



A Quality Enhancement Plan for
Freed-Hardeman University
Henderson, Tennessee

Submitted to
The Southern Association of Colleges and Schools
Commission on Colleges

Virtual Onsite Committee Visit
March 8-11, 2021





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Mr. Jared Gott, Quality Enhancement Plan Director

Mr. David R. Shannon, President
Mr. A.B. White, Accreditation Liaison

Revision 2.0

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Executive Summary

The mission of Freed-Hardeman University (FHU) is to help students develop their God-given talents for His glory by empowering them with an education that integrates Christian faith, scholarship, and service. That mission entails student exploration and honing of those talents during the University experience and also carrying those talents into the world after graduation. According to institutional data, 86 percent of Freed-Hardeman students secure employment after graduation. However, during the quality enhancement plan (QEP) topic selection process, the development of career services was most supported by Freed-Hardeman's faculty, staff, and students. The Topic Selection Committee (TSC) better understood this disparity after examining data from institutional and national surveys. Although 86 percent of students achieved job placement, the Committee's research indicated that students self-report high anxiety, high uncertainty, and low self-efficacy associated with the path to employment. Also, the University recognized that 14 percent of students not achieving job placement is an area for improvement. Through this analysis, the TSC recommended ways that the University could improve career preparation, perception, practice, and, ultimately, outcomes for students. These recommendations were ultimately presented to the QEP Topic Development Committee (TDC), which in turn, considered how the University could help students recognize greater self-awareness, develop greater self-confidence in career exploration, and identify options for maximizing the opportunities provided through their undergraduate experiences.

The Freed-Hardeman University QEP helps students address the following questions: "What can I do?"; "How do I grow?"; and "Where can I go?" The following student learning outcomes (SLOs) have been established for students as they undertake career exploration intentionally and confidently in the first four semesters of their FHU undergraduate experience:

SLO 1: Students will demonstrate self-awareness of personal traits that can positively inform decisions regarding career goals.

SLO 2: Students will demonstrate effective interpersonal communication skills to facilitate career exploration.

SLO 3: Students will express confidence in their ability to pursue their career goals.

Additionally, program outcomes (POs) have been established to measure the holistic impact of the QEP on the institution.

Students will be assessed for perceived changes in each learning outcome to measure their growth, development, and any changes in self-efficacy and anxiety. Additionally, yearly analyses will be conducted to identify progress in program outcomes.

Through interactions with the QEP Director, the QEP Coordinator, and Career Influencers, students will be guided to complete the above SLOs. Internal and External Career Influencers, recruited from faculty, staff, administrators, alumni, and friends of the University, will help first-

and second-year students form an early-career network and explore career options. QEP programming will be delivered in a hybrid format with multiple digital and in-person touchpoints.

The recommended budget includes funding for new staff positions; the acquisition of information technology resources; the development of marketing, assessment, and training materials; and compensation for the time and involvement of FHU's faculty and staff who serve as Internal Career Influencers.

In summary, the program is designed to empower students with the knowledge, skills, values, beliefs, and habits-of-mind that will enable them to pursue a professional career with a sense of purpose and confidence.

Acknowledgements

Many faculty, staff, students, and administrators across the Freed-Hardeman University community deserve acknowledgement and thanks for their advice and assistance in the selection and development stages of this process:

Thanks to Dr. Rachel Salmon, for her leadership in coordinating and steering the development of the QEP.

For their prudence and tactical guidance, thanks to the SACSCOC Leadership Team: Mr. David Shannon, President; Dr. Charles Vires, Jr., Provost and Vice-President for Academics; Dr. Vicki Johnson, Associate Vice-President for Academics; Dr. Jason Brashier, Associate Vice-President for Innovation, Planning, and Assessment; Dr. LeAnn Davis, Associate Vice-President for Instruction; Dr. Dwayne Wilson, Distinguished Professor of Business; Mr. A. B. White, Director of Institutional Effectiveness and SACSCOC Accreditation Liaison; Dr. Margaret Payne, Department of Communication and Literature, Chair.

Topic Selection Committee

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Dr. Stark Davis
Assistant Professor of Criminal Justice

Dr. Ryan Hysmith
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Dr. John McLaughlin
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Topic Development Committee

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I. Introduction

Over the last decade, the higher education model within the United States has faced mounting scrutiny and criticism regarding student outcomes and whether or not the value of a college education equates to the rising sum of student debt. Students and parents make decisions, not only on the quality of academic offerings, student life programming, and financial aid packages, but also on the institution's track record in preparing its students for professional success after graduation. Schools must demonstrate how they are putting their students in the best position to be gainfully employed, preferably within their field of study, after graduation.

The mission of Freed-Hardeman University speaks to this desire found in students and parents. The University's mission is to help students develop their God-given talents for His glory by empowering them with an education that integrates Christian faith, scholarship, and service. The purpose of Freed-Hardeman's Quality Enhancement Plan (QEP) is to help students to 1) identify their God-given talents, 2) explore career paths that best allow them to maximize their talents, and 3) develop actionable plans that help fill in the gaps that might hinder their path to success. Along the way, students will be guided and supported by both Internal Career Influencers, made up of FHU faculty and staff, and External Career Influencers, made up of alumni and professionals in students' fields of interest.

This document describes the process used to determine and define FHU's QEP. Beginning with a collaborative and democratic approach to topic selection and development and pulling from recent literature within this area of interest, the QEP seeks to address a value concern important to the University's constituents. Student learning outcomes have been developed to lead students toward success in their academic and professional fields while working collaboratively within the FHU community, both on and off campus. An action plan has been developed for the next five years, and specific human, financial, and physical resources have been allocated for this endeavor. Appropriate assessment techniques will be used to collect participant data and an annual analysis of the data will guide adjustments to the project.

The remainder of this document examines the details of the plan and its supporting research.

II. Process Used to Develop the QEP

The development process of the QEP centered on two committees: The Topic Selection Committee (TSC) and the Topic Development Committee (TDC). The TSC was responsible for identifying and refining broad themes that would be supported by the campus community. The TDC was responsible for developing specific goals, objectives, and activities for the program. These committees were overseen by the SACSCOC Reaffirmation Leadership Team, which included the following: Mr. David Shannon, President; Dr. Charles Vires, Jr., Provost and Vice-President for Academics; Dr. Vicki Johnson, Associate Vice-President for Academics; Dr. Jason Brashier, Associate Vice-President for Innovation, Planning, and Assessment; Dr. LeAnn Davis, Associate Vice-President for Instruction; Dr. Dwayne Wilson, Distinguished Professor of Business; Mr. A. B. White, Director of Institutional Effectiveness and SACSCOC Accreditation Liaison; Dr. Margaret Payne, Department of Communication and Literature, Chair.

The selection of a Quality Enhancement Plan topic began in the summer of 2018. Dr. Rachel Salmon (Biology) chaired the Topic Selection Committee that included Dr. Doug Burleson (Bible), Dr. Stark Davis (Criminal Justice), Dr. Ryan Hysmith (Finance), Dr. John McLaughlin (English), and Dr. Sarah Pierce (Nursing).

The QEP Topic Selection Committee began meeting on August 15, 2018. The first meeting included discussions about the Committee's purpose, establishing a QEP webpage to facilitate communication, formatting an idea application to solicit QEP topic ideas, and developing an evaluation guide to steer the selection process. Faculty and staff were encouraged to submit QEP ideas via a topic application at www.fhu.edu/qep to begin the selection process. The TSC chair also met with the Director of Institutional Research to determine what institutional research and data would be helpful to inform the QEP topic selection. Finally, the committee chair met with the University's president to discuss the topic selection process.

On October 5, 2018, the QEP TSC reviewed the topic application responses and analyzed data from the Office of Institutional Research to narrow down potential topics. (See Appendix A.) Overall, there were fifteen submissions of possible topics. Thirty-seven individuals from across the campus were represented in those submissions including one administrator, twenty-two faculty, one emeritus faculty, and thirteen staff. There were twelve areas of the campus represented in the submissions, including Academic Success, Admissions, the College of Biblical Studies, the College of Business, the College of Arts and Sciences, the College of Education and Behavioral Sciences, the University Counseling Center, the Honors College, and the Office of Institutional Research, Planning, and Assessment.

The TSC analyzed institutional data to determine the topic areas that were of interest to stakeholders that were also supported by institutional data. Some of the institutional data reviewed included the following:

- National Survey on Student Engagement (NSSE)
- Faculty Survey on Student Engagement
- One-Year Alumni Survey (Jobs and Graduate Schools)
- One-Year Alumni Survey (Religious Attendance)

- Noel-Levitz Student Satisfaction Inventory (SSI)
- Analysis of Non-Matriculants
- Graduation Exit Survey

Through this approach, the TSC anticipated finding merging themes that had both broad-based support of institutional constituencies and the University's ongoing planning and evaluation process.

As the TSC spent time analyzing institutional data, members discussed how to evaluate the data and present preliminary findings, trends, and topics of interest in the data. The committee clustered potential topics based on submissions and data into broad themes for further exploration. The three themes that emerged from this discussion were 1) Career Preparation, 2) Student Wellness—Physical, Spiritual, and Emotional, and 3) Engaged/Service Learning. After further review, the TSC determined that institutional data could support the pursuit of a topic in any of these theme areas. The TSC, in conjunction with the Office of Institutional Research, developed a survey for faculty, staff, students, and alumni to help determine the broad-based interest in the three final themes. A survey was sent to faculty, staff, students, and a selected group of alumni on October 22, 2018. Responses were received from 373 individuals (191 students, 63 faculty, 61 staff, and 58 alumni). (See Appendix B.)

The TSC reviewed the QEP survey results and institutional data to select three to five topic ideas for further consideration and development. After reviewing these topics, the University's SACSCOC Reaffirmation Leadership Team instructed the TSC to develop topic summaries, supported by data, highlighting the institutional need and community support. The Leadership Team asked the TSC to emphasize topics that aligned with FHU's mission and strategic plan and that were relevant to current needs and opportunities. The goal was to select topics that were impactful, achievable, and assessable.

On December 12, 2018, the TSC chair met with the Leadership Team to discuss the TSC's recommendations. The TSC recommended four topics: 1) Career Services, 2) Diversity, 3) Spiritual Development, and 4) Wellness. The TSC advised that institutional data and community support were sufficient to pursue the above topic areas and that a plan could be developed from any of these topics individually or a combination thereof. On January 4, 2019, the Leadership Team charged the TSC with further development and consideration of the topic related to Career Services with an emphasis on Internships and the topic of Wellness with a focus on Mental Health. (See Appendix C.) In recognition of the linkage of the Spiritual Development topic to the University's mission and identity, it was suggested that this topic could be integrated into the other two topic proposals at the committee's discretion. In consideration of the Leadership Team's charge, the TSC divided its members into "careers" and "wellness" subgroups and began to discuss the addition of faculty, staff, and students to each subgroup. Dr. Burleson, Dr. Davis, and Dr. Pierce served on the wellness subgroup, and Dr. Hysmith and Dr. McLaughlin served on the Careers subgroup. Dr. Salmon served as the chairperson for both subgroups.

Each subgroup met separately with the Director of Institutional Research and the Director of Institutional Effectiveness to discuss University data about each topic. On February 12, 2019, the Director of Institutional Effectiveness sent a survey to program coordinators to determine the baseline status of internships across educational programs at Freed-Hardeman. (See Appendix D.) The resulting data was considered as a part of the “needs assessment” for increased internship opportunities. Additionally, the University had previously collected numerous data points regarding employment, which were also reviewed. The wellness subgroup met with the Director of Institutional Research and the Director of Institutional Effectiveness on February 21. They determined that a survey should be administered to faculty, staff, and students to establish a wellness baseline. (See Appendix E.) This survey was critical to helping the TSC understand the current wellness needs and how the University could most effectively address those needs. The entire TSC met on March 1, 2019, to discuss the status of the subgroups, to review the wellness survey that was under development, and to discuss additions to each subgroup that would serve as stakeholders to help the TSC contextualize the data and conceptualize mechanisms to enhance outcomes for students.

The careers subgroup invited Mr. Dave Clouse (Vice President, Community Engagement), Dr. Wayne Scott (Vice President, Student Services), Dr. LeAnn Davis (Dean, College of Arts and Sciences), Dr. Janine Dunlap (Associate Professor, Communication), and Ms. Samantha McMillan (President, Student Government Association) to participate in reviewing and discussing the data. Meetings with invited participants occurred on March 14, 15, and 19 to present relevant data, ask participants to help the TSC understand the data, and to question the participants regarding how to improve the data. The careers subgroup considered historical data from the University and the program coordinators’ survey data.

The wellness subgroup invited Jonathan Harrison (Director of the University Counseling Center), Dr. Nicole Breeding (Counselor, University Counseling Center), Dr. James Dalton (Counseling), Lisa Been (Chair, Behavioral Sciences), and Rebecca Voce (Student, Nursing) to participate in a discussion of the wellness survey data. On March 13, a wellness survey, with IRB approval, was administered by the TSC. The subgroup met on April 11 to consider wellness data from the survey and other historical data.

On April 14, 2019, the TSC met to examine each topic proposal in light of the SACSCOC rubric for acceptable/exceptional items for the QEP and the charge from the Leadership Team. On April 26, the TSC submitted the final proposed topics to the Leadership Team. The TSC chair met with the Leadership Team on May 1, 2019, to review the proposals. The Leadership Team believed each topic proposal could lead to an appropriate and exciting QEP topic. As a result, faculty, staff, and students were invited to vote and select the topic. Complete topic proposals were posted to the QEP webpage, and executive summaries were emailed to the campus community. At the conclusion of the voting process, career services, emphasizing internships, was selected as Freed-Hardeman’s next Quality Enhancement Plan topic. (See Appendix F.).

This general topic would be further refined by the Topic Development Committee (TDC). During the summer of 2019, the TDC was formed consisting of Dr. Rachel Salmon, Chair (Associate

Professor of Biology); Chris Ramey (Alumni Relations, Director); Dr. Jason Brashier (College of Business, Dean); Dr. Janine Dunlap (Associate Professor of Communication); Dr. Sarah Pierce (Assistant Professor of Nursing); Nolan Combs (Student Government Association, Representative); and Kristen Roberson (Instructor in Marketing). Between Fall 2019 and May 2020, the TDC completed the following:

- Analyzed survey data developed and collected by the TSC as well as the conclusions reached by the TSC.
- Synthesized the preliminary QEP topic with University goals including the 2019-2023 Strategic Plan.
- Reviewed literature on the topic and developed a literature review.
- Developed and refined student learning outcomes for the QEP.
- Researched best practices for implementation concentrating on existing QEPs and career centers.
- Created preliminary action items for the plan.
- Evaluated various strength-finder and personality tests.
- Discussed personnel needs for the plan.
- Interacted with the University's marketing group to determine marketing strategies to promote community buy-in and education of the plan.

During the summer of 2020, Mr. Jared Gott was appointed QEP Director. Dr. Salmon reviewed the work of the TSC and the TDC with Mr. Gott to complete the handoff of the plan. Mr. Gott finalized the parameters of the plan and wrote the draft to be reviewed and approved by the Leadership Team. Final approval was granted by the Leadership Team in November of 2020.

III. Identification of the Topic

As a university community, the career and educational opportunities that Freed-Hardeman's graduates experience are of significant importance. The mission of Freed-Hardeman University is to help students develop their God-given talents for His glory by empowering them with an education that integrates Christian faith, scholarship, and service. Reflecting on FHU's mission, the TSC asked the following questions: 1) How do faculty and staff help students identify their God-given talents? 2) How does the student experience at FHU help develop God-given talents? 3) How does the University empower students through education to use those talents?

Institutional data indicated that 86 percent of FHU graduates are employed after graduation; however, only 71 percent are employed in their selected field. Both of these percentages fall short of the institution's aspirational goal of having 100 percent of *eligible* students employed full-time after graduation. Although this is short of the aspirational goal, some might argue that an 86 percent employment rate after graduation is satisfactory. In fact, according to the National Association of Colleges and Employers, only 57.8 percent of U.S. bachelor degree recipients from the class of 2017 were employed full-time (Naceweb.org, 2019).

