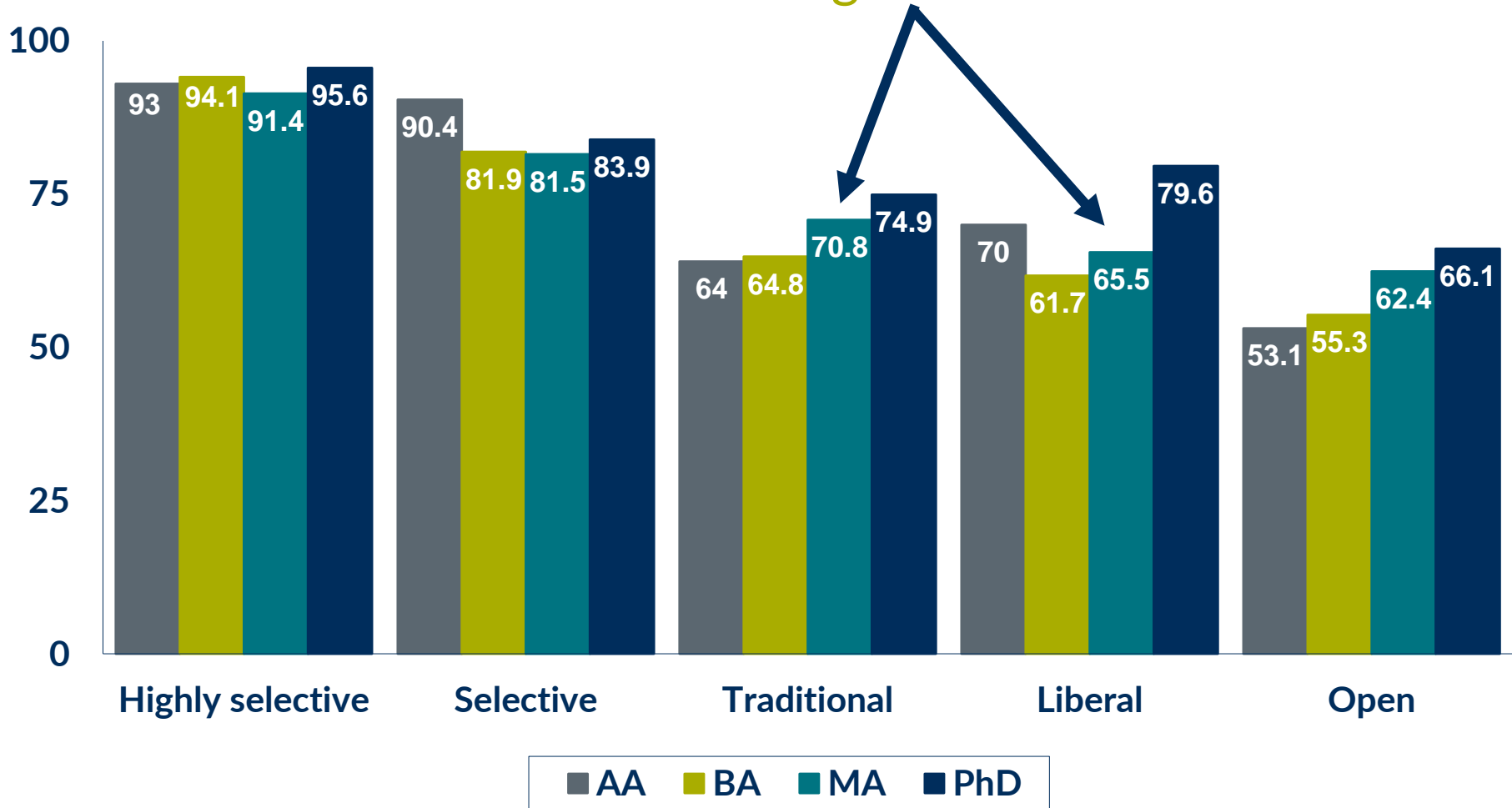
Selectivity Level	ACT	SAT
	(Middle 50%)	(Middle 50%)
Highly selective	25–30	1710–2000
Selective	21–26	1470–1770
Traditional	18–24	1290–1650
Liberal	17–22	1230–1530
Open	16–21	1170–1480

## Faulkner FY retention rate averages 55%



# First- to second-year retention rates for private institutions

Faulkner averages 55%

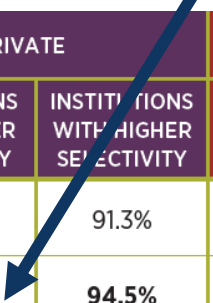




<b>Retention and Progression Rates</b>	<b>% Full-Time 2011 Freshmen Who Returned in 2012-13</b>	<b>4-Year Grad Rate</b>	<b>5-Year Grad Rate</b>	<b>6-Year Grad Rate</b>
Fresno Pacific University	83%	49.0%	63.3%	63.3%
Gwynedd Mercy University	82%	37.8%	54.1%	54.7%
St Francis College	80%	28.3%	48.8%	54.8%
Notre Dame de Namur University	77%	42.9%	49.7%	53.1%
Woodbury University	75%	13.3%	27.3%	42.0%
Bay Path College	72%	47.1%	51.7%	59.2%
Eastern Nazarene College	72%	39.6%	48.5%	51.5%
Mount Mary University	72%	26.4%	42.5%	49.4%
Chestnut Hill College	72%	37.1%	44.8%	47.4%
University of the Incarnate Word	69%	19.5%	36.7%	42.5%
University of Baltimore	67%	18.4%	37.4%	42.9%
William Peace University	67%	28.8%	28.8%	35.9%
Averett University	67%	22.6%	32.9%	32.9%
Southern Wesleyan University	66%	36.6%	45.1%	48.6%
Columbus State University	66%	11.9%	26.0%	32.4%
Delta State University	66%	15.1%	30.5%	32.3%
Ursuline College	65%	26.4%	43.6%	43.6%
Georgia Southwestern State University	65%	10.0%	25.6%	32.1%
Mount Olive College	64%	31.7%	40.8%	43.1%
University of Bridgeport	64%	20.3%	27.7%	28.4%
Colorado State University-Pueblo	63%	16.0%	27.9%	31.8%
McMurry University	59%	22.9%	33.1%	36.1%
Limestone College	58%	13.4%	27.3%	28.2%
Methodist University	54%	15.3%	34.8%	35.7%
Southwestern Christian University	52%	23.3%	23.3%	30.0%
Faulkner University	50%	11.9%	27.1%	29.8%

# It starts with FTIC term-to-term persistence rates

Faulkner averages 80%



Persistence Ratios		FOUR-YEAR PRIVATE			FOUR-YEAR PUBLIC	TWO-YEAR PUBLIC
		ALL	INSTITUTIONS WITH LOWER SELECTIVITY	INSTITUTIONS WITH HIGHER SELECTIVITY	ALL	ALL
Persistence from term one to term two, 2015-16 academic year	25th Percentile	86.0%	85.0%	91.3%	83.5%	79.0%
	<b>Median</b>	<b>90.0%</b>	<b>89.0%</b>	<b>94.5%</b>	<b>88.5%</b>	<b>82.0%</b>
	75th Percentile	93.0%	91.0%	95.0%	93.3%	86.0%
Persistence from term two of the 2015-16 academic year to term three (the beginning of the 2016-17 academic year, i.e., the students' second year)	25th Percentile	78.0%	75.0%	86.0%	77.8%	70.0%
	<b>Median</b>	<b>84.0%</b>	<b>81.0%</b>	<b>89.0%</b>	<b>82.0%</b>	<b>74.0%</b>
	75th Percentile	88.0%	85.0%	90.0%	88.3%	76.0%

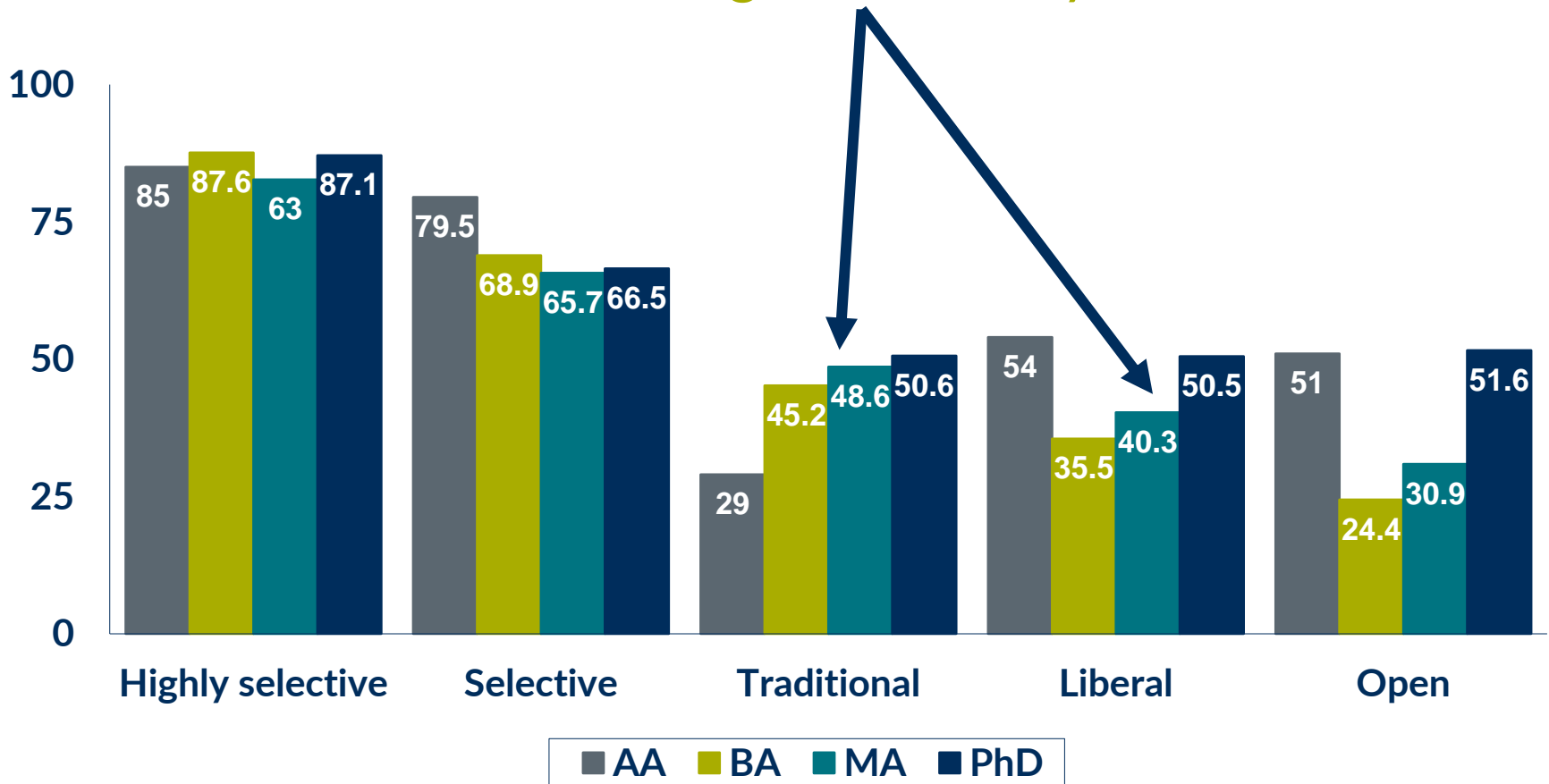
## Faulkner has an average five-year graduation rate of 25%





# National graduation rates for private institutions

Faulkner averages 25% in 5 years






<b>Retention and Progression Rates</b>	<b>% Full-Time 2011 Freshmen Who Returned in 2012-13</b>	<b>4-Year Grad Rate</b>	<b>5-Year Grad Rate</b>	<b>6-Year Grad Rate</b>
Fresno Pacific University	83%	49.0%	63.3%	63.3%
Gwynedd Mercy University	82%	37.8%	54.1%	54.7%
Bay Path College	72%	47.1%	51.7%	59.2%
Notre Dame de Namur University	77%	42.9%	49.7%	53.1%
St Francis College	80%	28.3%	48.8%	54.8%
Eastern Nazarene College	72%	39.6%	48.5%	51.5%
Southern Wesleyan University	66%	36.6%	45.1%	48.6%
Chestnut Hill College	72%	37.1%	44.8%	47.4%
Ursuline College	65%	26.4%	43.6%	43.6%
Mount Mary University	72%	26.4%	42.5%	49.4%
Mount Olive College	64%	31.7%	40.8%	43.1%
University of Baltimore	67%	18.4%	37.4%	42.9%
University of the Incarnate Word	69%	19.5%	36.7%	42.5%
Methodist University	54%	15.3%	34.8%	35.7%
McMurry University	59%	22.9%	33.1%	36.1%
Averett University	67%	22.6%	32.9%	32.9%
Delta State University	66%	15.1%	30.5%	32.3%
William Peace University	67%	28.8%	28.8%	35.9%
Colorado State University-Pueblo	63%	16.0%	27.9%	31.8%
University of Bridgeport	64%	20.3%	27.7%	28.4%
Woodbury University	75%	13.3%	27.3%	42.0%
Limestone College	58%	13.4%	27.3%	28.2%
<b>Faulkner University</b>	<b>50%</b>	<b>11.9%</b>	<b>27.1%</b>	<b>29.8%</b>
Columbus State University	66%	11.9%	26.0%	32.4%
Georgia Southwestern State University	65%	10.0%	25.6%	32.1%
Southwestern Christian University	52%	23.3%	23.3%	30.0%

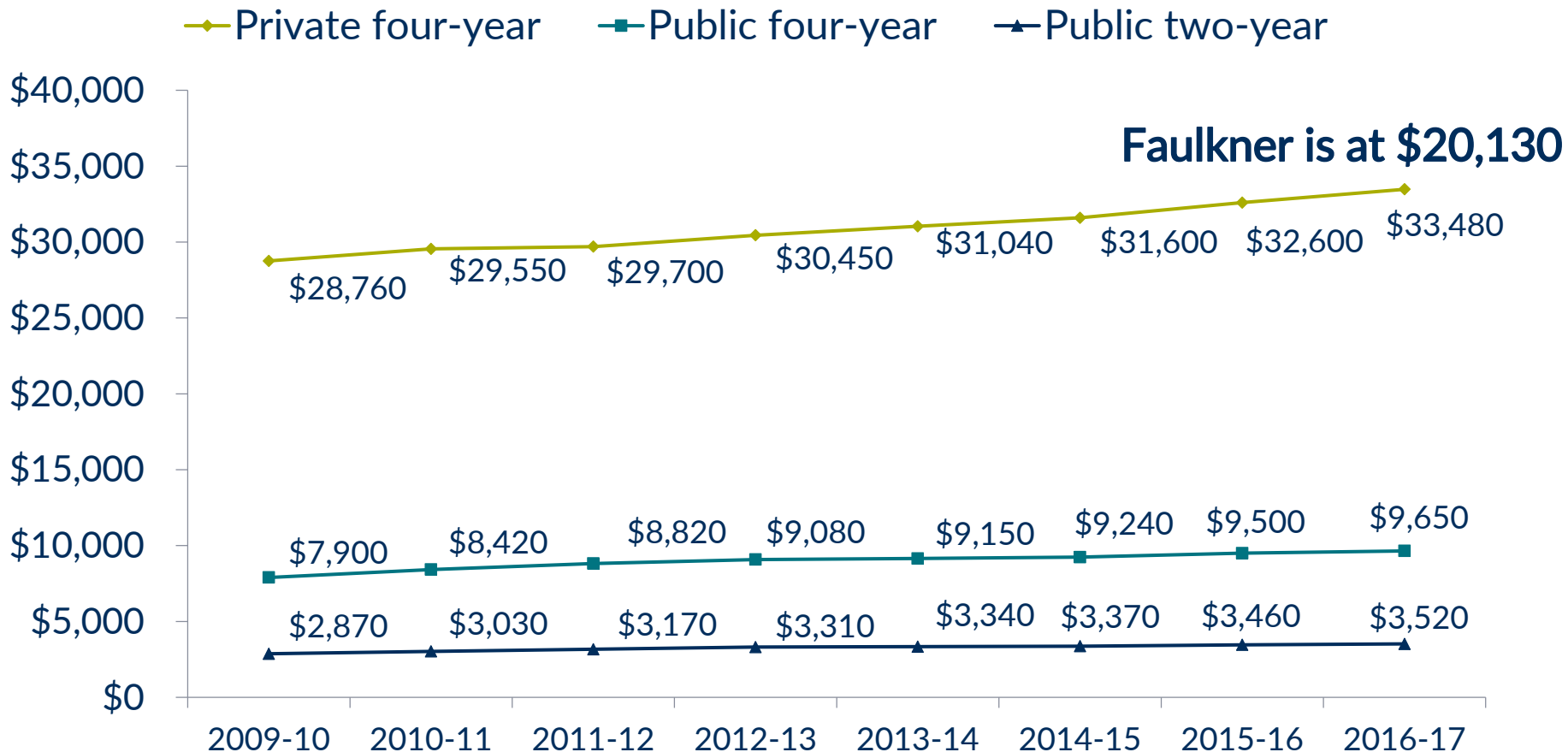
# Newly-arrived transfer student fall-to-fall retention rate benchmarks