In contrast to this reality, when surveyed in the fall of 2018 regarding potential QEP topics, faculty, staff, students, and alumni ranked "career services" as the topic they could most support and felt should be a priority. Indeed, FHU faculty, staff, students, and alumni know that graduates are getting jobs. The TSC questioned why there appeared to be a disconnect between the employment outcome and the perceived need for this as a potential QEP.

The TSC hypothesized that the employment outcome alone does not resonate as a job well done with the campus community. If the University's mission is to help students develop God-given talents for His glory, understanding that employment is the desired outcome, perhaps the focus should be on enhancing what is already being done along the path that leads to employment.

As mentioned previously, the Topic Selection Committee analyzed numerous sources of institutional data and a survey of program coordinators to focus on the services in career development that could be enhanced. The TSC also met with stakeholders across campus to better understand the concerns and aspirations in this area. Ultimately, the TSC identified an area of improvement to be perceptions and practices in career services and internships that will benefit student learning and success.

The remainder of this section outlines the institutional data that informed the University's decision to focus on career services and internships.

Employment Rates

Seventy-one percent of FHU's graduates reported being employed in-field. This result was below FHU's 2019 threshold of 75 percent. However, the TSC identified that there were potentially a variety of reasons that a student may not be employed in-field post-graduation and some reasons would not register as a failure from the University's perspective (e.g. mission

work). Also, some majors (such as education and nursing) lead to more defined job searches than others. Regardless, the Committee concluded that there was room for improvement.

Graduation Exit Survey

The University conducts a Graduation Exit Survey each year. Typical response rates are around 80 percent. Table III-1 summarizes survey items pertaining to career services.

**Table III-1
Graduation Exit Survey Results 2010-2018**

Scale: 4=excellent, 3=good, 2=poor, 1=very poor	16-semester Average	14-semester Average	6-semester Average	2-semester Average
Academic Ratings [Rate your academic advising before declaring your major.]	3.00			
Campus Services/Offices Ratings [Career Center]				2.98
Academic Major Ratings [Quality of academic advising]	3.42			
Academic Major Ratings [Opportunity to pursue your interests in the field]	3.39			
Academic Major Ratings [Preparation for graduate school]	3.31			
Academic Major Ratings [Preparation for employment]	3.28			
Preparing for the future [Employment]			3.12	
Reviewing your decisions [Choose another major?] (% yes)		16%		

The TSC assigned a “grade” for each of the survey questions considered for comparison by taking the average noted and dividing it by four (the scale). Three of the questions earned a grade of “C” (on a 100-point scale where A=90-100; B=80-89; C=70-79; D=60-69; F=<60):

1. Academic advising before declaring a major (75),
2. Career center (74), and
3. Preparing for future employment (78).

Additionally, 16 percent of responding graduates said they would have chosen a different major. The TSC suggested that the survey questions that had earned a “C” were areas for potential improvement. The fact that 16 percent of graduating students would have chosen a different field of study is an interesting statistic that warranted further investigation.

Advising Survey

Table III-2 summarizes the results used by the TSC from the advising surveys:

**Table III-2
Advising Survey 2012-2018**

Scale: 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	2012-2013	2013-2014	2014-2015	2016SP-2017FA*	2017SP-2018FA*
Number of responses (n)	299	296	287	646	552
My advisor helps me explore careers in my field of interest.	3.33	3.40	3.37	3.46	3.45

From these survey results, it appears that FHU students reported that advising is helping with career exploration. On the other hand, the University has not significantly improved nor declined in this area. Therefore, the TSC investigated other institutional data related to advising and helping students select a career.

NSSE/FSSE

The National Student Survey on Engagement (NSSE) and the Faculty Survey on Student Engagement (FSSE) are tools that the University has used to measure the utilization of educational practices and their effectiveness. The TSC considered data from these two instruments for 2015-2018 to further understand the perceptions surrounding student internships and career services. Note that faculty completing the FSSE were asked to answer the survey with a single, lower-division (LD) or upper-division (UD) course in mind. The NSSE is administered to first-year (FY) or senior (SR) students. The findings that the TSC believed were pertinent to a discussion of career services are presented in Tables III-3 through III-7:

**Table III-3
NSSE/FSSE Response Rates**

Response Rate	Percent
Faculty	64

FY	46
SR	40

The table above summarizes the faculty, first-year student (FY), and senior (SR) student response rates over the survey period.

Table III-4 examines faculty responses to specific questions regarding career planning and interaction with students:

**Table III-4
FSSE Questions Regarding Career Planning**

Item	% Faculty Responding about Lower Division Classes	% Faculty Responding about Upper Division Class
During the current school year, about how often have you talked about career plans with students you teach or advise? (very often/often)	79	87
Indicate your perception of the quality of student interactions with academic advisors (high rating)	37	51
To what extent do you structure a selected course section so that students learn and develop: acquiring job/work-related knowledge and skills? (very much/quite a bit)	48	65

The TSC believed that Table III-4 suggests that faculty are talking about careers with students. Interestingly, faculty did not think highly of the quality of student interactions with academic advisors. Finally, faculty, especially those with lower-division courses in mind, did not structure classes to discuss job-related knowledge and skills. This table pointed to opportunities to improve the perception of advising quality and the structuring of courses to be intentional about discussing job knowledge and skills.

Table III-5 examines faculty responses to specific questions regarding field experiences and internships:

**Table III-5
FSSE Questions Regarding Field Experiences/Internships**

Item	% Faculty Responding
Faculty working with or supervising a field experience (yes)	38
Faculty who believe participation in a field experience/internship is important/very important*	91

Table III-5 suggests that less than half of Freed-Hardeman’s faculty are working with or supervising field experiences. Perhaps this is not a concern since faculty responsibilities and disciplines vary. However, the fact that 90.67 percent of the faculty felt student participation in a field experience/internship was important or very important was notable because it is the highest percentage recorded of all High-Impact Practices surveyed by FSSE. This suggested that faculty buy-in regarding the importance of this activity is high.

Table III-6 examines NSSE results for First Year (FY) and Senior (SR) students regarding career planning and advising.

**Table III-6
NSSE Questions Regarding Career Planning and Advising**

Item	% FY Students	% SR Students
During the current school year about how often have you talked about career plans with faculty (very often/often)	37	53
Indicate the quality of interactions with academic advisor (high rating)	55	68
How much has your experience at this institution contributed to your knowledge, skills, and personal development in acquiring job/work related knowledge or skills (very much/quite a bit)	60	75

Based on the data in Table III-6, the TSC suggested that the University consider efforts to improve career planning and advising.

Table III-7 examines specific NSSE questions regarding field experiences:

**Table III-7
NSSE Questions Regarding Field Experiences**

Item	% Students Responding
% FY Students Done/In Progress in Field Experience	8
% FY Students Plan to Complete Field Experience Before Graduation	73
% SR Students Done/In Progress Field Experience	64
% SR Students Plan to Complete Field Experience Before Graduation	22

Table III-7 summarizes the degree to which students were completing or planning to complete field experiences (internships). Notably, the TSC observed a gap between FY students who planned to complete a field experience (73 percent) and SR students who have completed the experience (64 percent). There also appeared to be a high percentage of SR students who still wanted to complete a field experience before graduation but have not started the process by their senior year. Additionally, it is noteworthy that so few of Freed-Hardeman’s FY students participated in a field experience. The TSC believed this was an area for improvement as well. However, in comparison to NSSE’s Southeast Comparison Group, FHU had better in-progress or completed field experience percentages for each year the University participated in the survey (62 percent vs. 59 percent; 65 percent vs. 53 percent; 65 percent vs. 46 percent; 63 percent vs. 52 percent).

Sophomore Completion Rate

Table III-8 summarizes 2011 and 2012 sophomore completion rates. This data reflects over 80 percent degree completion for the time frames identified above. However, the data also revealed opportunities to improve retention and completion rates. The TSC questioned if intentional early exploration and advising regarding majors and careers could improve outcomes.

**Table III-8
2011 and 2012 Sophomore Five-Year Graduation Data**

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	286	156	55	47	16	83	29
	309	164	53	58	19	87	28

2018 Noel-Levitz Student Satisfaction Inventory (SSI) Survey

In 2018, FHU ranked lower than the self-selected comparison group in “there are adequate services to help me decide upon a career.” The TSC acknowledged that faculty and staff likely have the expertise and desire to help students decide upon a career. However, the TSC determined that there may not be adequate communication regarding who these people are, where to find them, or how to access their services on campus.

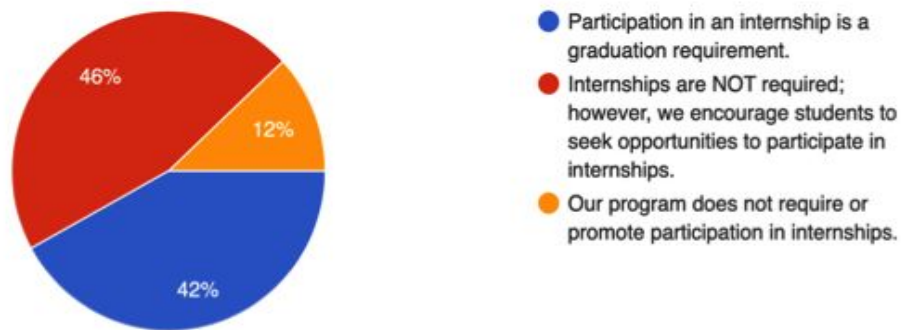
Survey of Program Coordinators

In the spring of 2019, the TSC and the Office of Institutional Research, conducted a survey to determine the status of internship placement and completion across educational programs on campus. Figure III-9 summarizes the results of that survey.

**Figure III-9
Educational Program Internship Placement and Completion Survey Results**

Please select the statement that best applies to the above educational program:

50 responses



The above pie chart indicates that most of FHU’s educational programs require or promote internships already. The programs that indicated they do not require or promote internships are primarily graduate programs. With this in mind, the TSC wanted to see if there was a difference in how programs requiring or recommending internships resulted in graduates with placement in-field.

Data contained in Figure III-10 (see below) indicates that in-field job placement was higher for those programs that required internships. Again, the TSC posed the question of whether or not in-field job placement was the most important metric. Perhaps asking about job satisfaction would have better indicated if internships help students match their talents with a field of study and work. Nevertheless, it is noteworthy that students completing internships appear to have higher in-field placement rates.

Figure III-10
2016-2016 UG Cohort Employed in Field by Program Internship Emphasis

2015-16 UG Cohort Employed in Field by Program Internship Emphasis			
	Employed (FT in Field)	Cohort After Exclusions	FT in Field Rate
Encouraged	53	86	62%
Marketing	6	6	100%
Mathematics	3	3	100%
Spanish	1	1	100%
Theatre	1	1	100%
Accounting	10	11	91%
Management	7	9	78%
Child and Family Studies	7	11	64%
Biology	5	9	56%
Art BFA	2	4	50%
Finance	2	4	50%
Psychology	4	9	44%
Exercise Science	3	7	43%
Art	2	7	29%
Chemistry	0	3	0%
Law and Politics	0	1	0%
English	0	0	
Required	75	89	84%
Education: Early Childhood	3	3	100%
Education: Special	3	3	100%
IDD	2	2	100%
Nursing	17	17	100%
Education: Elementary	13	14	93%
Bible BA	5	6	83%
Computer Science	5	6	83%
Criminal Justice	5	6	83%
Education: Middle	5	6	83%
Education: Secondary	5	6	83%
Communications	3	4	75%
Social Work	4	7	57%
Bible BS	5	9	56%
Not Reported	4	7	57%
Arts and Humanities BA	1	1	100%
History	3	5	60%
Music	0	1	0%
Arts and Humanities BS	0	0	
Grand Total	132	182	73%

Note: Employment Data from 2015-16 One-Year Alumni Survey. No UG programs reported in category of "no emphasis."

When considering the diversity of programs across campus and that a sub-set of these programs offer considerably more opportunities for field experiences/internships than others, it

is also worth noting that the QEP could possibly increase opportunities for programs that have traditionally lagged in this area.

Additionally, the survey asked program coordinators to describe the internship that is required or promoted. Answers varied greatly, as one might have expected. Some programs had criteria for internships, while others simply facilitated placement. In some cases, the internship was paid while others were unpaid. Internships took place during the semester, during the summer, and over holiday breaks. When asked how students were encouraged or assisted to find internship experiences, program coordinator responses were scored and tallied according to the descriptors in Table III-11

**Table III-11
Program Coordinator Responses: Assistance for Student Internship Experiences**

Item	Number Responding
Advising	18
Networking	14
Student-driven	13
Faculty-driven	11
Alumni	10
Online	8
Direct Placement	7

Advising and networking were the most commonly used methods followed by student- and faculty-driven internship discovery. Interestingly, alumni appeared to be an underutilized resource in this regard.

When asked how the program assists students with matching their specific aptitudes, talents and/or interests with a specific internship experience, responses were scored and tallied according to the descriptors in Table III-12.

**Table III-12
Program Coordinator Responses: Assistancess with Aptitudes, Talents, and/or Interests**

Item	Number Responding
Advising	18
Student-driven	7
Personality inventory/profile	6

Courses	6
Networking	2

Once again, advising appeared to be the most utilized method of matching students with internships. Interestingly, FHU’s educational programs did not utilize personality profiles within courses to match students with opportunities as often. The TSC believed that this information highlighted opportunities and methods by which student success in this area might be increased.

Summary of the Data

The QEP Topic Selection Committee developed summary statements and made observations from the data presented. The opportunities for activities or interventions recommended by the TSC are presented below.

1. FHU is not currently at the aspirational goal for students employed post-graduation.
2. Career services was the most supported topic among faculty, staff, students, and alumni. Likewise, the 2019-2023 Strategic Plan identified the following outcome for Initiative 2.2: “The University [will] realize improved job and graduate school placement rates, student satisfaction, and results from the annual alumni survey”. The inclusion of this outcome in the strategic plan indicated that the University identified the need for improvement despite the relatively high employment rate of 86 percent.
3. Seventy-one percent of FHU graduates reported having employment in-field. However, measuring in-field employment did not necessarily indicate what the University really values (using God-given talents for His glory). Career fulfillment may have been a better metric for evaluating the University’s mission statement.
4. The TSC recognized opportunities in the following areas:
 - a. *Academic advising.* Based on the NSSE/FSSE data, most of FHU’s first-year students were not talking to faculty about career plans. The percentage of students that gave academic advising a “high” rating was in the range of 55 to 68. This rating was on par with or slightly above the Southeast Comparison Group. Interestingly, faculty thought even less of the quality of academic advising experience than did students. Additionally, students rated their experience with academic advising before declaring a major with a grade of a “C” on the Graduation Exit Survey. From the survey of program coordinators, it appeared that academic advising was already heavily utilized to match students with internships. However, the advising model could be improved.
 - b. *Discussion of careers in courses.* Fewer faculty (48 percent) reported structuring lower-division courses to talk about careers than faculty teaching upper-division courses (65 percent). The Liberal Arts Core (LAC) courses could be utilized to discuss the types of jobs and opportunities available to students if they continued in a given field.
 - c. *Career exploration in FY students.* In regard to FY students, 8 percent (of those responding to the survey) have completed or are progressing toward completing an internship, and 73 percent plan to complete an internship. The University can

increase the use of inventories or personality profile assessments during the first year. Also, there is the potential of utilizing LAC (Liberal Arts Core/General Education) courses as career exploration vehicles.

- d. *Efficiencies.* Increasing the percent of sophomores who complete a major that they have declared in their sophomore year could save students time and money while on their path toward a career. The University should find ways to increase student confidence in self-awareness of skills and aspirations.
- e. *Percent of senior students completing an internship.* While 73 percent of Freed-Hardeman's FY students responding to the survey planned to complete an internship, only 64 percent do so in their senior year. Many seniors (22% of students responding to the survey) still plan to complete an internship. Perhaps the University could help more students achieve this goal before graduation.
- f. *Raising the level of communication and participation in internship opportunities across programs.* It appears that some programs are better suited/equipped to facilitate internship experiences than others. Perhaps better ways to administer these experiences across all programs could be envisioned, such as leveraging an alumni network.

IV. Student Learning Outcomes

To better determine outcomes and activities for FHU's QEP, the TSC invited stakeholders, identified by the committee, to participate in round-table discussions with guided questions from the committee. For this topic, the stakeholders included Ms. Samantha McMillan (Student); Dr. Janine Dunlap (Associate Professor); Dr. LeAnn Davis (Dean); Dr. Wayne Scott (Vice-President); and Mr. Dave Clouse (Vice-President). The outcomes and activities presented below represent a synthesis of stakeholder comments and the views of the TSC. These outcomes were drafted to determine feasibility of the topic. The TSC expected that these general outcomes and activities would be further refined by the QEP Topic Development Committee (TDC) into more traditional student learning outcomes and targeted actions that are presented later in this section. These initial, more general outcomes were as follows:

1. Students will identify and articulate their talents, interests, and aptitudes before declaring a major.
2. Students will connect how courses in the LAC and in their major will help prepare for specific careers beyond a major.
3. Students will form an advisory network made of faculty, staff, alumni, and current students to support their career objectives.
4. Students will set goals, reflect, and discuss with an advisor at the end of each academic year how the year's activities prepared them to meet their career objectives.
5. Students will participate in at least one "career exploration/field experience" before the second semester of their sophomore year.

Regarding the activities required to help students achieve these outcomes, the TSC suggested the following focus areas based on data summarized in Section III.

1. Academic Advising
2. LAC (Liberal Arts Core/General Education) Courses
3. Alumni Network

The TSC also suggested that the following themes could be developed to help students achieve the outcomes.

1. First-year students or lower-division students could be targeted for career exploration and field experience participation through courses, partnerships with alumni, and instruction by advisors.
2. Students declaring a major would do so in the context of programming that allowed them to explore majors and demonstrate they knew what careers could result from their declared major.
3. Programming could help more seniors who desire to complete a field experience to do so before graduating.

QEP in Relation to Initiatives at Other Institutions

To refine expected outcomes and planned activities for this topic, the TSC also reviewed similar work at other institutions. Table IV-1 provides links to the executive summaries for QEPs of other institutions as evidence that this is a tenable QEP topic where targeted, measurable outcomes were established in similar plans.

**Table IV-1
Related QEP Topics at Other Institutions**

Institution/QEP Topic	Web Link
<i>University of North Georgia: On Time and on Target--Improving Student Learning Through Blended Advising</i>	https://ung.edu/qep/index.php
<i>Nicholls State University: Student Advising and Mentoring</i>	https://www.nicholls.edu/sam/
<i>St. Edward's University: Navigating Career Paths through Exploration, Preparation, and Experience in the Liberal Arts</i>	https://sites.stedwards.edu/qep/welcome/
<i>Spring Hill College: Pathways to Purpose</i>	http://pathways.shc.edu
<i>Belhaven University: LifeQuest</i>	http://www.belhaven.edu/qep.htm
<i>Catawba College: College to Career</i>	https://catawba.edu/academics/success/c2c-catawba-career-quality-enhancement-plan/
<i>Rollins College: R-Compass</i>	https://www.rollins.edu/provost/quality-enhancement-plan/

QEP and the University's Strategic Plan

The FHU 2019-2023 Strategic Plan was developed and approved in the 2018-2019 academic year. (See Appendix G.) Several of the strategic plan's initiatives were supported by the selection of Career Services/Internships as a QEP topic. However, one initiative in particular was determined to align best with the goals and objectives of the QEP.

Initiative 2.3: Foster intentional relationships between faculty, staff, alumni, and students that promote academic, professional, and spiritual growth.

We will recruit faculty, staff, and alumni to participate in meaningful, systematic mentorship of students in academic, professional, and spiritual areas. We will provide adequate training and meaningful feedback for all participants and will invest in resources and support for participants. This mentorship program will increase student satisfaction and success leading to opportunities for marketing and donor involvement. As a result, the University will realize relational development that increases utilization of on-campus and off-campus networks.

In Initiative 2.3, the University recognized the importance of adequate and appropriate mentoring relationships to facilitate students' academic and professional growth. Should the QEP take a direction of intervening in the advising relationships between students and faculty or even expanding the advising network to include other staff, alumni, and students, it would support the accomplishment of this strategic initiative. Therefore, a QEP topic focused on career services would align with the University's Strategic Plan.

Summary of TSC Analysis

Table IV-2 summarizes the needs, opportunities, activities, and outcomes associated with the TSC's analysis of institutional data and discussions with stakeholders. However, not every need identified in this table will be addressed by the QEP.

**Table IV-2
Summary of TSC Analysis of Institutional Data and Stakeholder Discussions**

Needs – Opportunities – Activities – Outcomes					
Identified Need(s)	Source	Benchmark(s)	Goal(s)	Activities	Strategic Plan
<i>What is the need?</i>	<i>What is the intended student learning outcome and/or student success indicator linked to the need?</i>	<i>What is the current benchmark? If no benchmark data exist, how and when will it be established?</i>	<i>In light of current benchmark, what is the target goal? *</i>	<i>What are the activities that will be used to address the identified need? *</i>	<i>What are the linkages to the University's strategic plan? (Initiative)</i>
Increase job placement rate	Aspirational Institutional Goal	86%	100% (Institutional Goal)	Tie educational and field experience opportunities to mission	2.2
Better assess graduate satisfaction in job placement as it pertains to our mission	Alumni Survey	N/A Questions could be added to Alumni Survey in SP19	Establish benchmark	Modify/add questions on alumni survey	2.2
Enhance student perceptions of our advising program	NSSE, Advising Survey	Current FY: 55% Current SR: 68% Advising: No significant improvement 2012-2018	NSSE: >80% Advising: >3.5	Establish clearer advising curriculum Team Advising	2.2/2.3
Systemize advising program for first-year students to explore	Graduation Exit Survey, NSSE	GES: 3.0; 16-semester average	GES: >3.5 NSSE >80%	Advising Program for FY students (course, FY Experience, etc.)	2.2/2.3

major/career selection		FY: 37%			
Facilitate discussions regarding careers in LAC courses	NSSE/FSSE	LD: 48% UD: 65%	>80%	Faculty development and programming to include career discussions in LAC courses	2.3
Increase the number of students completing career exploration (internship) during their first year	NSSE/FSSE	FY: 8%	>50%	Advising Program for FY students (course, FY Experience, etc.). Leveraging alumni network	2.2/3.1
Increase the percent of sophomores completing their declared major	Sophomore 5-year completion rate	2016: 55% 2017: 53%	>75%	Targeted advising before students declare a major/during first and second years.	2.2
Increase the number of seniors who are completing or have completed a field experience (internship)	NSSE	63.75%	>80%	Strengthen alumni connections, establish external partnerships	2.2/3.1
Improve communication regarding career services offered on campus for FY students	SSI, NSSE	SSI: Rank lower than comparison group FY: 60%	SSI: Higher than comparison group NSSE: >80%	Utilize social media, establish a directory of contacts (if resources are dispersed) or a contact center (if resources are centralized)	2.3

* These goals and activities are a suggestion. This information will be better determined during the QEP development phase.

The needs, opportunities, activities, and outcomes identified in the previous table informed the work of the Topic Development Committee as the QEP development process transitioned from the Topic Selection Phase to the Topic Development Phase.

Topic Development Phase

The QEP Topic Development Committee (TDC) began meeting in August 2019. Members of the Committee reviewed QEP expectations from SACSCOC, QEP topic parameters from the TSC, and parameters from the President's Cabinet and the University's Strategic Plan. Also, the Committee reviewed other data to further contextualize the QEP content area and scope. These data sources included the following:

- 2017-2018 NACE Career Services Benchmark Survey
- Freed-Hardeman's "sister schools" career services information
- Outcomes from previous career/internship QEPs
- Other QEP designs

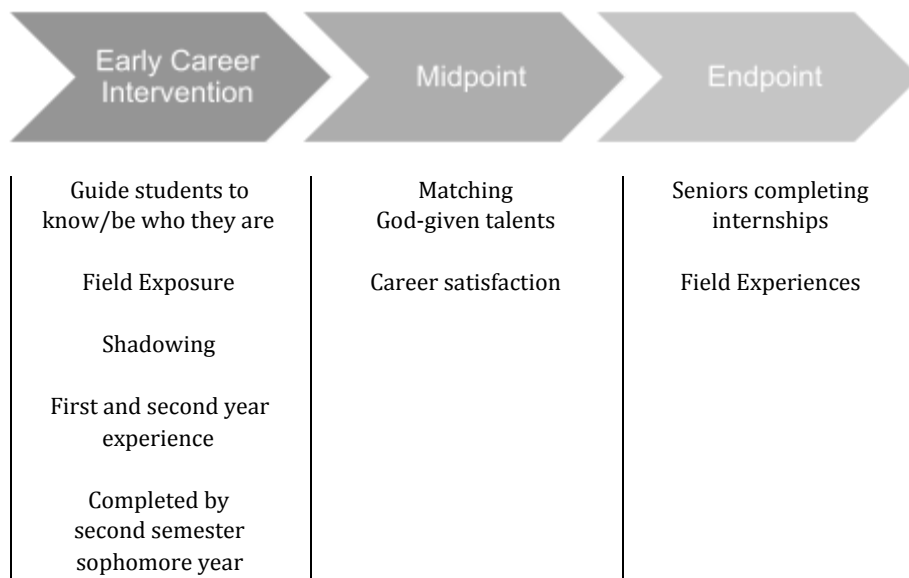
- Outcomes from internship programs

To develop an actionable QEP from the TSC’s work, the TDC adopted the following approach:

1. The TDC reviewed the TSC report and discussed the actionable ideas that emerged from the data. The TDC also considered the University’s current career services offerings, first-year experience, and coursework emphasizing career development.
2. The TDC considered literature and best practices outlined by successful career initiatives.
3. The TDC sought support and feedback from the campus community.

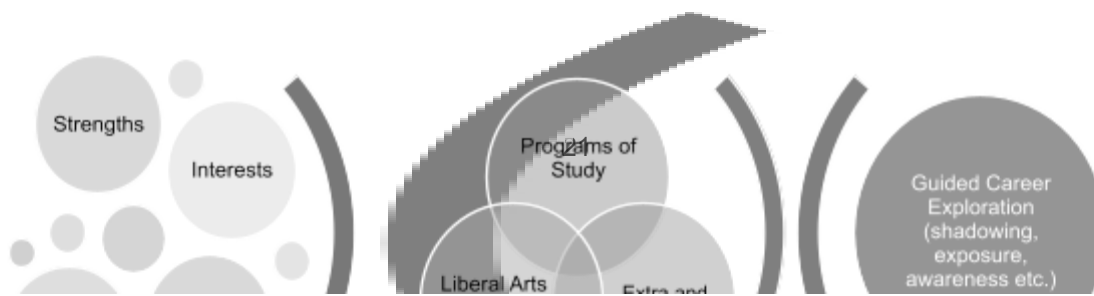
Figure IV-3 shows an early representation of the Committee’s conception of a potential QEP. The representation outlines possible intervention points in career development for students. After a discussion regarding the data and the values of the Institution, the Committee’s preferred focus was on early intervention in career development.

**Figure IV-3
Points of Intervention in Student Career Development**



Afterwards, the TDC distilled three areas of interest within early career development as presented in Figure IV-4:

**Figure IV-4
Areas of Interest Within Early Career Development**



Based on the above findings, each TDC member drafted objectives and activities which were shared and combined to reveal the following themes: Who you are?; What is available internally at FHU?; and What is available externally at FHU?

The next stage in developing SLOs was reviewing literature and best practices to refine the preliminary objectives and activities. The TDC identified the following emerging ideas in the literature: self-exploration surveys, career champions/influencers, mapping the academic experience, and self-efficacy/anxiety about career selection. While the TDC recognized that impacting student success and student learning is the paramount goal of the QEP, it was also necessary to conduct a parallel discussion that focused on institutional resources and constraints for programming delivery. Therefore, as the TDC considered preliminary objectives, activities, SLOs, literature, and best practices, it also considered possible programming options. Ideas included incorporating programming into the FHU undergraduate experience, making components part of a required class, utilizing Canvas (the University's LMS), utilizing the first four semesters of the undergraduate student's enrollment, and utilizing career development courses already being offered (BUS211, BUS212, BUS213).

The TDC shared SLOs and possible programming and assessment drafts with the Leadership Team at the end of the Fall 2019 semester and with faculty and staff at the end of the Spring 2020 semester (See Appendix H). Mr. Jared Gott was named the QEP Director during the summer of 2020 (See Appendix I). Mr. Gott collaborated with Dr. Jason Brashier and Mr. A.B. White to further refine the SLOs to ensure that outcomes reflected student growth within a transformative learning model.

Final Student Learning Outcomes and Program Outcomes

The following section summarizes the objectives, student learning outcomes, and activities for FHU's QEP.

Objective 1: What Can I Do?

SLO 1: Students will demonstrate a self-awareness of personal traits that can positively inform decisions regarding career goals.

The activities that will lead to the achievement of SLO 1 include the following:

- Activity 1.1: Students will complete evaluations of their self-efficacy and anxiety at both the beginning and end of the QEP.
- Activity 1.2: Students will complete the Clifton StrengthsFinder as an identification tool for their strengths.
- Activity 1.3: Students will work with their Internal Career Influencers to identify the gaps in their knowledge, skills, or experiences that would put them in the best position to pursue their aspirational careers.

Objective 2: How Do I Grow?

SLO 2: Students will demonstrate effective interpersonal communication skills to facilitate career exploration.

The activities that will lead to the achievement of SLO 2 include the following:

- Activity 2.1: Students will identify a professional in each of their three aspirational careers to interview about preparation for that field during their undergraduate experiences.
- Activity 2.2: Students will identify one professional in their primary career field. They will conduct three professional experiences with this individual (i.e. asking questions or having casual conversations about the field, job shadowing, mock interviews, etc.).
- Activity 2.3: Students will submit all initial communication materials (i.e. email draft, letter, or script for phone conversation) to their Internal Career Influencer for feedback regarding effective communication.

Objective 3: Where Can I Go?

SLO 3: Students will express confidence in their ability to pursue their career goals.

The activities that will lead to the achievement of SLO 3 include the following:

- Activity 3.1: Students will work with their Internal Career Influencer to set SMART goals for the pursuit of a chosen career field.¹
- Activity 3.2: Students will map out activities to achieve their SMART goals over the course of their first two years at Freed-Hardeman University.
- Activity 3.3: Students will complete a reflection paper in their final QEP semester focused on their own growth and development throughout the four-semester rotation.

In addition to the student learning outcomes listed above, the University has also established Program Outcomes (POs) to measure the institutional impact of the QEP. These are as follows:

¹ SMART goals are discussed in Section V of this plan. They are Specific, Measurable, Attainable, Realistic, and Time-bound.

PO 1: Student involvement with the QEP will increase the University’s in-field, full-time job placement rate.

As of 2018-2019, Freed-Hardeman’s in-field, full-time job placement rate was 66 percent. The goal is to facilitate a statistically significant increase in in-field, full-time job placement rate as described in Section 10 – Assessment for this program outcome.

PO 2: Student involvement with the QEP will increase the University’s graduation rate.

As of Fall 2020, Freed-Hardeman’s five-year graduation rate was 63 percent, and the six-year graduation rate was 65 percent. The goal is to facilitate a statistically significant increase in the five-year graduation rate as described in Section 10 – Assessment for this program outcome.

PO 3: Student involvement with the QEP will increase student satisfaction with career services on the Noel-Levitz Student Satisfaction Inventory (SSI) Survey.

The SSI has a surveyed item titled, “There are adequate services to help me decide upon a career.” The 2018 survey indicated a satisfaction score of 5.51 on a 7-point Likert scale. The goal is to facilitate a statistically significant increase in student satisfaction with career services on the SSI survey as described in Section 10 – Assessment for this program outcome.