2015-16 new transfer student cohort

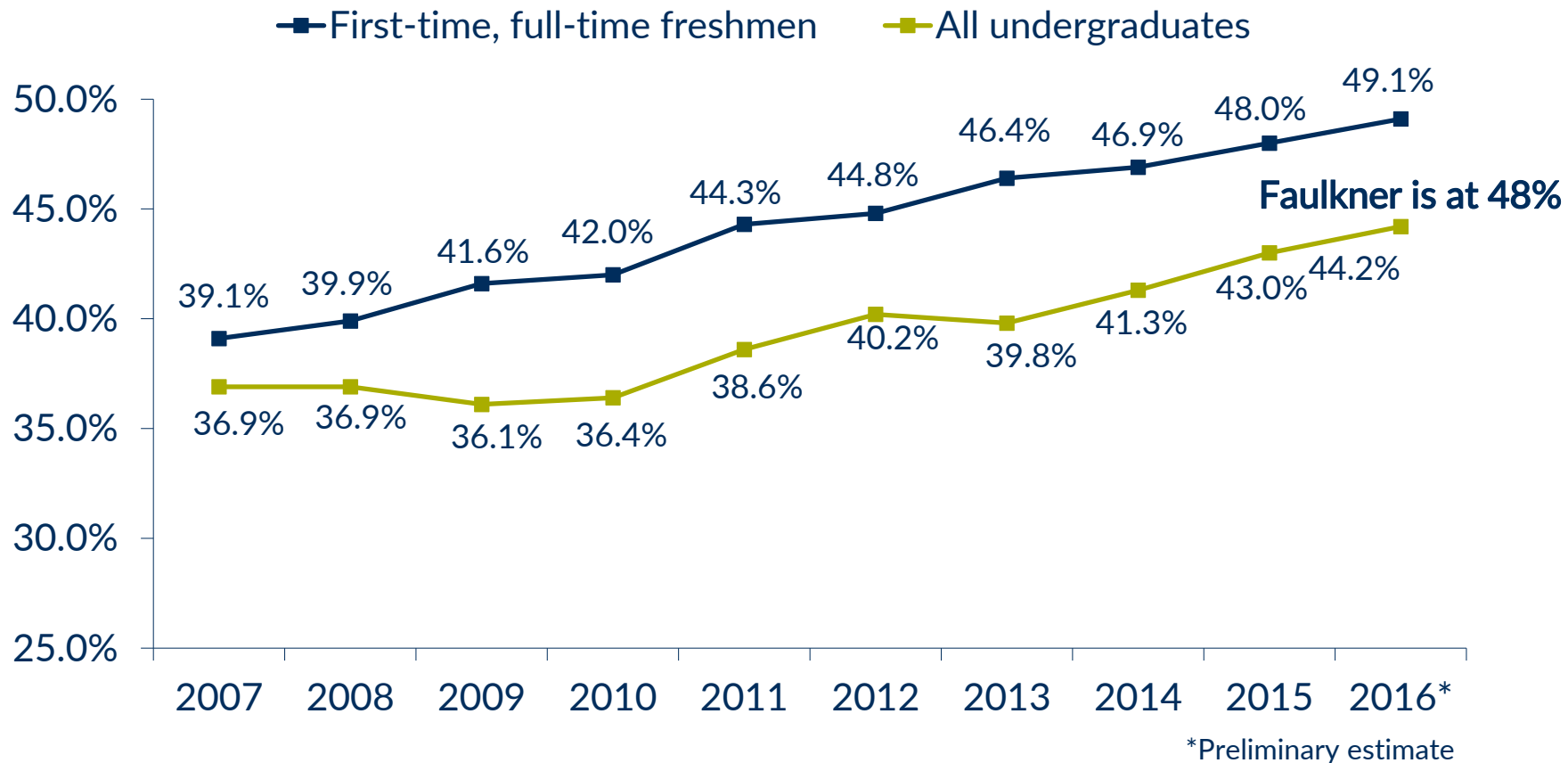


Retention Ratios	FOUR-YEAR PRIVATE			FOUR-YEAR PUBLIC	TWO-YEAR PUBLIC
	ALL	INSTITUTIONS WITH LOWER SELECTIVITY	INSTITUTIONS WITH HIGHER SELECTIVITY	ALL	ALL
25th Percentile	68.0%	66.0%	76.0%	69.5%	39.3%
<b>Median</b>	<b>77.0%</b>	<b>75.0%</b>	<b>81.0%</b>	<b>77.0%</b>	<b>49.0%</b>
75th Percentile	82.0%	80.0%	85.0%	79.0%	57.0%

## Average tuition and fee charges in *constant* dollars, 2009-10 to 2016-17 (enrollment weighted)



# Average institutional tuition discount rate, by student category



## 2016 freshman data by private institution region

INSTITUTION TYPE	AVERAGE YIELD FOR FRESHMEN	AVERAGE OVERALL DISCOUNT RATE FOR FRESHMEN	AVERAGE TUITION AND FEE DISCOUNT RATE FOR FRESHMEN	AVERAGE OVERALL INCREASE IN NET REVENUE PER STUDENT	AVERAGE UNFUNDED INSTITUTIONAL GIFT AID PER STUDENT	AVERAGE PERCENT OF NEED MET	AVERAGE TUITION INCREASE
All Private	26.0%	41.6%	53.5%	1.1%	\$16,177	75.8%	3.9%
Middle States	27.6%	39.1%	51.5%	0.5%	\$15,950	75.5%	5.2%
Midwest	27.1%	43.8%	55.8%	-0.3%	\$15,962	77.4%	3.5%
New England	19.6%	43.5%	56.6%	4.0%	\$19,468	74.0%	3.5%
South	26.9%	39.1%	50.7%	2.9%	\$14,040	74.3%	3.3%
Southwest	30.1%	44.1%	56.0%	-2.4%	\$16,390	78.6%	4.2%
West	21.6%	38.2%	49.1%	3.4%	\$17,562	73.1%	4.1%

High Cost  
Low Selectivity

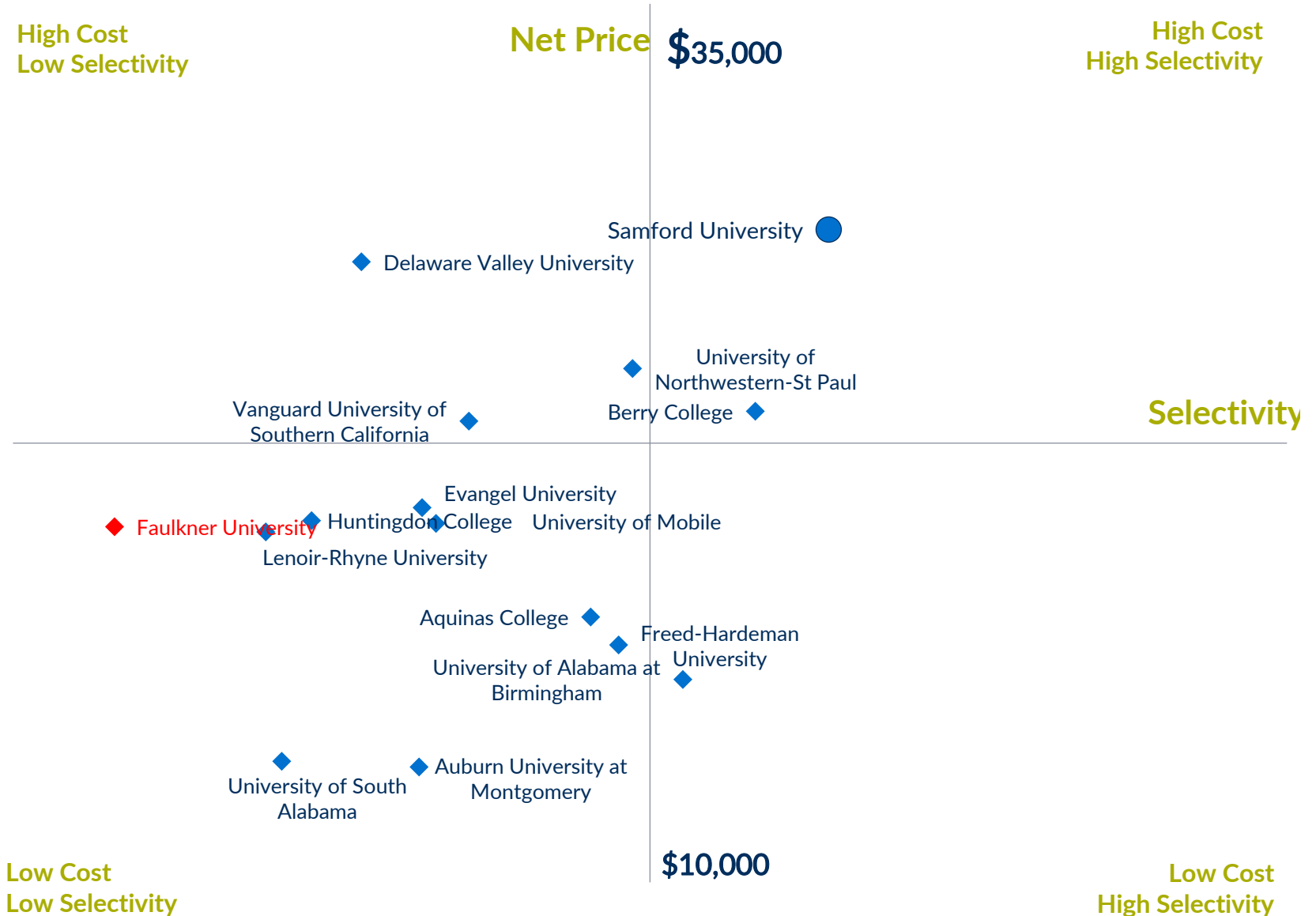
Net Price \$35,000

High Cost  
High Selectivity

Selectivity

\$10,000

Low Cost  
High Selectivity



# Stated student success goals

From ISA and focus groups

1. Increase the First-time, full-time (FTFT) fall-to-fall retention rate of traditional students from 60% (fall 2014) to 70% by fall 2018 (=2.5 % increase per year for 4 years)
2. Note: you need additional goals, more on this in a moment







# 2

## Findings and recommendations

# Three major themes in the findings and recommendations

1. Strengthen your data foundation to support student success planning and decision-making (with the goal of moving to predictive analytics to guide your strategy)
2. Develop an organizational model to support the development and execution on an annual and multi-year student success plan. This includes mobilizing the campus community to support execution
3. Identifying and effectively executing 4-7 major student success strategies identified during the planning process

## Findings and recommendations (data)

- Establish student success goals for the following metrics. This implies ALWAYS tracking by student cohort; you need to wean yourself from looking at “All Students”
  - First- to second-term persistence (90%) – FTIC and TR
  - First- to second-year retention (70%) - FTIC and TR
  - Third- to fourth-term persistence – FTIC and TR
  - Second- to third-year (or first- to third-year) retention – FTIC
  - 4-, 5-, 6-year graduation rate – FTIC
  - 2-, 3-, 4-year graduation rate – TR

## Findings and recommendations (data)

- When you complete the data analysis outlined in the following recommendations, you should also establish subpopulation retention and completion goals on those groups targeted for increased intervention (e.g., conditional admits, other academic risk factors, student athletes, non-student athletes, academic program interest, residents/commuters, non-church of Christ, etc.)

## You need to establish goals by segment

Segment	Fall 1 to Spring 1	Fall 1 to Fall 2	Fall 2 to Spring 2	Fall 1 to Fall 3
First-year				
Transfer				
Athletes				
Non-athletes				
Church of Christ				
Non-Church of Christ				
Conditional admits				
Non-conditional admits				
Residents				
Commuters				
Etc.				

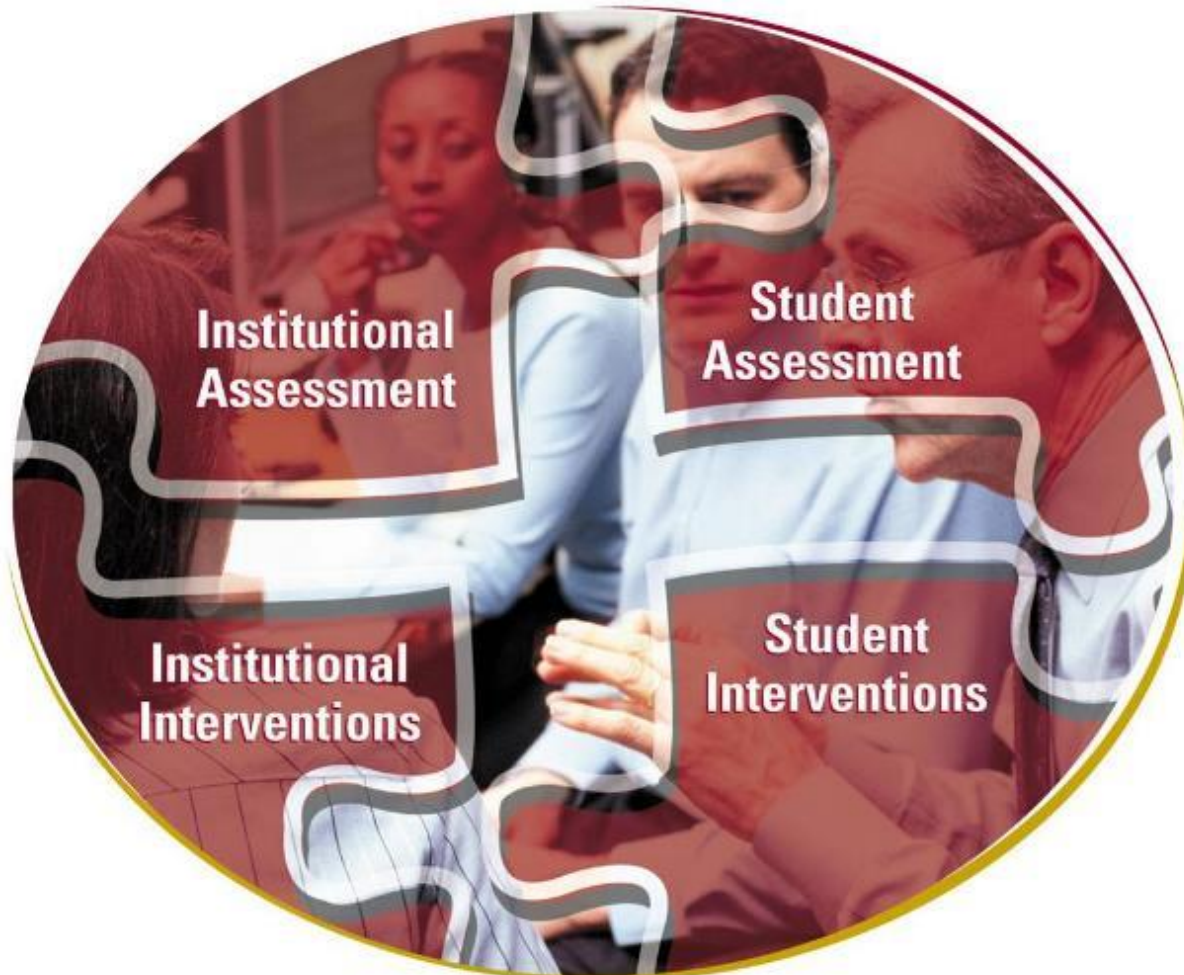
# Findings and recommendations (data)

- Strengthen your student-success data. While you have some good formative data, you need to develop a more holistic picture. I suggest you utilize the RNL model that appears on the next slide to clarify your thinking—I have also provided you some very specific feedback

|



# A model for organizing your student success data and initiatives



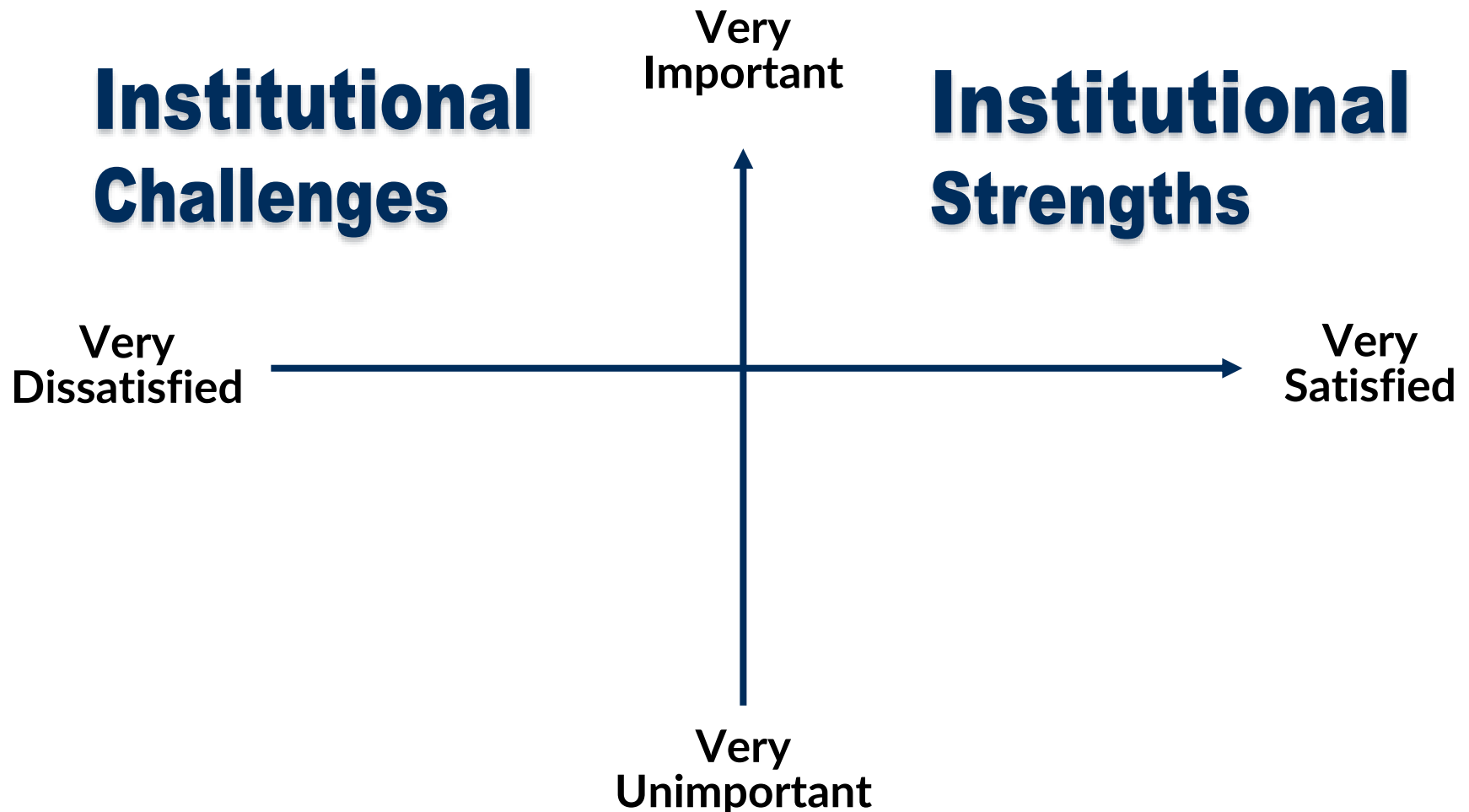
# Findings and recommendations (data)

- Institute an Assessment Day wherein classroom time is formally cannibalized (but unannounced) to conduct needed institutional assessment
  - ✓ Student Satisfaction Research
  - ✓ Student Engagement Research
  - ✓ Other data critical to you (e.g., advising, residence life, etc.)

|



## Matrix for Prioritizing Action (Satisfaction Research)



# Findings and recommendations (data)

- Develop table data on pre-enrollment and integration variables that are typically predictive of cohort retention behavior. The next several slides document common variables and Faulkner's status in collecting these data.

## Potential entering student variables that should be better understood (minimally first-to second and first-to third-year persistence); You currently collect/report on items marked in green

- Intended program of study
- Unmet need (percentage of need met)
- Loan burden
- Need met with gift aid
- Geographic market
- Distance from campus
- High school GPA
- **ACT/SAT composite and subscores**
- Blended academic index (50/50 test score and HS GPA)
- Admit date
- First-generation status
- Work on-campus/off-campus
- No campus visit
- **Gender**
- **Race/Ethnicity**
- **Athlete/Non-athletes**
- Other extracurricular activities
- High school type
- First-year vs. transfer
- Resident vs. commuter
- Documented learning disability
- **Remediation needs**
- **Conditional Admits**

## Potential integration variables that should be better understood (first-to- second and first-to-third year retention)

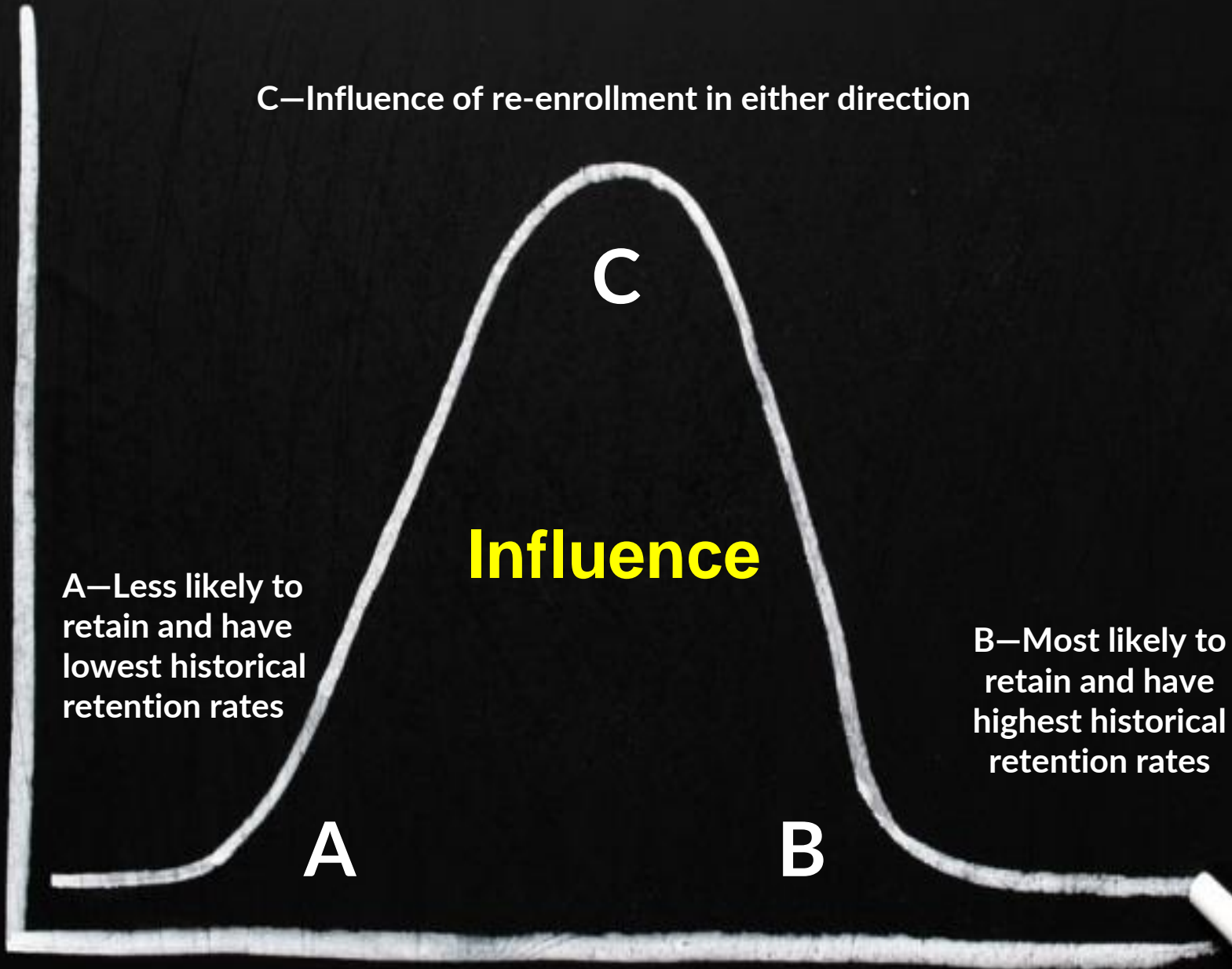
- Add/drop data
- Attendance
- Midterm grades
- First-term GPA
- **First-year GPA**
- Second-year GPA
- Early-alert flags
- **Affiliation behavior (clubs and organizations)**
- Use of tutoring services
- D, F, W rates by course and instructor
- **Performance in remedial courses as well as first credit-bearing course**
- Repeated course performance
- Number and timing of major changes
- Use of health, recreation, counseling center
- Number of advising interactions

# Findings and recommendations (data)

- Once your two large data sets are assembled, move to predictive analytics that enable you to conduct multi-variate (logistic regression) research to stack rank your cohorts according to retention/attrition probability

|

C—Influence of re-enrollment in either direction



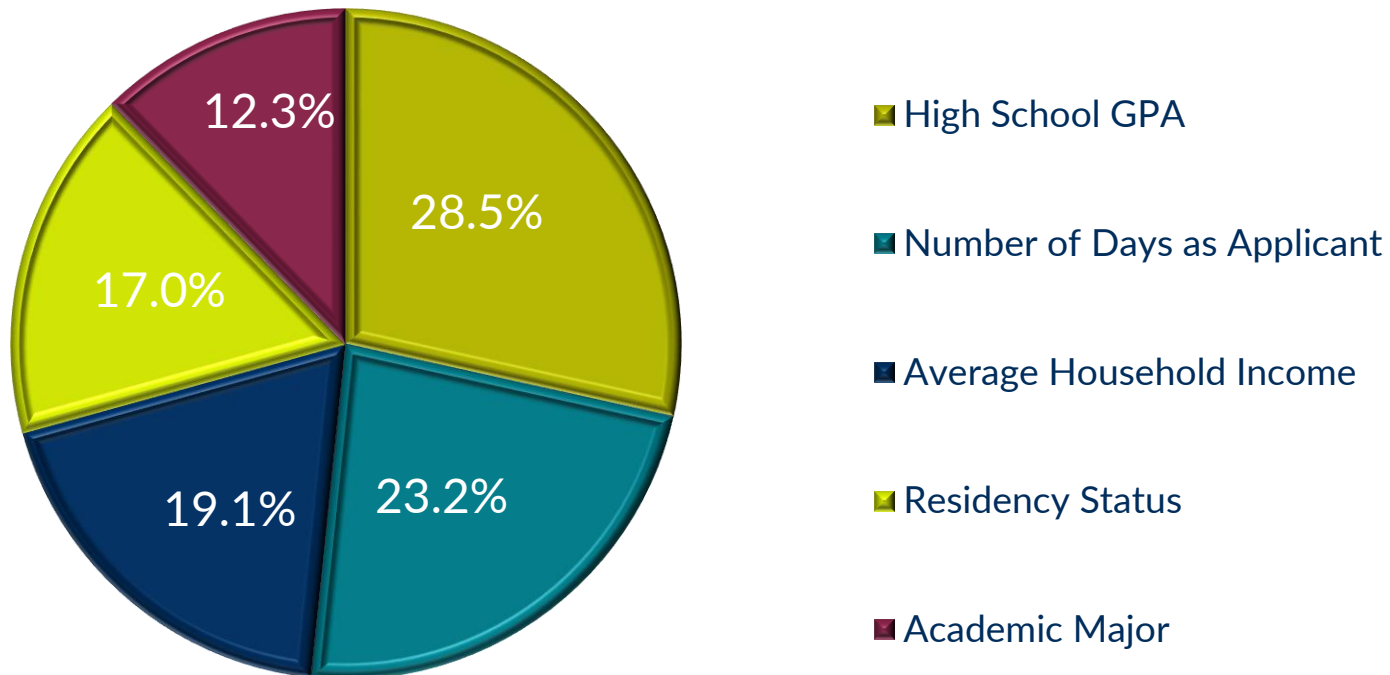
A—Less likely to retain and have lowest historical retention rates

**Influence**

B—Most likely to retain and have highest historical retention rates

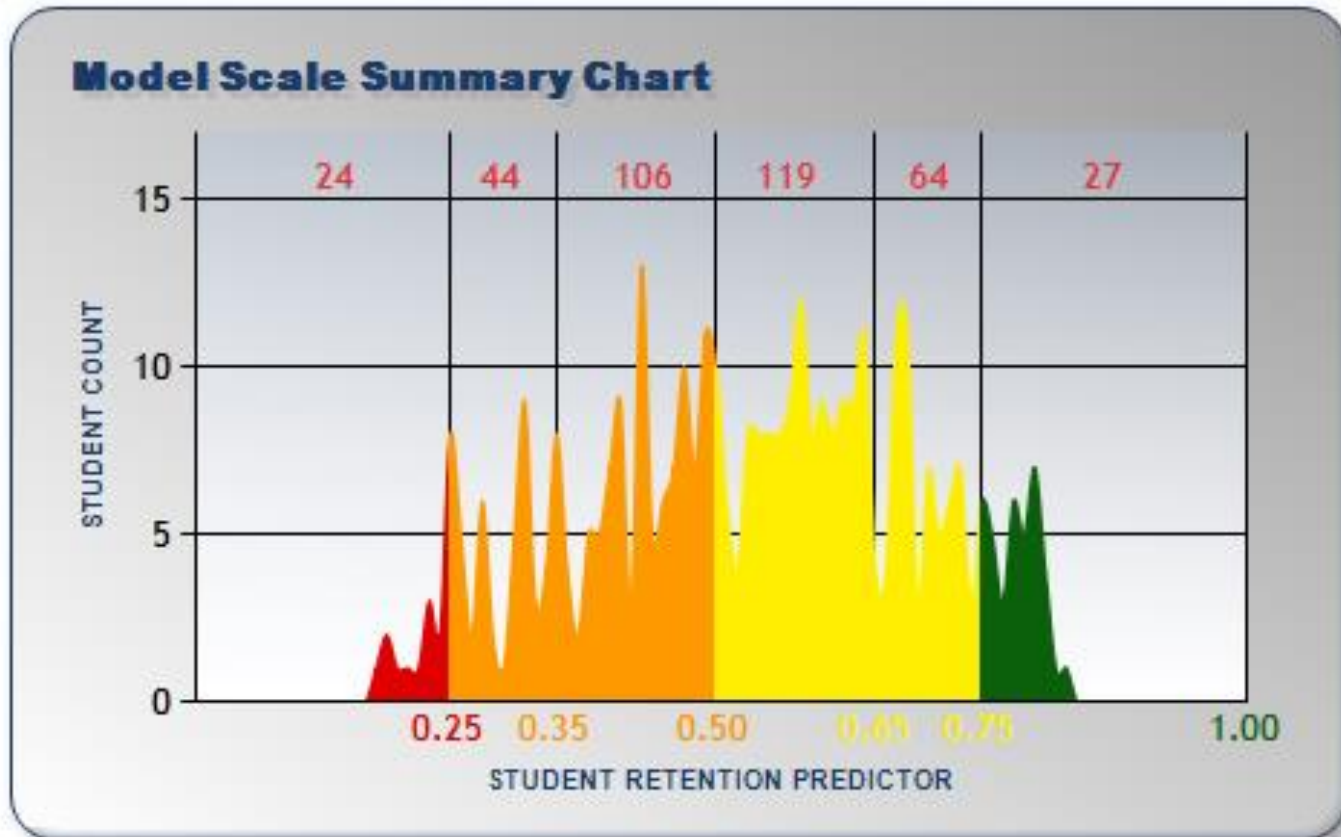
# Add predictive analytics to your retention data mining efforts

Relative Strength of Model Variables



# Predictive analytics – Attrition curve

Used to inform your advising, retention, and completion plans





## Historical risk factor analysis and relationships to retention

# of Risk Factors	Count	# Retained	Retention Rate	Avg. Model Score
0	333	284	85.3%	0.70
1	479	373	77.9%	0.56
2	373	262	70.2%	0.43
3	197	118	59.9%	0.29
4	57	25	43.9%	0.19
5	11	1	9.1%	0.09

## Findings and recommendations (data)

- Augment data on observed risk factors with attitudinal/motivational data using the College Student Inventory™ (CSI) suite (or like instruments) at the following intervals: Pre-entry, Mid-year, Sophomore year

|

# The College Student Inventory (CSI)

## Non-cognitive assessment:

- Identifies strengths
- Identifies challenges
- Identifies receptivity to assistance

## Results:

Early interventions to proactively reach out to students according to areas of self-reported need

# A closer look at the CSI scales

## Academic Motivation

- Study habits
- Intellectual interests
- Verbal and writing confidence
- Math and science confidence
- Desire to finish college
- Attitude toward educators
- (Use of technology-Form C)

## General Coping

- Sociability
- Family emotional support
- Opinion tolerance
- Career closure
- Sense of financial security

## Receptivity to Support Services

- Receptivity to academic assistance
- Receptivity to personal counseling
- Receptivity to social enrichment
- Receptivity to career planning
- Receptivity to financial guidance

## Background Information

- Plans to work
- High school GPA
- Racial/Ethnic origin
- Mother's highest level of education
- Father's highest level of education
- Highest degree sought
- Perceived academic ability
- General academic knowledge
- Decision to apply for college
- Desire to transfer

## Findings and recommendations (org and planning)

- Develop a broader EM organizational model to support student-success planning and execution. In many ways, retention is ahead of the rest of the effort in terms of mobilizing campus support. This should lead to the development of a detailed annual plan.