PO 4: The implementation of the QEP will decrease the proportion of non-matriculants reporting career services as a reason for not enrolling.

FHU’s Non-Matriculant Survey has a survey item that examines perceptions of career opportunities after college. The Fall 2020 survey compared FHU to other institutions on a three-point scale ranging from “FHU is better” to the “other institutions are better.” The goal is to facilitate a statistically significant decrease in the number of non-matriculants reporting career services as a reason for not enrolling as described in Section 10 – Assessment for this program outcome.

The student learning and program outcomes described above were used to inform and guide the development of the remainder of the QEP. Please note that quantitative and/or qualitative measures for the above outcomes, including plans for establishing baseline measurements, are discussed in Section X – Assessment.

V. Literature Review and Best Practices

The selection of this QEP followed current data and practice trends throughout higher education. Data within higher education shows that students receiving a college degree will have higher employment rates following graduation (NCES, 2020). Additionally, as the costs associated with higher education increase, families and students are more interested than ever in employment outcomes following a college education (Gould, Mokhiber, & Wolfe, 2019). While the focus on this area remains high across the nation's campuses, according to The Career Leadership Collective, there is no single acceptable configuration for career services on a college campus (Adams, 2019). At some institutions, career services may take the form of either elective or required career courses (stand-alone or built into the academic program), elective or required online career courses or certifications, or career passport or graduation requirements. At other institutions, career services focus on faculty and staff career training or certifications, programs based on addressing identities or subsets of students (i.e. athletes, students of color, academic subgroups, clubs, organizations, etc.), or the utilization of a campus influencer model, wherein campus partners are empowered to integrate, champion, and deliver career education. Many campuses employ a hybrid model containing more than one of the strategies mentioned above (Adams, 2019).

The current trends within career services helped provide a perspective for FHU faculty and staff on the TDC to evaluate the University's current practices. An article published by The Career Leadership Collective in October 2019 discussed how a formal career champions network was the most important career services trend of 2020 (Podany, 2019). This article piqued the interest of the TDC to further investigate the idea of career champions. One of the leaders in the career champions/career influencers network is George Mason University (GMU). In addition to reading about their work, one of the TDC committee members contacted an associate at GMU to discuss their career influencers program (George Mason University, 2019). In addition to GMU, Princeton University has integrated career services to incorporate alumni and peer networks (Sanghvi & Kubu, 2017).

The original topic approved by the campus community included an emphasis on internships. While internships are undoubtedly important for securing positive career outcomes for undergraduates, the methodology of selecting and providing internships varies considerably at universities (Lierman et al., 2017). Furthermore, securing paid internships for all undergraduates is not a probable or even necessary scenario. Although internships typically occur towards the end of an undergraduate's career, the literature suggests that early intervention with goal setting and mapping the undergraduate's path to graduation can lead to positive outcomes not only with internships but also with career success (Kelly, 2013). Developing a pre-professional identity is important to graduate success (Jackson, 2017). Additionally, aligning discipline-related knowledge with a professional purpose will empower students to search for a career (Bates et al., 2019).

Considering the trends in career services identified in the literature surrounding higher education career services, the TDC's focus shifted from students participating in a required internship to helping students develop their own career exploration skills, self-efficacy, and networks. This activity and its central role in the QEP aligned with Mezirow's (1991) transformative learning model. Mezirow's model focuses on adult students encountering a

disorienting experience that challenges their perspective and then requires the individual to self-examine his or her own competencies, skills, knowledge, and role in light of current personal development (Cranton, Dirkx, & Mezirow 2006; Mezirow, 1991; Watkins Jr., Davis, & Callahan, 2018). Specifically, Mezirow lists ten steps in his process of Perspective Transformation, including engaging in self-examination, exploring options for new roles, relationships and action, planning a course of action, trying new roles, and building competence and self-confidence in new roles and relationships (Cranton, Dirkx, & Mezirow, 2006; Mezirow, 1991). Finally, the transformative model emphasizes critical reflection for students to evaluate their new perspective and to determine how it will affect their new dynamic with the world around them (Cranton, Dirkx, & Mezirow, 2006; Watkins Jr., Davis, & Callahan, 2018). These goals and processes have been incorporated into FHU's QEP on career exploration.

For students to realize their full potential, they must set goals for their undergraduate experience. SMART Goals (Specific, Measurable, Attainable, Realistic, Time-bound) provide a suitable framework for students to imagine what needs to be accomplished during their undergraduate career (University of California, 2016). Matching student strengths, values, and interests with relevant curricular, co-curricular, and extra-curricular activities provides a purpose-driven approach to the undergraduate experience. Furthermore, identifying weaknesses and imagining ways to improve during the undergraduate experience provides a powerful growth opportunity.

Providing students an opportunity to self-assess and network are essential aspects of transformative learning along with career development. Research also suggests that reflection on career planning anxiety and self-efficacy can also be critical to undergraduates' career development process. The more students self-report feeling confident in performing career-related tasks, the more likely they are to engage in career-related behaviors (Deer, Gohn, & Kanaya, 2018). Several instruments have been validated to measure career anxiety and self-efficacy. One instrument, the Career Decision Profile, helps students determine an occupational field of interest and predicts the likelihood of their decision to enter that field (Jones & Lohmann, 1998; Johnson et al., 2014).

Another instrument for measuring self-efficacy in career decision making is the Career Decision-Making Self-Efficacy Scale. This tool is helpful for designing interventions to increase students' perceptions of self-efficacy in regard to the process of career decision making (Betz & Luzzo, 1996). Avoiding career ambiguity and establishing confidence in their abilities early in the career selection process helps contribute to overall academic satisfaction and job search self-efficacy by the end of their college career (Xu & Adams, 2019).

In support of the University's mission to help students develop their God-given talents for His glory, FHU graduates should find satisfaction and fulfillment through their chosen vocation. For the Freed-Hardeman undergraduate experience to generate an FHU graduate who is confidently using his or her talents for His glory, the University must intentionally guide a greater understanding of what those talents are and how those talents can be cultivated and utilized.

VI. Actions to be Implemented

The success of the QEP is dependent upon proper leadership, education, and appropriate management of the implementation process. Mr. Dave Clouse, Vice-President for Community Engagement, and Dr. Charles Vires, Jr., Provost and Vice-President for Academics, have been asked to serve on the QEP Management Team. Mr. Jared Gott has been named the QEP Director, and the QEP Coordinator will be named at a later time. These individuals will serve on the QEP Management Team as well.

Before the first cohort arrives in Fall 2021, the QEP Director and Coordinator will identify Internal Career Influencers (faculty, staff, and administrators) and establish an External Career Influencers network (alumni and friends). The QEP Director and Coordinator will also develop educational curriculum and materials for Internal and External Career Influencers and conduct training for these individuals. As seen in Figures VI-1, VI-2, and VI-3, the TDC recommended, and the campus community supported, adopting a hybrid delivery model for QEP programming. As a result, stakeholders will need to determine when and how in-person touchpoints and digital touchpoints with students will occur during the programming cycle.

Figure VI-1
Response in Support of a Hybrid Delivery Format

I believe a hybrid format for QEP content delivery and assessment is reasonable.

87 responses

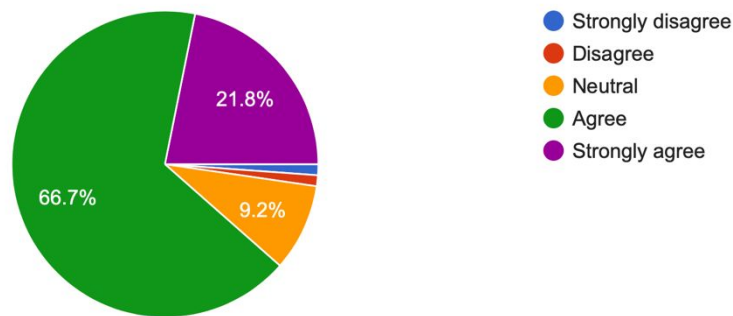


Figure VI-2
Responses in Support of an Online Only Format

I would prefer an online-only format for delivery and assessment.

87 responses

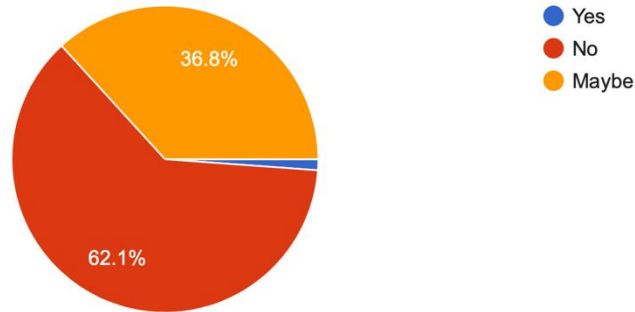
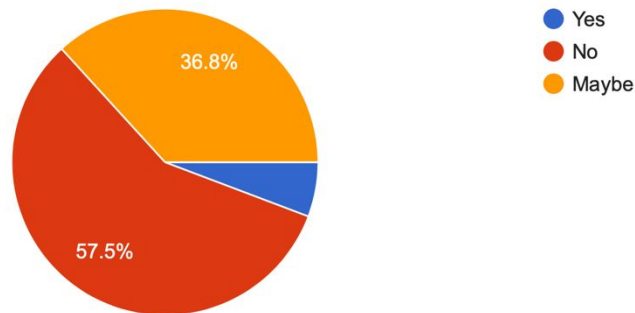


Figure VI-3
Responses in In-Person Only Format

I would prefer an in-person only format for delivery and assessment

87 responses



Upon implementation, students will begin working through the QEP programming to achieve the SLOs. For SLO 1, students will assess their strengths, weaknesses, anxieties, and opportunities for growth. Students will complete the Career Decision Self-Efficacy Scale-Short Form (CDSE-SF) and the State-Trait Anxiety Inventory for Adults (STAI-AD) at the beginning and end of the QEP. Repeating these instruments will help the QEP Management Team to assess individual growth in confidence throughout the program. Additionally, students will complete the CliftonStrengths Survey and use the results to develop the career aspiration matrix to connect

their objective strength results to their current career aspirations. The information from the career aspiration matrix will frame future discussions related to gaps in a student's knowledge or experiences and will help in setting goals to address those gaps. Each of these objectives is completed in order to provide a transformative development of self-awareness that can then guide students as they prepare for their individual professional goals.

For SLO 2, students will complete actionable items that focus on the development and demonstration of their interpersonal communication skills. First, as part of the career aspiration matrix mentioned above, students will identify one professional in each selected career field. Next, the Internal Career Influencer will review the student's communication plan (email, letter, script for a phone call, etc.). Then, the student will contact each of the chosen professionals to ask one question, "What do you believe is the most important thing I should focus on during my undergraduate experience?" Later in the QEP, students will identify one professional in their primary career field and will conduct three career exploration exercises with this individual. These activities may include a more comprehensive conversation about a specific career field, job shadowing, or developing an interning or mentoring relationship. As mentioned above, the Internal Career Influencer will review the initial student communication and provide feedback about effective communication strategies. The Internal Career Influencer will review, with the student, feedback from the first questions and the three career exercises.

For SLO 3, students will engage in activities that help them develop confidence in pursuing their own career goals. First, as students evaluate their career aspiration matrix and determine growth opportunities, the Internal Career Influencer will help students develop SMART (specific, measurable, achievable, relevant, and time-bound) goals to pursue their career goals. Students will then actualize these goals on a Career Map that will outline the actions and experiences to guide the student toward the specified goals. Students will update their Career Map throughout the QEP. Finally, students will complete a personal reflection paper about their experience with the QEP, their perceived growth, and how well prepared they feel about pursuing career goals in the future.

Freed-Hardeman University's learning management system, Canvas, will be utilized to organize and house the deliverable and assessment pieces of the QEP. Students will be paired with their Internal Career Influencers in a unique section within Canvas. The course will contain:

- student assignments,
- links to self-efficacy and anxiety instruments,
- templates for the career aspiration matrix and interview forms, and
- examples of the perceived learning scale.

Students will remain in their assigned section in Canvas throughout their two-year program cycle. Once the program cycle is complete, the Canvas course will be deactivated for that cohort. The deactivated course will serve as a portfolio for students, which will allow them to access and download materials that they completed as a part of the QEP. Additionally, the QEP Director and Coordinator will be able to mine data from each cohort for assessment. The University will also invest in a badge awarding system. The badges will mark the achievement of

objectives associated with each student learning outcome as the student progresses through the program. This badging system will integrate with Canvas.

VII. Timeline: A Logical Calendaring of Planned Actions

This section outlines a timeline for the implementation of QEP activities. This timeline may be adjusted as needed based on assessment feedback and evaluation. Figure VII-1 provides a general outline of these activities:

Figure VII-1
General Timeline of Activities by SLO



2020-2021 Academic Year

Fall 2020

- Hire a QEP Coordinator to facilitate the execution of QEP activities and strategies.
- Identify a pilot team of QEP leaders (FHU faculty and staff) who will participate in training and develop QEP materials during the Spring 2021 semester.
- Identify, from the 2020 First-Year Experience (FYE) program, a QEP pilot group of students to participate in training and completion of QEP materials in Spring 2021. Students will be identified based on recommendations from their FYE leaders.
- Communicate and market the QEP to FHU current/prospective students, faculty, staff, alumni, and community partners. This communication will take place via a mixture of on-campus branding and social media. (See Appendix J.)
- Finalize QEP educational curriculum and training materials for future QEP leaders.
- Finalize QEP materials, including the Career Aspiration Matrix and Career Exploration Map.

Spring 2021

- Implement pilot QEP processes and touchpoints that target selected faculty/staff and students. Feedback will be provided and reviewed throughout the piloting process and appropriate modifications will be made to the QEP prior to Fall 2021.
- Establish baseline data for student and program outcomes, based on data collected from the pilot group.
- Continue communication and marketing of the QEP to FHU current/prospective students, faculty, staff, alumni, and community partners.
- Identify a team of Internal Career Influencers (FHU faculty and staff) for the Fall 2021 semester.
- Develop introductory postcards for Internal Career Influencers for delivery to new students in Fall 2021
- Develop a list of External Career Influencers for initial student contact (by Cohort 1) in Fall 2021.

2021-2022 Academic Year

The QEP will be implemented for student Cohort 1 in Fall 2021. The timeline below follows Cohort 1 through the QEP. Additional cohorts will be introduced each fall.

Cohort 1 – Fall 2021

- **August**
 - Students will receive communication before and immediately after they arrive on campus regarding participation in Freed-Hardeman's QEP.
- **September**
 - First-year students in Cohort 1 will be divided into three groups. Each group will have a designated evening event where students will attend their first QEP session. During that event, students will be introduced to the QEP and will meet a third of the on-campus Internal Career Influencers. Students will be given a card with the names of the Influencers in attendance and will "mix and mingle" with leaders. The goal is for students to become acquainted with the Influencers and formally introduce themselves. As the students meet each leader, a stamp will be placed on that leader's name. The meeting cards will be collected as students leave and cards with completed stamps will be used for a door prize drawing. This prize will motivate students to circulate and meet each of their potential Internal Career Influencers.