# Develop an annual retention plan



# Annual enrollment plan outline

1. Table of contents
2. Introduction
3. Executive summary
4. Institutional mission and goals
5. Situation analysis and planning assumptions
6. Organizational structure for enrollment management
7. Enrollment goals
8. Key enrollment strategies
9. Action plans
10. Resource requirements
11. Summary of goals, strategies, and activities

# Avoid Excessive Activity Syndrome in your planning

Activity-oriented	Results-oriented
Redefining problems/issues	Recommending specific actions to address problems/issues
Failing to set priorities	Establishing top priorities
Focusing on trivial and non-critical problems/issues	Selecting the problems/issues that are the most important and that make the biggest difference
Working to improve too many procedures simultaneously	Working to improve a small number of critical processes
Over-analyzing and disputing the data	Using the data to develop plans



## Findings and recommendations (org and planning)

- You are definitely on the right track in having an early-alert implementation team, maintain this structural nuance, it is a common and good mode in my judgement

## RETENTION TASKFORCE & OPERATIONS TEAM STRUCTURE

2017-2018

DRAFT

### RETENTION TASKFORCE

Meets quarterly (twice per semester) to assess current retention data and strategies, as well as to consider new strategies aimed at increasing overall student persistence and graduation rates.

#### Members:

Jean-Noel Thompson (Chair)  
Michelle Otwell  
Jendia Grissett  
Candace Cain  
Wendy Plunket  
Jason Chesser  
Hal Wynn  
Adam Donaldson

Sharon Paulk  
Keith Mock  
Neil Scott  
Cindy Walker  
Idong Mkpong-Ruffin  
Eileen Anderson  
Terry Edwards  
Leslie Cowell

Alison Simonton  
Kelly Morris  
Don Reynolds

### OPERATIONS TEAM

Coordinates daily, using the Pharos Retention Software tracking process to identify and assist students at risk.

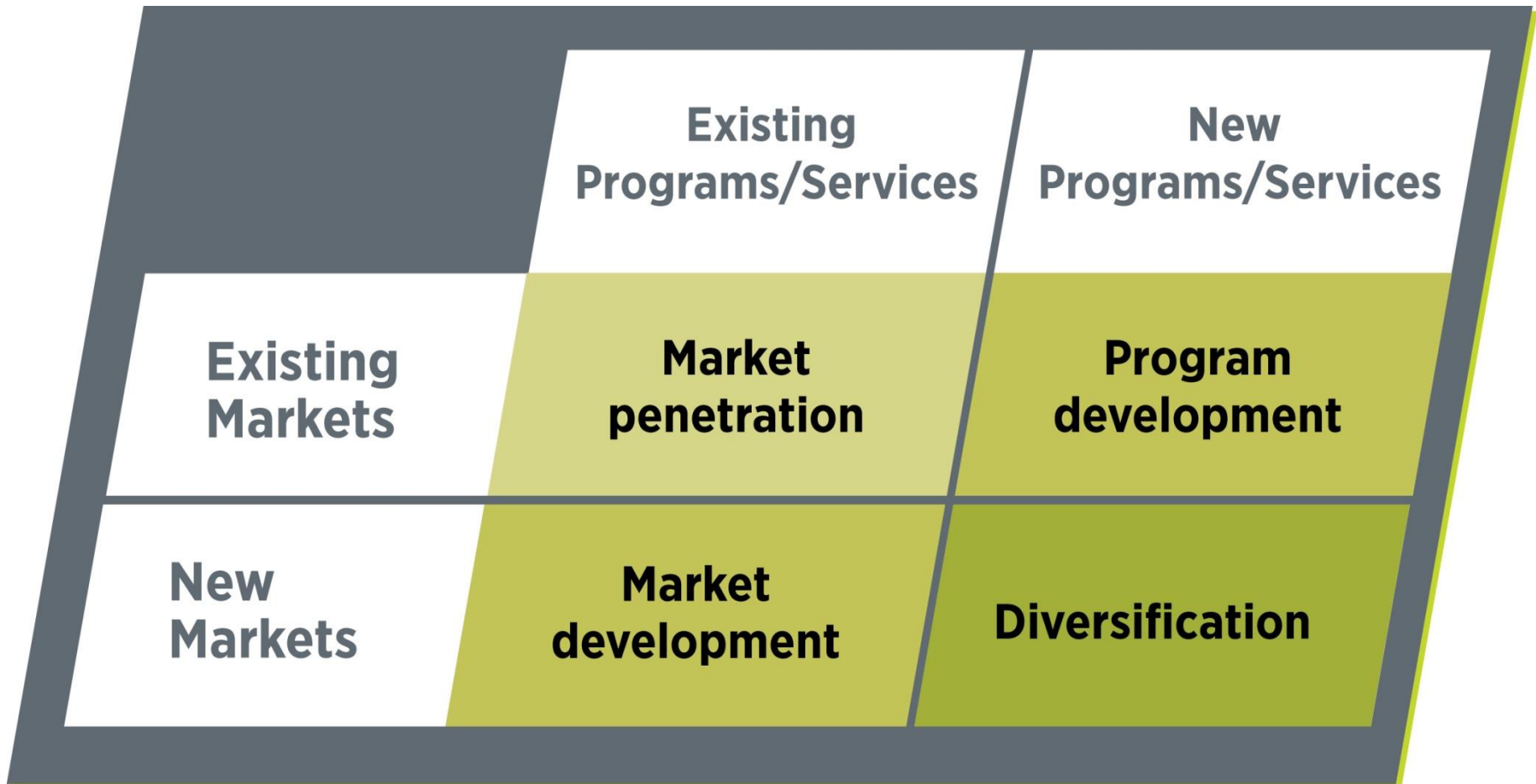
#### Team Members:

- Student Success Team
- Dean Candace Cain (Pharos system Coord.)
- Keri Alford – Res. Life
- Daniel Mease – Instructional Support Lab
- Eileen Anderson – Student Accounts
- Linda Pynes – Financial Aid

## Findings and recommendations (org and planning)

- That said, the annual retention planning group needs to meet at least monthly through the comprehensive data collection and planning process
- As implied in the previous slides, you also need to form a comparable marketing and recruitment planning group
- While I doubt you are ready for SEP at Faulkner, you do need to frame a multi-year enrollment strategy by quadrant on the strategic enrollment growth matrix and identify the role of retention/completion gains in your broader strategy

Enrollment growth strategies are typically organized according to quadrant on the strategic enrollment growth matrix



## Findings and recommendations (org and planning)

- You also need to develop a campus communication strategy that rallies broad-based support for “Slaying the Retention and Completion Dragon” once and for all at Faulkner.
  - ✓ Document underperformance vis-à-vis like institutions
  - ✓ Document the financial impact of attrition (see sample on next slide)
  - ✓ Share the strategies/game plan
  - ✓ Help them understand how you expect them to contribute
  - ✓ Communicate progress, successes, AND failures on at least a quarterly basis

## Lost revenue impact sample (develop for Faulkner)

Average Net Tuition Revenue	Amount
ANTR loss, term two	\$480,000.00
ANTR loss, term three	\$437,500.00
ANTR loss, term four	\$312,500.00
ANTR loss, term five	\$330,000.00
Lost revenue impact	\$1,560,000.00

## Findings and recommendations (org and planning)

- Academic affairs and student affairs need to be equal partners in the effort (e.g. co-chairs). Senior leaders in both areas should have significant performance goals in this area.

# Findings and recommendations (strategy development)

- Identify and effectively executing 4-7 major student success strategies identified during the planning process. These should be:
  - ✓ Grounded in your data analysis (will it address a large enough number of students to move the needle?)
  - ✓ Reflect industry best practices
  - ✓ Build upon your existing strategies



# Faulkner's current retention strategies

- Assess our admissions standards and institutional commitment for serving remedial students, and develop more effective intervention strategies for supporting these students.
- Evaluate retention by subpopulations and implement customized strategies (with special emphasis on our remedial students and sports programs with the lowest retention rates including football and baseball indicatives)
- Early-alert program, supported by Pharos software
- Improved communication with current students via Faulkner mobile app
- Improving campus culture, moving from rules-based to relational
- Improved chapel experience
- Movement to a 5-day week
- Improved freshman housing
- Student leadership initiative

**QUESTION: WHAT IS YOUR EXPECTED LIFT FROM  
THESE INDIVIDUAL INITIATIVES?**

## Student persist when...



- They are making progress toward educational and career goals
- They are satisfied with the quality of educational programs, services, and environment

# Characteristics of successful retention programs

- Collect, compile, and analyze pertinent retention data (persistence, progression, retention, and completion) & research.
- Implement early-identification/-alert and intervention strategies.
- Commit to both “front-loading” and “progressive responsibility” philosophies and strategies.
- Concentrate energies on the importance of the teaching and learning process.
- Emphasize a deliberate strategy of student engagement and involvement.
- Address students’ affective and cognitive needs.
- Create programs and services based on meeting students’ individual needs and differences.
- Develop a student-centered institution.
- Monitor (on a systematic basis) student expectations and levels of satisfaction.
- Establish an organizational structure/mechanism to manage the quality of student life & learning and an institutional change process.

# SSRM for a four-year school



# Findings and recommendations: 14 strategies I think you should explore as part of your planning

1. Leverage predictive analytics and attitudinal/motivational data to make your early-alert and intervention program far more proactive and less reactive than the current model. This implies stack ranking the attrition risk of every new-student pre-enrollment and then augmenting that with Pharos referral data such that students are continuously moved on and off the at-risk list based on structured interventions and ongoing feedback from faculty and staff. You should also explore ways to send “alerts” to faculty and staff that are in frontline positions and not using the system (think Facebook like reminders when you don’t log in).

## Findings and recommendations: 14 strategies I think you should explore as part of your planning

2. Transform your academic advising from largely transactional to developmental by:
  - ✓ Strengthening the use of faculty in years 1 and 2 to provide personal academic and career planning (advisors keep them on track, faculty mentors focus on development of personal academic plans)
  - ✓ Celebrate the major selection and transition to full faculty advising
  - ✓ Execute advisor training and reward systems for exceptional advising

## Findings and recommendations: 14 strategies I think you should explore as part of your planning

3. Strengthen your FYE by making the transition course a 16-week experience, with the second 8 weeks focused on academic and career planning guided by faculty in their area of interest or general counsel for undecided students. This model would be even stronger if you could develop academic learning communities such that the success course is linked with one other core course—either general for undecided students (e.g., a religion course) or a major-specific course for those students that have declared a major.

## Findings and recommendations: 14 strategies I think you should explore as part of your planning

4. Implement highly-personalized financial planning (business and aid office) for students deemed at risk for financial reasons. This is your #1 cause of involuntary withdrawals (76) after academics suspensions (40).
5. Work with RNL (Crockett to make referral to Culver) to explore further mechanisms for improving your performance among remedial math students. You have classic success and attrition results among these students, but I also believe you have the math courses well structured (but this is not my area of expertise).
6. Distribute responsibility for retention gains/goal achievement to athletic coaches, music, and academic programs such that they are measured on the results in their areas.



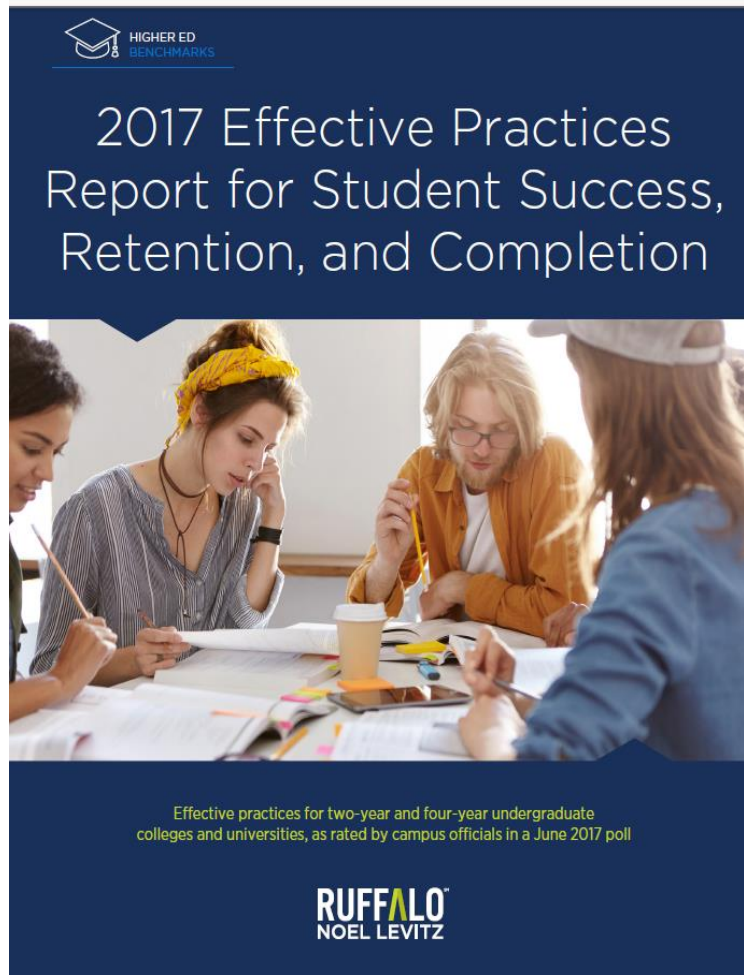
## Findings and recommendations: 14 strategies I think you should explore as part of your planning

7. Develop a comprehensive communication plan for both current students (monthly) and parents (also monthly) that re-sells families on the value and benefit of a Faulkner education.
8. Make the Honors program quasi-mandatory for students that you know will benefit from academic enrichment.
9. Pending data analysis, consider an enhanced commuter experience similar to what Trinity Western in Canada has implemented <https://www.twu.ca/community-life/commuter-programs/marlie-snider-collegia-program>.
10. Pending data analysis, develop strategies specifically for transfer students (e.g., enhanced transition experience, cleaner academic articulation, specialized advising).