- Afterwards, students will be sent a Google Form asking them to select three potential Influencers from the previous event to serve as their Internal Career Influencers. Students will be given a week to complete this form.
 - Once all forms are returned, every first-year student will be assigned an Internal Career Influencer. This faculty or staff member will serve as the student's Influencer throughout the four-semester QEP experience.
 - Once students are assigned to Internal Career Influencers, students will be enrolled into Canvas course sections that are assigned to specific Influencers. This course will contain the materials needed throughout the four semesters of the QEP.
 - After Internal Career Influencers are assigned, introductory postcards with the Influencer's picture, a welcome message, and contact information will be shared with students via campus mail. Students will be asked to contact their Internal Career Influencers and schedule a meeting between September 15 and September 30.
 - In this initial meeting, the Internal Career Influencer will instruct the student to complete the initial Career Decision Self-Efficacy Scale-Short Form and State Trait Anxiety Inventory. The Influencer will introduce Clifton's StrengthsFinder 2.0 and provide instructions for accessing the CliftonStrengths assessment in Canvas. The student will be required to complete the CliftonStrengths assessment by the October meeting. Additionally, the student will brainstorm three careers that he or she would like to pursue. The student will be shown the Career Aspiration Matrix and will be instructed to list his or her five strengths and career interests.
 - After the self-efficacy and anxiety surveys are completed, the first CAP assessment will be completed for SLO 1.
 - Finally, students will schedule their October meetings with their Internal Career Influencers.
- **October**
 - Students will attend October meetings with their Internal Career Influencers. By October, each student will have completed his or her Career Aspiration Matrix.
 - The Internal Career Influencer will review the Career Aspiration Matrix and will have a conversation with the student regarding his or her perceptions of strengths and interest in each chosen career.
 - The Internal Career Influencer will then explain the next step in the QEP, which is the expansion of the student's network of Career Influencers, and how this network will help him or her to become acquainted with the knowledge, skills, and strengths needed to pursue an occupation in his or her chosen field.
 - After the Career Aspiration Matrix is complete, the first CAP assessment will be administered for SLO 3.

- Students will identify an individual (FHU faculty/staff, FHU alumni, community partner, or someone the student knows personally) in each of their career fields. Only one of the three individuals will be allowed to be a current FHU faculty/staff member. Should the student need assistance in identifying individuals within a chosen career field, the QEP Coordinator will provide a list of potential contacts from the Office of Alumni Services. The student will complete a Growing Your Network Form that identifies each of their External Career Influencers, lists contact information, and has a response to the one question they have asked this individual, “What do you believe is the most important thing I should focus on during my undergraduate experience?” This form will be filled out and saved to the student’s Canvas course for review in the November meeting.
- **November**
 - Students will return for their final first-semester meeting. During this meeting, the Internal Career Influencer will review the Growing Your Network Form from the October meeting. The career influencer and student will discuss what the student learned from the three network influencers.
 - After students have their first contact with External Career Influencers, they will complete the first CAP assessment for SLO 2.
 - The Internal Career Influencer will encourage students to reflect on their Career Aspiration Matrix. In addition, students will be asked to develop a plan to use the input they received from their External Career Influencer Network to identify opportunities for growth. This plan will be explored further and recorded in the Spring semester.
 - **December**
 - Students who completed all objectives will be awarded a small, exclusive QEP item (i.e. button, sticker, bracelet, etc.), marking their completion of the first semester’s objectives. An event will be held at the end of the first semester for completers to celebrate their accomplishments, to encourage program retention in the second semester, and to have a drawing for a larger prize(s) from a list of students who completed the first round of QEP activities and assessments.
 - Students who participated in the QEP will have badges for their first semester objectives added to a Career Exploration Resume.

Cohort 1 – Spring 2022

- **January**
 - Students will be sent “welcome back” emails from their Internal Career Influencers as well as reminders to schedule their first meetings from a group of selected meeting times.

- **February**

- In the second semester's initial meeting, the Internal Career Influencer will recap information from the previous semester, including students' strengths, career aspirations, and the advice they received from their External Career Influencers.
- The Internal Career Influencer and student will discuss the gaps between the student's strengths and career aspirations. The final component of the Career Aspiration Matrix, Career Gaps, will be completed in this meeting and saved to the Canvas course.
- Students will evaluate their Career Aspiration Matrices and begin identifying activities and experiences that would help close the gaps identified in the matrices.

- **March**

- Students will return for their next meeting with their Internal Career Influencer.
- During this meeting, students will complete their SMART goals for overcoming the gaps in their Career Aspiration Matrices. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-Bound (MindTools, 2020). The student will then refine the experiences or activities needed to achieve these goals. These activities could be as simple as taking a specific course or exploring an area of interest. However, they could be as involved as job shadowing off campus, taking part in a campus activity, or joining a particular organization.

- **April**

- Students will return for their final first-year meeting with their Internal Career Influencers.
- Students will complete their FHU Career Map, which is located in the Canvas course. The purpose of this map is to outline a comprehensive set of experiences that helps them achieve the SMART goals that were identified in the previous meetings. These are the activities or skill development opportunities that a student will accomplish in pursuit of the chosen career, to maximize strengths, and to supplement gaps from the Career Aspiration Matrix. These activities may include taking certain classes, joining a club, taking a trip within an academic discipline, applying for an internship, etc. The entries on the Career Map should provide a semester by semester outline for the rest of the QEP period.

- **May**

- Students who completed all objectives will be awarded with a small, exclusive QEP item (i.e. button, sticker, bracelet, etc.), marking their completion of the second semester's objectives. An event will be held at the end of the second

semester for completers to celebrate their accomplishments, to encourage retention in the second year, and to have a drawing for a larger prize(s) from a list of students who completed the first round of QEP activities and assessments.

- Students who participated in this portion of the QEP will have badges for their completed objectives added to their Career Exploration Resume.

End of 2021-2022 Academic Year

- After year one, the QEP Director and the QEP Coordinator will meet with the QEP Management Team to assess the first year of the QEP and to review assessment data from the first two semesters. Adjustments will be made, as needed.

2022-2023 Academic Year

In the 2022-2023 academic year, Cohort 1 will continue its matriculation through the program and Cohort 2 will be instituted.

Cohort 1 – Fall 2022

- **August**
 - Students will be sent a “welcome back” email from their Internal Career Influencers as well as reminders to schedule their first meetings from a group of selected meeting times.
- **September**
 - In the initial meeting of the third semester, the Internal Career Influencer will first revisit the Career Map with the student and review the activities that are to take place in the upcoming two semesters.
 - The Internal Career Influencer will then introduce the third semester’s activity, which is further growing the student’s network by identifying a singular External Career Influencer within the primary career field and conducting three career exploration exercises. These exercises may include activities such as informational interviews, career shadowing, or developing a mentoring relationship through informal meetings. These career exploration activities should take place during the Fall semester.
 - If the student does not know an External Career Influencer within their chosen career field, the QEP Coordinator will connect them with the Office of Alumni Relations to identify an FHU alumnus that will work with the student.
- **October**
 - During October, face-to-face meetings will not be conducted between Internal Career Influencers and students. However, Influencers will contact their students,

via email, to determine if they are encountering difficulties with career exploration activities and to provide encouragement.

- Each student will continue conducting his or her career exploration activities and document the results on the Career Exploration Activities Form. This form will be saved in the student's Canvas course.

- **November**

- In November, students will meet with their Internal Career Influencers. They will review their career exploration activities and discuss the information gained from External Career Influencers.
- Students will also have conversations with their Internal Career Influencers regarding their FHU Career Maps. During these conversations, students will reflect on their progress and the experiences they plan to pursue.
- After students complete their interactions with their External Career Influencers, the second CAP assessment will be administered for SLO 2.

Cohort 1 – Spring 2023

- **January**

- Students will be sent “welcome back” emails from their Internal Career Influencers as well as a reminders to schedule their first meetings from a group of selected meeting times.

- **February**

- In the initial meeting of the last semester, the Internal Career Influencer will recap the career exploration activities from the previous semester.
- The Internal Career Influencer will also review the student's Career Aspiration Matrix and the FHU Career Map. The goal will be to facilitate a comprehensive review of the student's experiences over the previous three semesters in order to lay the foundation for further self-reflection by the student.
- After this meeting, the second CAP assessment will be completed for SLO 3.
- Each student will begin writing a two-page reflection paper. This will be an informal paper that is a summation of their own personal and professional development throughout the career exploration process. Once finished, the paper will be uploaded to Canvas.

- **March**

- During March, face-to-face meetings will not be conducted between Internal Career Influencers and students. However, Influencers will contact their students,

via email, to determine if they are encountering difficulties with their reflection papers and to provide encouragement.

- The Internal Career Influencer will ask students to complete the Career Decision Self-Efficacy Scale-Short Form and State Trait Anxiety Inventory. The student will complete this assessment a second time in order to measure growth throughout the QEP.
- After the self-efficacy and anxiety surveys are completed, the second CAP assessment will be completed for SLO 1.
- The QEP Director will conduct norming sessions to ensure interrater reliability for Internal Career Influencers assessing student reflection papers.

- **April**

- Students will return for their final meetings with their Internal Career Influencers.
- These meetings will serve as a final “wrap-up” between the Internal Career Influencers and the students. Comments from the reflection paper may be discussed as well as future plans and goals after the QEP is completed.

- **May**

- In May, a formal professional event will be held for all students who completed the QEP program. Invitations will be sent by the QEP Director and Coordinator for a meal with administration and faculty/staff leaders. Students will be asked to dress professionally, and upon entering the evening’s event, will have professional headshots taken by the University’s marketing team. Each student will sit with his or her Internal Career Influencer during the meal. Each student will also be presented with a recommendation letter from the Influencer, describing his or her participation in the program and opportunities for growth throughout the QEP. This letter can be added to the student’s portfolio to aid in the continued search for internships and career paths. The cohort’s headshots taken that evening will be added to the QEP website to recognize program completers.
- Students who participated in the QEP will have their final objective badges added to their Career Exploration Resumes.

Cohort 2 – Fall 2022

- Cohort 2 will complete the same actions listed above for Cohort 1 – Fall 2021.

Cohort 2 – Spring 2023

- Cohort 2 will complete the same actions listed above for Cohort 1 – Spring 2022.

End of 2022-2023 Academic Year

- After year two, the QEP Director and the QEP Coordinator will meet with the QEP Management Team to assess the second year of the QEP and to review the assessment results of the first cohort. Adjustments will be made as needed prior to Fall 2023.

Rotation of Cohort One Through Cohort Five

The following table identifies the rotation of cohorts throughout the five-year study period of the QEP.

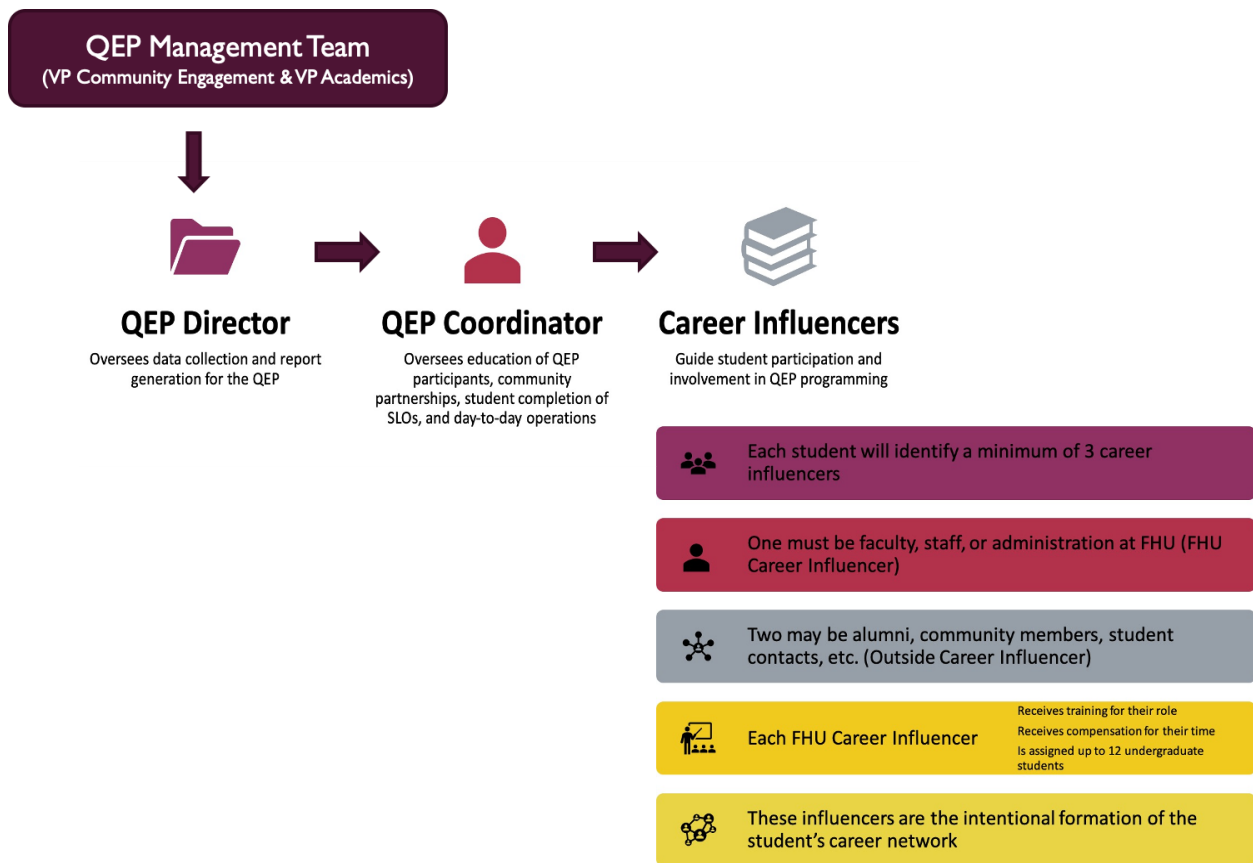
**Table VII-1
Rotation of Cohorts Throughout the Five-Year Study Period**

Cohort 1	SEM1	SEM2	SEM3	SEM4						
Cohort 2			SEM1	SEM2	SEM3	SEM4				
Cohort 3					SEM1	SEM2	SEM3	SEM4		
Cohort 4							SEM1	SEM2	SEM3	SEM4
Cohort 5									SEM1	SEM2

VIII. Organizational Structure

The organizational structure for the QEP is outlined in Figure VIII-1. A group of Internal (FHU faculty and staff) and External (alumni and friends of the Institution) Career Influencers will be identified and trained by the QEP Coordinator working with the QEP Director (See Appendix K). These Career Influencers may also be identified and recruited by students participating in the QEP. The Career Influencers will work directly with students to drive accomplishment of the SLOs and QEP programming. The QEP Coordinator will work closely with Career Influencers to provide continuous support and assistance with keeping students on track throughout the process. The QEP Coordinator will also oversee community partnerships to expand career exploration opportunities and relationships with alumni and friends of the University to ensure External Career Influencers remain engaged in the program. The QEP Director will be responsible for collecting data from the Influencers and the QEP Coordinator and submitting annual progress reports to the QEP Management Team. The QEP Director will also lead the effort to write the Impact Report for submission to SACSCOC at the end of the five-year study period.