## **Findings and recommendations: 14 strategies I think your should explore as part of your planning**

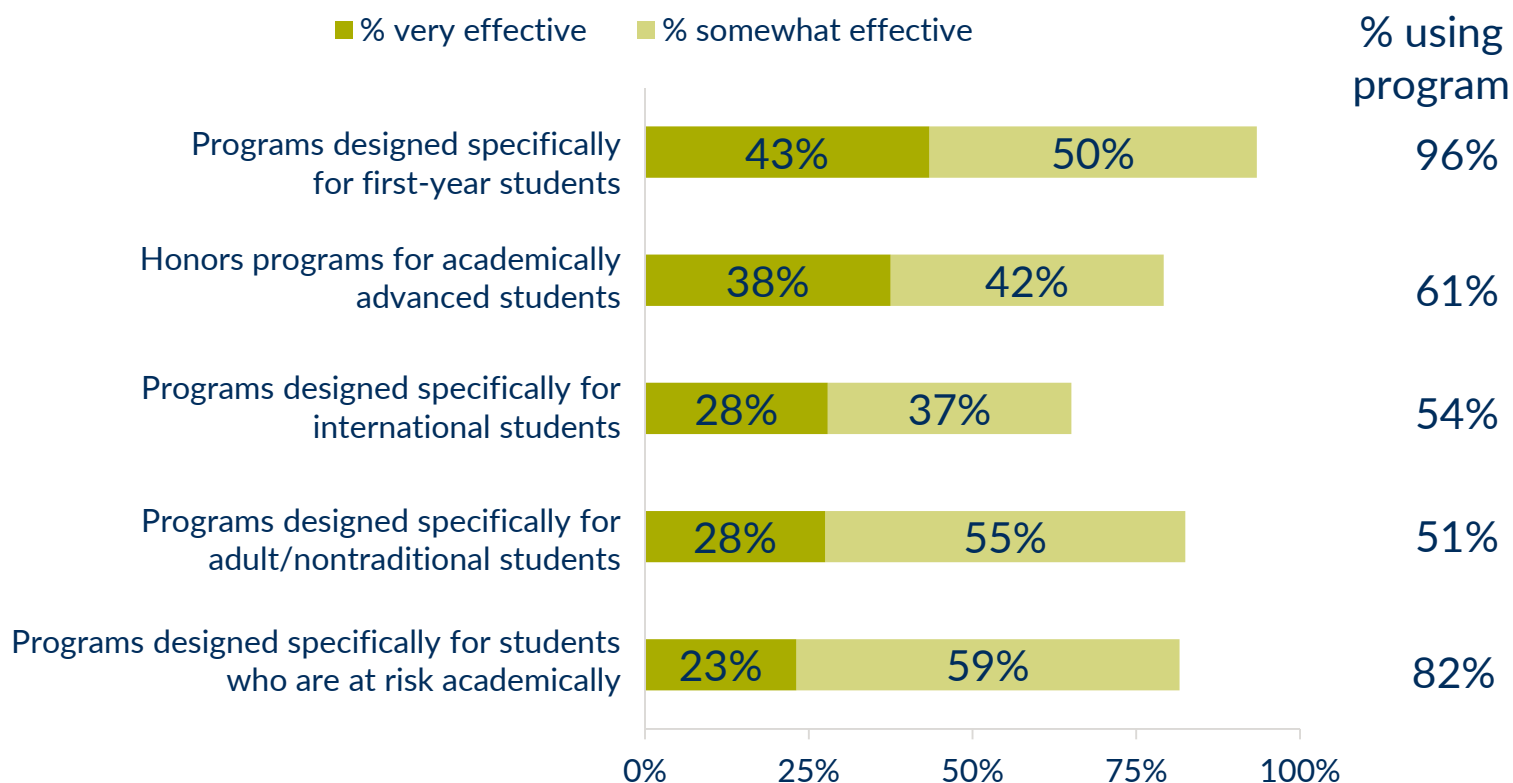
11. Strengthen the internship/work-experience “requirement” such that students are essentially guaranteed an experience that will enhance their work or graduate-school prospects (and plan for it starting in the first year).
12. Develop an intentional strategy to increase the percentage of students that join social clubs—they provide substantial retention lift
13. Implement differentiated pre-orientation experiences that enable students to develop another set of connections (e.g., small group trips and experiences that build community, such as service learning, mission work, outdoor experiences).
14. Proceed with plans to require four-year degree plans for all departments

I've also provided you with benchmark practices for 4-year privates; these should help stimulate your thinking on additional possibilities



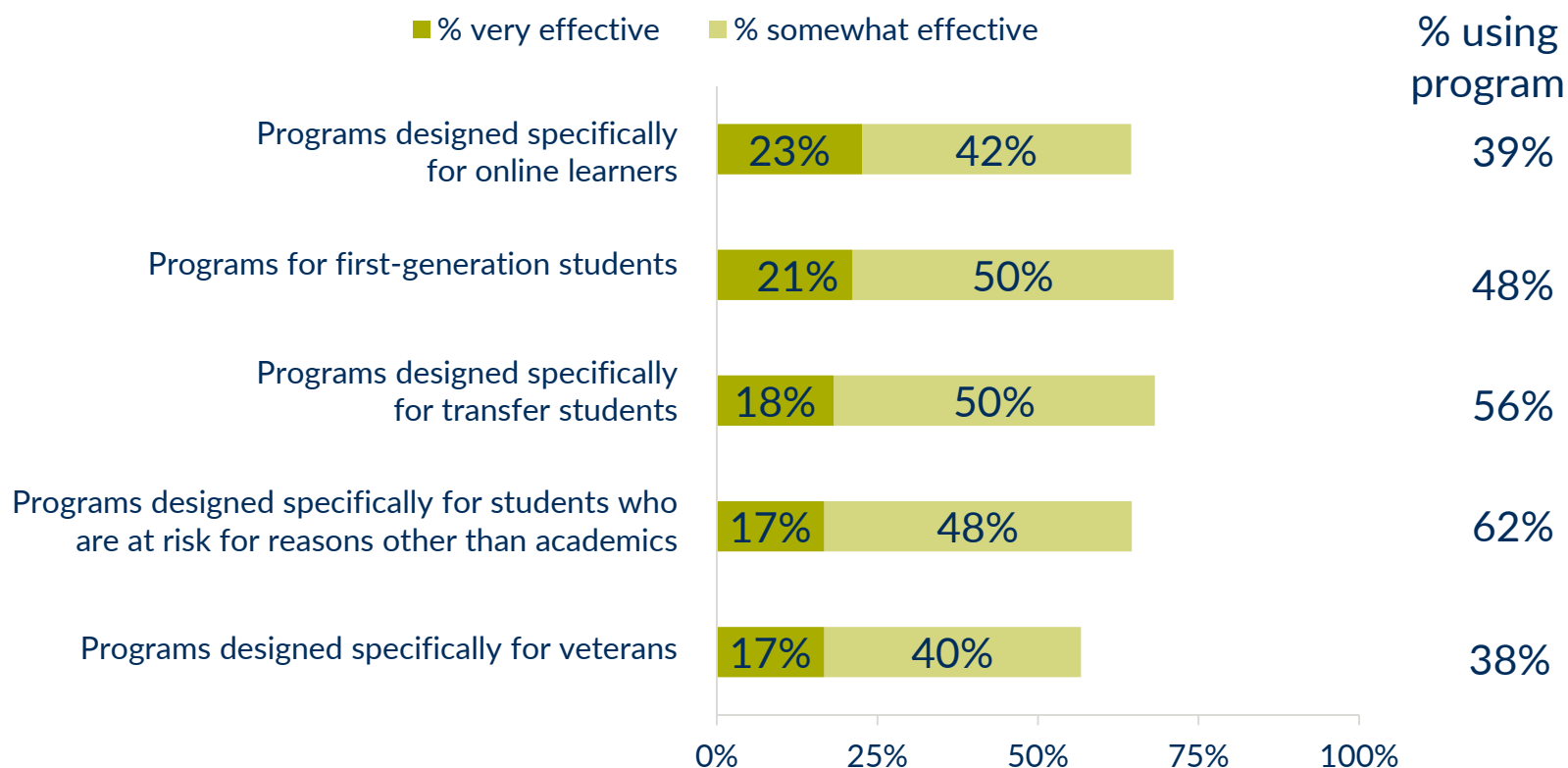
# Top population-specific programs

## Four-year private institutions



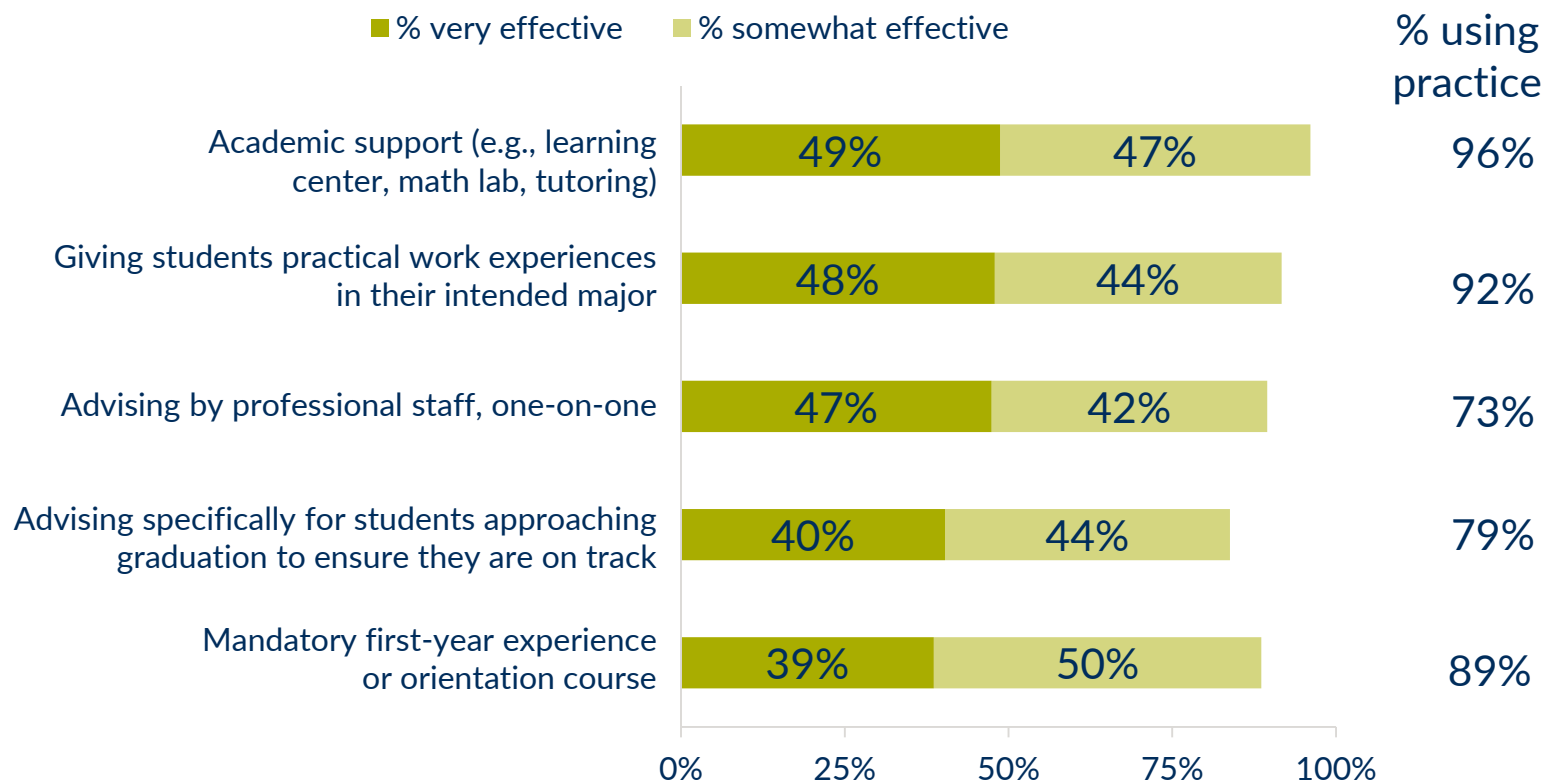
# Population-specific programs, continued

## Four-year private institutions



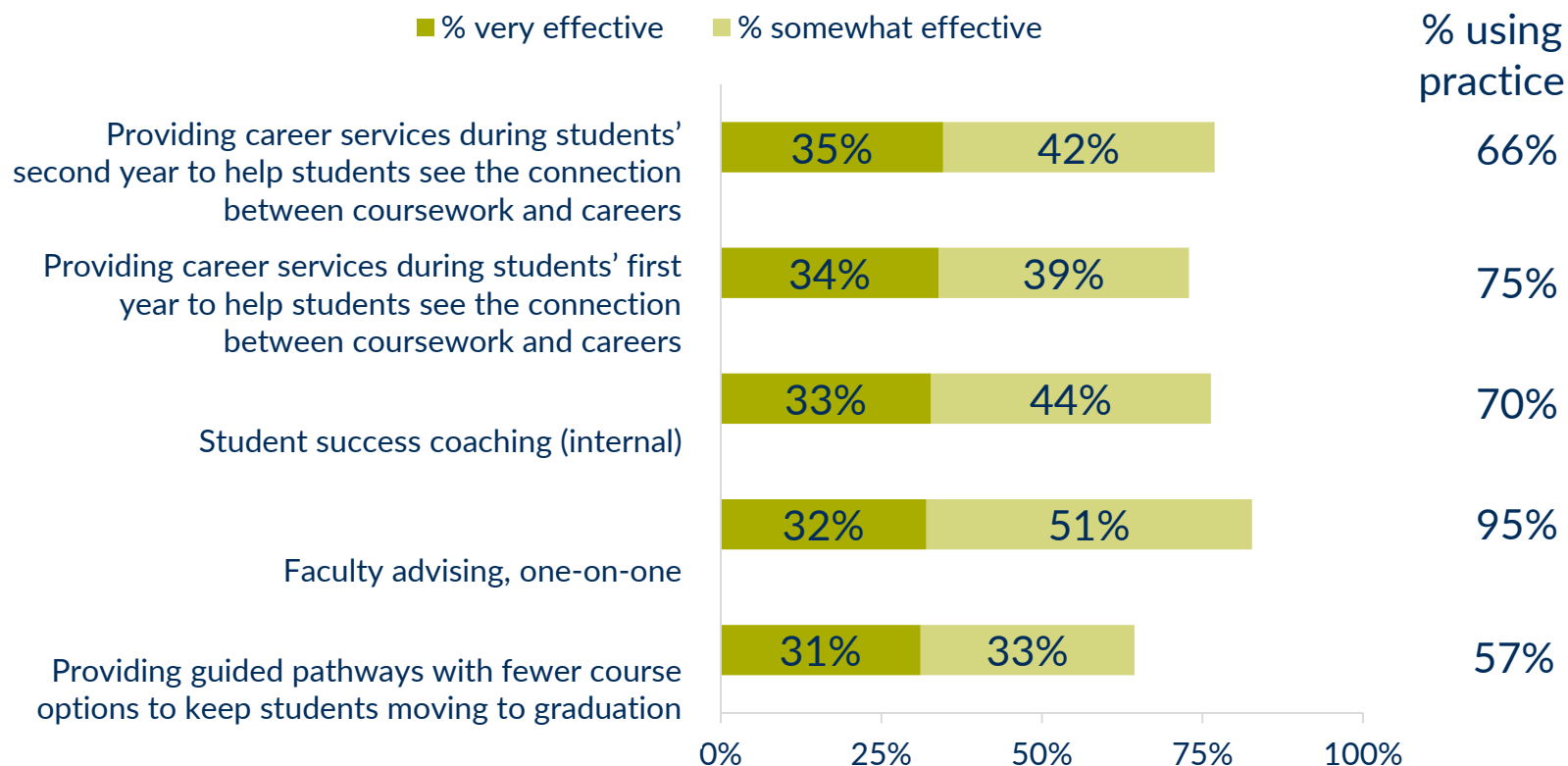
# Top general strategies and tactics

## Four-year private institutions



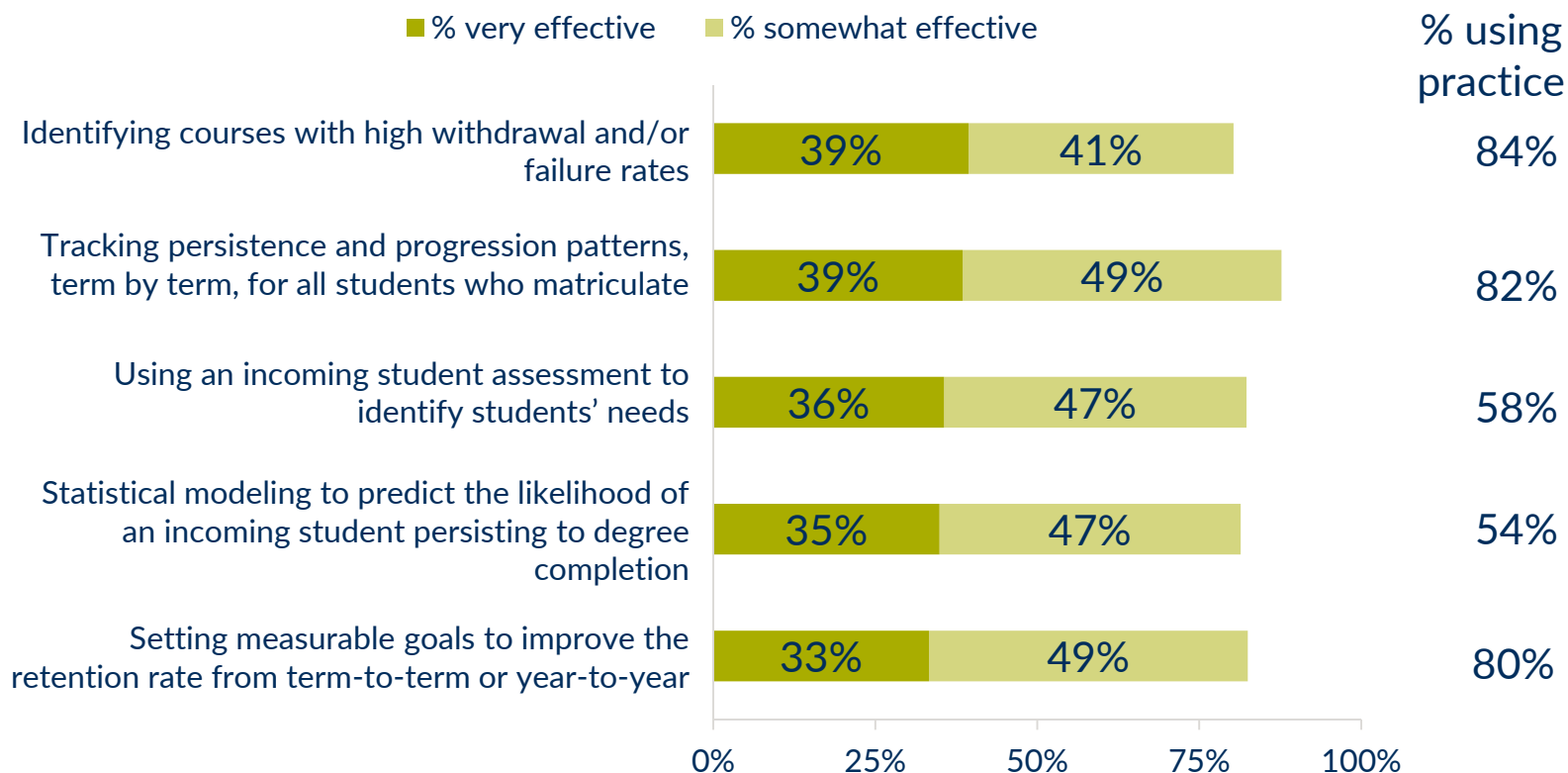
# General strategies and tactics, continued

## Four-year private institutions



# Top management practices

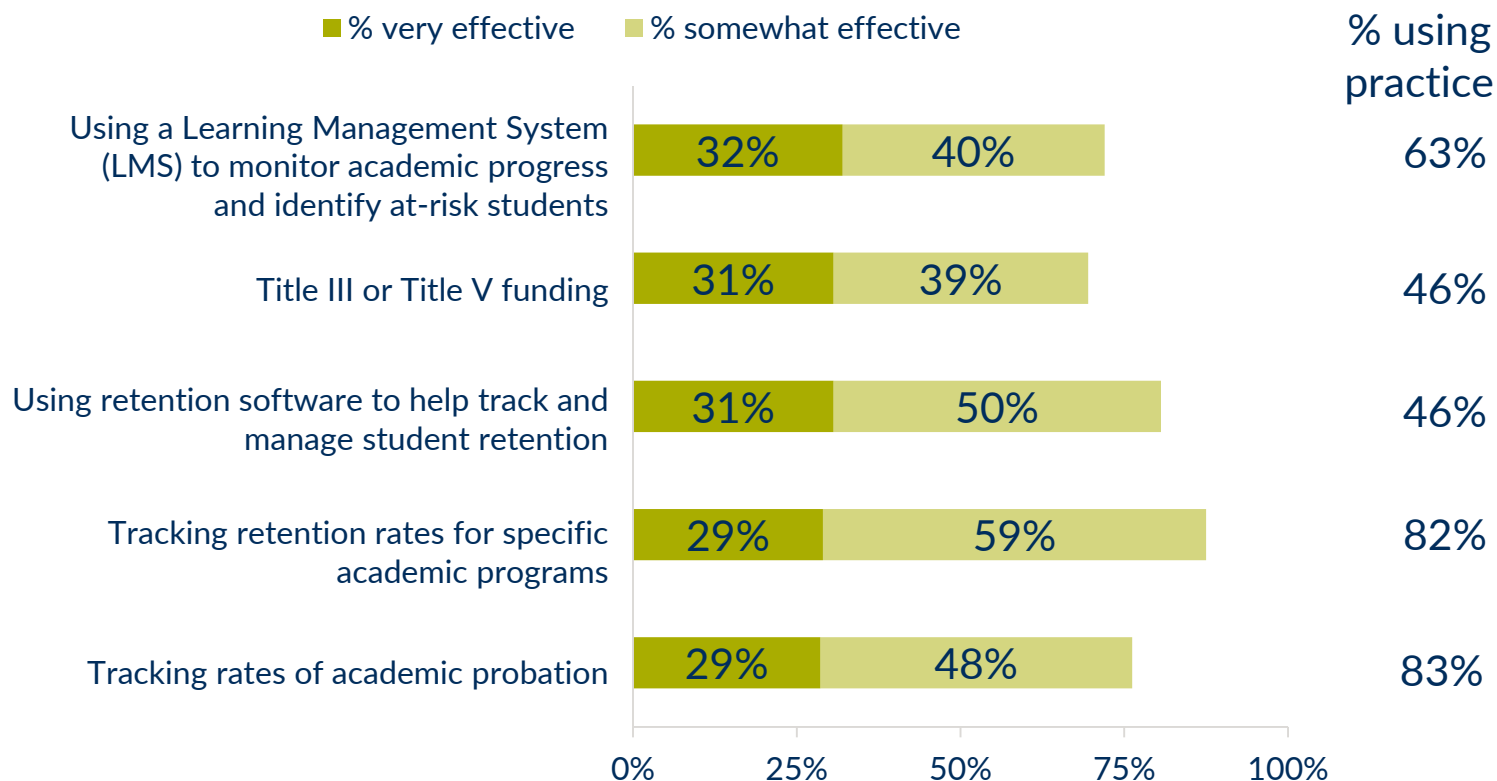
## Four-year private institutions





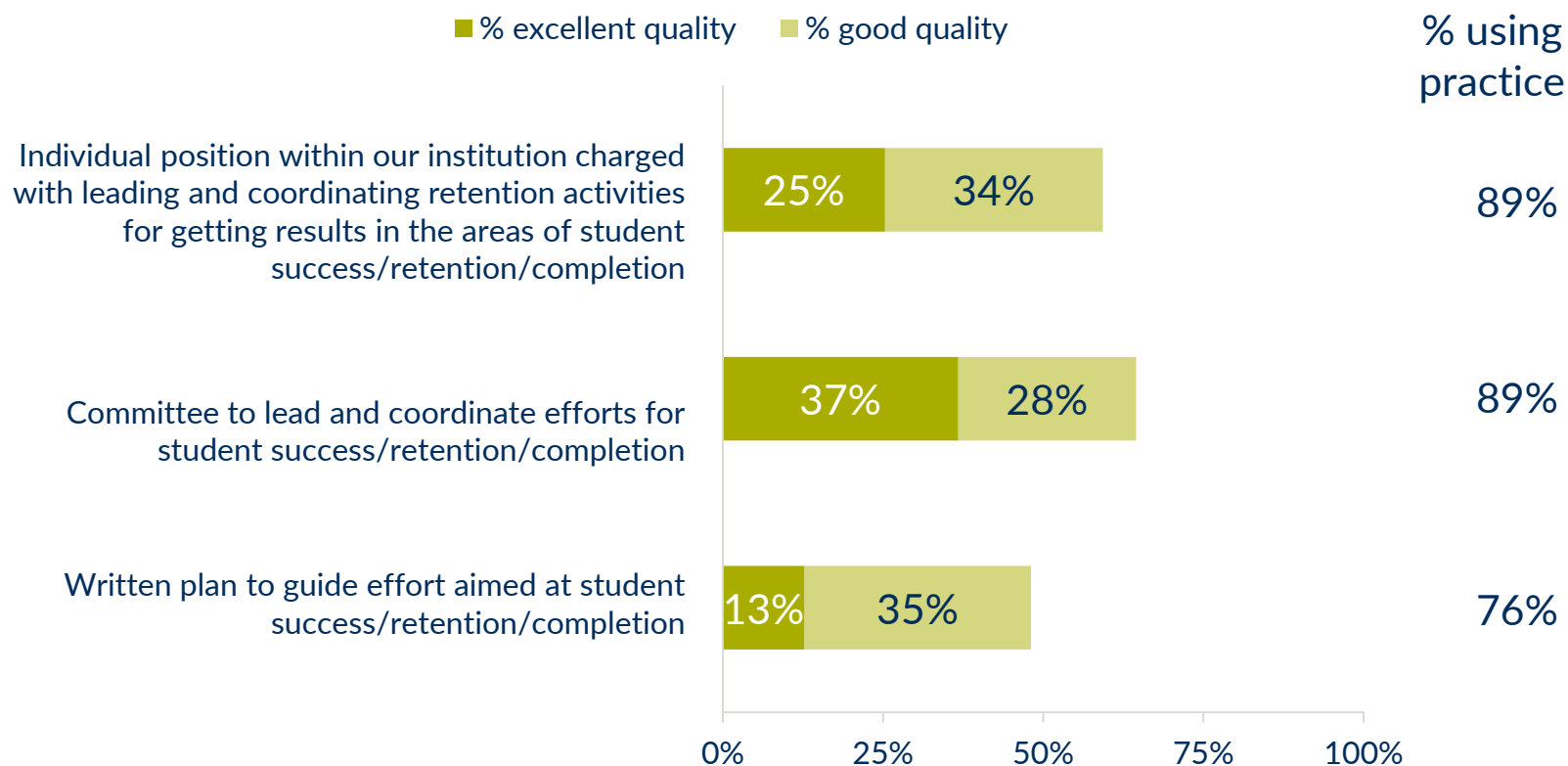
# Top management practices

## Four-year private institutions



# Quality ratings for leadership practices

Four-year private institutions



## Practice of annually creating or updating a written plan

Survey Item	FOUR-YEAR PRIVATE INSTITUTIONS	FOUR-YEAR PUBLIC INSTITUTIONS	TWO-YEAR PUBLIC INSTITUTIONS
Yes, we create or update a plan annually	48.1%	59.3%	52.8%

## Role of committee

Survey Item	FOUR-YEAR PRIVATE INSTITUTIONS	FOUR-YEAR PUBLIC INSTITUTIONS	TWO-YEAR PUBLIC INSTITUTIONS
The retention committee is empowered to make decisions that affect multiple areas of campus	23.9%	28.0%	3.6%
The retention committee is charged to make recommendations that affect multiple areas of campus	44.8%	56.0%	85.7%
The retention committee gathers and shares information that affects multiple areas of campus	31.3%	16.0%	10.7%

## Chief retention officer reports to which office?

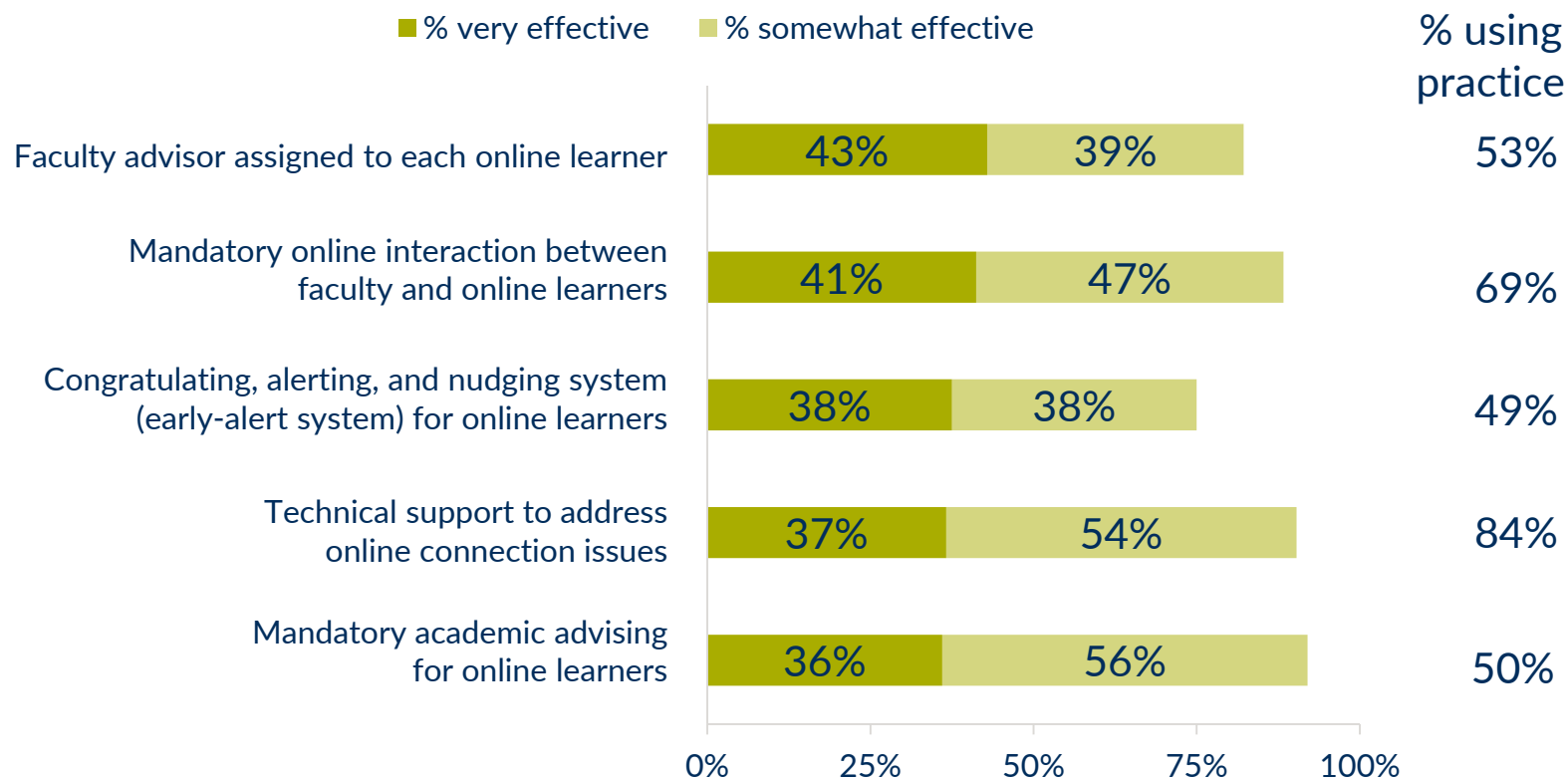
Survey Item	FOUR-YEAR PRIVATE INSTITUTIONS	FOUR-YEAR PUBLIC INSTITUTIONS	TWO-YEAR PUBLIC INSTITUTIONS
Academic affairs	46.8%	30.8%	18.8%
Enrollment management	11.7%	15.4%	3.1%
President	20.8%	19.2%	18.8%
Student affairs	13.0%	19.2%	46.9%
Other*	7.8%	15.4%	12.5%