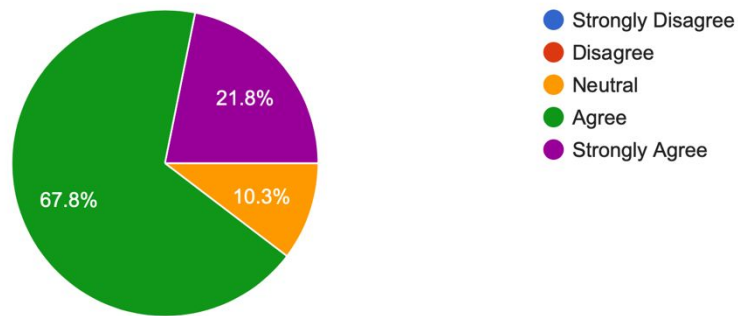
Figure VIII-1
QEP Organizational Team



According to the Spring 2020 survey conducted by the QEP Topic Development Committee (TDC), the majority of faculty and staff believed the facilitator organization is reasonable as presented in Figure VIII-2:

Figure VIII-2
Spring 2020 Survey: QEP Facilitator Organization

I believe the proposed QEP facilitator organization is reasonable.
87 responses



Additionally, the TDC sought feedback on the structure of the External Career Influencer's network. The number of Influencers per student was broadly supported as were the types of Influencers for each student as seen in Figures VIII-3 and VIII-4:

Figure VIII-3
Spring 2020 Survey: Minimum Number of Influencers

I believe a minimum of 3 career influencers per student is reasonable.
87 responses

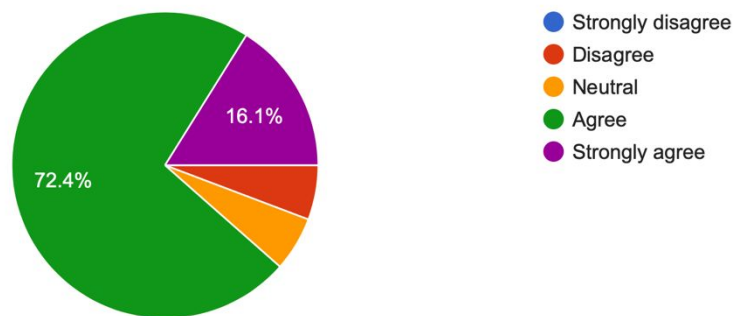
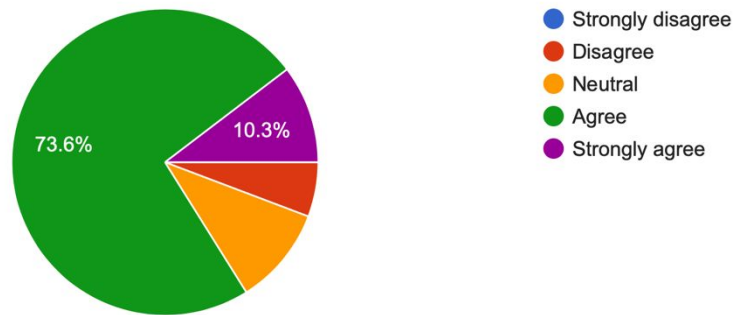


Figure VIII-4
Spring 2020 Survey: Types of Internal and External Influencers

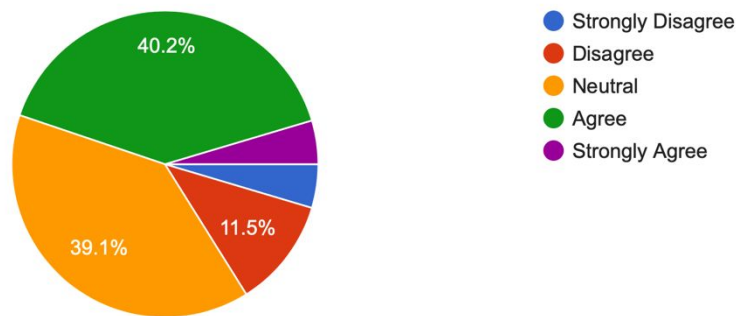
I believe having one FHU influencer and two outside influencers is an appropriate designation.
 87 responses



However, faculty and staff had notable hesitation in regard to the number of students (12) assigned to each Influencer as seen in Figure VIII-5:

Figure VIII-5
Spring 2020 Survey: Number of FHU Influencers

I believe each FHU influencer being assigned up to twelve undergraduates is reasonable.
 87 responses



The TDC calculated that with approximately 300 first-time students at FHU each year, and 12 students per Internal Career Influencer, the program would need approximately 50 faculty and staff to make the program feasible, assuming each Influencer only interacted with one cohort.

(Note: In light of program efficiencies, it was later determined that an Influencer could interact with two cohorts.) These numbers may adjust slightly with actual first-time student cohorts being larger or smaller and the number of students assigned to an Influencer based on load and other responsibilities. Another interesting question raised by this survey was whether the Influencer and the student should share the same career. It seems faculty and staff are open to the Influencer being in the same career field as the student or functioning as general career support as seen in Figures VIII-6 and VIII-7:

Figure VIII-6
Spring 2020 Survey: Influencer Career Field

I believe FHU and Outside influencers should be in the same career field as the student's interests
 87 responses

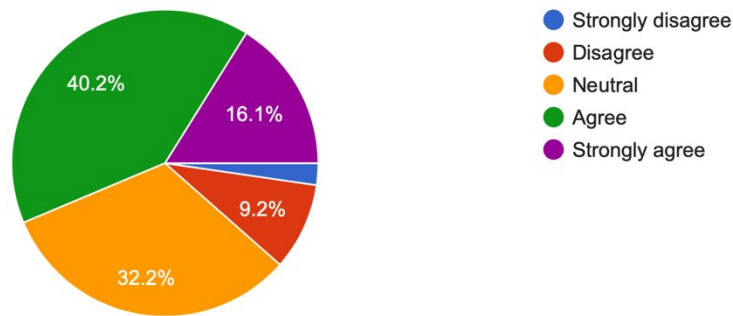
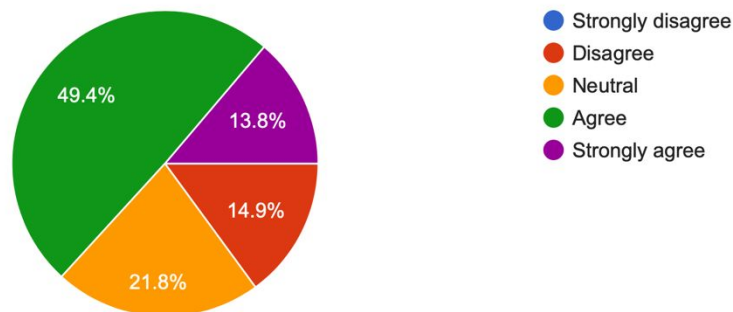


Figure VIII-7
Spring 2020 Survey: Influencer as Overall Career Readiness Support

I believe FHU and Outside influencers could be viewed as overall career readiness support and may or may not be in the same career field as the student's interests
 87 responses

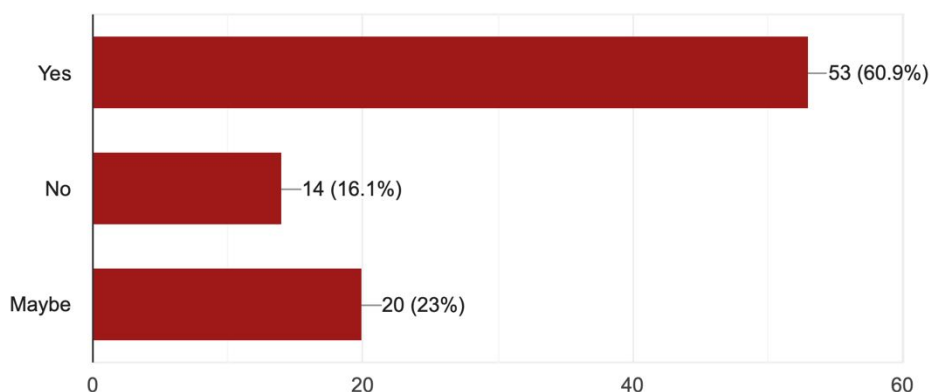


A majority of respondents indicated they would be willing to serve as an Internal Career Influencer given the appropriate training and compensation as seen in Figure VIII-8:

Figure VIII-8
Spring 2020 Survey: Willingness to Serve as FHU Career Influencers

I would be willing to serve as an FHU career influencer if given appropriate training and compensation.

87 responses



After looking at FHU’s three-year average of first-year student populations, it is anticipated that at any given point in the QEP, two cohorts would equate to approximately 600 students. This estimate is based on an average incoming cohort size of approximately 300 first-year students. The administration has budgeted funds to award stipends for those on-campus personnel who help facilitate this program. Faculty and staff who are interested in serving as an Internal Career Influencer will have the option of being assigned either eight, 10, or 12 students for each cohort. This will allow for some flexibility in workload depending on their individual capacity for involvement.

With an expectation of an average of 10 students per cohort per Internal Career Influencer, 32 faculty and staff members will be needed to facilitate the QEP. The budgeted stipend amount allows funds for 35 individuals, so this provides an administrative cushion in case of a personal emergency or personnel change during the program. Requests for Internal Career Influencers will be made during the Spring 2021 semester, and a completed list of leaders will be compiled before the University dismisses for the summer.

IX. Resources

This section will examine University resources that will be allocated to the quality enhancement plan.

Financial Resources

The University has committed \$65,146 in year-zero (2020-2021) to prepare and pilot the QEP implementation and has tentatively budgeted \$151,100 for year-one (2021-2022) of QEP implementation. This amount increases to \$157,600 in year-two, \$162,600 in year-three, and \$167,600 in years four and five. Figure IX-1 provides a breakdown of financial resources planned for the QEP:

**Figure IX-1
QEP Financial Resources**

Description	20-21	21-22	22-23	23-24	24-25	25-26	Total
QEP Staffing:							
QEP Coordinator (Staff member) Salary	\$42,000	\$42,000	\$42,000	\$42,000	\$42,000	\$42,000	\$252,000
Faculty Pilot Stipends (15 program coordinators x \$4,500)	\$4,500	\$0	\$0	\$0	\$0	\$0	\$4,500
Faculty Stipends (35 program coordinators x \$1,500)	\$0	\$52,500	\$52,500	\$52,500	\$52,500	\$52,500	\$262,500
Sub-Total:	\$46,500	\$94,500	\$94,500	\$94,500	\$94,500	\$94,500	\$519,000
Benefits:							
Part Time (7.65%)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Full Time (25%)	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$63,000
Sub-Total:	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$63,000
Assessment:							
Career Decision Self-Efficacy Short Form Licenses	\$75	\$750	\$1,500	\$1,500	\$1,500	\$1,500	\$6,825
State-Trait Anxiety Inventory for Adults Licenses	\$75	\$750	\$1,500	\$1,500	\$1,500	\$1,500	\$6,825
StregnthFinder 2.0 Licenses	\$360	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$18,360
Sub-Total:	\$510	\$5,100	\$6,600	\$6,600	\$6,600	\$6,600	\$32,010
Information Technology Support:							
Online Badge Awarding System	\$0	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$35,000
Computer Hardward and Software	\$1,500	\$0	\$0	\$0	\$0	\$0	\$1,500
Sub-Total:	\$1,500	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$36,500
Operational Support:							
General Operations	\$6,136	\$10,000	\$10,000	\$15,000	\$20,000	\$20,000	\$81,136
Administrative Office Materials	\$0	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
QEP Marketing and Participation Incentive Materials	\$0	\$22,500	\$27,500	\$27,500	\$27,500	\$27,500	\$132,500
Sub-Total:	\$6,136	\$34,000	\$39,000	\$44,000	\$49,000	\$49,000	\$215,136
Total Costs:	\$65,146	\$151,100	\$157,600	\$162,600	\$167,600	\$167,600	\$865,646

Personnel Resources

Support personnel for the QEP will include the QEP Director, QEP Coordinator, and faculty/staff Internal Career Influencers who will work directly with the students. The current Director of Emerging and Innovative Programs will assume the role of QEP Director. The QEP Coordinator will be designated as a full-time staff position, solely responsible for the administration of the QEP. The resources commitment for this position will be \$42,000 in salary and \$10,500 in benefits. Thirty-five FHU faculty and staff members will serve as Internal Career Influencers, and each Influencer will be paid an annual stipend of \$1,500. The total annual stipend amount will be \$52,500. Over the five-year study period, the University will budget \$582,000 for personnel resources.

Information Technology Resources

The QEP's digital resources and workflows will be implemented via the University's Canvas Learning Management System (LMS). This LMS has the capacity to support the administration of individual QEP courses for each cohort, including assessment materials, student activities, and data collection for assessment purposes. No additional personnel or financial resources will be required for the Canvas implementation. Additionally, \$7,000 will be budgeted annually for a badging system. Ideally, this badging system will integrate in Canvas and will be used to track/reward student achievement. Finally, \$1,500 will be allocated to provide the QEP Coordinator with a laptop computer. Over the five-year study period, the University will budget \$36,500 for technology resources.

Assessment and Training Resources

Students will complete three assessment instruments throughout the two-year QEP cycle. First, students will complete the Career-Decision Self-Efficacy Short Form with a licensing cost of \$2.50 per student. Students will also complete the State Trait Anxiety Inventory with a licensing cost of \$2.50 per student as well. In the first year of the program, assessments will be administered once for the incoming cohort. In subsequent years, assessments will be completed by both incoming and outgoing cohorts. First year assessment costs will be \$1,500 based on an average incoming class size of 300 students. In subsequent years, the assessment costs will be \$3,000 annually, as students complete these surveys at the beginning and end of the program. Students will also complete the Clifton's StrengthsFinder assessment in their first semester with a licensing cost of \$11.99 per student. Over the five-year study period, the University will budget \$32,010 for assessment and training resources.

X. Assessment

This section will examine the assessment of student learning outcomes and program outcomes.

Student Learning Outcomes

Throughout the QEP, students will complete activities that establish benchmarks, demonstrate involvement, and measure growth. Additionally, these items will be used to evaluate progress toward achieving the QEP's student learning outcomes. This formative approach will allow for annual review of the training, processes, and materials involved in the program. At the end of each academic year, the data for each cohort will be compiled by the QEP Director in an annual report and reviewed by the QEP Management Team, the QEP Director, and the QEP Coordinator. This review will ensure that the QEP is on track to complete its identified goals and to identify any changes or modifications that need to take place in preparation for the next cohort.

Additionally, a summative evaluation will take place at the end of the five-year study period. The data and findings from each year will be compiled for a longitudinal analysis of the overall QEP. At the end of the fifth year, an impact report will be compiled and submitted to SACSCOC.

The following is an examination of how each SLO will be assessed.

SLO 1: Students will demonstrate a self-awareness of personal traits that can positively inform decisions regarding career goals.

Activity 1.1: Students will complete evaluations of their self-efficacy and anxiety at both the beginning and end of the QEP.

To establish baseline data for measuring growth throughout the QEP, students will complete an initial measure of their anxiety and self-efficacy before participating in QEP activities. Students will complete the Betz and Voyer's (2005) short-form version of the Career Decision Self-Efficacy Scale. This abbreviated scale is often referred to as the Career Decision Self-Efficacy Scale-Short Form (CDSE-SF) (Baglama & Uzunboylu, 2017; Betz, Hammond, & Multon, 2005; Maransky, Rogers, & Creed, 2015). This instrument measures self-efficacy through the following subscales: Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving (Betz & Taylor, 2016). These are each measured on a five-point Likert scale, with a one representing "No Confidence at All" and a five representing "Complete Confidence" (Betz & Taylor, 2016). The scale's reliability score, measured by Cronbach's alpha, in 2005 varied for each subscale between .78 and .87. Additionally, other researchers in using the CDSE-SF have reaffirmed its validity and use in their study (Akin, Saricam, & Kaya, 2014; Baglama & Uzunboylu, 2017).

To establish baseline data for measuring changes in anxiety among students, students will complete Spielberger's (1983) State-Trait Anxiety Inventory for Adults (STAI-AD). This instrument consists of 20 questions that measure both the state and trait levels of anxiety (Adachi, Yoshikawa, Yokoyama, & Iwasa, 2020; Renner, Hock, Bergner-Kother,

& Laux, 2016; Spielberger, 1983). The state of anxiety is reflective of a specific, stressful moment that causes anxiety in a student. The trait of anxiety is something inherent in a student's personality that causes higher levels of anxiety. This instrument's reliability score, specifically, the score for the two subscales that address anxiety (emotionality and worry) measured by Cronbach's alpha was .86 and .87 (Renner et al, 2016).

Activity 1.2: Students will complete CliftonStrengths Survey as an identification tool for their strengths.

Students will complete the CliftonStrengths survey, which will provide them with an objective and standardized assessment of their top five strengths. Students will then list these five strengths as the row headings in the Career Aspiration Matrix as seen in Figure X-1. Students will also list three aspirational career goals as the column headers within this matrix. Students will then work with their Internal Career Influencer to identify where their strengths align with their aspired careers.

**Figure X-1
Draft: Career Aspirations Matrix**

<i>Draft Career Aspirations Matrix</i>			
	<i>Career Choice 1</i>	<i>Career Choice 2</i>	<i>Career Choice 3</i>
<i>Career Requirements (Researched)</i>			
<i>Strength 1</i>			
<i>Strength 2</i>			
<i>Strength 3</i>			
<i>Strength 4</i>			
<i>Strength 5</i>			
<i>Career Gaps</i>			

Activity 1.3: Students will work with their Internal Career Influencers to identify the gaps in their knowledge, skills, or experiences that would put them in the best position to pursue their aspirational careers.