# Influence of performance-based funding?

Survey Item	FOUR-YEAR PRIVATE INSTITUTIONS	FOUR-YEAR PUBLIC INSTITUTIONS	TWO-YEAR PUBLIC INSTITUTIONS
Yes, performance-based funding has influenced us to pay more attention to these areas	12.7%	63.0%	54.3%

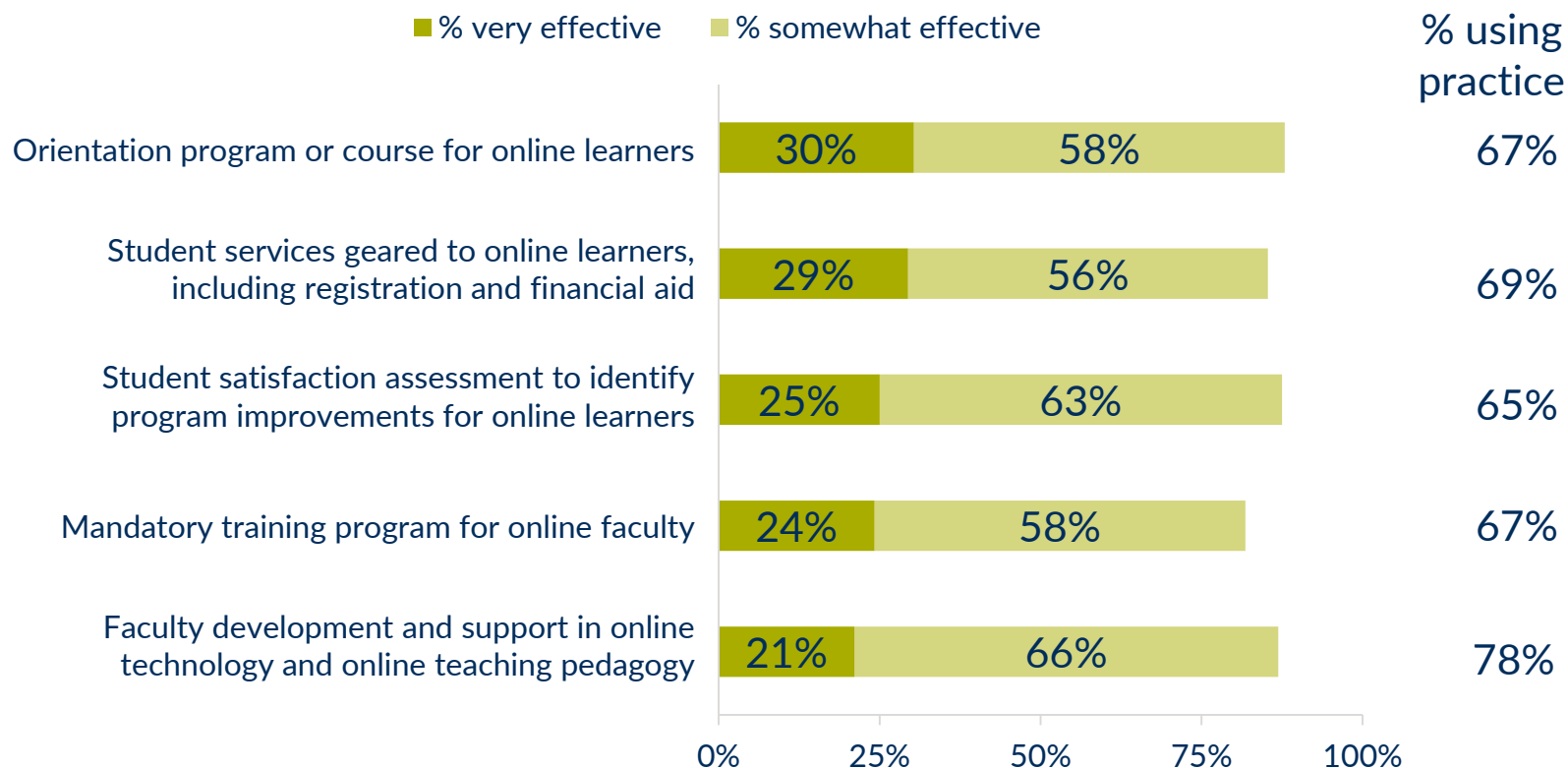
# Top online learner practices

## Four-year private institutions



# Online learner practices, continued

## Four-year private institutions



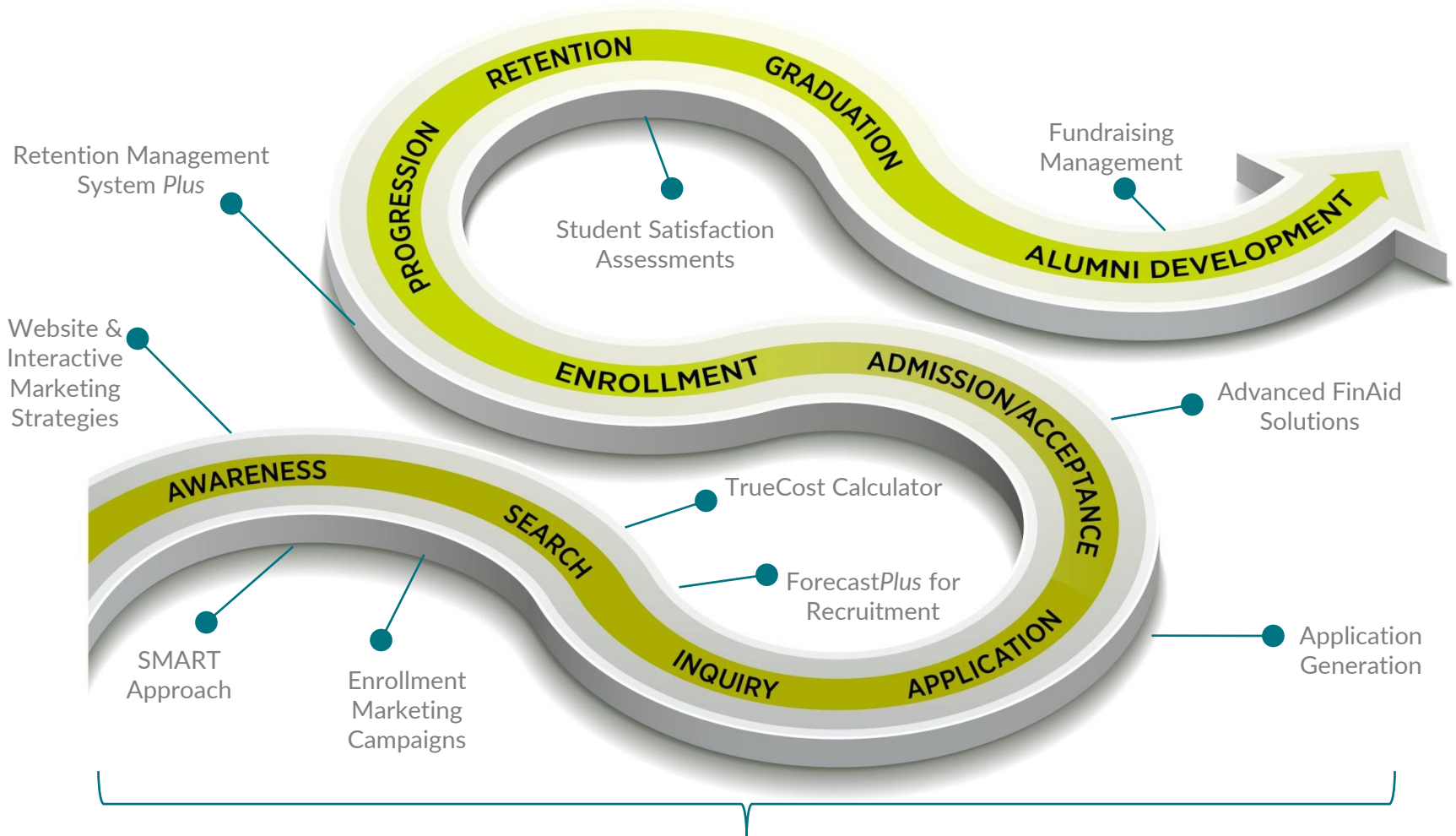


A blue-tinted background image showing a group of people in a meeting. They are seated around a table, looking at documents and laptops. The image is semi-transparent, allowing the text to be overlaid.

# 3

## RNL partnership and next steps

# Linking our services is a key RNL advantage



## Enrollment Management Product Portfolio



### BUILDING DEMAND

**RNL Demand Builder** generates and sustains genuine student interest  
**SMART Approach®** identifies the right students to engage



### CULTIVATING APPLICANTS

**RNL Applicant Cultivator** drives applicant engagement and completion  
**RNL ForecastPlus™** inquiry-to-enrollment modeling to identify the right students



### OPTIMIZING YIELD

**RNL Class Optimizer** supports financial aid planning, analysis, and yield management  
**RNL Advanced FinAid Solutions** our financial aid strategy  
**RNL TrueCost Calculator™** our net price calculator  
**RNL Yield Campaign** engaging accepted students through impactful campaigning



### STUDENT SUCCESS

**RNL Student Success** increases retention and graduation rates  
**RNL Student Retention Predictor** to identify the most at-risk students  
**RNL Satisfaction Priorities Surveys** to better understand your campus  
**RNL Retention Management System** provides early motivational assessments



### STRATEGY ROADMAP

**Consulting and research services** to chart your course to success

# Partnership additions

- RNL Student Success package
- Strategic enrollment planning

# Insight. Innovation. Experience.



A trusted partner to more than **1800** colleges, universities, and nonprofit organizations



Retention benchmarking of **2,600+** institutions



At least **25 surveys and reports** produced annually



RNL wrote the book (**2 editions**) on Strategic Enrollment Planning



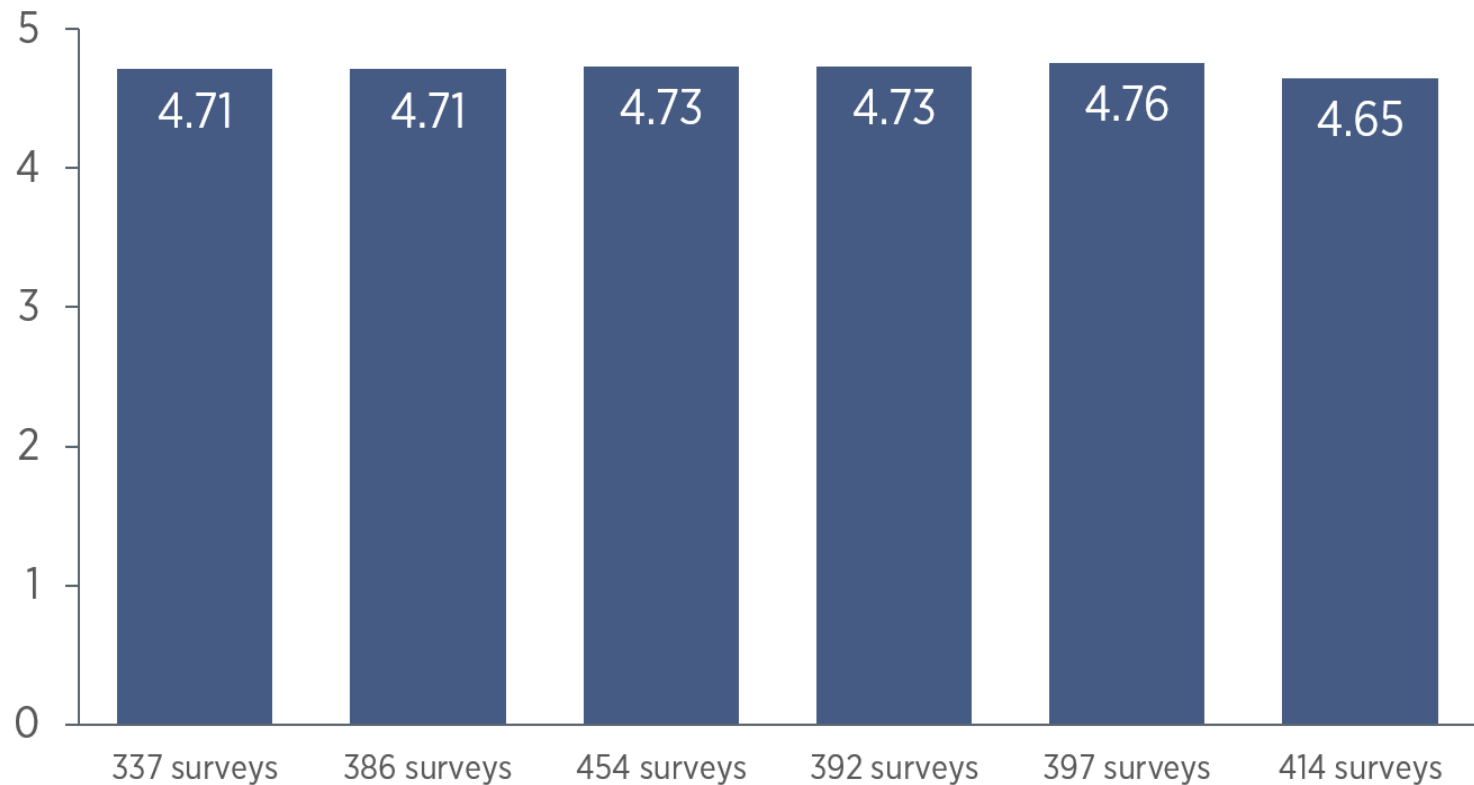
**6 million records** of RNL partner students provide real-time, industry-leading insights, benchmarking, segmentation and comparisons



**\$2 billion** in managed financial aid awards

# Client satisfaction

External client survey results



Results based on a 5.0 scale where 1 = Not At All Satisfied and 5 = Very Satisfied



# Thank You



**Kevin Crockett, Senior Executive**  
Kevin.crockett@RuffaloNL.com

**RUFFALO**<sup>SM</sup>  
**NOEL LEVITZ**

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# APPENDIX F



## Quality Enhancement Plan (QEP) Themes

In Fall 2017 and January 2018, the Faulkner Community (students, staff, faculty, alumni, Board of Directors, and community partners) were asked to provide topics to be considered for our Quality Enhancement Plan (QEP). We held student focus groups, as well as administered a topic solicitation survey. After reviewing the submissions, four themes arose: A) Improved Climate and Culture; B) Academic Support; C) College Readiness; and D) Financial Literacy.

After reading the description of each proposed topic below, complete the survey to rank them in order of importance with 1 being most important and 4 being least important.

**Topic A: Improved Climate and Culture:** The three major indicators of a healthy school culture are (1) collaboration (do people work together and share information), (2) collegiality (is there a sense of belonging and emotional support), and (3) efficacy (do stakeholders feel as if they have control of their destinies or do they view themselves as helpless victims of "the system?").

**Topic B: Academic Support:** Academic success is often based upon support provided: (1) to help students develop a clear vision of their own goals and degree path, (2) to assist students in developing skills related to academic success, such as study skills, time management, and self-efficacy, and (3) to connect them with other university resources and support personnel as needed.

**Topic C: College Readiness:** National trends in college education indicate the need to: (1) assess students' current skill levels and apply new strategies to improve performance in core curriculum courses, (2) increase students' awareness, utilization, and value of academic support services, and (3) engage students' in clarifying academic goals through the development and implementation of a personalized education plan based on career choice, aptitudes, and interests.

**Topic D: Financial Literacy:** Financial literacy is defined by "the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being." The need to address financial literacy is imperative at the collegiate level to secure students' educational aspirations while understanding repayment associated with their educational investment. Financial literacy will aid students in proficient money management and financial decision making for a lifetime.