Students will once again reference their Career Aspiration Matrix. For this objective, students will revisit their matrices with their Internal Career Influencers and will identify

gaps in the skills, knowledge, or experiences needed to achieve their self-selected careers. These gaps will be used throughout the QEP to identify the steps taken in mapping career opportunities and developing the student’s goals.

At the end of the first semester, students will complete the CAP Perceived Learning Scale developed by (Rovai et al 2009) for SLO 1 (see Table X-2). This scale asks nine questions that measure cognitive, affective, and psychomotor learning. The CAP Perceived Learning Scale has a reliability measurement, using Cronbach’s coefficient alpha, of .79 (Rovai et al, 2009). This instrument is useful in particular for this QEP, as it can demonstrate learning effectiveness within this unique educational framework and is effective across students of various disciplines (Rovai et al, 2009).

**Table X-2
CAP Perceived Learning Scale for SLO 1**

SLO 1 CAP Perceived Learning Scale (Items adjusted for application within the QEP)							
Using the scale to the right, please respond to each statement below as it specifically relates to your experience within <i>FHU Passage</i>.	0- Not at All	1	2	3	4	5	6- Very Much So
1. I can organize my understanding of my strengths and weaknesses into a logical outline.							
2. I cannot explain my understanding of my own strengths and weaknesses to others.							
3. I am able to use the information I learned about myself <i>through FHU Passage</i> in a real-world career search.							
4. I have changed my attitudes about my personal traits as a result of <i>FHU Passage</i> .							

5. I can intelligently critique and analyze my “fit” with various career options based on my own personal traits.							
6. I feel more self-reliant based on my experience with <i>FHU Passage</i> .							
7. I have not expanded my understanding of my personal traits as a result of <i>FHU Passage</i> .							
8. I can demonstrate to others the learning I’ve gained about my personal traits as a result of <i>FHU Passage</i> .							
9. I feel that I am more prepared to explore my professional/career options and goals as a result of <i>FHU Passage</i> .							

SLO 2: Students will demonstrate effective interpersonal communication skills to facilitate career exploration.

Activity 2.1: Students will identify a professional in each of their three aspirational careers to interview about preparation for that field during their undergraduate experiences.

Students will identify an individual (FHU faculty/staff, FHU alumni, community partner, a personal contact, etc.) in each of their aspirational career fields as

recorded on the Career Aspiration Matrix (see Figure X-1 above). The student will contact each of these individuals to ask them one question, “What do you believe is the most important thing I should focus on during my undergraduate experience?” These answers will be recorded in an online form and will be reviewed by the Internal Career Influencer.

Activity 2.2: Students will identify one professional in their primary career field. They will conduct three professional experiences with this individual (i.e. asking questions or having casual conversations about the field, job shadowing, mock interviews, etc.).

Students will complete three career exploration activities. These activities are to be completed with professionals outside of the FHU campus. These may include experiences such as interviews, career shadowing, developing mentoring relationships, etc. After each career exploration activity, the student will complete a reflection document that will be reviewed by the Internal Career Influencer.

Activity 2.3: Students will submit all initial communication materials (i.e. email draft, letter, or script for phone conversation) to their Internal Career Influencer for feedback regarding effective communication.

Students will create scripts or drafts of all communication with Internal and External Career Influencers related to their aspirational careers. The student’s QEP Internal Career Influencer will review these materials and provide feedback related to the student’s interpersonal communication skills.

The CAP Perceived Learning Scale (Rovai et al., 2009) modified for SLO 2 will be used after these three objectives to measure how students feel their knowledge and ability to communicate effectively has changed (see Table X-3).

**Table X-3
CAP Perceived Learning Scale for SLO 2**

SLO 2 CAP Perceived Learning Scale (Items adjusted for application within the QEP)							
Using the scale to the right, please respond to each statement below as it specifically relates to your experience within <i>FHU Passage</i> .	0- Not at All	1	2	3	4	5	6- Very Much So

1. I can effectively use interpersonal skills to explore careers in a given field.							
2. I cannot effectively use interpersonal skills in career exploration.							
3. I am able to use the interpersonal skills I have to organize and develop a network of professionals in a given career field.							
4. I have changed my attitudes about my interpersonal skills as a result of <i>FHU Passage</i> .							
5. I can intelligently communicate and analyze feedback from a network of professionals in a given career field.							
6. I feel more self-reliant with my interpersonal skills based on my experience with <i>FHU Passage</i> .							
7. I have not developed in my use of interpersonal skills as a result of <i>FHU Passage</i> .							
8. I can demonstrate to others the interpersonal skills needed to explore various careers as a result of <i>FHU Passage</i> .							

9. I feel that I am overall better at networking and communicating as a result of <i>FHU Passage</i> .							
--	--	--	--	--	--	--	--

SLO 3 Goal: Students will express confidence in their ability to pursue their career goals.

Activity 3.1: Students will work with their Internal Career Influencer to set SMART goals for the pursuit of a chosen career field.

The student will complete a form that 1) explains what SMART goals are and how to place the necessary parameters on the goals, and 2) provides space for the student and Internal Career Influencer to outline the student’s goals. These goals will help define students’ paths in progressing toward their career goals.

Activity 3.2: Students will map out activities to achieve their SMART goals over the course of their first two years at Freed-Hardeman University.

Students will complete their FHU Career Map. This document will be a map infographic with customizable fields along the “path” where students can list the activities or experiences that will help them accomplish the goals they established for this objective. For example, a student may decide in his or her third semester to study abroad and in the fourth semester to participate in a campus play. Other options may include taking certain courses or certain professors that can help in advancement toward the student’s ideal career. This document, once completed, will be available in a format that a student could submit with job applications, resumes, or professional portfolios.

Activity 3.3: Students will complete a reflection paper in their final QEP semester focused on their own growth and development throughout the four-semester rotation.

Students will complete a maximum, two-page reflection paper on the overall QEP experience. This paper will be discussed with the Internal Career Influencer as the final review of the student’s experiences throughout the QEP. Additionally, this paper will be assessed by Internal Career Influencers using the FHU Passage Reflection Paper Rubric to assess various dimensions of each paper. (See Appendix L.) Beginning in Spring 2023, Influencers will engage in norming sessions, conducted by the QEP Director, to ensure interrater reliability.

The CAP Perceived Learning Scale (Rovai et al, 2009) modified for SLO 3 will be used after these three objectives to measure how student’s feel their knowledge and ability to effectively communicate has changed (See Table X-4).

**Table X-4
CAP Perceived Learning Scale for SLO 3**

SLO 3 CAP Perceived Learning Scale (Items adjusted for application within the QEP)							
Using the scale to the right, please respond to each statement below as it specifically relates to your experience within <i>FHU Passage</i> .	0- Not at All	1	2	3	4	5	6- Very Much So
1. I can logically set goals and develop a plan of action to pursue my career goals.							
2. I cannot create and/or organize a plan of action to pursue my professional goals.							
3. I am able to use the information I learned about goal setting and planning in a real-world career search.							
4. I have changed my attitudes about goal setting and planning as a result of <i>FHU Passage</i> .							
5. I can intelligently critique a plan of action in pursuit of a goal based on my experiences in <i>FHU Passage</i> .							
6. I feel more self-reliant based on my experience with <i>FHU Passage</i> .							

7. I have not expanded my understanding of goal setting and developing a plan of action in pursuit of those goals as a result of <i>FHU Passage</i> .							
8. I can demonstrate to others the learning I've gained about goal setting and developing a plan of action as a result of <i>FHU Passage</i> .							
9. I feel confident in my ability to set goals and develop a plan of action to help me pursue my career goals.							

Faculty and Staff Support for Assessment and Deliverables

Data collected in a Spring 2020 survey showed overall faculty and staff support for the planned assessments and deliverables. These results are summarized in Figures X-5 through X-12.

Figure X-5
Spring 2020 Survey: Importance of Student's Perception of Self-Efficacy and Anxiety

I believe it is important to determine a student's perception of self-efficacy and anxiety about career exploration.

87 responses

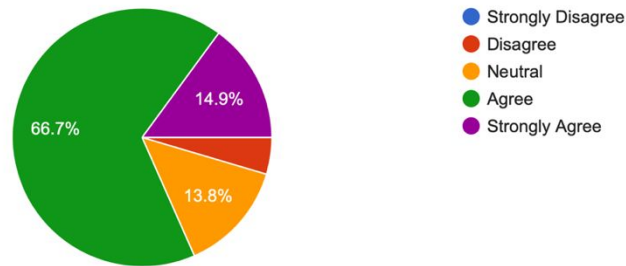


Figure X-6
Spring 2020 Survey: Usefulness of Career Aspiration Matrix

I believe the Career Aspirations Matrix would be a useful tool in allowing students to connect their competencies with career areas of interest

87 responses

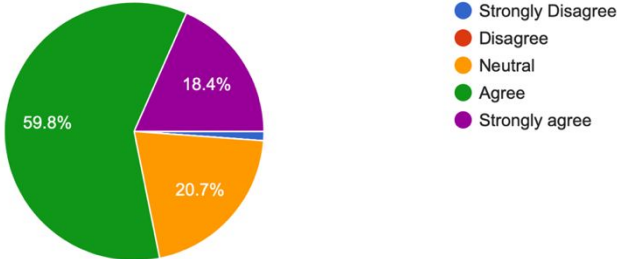


Figure X-7
Spring 2020 Survey: Appropriateness of Gap Analysis with Career Aspiration Matrix

I believe student completion of a gap analysis using the Career Aspiration Matrix is appropriate

87 responses

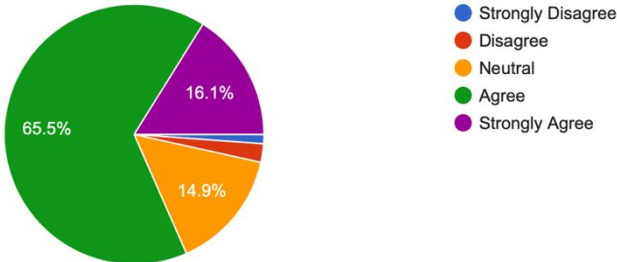


Figure X-8
Spring 2020 Survey: Suitability of Career Influencer Survey

I believe a 1-question survey of career influencers would be a suitable deliverable to establish contact has been made between the student and the influencer.

87 responses

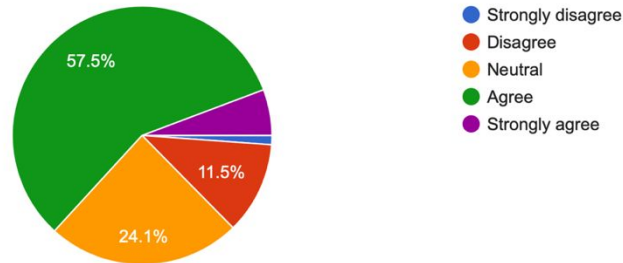
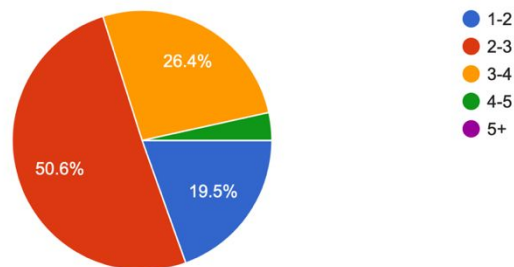


Figure X-9
Spring 2020 Survey: Number of Career Exploration Exercises

How many career exploration exercises should a student be required to complete to fulfill SLO 3a?

87 responses



Note: The above figure references SLO 3a; however, the associated career exploration exercises were aligned with SLO 2 after the chart was published

Figure X-10
Spring 2020 Survey: Importance of Student Goal-Setting

I believe student goal-setting is an important component for completing SLO 2
87 responses

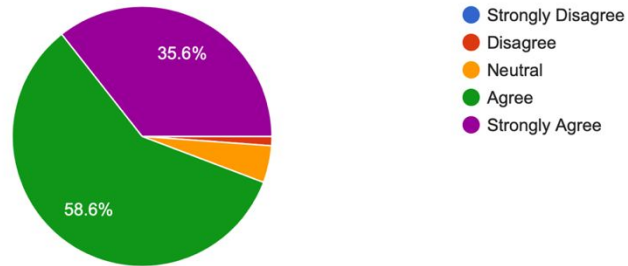


Figure X-11
Spring 2020 Survey: Importance of Visual Map

I believe a comprehensive, visual map of a student's undergraduate experience would be a valuable resource for students.
87 responses

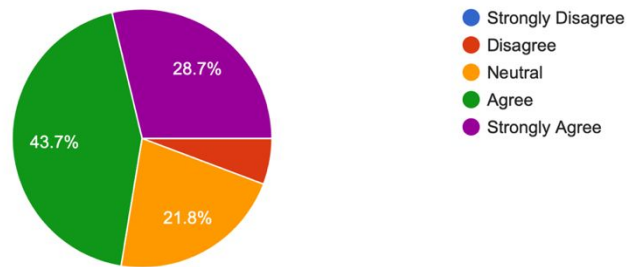


Figure X-12
Spring 2020 Survey: Importance of Reflection Paper

I believe a reflection paper written based on provided prompts to assimilate information obtained the QEP programming is appropriate.

87 responses

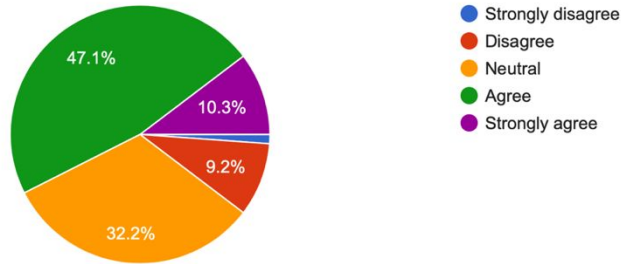


Table X-13 summarizes assessment and deliverables for student learning outcomes:

Table X-13
SLO Summary Table: Assessment and Deliverables

Student Learning Outcome (SLO)	Assessment Tools	Student Deliverables
SLO 1: Students will demonstrate a self-awareness of personal traits that can positively inform decisions regarding career goals.	CAP Perceived Learning Scale	
Activity 1.1: Students will complete evaluations of their self-efficacy and anxiety at both the beginning and end of the QEP.	CDSE-SF and (anxiety instrument)	Completed Surveys
Activity 1.2: Students will complete CliftonStrengths Survey as an identification tool for their strengths.	CliftonStrengths Survey	Career Aspiration Matrix
Activity 1.3: Students will work with their Internal Career Influencers to identify the gaps in their knowledge, skills, or experiences that would put them in the best position to pursue their aspirational careers.		Career Aspiration Matrix (Gap Analysis)
SLO 2: Students will demonstrate effective interpersonal communication skills to advance their career goals.	CAP Perceived Learning Scale	

Activity 2.1: Students will identify a professional in each of their three aspirational careers to interview about preparation for that field during their undergraduate experiences.		Interview Form(s)
Activity 2.2: Students will identify one professional in their primary career field. They will conduct three professional experiences with this individual (i.e. asking questions or having casual conversations about the field, job shadowing, mock interviews, etc.).		Professional Experience Form(s)
Activity 2.3: Students will submit all initial communication materials (i.e. email draft, letter, or script for phone conversation) to their Internal Career Influencer for feedback regarding effective communication.	Contact Materials (email drafts, letters, scripts, etc.)	Communication Materials
SLO 3: Students will express confidence in their ability to pursue their career goals.	CAP Perceived Learning Scale	
Activity 3.1: Students will work with their Internal Career Influencer to set SMART goals for the pursuit of a chosen career field.		Listing of SMART Goals
Activity 3.2: Students will map out activities to achieve their SMART goals over the course of their first two years at Freed-Hardeman University.		FHU Career Map
Activity 3.3: Students will complete a reflection paper in their final QEP semester focused on their own growth and development throughout the four-semester rotation.	FHU Passage Reflection Paper Rubric	Reflection Paper

Program Outcomes

The following program outcomes were developed to assess the impact of the QEP on institutional student success indicators and other institutional outcomes.