**\* Required**

### 1. Email address \*

---

### 2. Please rank the following 1 - 4 with 1 being most important and 4 being least important. \*

*Mark only one oval per row.*

	1	2	3	4
Improved Climate and Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## APPENDIX G

## QEP Development Committee

### Members

Dr. Jeff Arrington, Dean, Alabama Christian College of Arts and Sciences

Mrs. Rayla Black, Chair, Accounting and Economics

Mrs. Candace Cain, Assistant VP of Student Services; Dean of Students

Mr. Kevin Ellis, Assistant Professor, Bible, and Lectureship Assistant

Mrs. Rebecca Horn, Director, Assessment and Graduate Advising, College of Education

Mrs. Michelle Otwell, Director, Student Success

Dr. Dave Rampersad, VP, Academic Affairs

Mrs. Amber Traw, Director, ACE

Dr. Cynthia Walker, Director, Interdisciplinary Studies; Professor, English; and Faculty Athletic Representative

Mrs. Breanna Yarbrough, Director, Center for Assessment, Research, Effectiveness, and Enhancement (CAREE)

# APPENDIX H

**Data to Support Academic  
Coaching Student Selection  
2016 Fall  
First-time, Full-time**

<b>GPA/ACT</b>	<b>not ret 20172</b>	<b>ret 20172</b>	<b>Total</b>
<b>w/d W</b>			
0	1		1
<b>0.00-1.499</b>			
0	1	3	4
16	1	3	4
17	7	1	8
18	1	10	11
19	2	3	5
20	5	2	7
21	2	3	5
22		2	2
23		3	3
24		2	2
25	1	1	2
26	1		1
<b>1.50-1.749</b>			
16		1	1
17		1	1
18		5	5
19	1	2	3
20		1	1
21	1		1
<b>1.75-1.99</b>			
0	1	1	2
16		3	3
17		2	2
18		5	5
19	1	1	2
21		2	2
22	1	1	2
23		2	2
27		2	2
28	1	1	2
<b>2.0-2.49</b>			
0		2	2
11		1	1
16		1	1
17	2	5	7
18	1	7	8
19	1	5	6

20		5	5
21		1	1
23		1	1
24		2	2
<b>2.50-4.0</b>			
0	5	20	25
16		6	6
17	1	4	5
18	6	16	22
19	1	14	15
20	1	17	18
21		9	9
22		10	10
23		9	9
24	1	11	12
25		5	5
26		10	10
27		4	4
28		2	2
29		2	2
30		8	8
31		6	6
32		1	1
33		1	1
<b>Total</b>	<b>47</b>	<b>248</b>	<b>295</b>

# APPENDIX I

# SI Course Selection Data

Course ID	Total Enrollment	Made an F	% of Enrollment who Made an F
BI 1314	1000	119	12%
MH 1451	311	37	12%
BI 1311	1029	121	12%
MH 1338	859	87	10%
BI 1316	82	8	10%
PE 1300	2237	204	9%
BI 2319	34	3	9%
HU 2310	1072	93	9%
HU 1320	994	81	8%
HY 2320	835	67	8%
EH 1302	1948	155	8%
CJ 1300	373	27	7%
EH 1301	2313	159	7%
HU 1310	1258	84	7%
PY 1310	1202	80	7%
BI 3311	1506	98	7%
BIO 1300	937	58	6%
COU 2320	907	56	6%
EH 2301	546	32	6%
BIO 1100	623	31	5%
BI 4311	726	29	4%
FAF 1111	869	34	4%
HU 2315	172	6	3%
FAF 2111	199	5	3%
BI 1315	430	7	2%
HU 2325	95	1	1%
BI 2318	186	1	1%



# APPENDIX J

## QEP Executive Committee

### Chair

Dr. Dave Rampersad, Vice President, Academic Affairs

### Members

Dr. Jean-Noel Thompson, Vice President, Student Services

Dr. Jeff Arrington, Dean, Alabama Christian College of Arts and Sciences

Dr. Cynthia Walker, Director, Interdisciplinary Studies; Professor, English; and Faculty Athletic Representative

Dr. Todd Brenneman, Director, Undergraduate Studies, Biblical Studies; Associate Professor, Biblical Studies

Mrs. Taten Shirley, Assistant Professor, Humanities

Mrs. Breanna Yarbrough, Director, Center for Assessment, Research, Effectiveness, and Enhancement (CAREE)

# APPENDIX K

# SOS Inventory

This is an inventory that will gauge your feelings on a number of topics related to Faulkner University's QEP- SOS: Supporting Opportunities for Success. It will be administered multiple times throughout your career at Faulkner. On a scale from 1 to 4 indicate the degree to which you agree with each of the statements below. Be candid and realistic and answer as you are currently feeling.

Your email address ([byarbrough@faulkner.edu](mailto:byarbrough@faulkner.edu)) will be recorded when you submit this form. Not [byarbrough](#)? [Sign out](#)

**1. Motivation: I enjoy school and want to be in college.**

*Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**2. Motivation: I enjoy learning new things and developing new skills.**

*Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**3. Motivation: My purpose for getting an education is clear.**

*Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**4. Motivation: I believe I have the capacity to succeed in college.**

*Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**5. Motivation: Attending class is worth my time.**

*Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**6. Motivation: I set specific goals that lead to success in my life.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**7. Motivation: I feel confident I can reach my goal to graduate from college.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**8. Time Management: I intentionally schedule my time for studying.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**9. Time Management: I utilize a time management system specific to my needs.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**10. Time Management: I am aware of and avoid my biggest time wasting habits.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**11. Time Management: I maintain a successful balance between work, school, and personal responsibilities.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**12. Time Management: I feel my academic goals are attainable in the time I have.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**13. Time Management: I effectively prioritize and complete all my tasks.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**14. Study Skills: I read all course materials before class, take notes during lecture, and review after class.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**15. Study Skills: I maintain a schedule of all my tests and assignments.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**16. Study Skills: I utilize my syllabus to navigate course requirements.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**17. Study Skills: I study in pre-planned, manageable, and realistic blocks of time with defined breaks.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**18. Study Skills: I attend all of my classes.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**19. Study Skills: I complete papers in drafts and allow enough time for revision.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**20. Connection and Engagement: I enjoy being a Faulkner University student.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**21. Connection and Engagement: I feel a sense of connection to Faulkner University.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**22. Connection and Engagement: I feel engaged at Faulkner as a student in my academics.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**23. Connection and Engagement: I enjoy my major classes.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**24. Connection and Engagement: I have found my instructors to be pleasant, helpful, encouraging, and engaging in the classroom and during office hours.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**25. Connection and Engagement: I plan to complete my degree at Faulkner University, and do not plan to transfer.***Mark only one oval.*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

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# APPENDIX L



## STUDENT SATISFACTION INVENTORY™

### 4-Year College and University Version Form A

Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D.  
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Dear Student,

Your institution is interested in systematically listening to its students. Therefore, your thoughtful and honest responses to this inventory are very important.

You are part of a sample of students carefully selected to share feedback about your college experiences thus far. Your responses will give your campus leadership insights about the aspects of college that are important to you as well as how satisfied you are with them.

— Thank you for your participation.

#### Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Erase changes completely and cleanly.
- Completely darken the oval that corresponds to your response.

Each item below describes an expectation about your experiences on this campus. On the *left*, tell us how important it is for your institution to meet this expectation. On the *right* tell us how satisfied you are that your institution has met this expectation.

#### Importance to me ...

- 1 - not important at all  
2 - not very important  
3 - somewhat unimportant  
4 - neutral  
5 - somewhat important  
6 - important  
7 - very important

#### does not apply

#### ... My level of satisfaction

not available/not used

- very satisfied - 7  
satisfied - 6  
somewhat satisfied - 5  
neutral - 4  
somewhat dissatisfied - 3  
not very satisfied - 2  
not satisfied at all - 1

1 2 3 4 5 6 7	1. Most students feel a sense of belonging here.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	2. The campus staff are caring and helpful.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	3. Faculty care about me as an individual.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	4. Admissions staff are knowledgeable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	5. Financial aid counselors are helpful.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	6. My academic advisor is approachable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	7. The campus is safe and secure for all students.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	8. The content of the courses within my major is valuable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	9. A variety of intramural activities are offered.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	10. Administrators are approachable to students.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	11. Billing policies are reasonable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	12. Financial aid awards are announced to students in time to be helpful in college planning.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	13. Library staff are helpful and approachable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	14. My academic advisor is concerned about my success as an individual.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	15. The staff in the health services area are competent.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	16. The instruction in my major field is excellent.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	17. Adequate financial aid is available for most students.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	18. Library resources and services are adequate.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	19. My academic advisor helps me set goals to work toward.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	20. The business office is open during hours which are convenient for most students.	1 2 3 4 5 6 7

PLEASE DO NOT MARK IN THIS AREA

SERIAL #

## Importance to me ...

- 1 - not important at all  
2 - not very important  
3 - somewhat unimportant  
4 - neutral  
5 - somewhat important  
6 - important  
7 - very important

does not apply

## ... My level of satisfaction

not available/not used

- very satisfied - 7  
satisfied - 6  
somewhat satisfied - 5  
neutral - 4  
somewhat dissatisfied - 3  
not very satisfied - 2  
not satisfied at all - 1

1 2 3 4 5 6 7	21. The amount of student parking space on campus is adequate.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	22. Counseling staff care about students as individuals.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	25. Faculty are fair and unbiased in their treatment of individual students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	26. Computer labs are adequate and accessible.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	27. The personnel involved in registration are helpful.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	28. Parking lots are well-lighted and secure.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	29. It is an enjoyable experience to be a student on this campus.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	30. Residence hall staff are concerned about me as an individual.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	31. Males and females have equal opportunities to participate in intercollegiate athletics.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	32. Tutoring services are readily available.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	33. My academic advisor is knowledgeable about requirements in my major.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	34. I am able to register for classes I need with few conflicts.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	35. The assessment and course placement procedures are reasonable.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	36. Security staff respond quickly in emergencies.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	37. I feel a sense of pride about my campus.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	38. There is an adequate selection of food available in the cafeteria.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	39. I am able to experience intellectual growth here.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	40. Residence hall regulations are reasonable.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	41. There is a commitment to academic excellence on this campus.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	42. There are a sufficient number of weekend activities for students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	43. Admissions counselors respond to prospective students' unique needs and requests.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	44. Academic support services adequately meet the needs of students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	45. Students are made to feel welcome on this campus.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	46. I can easily get involved in campus organizations.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	47. Faculty provide timely feedback about student progress in a course.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	48. Admissions counselors accurately portray the campus in their recruiting practices.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	49. There are adequate services to help me decide upon a career.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	50. Class change (drop/add) policies are reasonable.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	51. This institution has a good reputation within the community.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	52. The student center is a comfortable place for students to spend their leisure time.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	53. Faculty take into consideration student differences as they teach a course.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	54. Bookstore staff are helpful.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	55. Major requirements are clear and reasonable.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	56. The student handbook provides helpful information about campus life.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	57. I seldom get the "run-around" when seeking information on this campus.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	58. The quality of instruction I receive in most of my classes is excellent.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	59. This institution shows concern for students as individuals.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	60. I generally know what's happening on campus.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	61. Adjunct faculty are competent as classroom instructors.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	62. There is a strong commitment to racial harmony on this campus.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	63. Student disciplinary procedures are fair.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	64. New student orientation services help students adjust to college.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	65. Faculty are usually available after class and during office hours.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	66. Tuition paid is a worthwhile investment.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	67. Freedom of expression is protected on campus.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	68. Nearly all of the faculty are knowledgeable in their field.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	69. There is a good variety of courses provided on this campus.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	70. Graduate teaching assistants are competent as classroom instructors.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	71. Channels for expressing student complaints are readily available.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	72. On the whole, the campus is well-maintained.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	73. Student activities fees are put to good use.	1 2 3 4 5 6 7	



Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 74 - 83 is provided as a response area for those additional questions. Continue on to item 84 when you have completed this section.

Importance to me ...							... My level of satisfaction									
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important does not apply							not available/not used very satisfied - 7 satisfied - 6 somewhat satisfied - 5 neutral - 4 somewhat dissatisfied - 3 not very satisfied - 2 not satisfied at all - 1									
(If items 74-83 not available, skip to item 84.)																
1	2	3	4	5	6	7	74.		74.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	75.		75.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	76.		76.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	77.		77.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	78.		78.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	79.		79.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	80.		80.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	81.		81.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	82.		82.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	83.		83.	1	2	3	4	5	6	7
<b>How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of:</b>																
84. Part-time students?																
85. Evening students?																
86. Older, returning learners?																
87. Under-represented populations?																
88. Commuters?																
89. Students with disabilities?																
<b>How <u>important</u> were each of the following factors in your decision to enroll here?</b>																
90. Cost																
91. Financial aid																
92. Academic reputation																
93. Size of institution																
94. Opportunity to play sports																
95. Recommendations from family/friends																
96. Geographic setting																
97. Campus appearance																
98. Personalized attention prior to enrollment																

Choose the one response that best applies to you and darken the corresponding oval for each of the questions below.

99. So far, how has your college experience met your expectations?

- ① Much worse than I expected
- ② Quite a bit worse than I expected
- ③ Worse than I expected
- ④ About what I expected
- ⑤ Better than I expected
- ⑥ Quite a bit better than I expected
- ⑦ Much better than I expected

100. Rate your overall satisfaction with your experience here thus far.

- ① Not satisfied at all
- ② Not very satisfied
- ③ Somewhat dissatisfied
- ④ Neutral
- ⑤ Somewhat satisfied
- ⑥ Satisfied
- ⑦ Very satisfied

101. All in all, if you had it to do over again, would you enroll here?

- ① Definitely not
- ② Probably not
- ③ Maybe not
- ④ I don't know
- ⑤ Maybe yes
- ⑥ Probably yes
- ⑦ Definitely yes

CONTINUE TO THE NEXT PAGE

Choose the one response that best describes you and darken the corresponding oval for each of the items below.

**102. Gender:**

- ① Female
- ② Male

**103. Age:**

- ① 18 and under
- ② 19 to 24
- ③ 25 to 34
- ④ 35 to 44
- ⑤ 45 and over

**104. Ethnicity/Race:**

- ① African-American
- ② American Indian or Alaskan Native
- ③ Asian or Pacific Islander
- ④ Caucasian/White
- ⑤ Hispanic
- ⑥ Other
- ⑦ Prefer not to respond

**105. Current Enrollment Status:**

- ① Day
- ② Evening
- ③ Weekend

**106. Current Class Load:**

- ① Full-time
- ② Part-time

**107. Class Level:**

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Senior
- ⑤ Special Student
- ⑥ Graduate/Professional
- ⑦ Other

**108. Current GPA:**

- ① No credits earned
- ② 1.99 or below
- ③ 2.0 - 2.49
- ④ 2.5 - 2.99
- ⑤ 3.0 - 3.49
- ⑥ 3.5 or above

**109. Educational Goal:**

- ① Associate degree
- ② Bachelor's degree
- ③ Master's degree
- ④ Doctorate or professional degree
- ⑤ Certification (initial or renewal)
- ⑥ Self-improvement/pleasure
- ⑦ Job-related training
- ⑧ Other

**110. Employment:**

- ① Full-time off campus
- ② Part-time off campus
- ③ Full-time on campus
- ④ Part-time on campus
- ⑤ Not employed

**111. Current Residence:**

- ① Residence hall
- ② Fraternity / Sorority
- ③ Own house
- ④ Rent room or apartment off campus
- ⑤ Parent's home
- ⑥ Other

**112. Residence Classification:**

- ① In-state
- ② Out-of-state
- ③ International (not U.S. citizen)

**113. Disabilities:**

- Physical disability or a diagnosed learning disability?
- ① Yes
  - ② No

**114. When I entered this institution, it was my:**

- ① 1st choice
- ② 2nd choice
- ③ 3rd choice or lower

Your numeric identifier may be requested for research purposes. Your response is voluntary.

Numeric identifier, if requested by your institution:

Write the requested number in the spaces of the box provided. Completely darken the corresponding oval.

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**115. Major:**

Fill in major code from list provided by your institution.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**116. Item requested by your institution:**

- ①
- ②
- ③
- ④
- ⑤
- ⑥

Thank you for taking the time to complete this inventory.

Please do not fold.



PLEASE DO NOT MARK IN THIS AREA

SERIAL #

# APPENDIX M

## List of Acronyms

ACE: Academic Center for Excellence

CAREE: Center for Assessment, Research, Effectiveness, and Enhancement

NTA: National Tutoring Association

RNL: Ruffalo Noel Levitz

SOS: Supporting Opportunities for Success

SSI: Student Satisfaction Inventory