- Increase the in-field, full-time, job placement rate as identified on the University's Annual Alumni Survey
- Increase the graduation rate (internally tracked)
- Increase student satisfaction with career services as determined by the Noel-Levitz Student Satisfaction Inventory (SSI) Survey
- Decrease the number of non-matriculants reporting career services as a reason for not enrolling on the FHU Non-Matriculant Survey

Institutional data is collected by the Office of Institutional Research, Planning, and Assessment and the Office of Enrollment Management. The data will be provided to the QEP Director for analysis on an annual basis.

Analysis

The following analyses will be used to determine the degree to which each SLO was achieved.

SLO 1: Students will demonstrate a self-awareness of personal traits that can positively inform decisions regarding career goals.

Achievement of SLO 1 will be assessed with three tools. First, changes in career decision self-efficacy will be analyzed using a paired-samples t-test. Students will be asked to complete the CDSE-SF at the beginning and again at the end of the program. A right-tailed hypothesis test will determine if significant increases in career decision self-efficacy occurred as a result of completing the program.

Second, changes in state-trait anxiety will be analyzed using a paired-samples t-test. Students will be asked to complete the STAI-AD at the beginning and again at the end of the program. A right-tailed hypothesis test will determine if significant increases in state-trait anxiety occurred as a result of completing the program.

Third, changes in perceived learning about their understanding of their own personal traits will be analyzed using a paired-samples t-test. Students will be asked to complete the CAP Perceived Learning Scale at the beginning and again at the end of the program. A right-tailed hypothesis test will determine if significant increases in perceived learning occurred as a result of completing the program.

SLO 2: Students will demonstrate effective interpersonal communication skills to facilitate career exploration.

Achievement of SLO 2 will be assessed with one tool. Changes in perceived learning about interpersonal communication will be analyzed using a paired-samples t-test. Students will be asked to complete the CAP Perceived Learning Scale at the beginning and again at the end of the program. A right-tailed hypothesis test will determine if significant increases in perceived learning occurred as a result of completing the program.

SLO 3: Students will express confidence in their ability to pursue their career goals.

Achievement of SLO 2 will be assessed with one tool. Changes in perceived learning about students' ability to pursue their career goals will be analyzed using a paired-samples t-test. Students will be asked to complete the CAP Perceived Learning Scale at the beginning and again at the end of the program. A right-tailed hypothesis test will determine if significant increases in perceived learning occurred as a result of completing the program.

The following analyses will be used to determine the degree to which each Program Outcome was achieved.

PO 1: Student involvement with the QEP will increase the University's in-field, full-time job placement rate.

A z-test for proportions will be used to determine if the job placement rate increased over the course of the study. A one-tailed hypothesis test will be used to determine if the job placement rate at the end of the QEP is greater than the job placement rate at the beginning of the QEP.

PO 2: Student involvement with the QEP will increase the University's graduation rate.

A z-test for proportions will be used to determine if the graduation rate increased over the course of the study. A one-tailed hypothesis test will be used to determine if the graduation rate at the end of the QEP is greater than the graduation rate at the beginning of the QEP.

PO 3: Student involvement with the QEP will increase student satisfaction with career services on the Noel-Levitz Student Satisfaction Inventory (SSI) Survey.

A one-sample t-test will be used to determine if student satisfaction with career services increased over the course of the study. A one-tailed hypothesis test will be used to determine if the mean score on the SSI item titled, "There are adequate services to help me decide upon a career" at the end of the QEP is greater than it was at the beginning of the QEP.

PO 4: The implementation of the QEP will decrease the proportion of non-matriculants reporting career services as a reason for not enrolling.

A z-test for proportions will be used to determine if the proportion of non-matriculants reporting career services as a reason for not enrolling decreased over the course of the study. A one-tailed hypothesis test will be used to determine if the proportion of respondents reporting on FHU's Non-Matriculant Survey that "other institutions are better" is less than it was at the beginning of the QEP.

XI. Conclusion

The title of Freed-Hardeman's quality enhancement plan is "Passage: Your Path to Professional Purpose." This title is reflective of the journey on which students will embark, accompanied by members of the FHU family, to discover, develop, and apply their God-given talents for His glory. To begin their journey, the framers of the QEP sought to help students answer three simple yet profound questions: "What can I do?"; "How do I grow?"; and "Where can I go?" While simple, these questions present students with significant challenges to overcome.

Virgil Thompson, an American composer and author, best described how Freed-Hardeman's QEP would help students overcome these challenges when he encouraged his listeners to

Try a thing you haven't done three times. Once, to get over the fear of doing it. Twice, to learn how to do it. And a third time to figure out whether you like it or not.

With Thompson's words in mind, the QEP addresses the anxiety that students may feel as they engage strangers in professional settings to identify career paths. The plan also addresses the need for training and support for students to identify their talents and make informed decisions based on their discoveries. Finally, students will need opportunities to "try on" career choices by engaging in experiences that will transform their perspectives. FHU Passage is designed to improve student success by helping students take chances, fail, grow, and, ultimately, succeed in a safe and supportive environment.

Appendix A – Topic Selection Committee Minutes, October 5, 2018

QEP Committee Meeting Minutes October 5, 2018

Present: Dr. Rachel Salmon, Chair; Dr. Doug Burleson, Dr. Stark Davis, Dr. Ryan Hysmith, Dr. John McLaughlin, and Dr. Sarah Pierce. Diane Smith took minutes.

Old Business

- At the last meeting everyone presented data summary and tried to align the proposals with the data that supported certain categories.
- Dr. Burleson said he went back through FESSE to look at the spiritual formation category. He spoke to Micah Smith about surveys that had been conducted in the last few years. Micah said that we do not have surveys or data that would point toward alumni church attendance. The lack of data may show that we need to look more closely at this topic.
- Dr. Hysmith said he observed that some of the ideas overlapped. He thought the spiritual wellness was not at such a disadvantage if it is put with more of the information from another topic.
- Career Preparation and Student Wellness have a clear lead over Engaged/Service Learning because of a cross-section of things submitted and because of data collected.
- The university campus was well represented in the initial responses.
- Micah cautioned Dr. Salmon about being respectful with each idea – hear the proposal.
- Dr. Salmon commitment that she will speak to the ones who submitted a topic and it was not chosen. She will forward their idea to the appropriate vice president or dean for them to look into the idea further.
- Dr. Burleson noticed that several of the ideas are also being noted in the strategic planning meetings. He wondered if it would be an advantage to mirror the QEP to fit into both categories.
- Dr. Hysmith stated that the collective data from alumni involved more negative issues concerning student life – look of campus, dorm life, parking, etc.
- Dr. Salmon noted that we ranked low in NESSE in academic challenges with alumni stating that they lacked soft skills (not lacking in academic skills).
- Dr. Davis asked if the strategic plan would be the one that would get more money (budget). Dr. Salmon said that SACSCOC says we must have a budget for the QEP and it is up to the President’s Cabinet as to what is actually spent.
- The strategic plan is over-arching for the university as a whole. It is what the university feels is important. The QEP only pertains to student success and student achievement. The QEP has to align with strategic priorities.

New Business

- Dr. Salmon took the submitted topics and placed them under three themes:
 - A. Career Preparation
 - Career Services
 - Diverse Exposures, Culture Awareness

- Second-Year Experience (training to be an FHU alum)
- Core Performances
- B. Student Wellness – Physical, Spiritual, Emotional
 - Spiritual Formation
 - Pet Friendly Campus
 - Wellness Center (physical, counseling)
- C. Engaged/Service Learning
 - Engaged Learning
 - Service Learning
 - Expanded Collision Courses
- Dr. Salmon spoke to Micah Smith about another survey to help rank the three themes.
- It was suggested that instead of the survey being more about the three themes, all the topics could be ranked.
- Discussion followed concerning the survey and a way to narrow the topics down.
- Suggestions for the survey:
 - Survey needs distinction for respondent: Faculty, Staff, Alumni, or Student on page one.
 - Under the Faculty distinction, could also have a drop-down choice for College; for Staff could have a drop-down choice for their area of work by vice president.
 - Have a drag-and-drop way to rank the topics.
 - Topics would be listed in alphabetical order.
 - Instead of ranking them from first to tenth, ask for top four or five favorites (What can you tolerate?)
 - It was also suggested that boxes could be labeled, “Topics I Would Support” and “Topics I Would Not Support”.
 - Could also have a box to write in other suggested topics.
 - Need to learn from the survey what topics are well supported by the school community.
 - Each topic will have a section that explains the topic in one to two sentences. This idea was later changed to descriptive bullet points for each topic. Each topic should have the same number of bullet points.
 - Topics could be narrowed down to eight.
- Dr. Jason Brashier will be asked to analyze the data if two or three topics are not easily decided as the leading choices.
- The QEP Committee could take the top five choices to the Self-Study Leadership Team. The leadership team could then send two or three topics back to the committee to put more “meat” to the topics.
- Dr. Pierce asked if we have enough data from students to show that we had enough student input into the topic decision. Dr. Salmon stated that students were not asked to submit a QEP topic, but they will be surveyed as to which topic should be chosen.
- The QEP will be implemented in the Fall of 2021. Current freshmen will be seniors at that time.

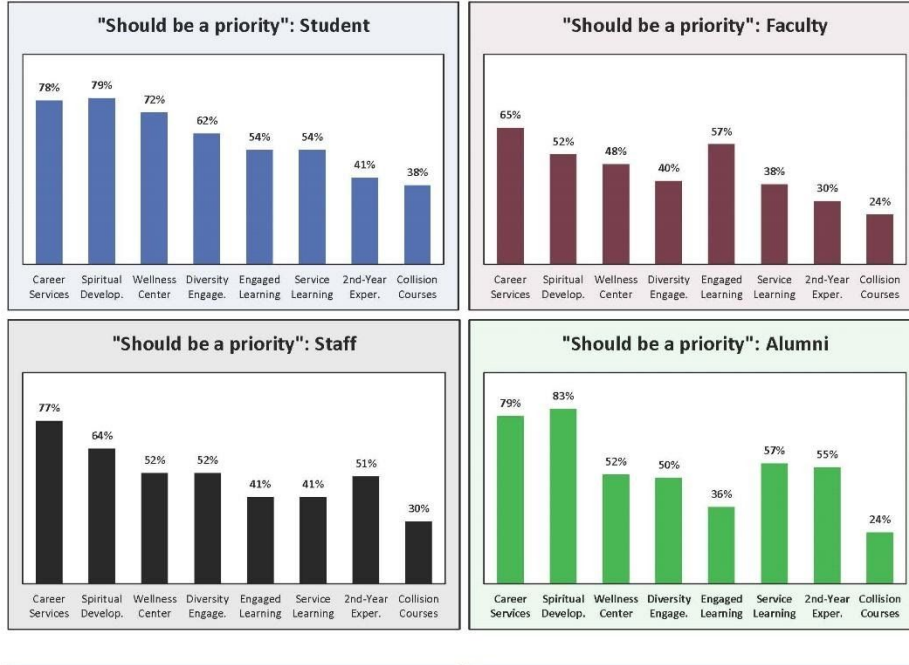
- Dr. Pierce asked if we should have a focus group for student input to gain comments on current topics.
- The survey could be administered for two weeks starting on October 22. This would give time to have a student focus group meeting before Thanksgiving Break. Dr. Pierce asked instead of holding this student focus group meeting, could the committee just look at data submitted from the student focus group concerning the strategic plan. Also, might wait on focus group until after seeing survey results.

Committee Assignment

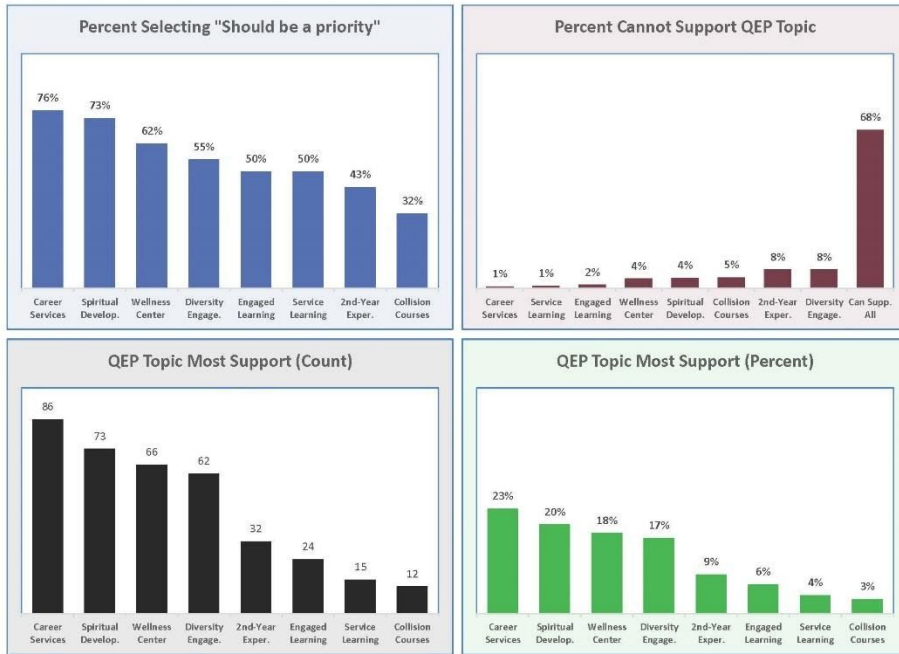
- Topics were assigned to each committee member who will write one or two descriptive bullet points for their topic.
 - Dr. Bureson – Spiritual Formation and Wellness Center
 - Dr. Pierce – Service Learning and Engaged Learning
 - Dr. McLaughlin – Career Services
 - Dr. Davis – Diverse Exposures
 - Dr. Salmon – Second-Year Experience
 - Dr. Hysmith – Expanded Collision Courses
- Topics with bullet points will be gathered in the Google doc “Topic Descriptor.” Members will have their information in the doc by 5 p.m. on Thursday, October 11.
- Committee members can add bullet points on another member’s topic.
- The QEP Committee will reconvene the first week of November.

Appendix B – QEP Topic Selection Survey Results

QEP Topic Selection Survey



QEP Topic Selection Survey



**Appendix C – Leadership Team Charge to TSC,
January 24, 2019**

Memo

To: Dr. Rachel Salmon and the QEP TSC

From: Dr. Margaret Payne, SACSCOC Decennial Reaffirmation Chair

Date: January 24, 2019

RE: QEP TSC Charge from the Leadership Team

The Leadership Team would like to thank Dr. Salmon and the rest of the QEP Topic Section Committee for the hard work that they did throughout the Fall 2018 semester to solicit interest and proposals. The materials presented to the A-Team was very useful.

On January 16, the Leadership Team met to discuss the QEP, the results of the work of the TSC, and the proposed topics. The Team looked most closely at the four topics identified by the TSC as the most viable using a rubric to direct the discussion. The rubric included seven factors: 1) related to mission, 2) impact on student learning or student success, 3) campus buy-in, 4) measurable outcomes, 5) assessability, 6) affordability, and 7) feasibility.

As a result of that meeting, the proposed QEP topics were narrowed to the following two areas: Career Services and Wellness. The Team also considers Spiritual Development as a valuable topic for our constituency and mission, especially in cooperation with one of the other two topics.

The Team asks that the TSC focus and refine the topics to **develop two to three new proposals by March 22**. A proposal might include elements from any of the three topic areas, but a proposal should not veer from these three areas. The TSC should use the attached documents (Topic Selection Proposal Template and Appendix A: QEP Project Summary) to complete these proposals.

The following is a list of talking observations made by the Team about the original proposals:

1. Career Services

- A QEP with a focus on students' career paths certainly overlaps with the mission of FHU. It would allow us to steer students toward finding and pursuing "their God-given talents for His glory by empowering them with an education."
- This proposal lacks innovation; it includes components that we are already doing or have mechanisms in place to do administratively.
- The committee would like more data to show the need for a QEP in this area. We already have a good track record of students finding jobs and performing well in those jobs. The Team discussed the possible need for more consistency in channeling of students toward careers across all disciplines, programs, and majors.
- While the work of the TSC reveals that there is substantial buy-in of all areas of the FHU community, the original proposal is too broad and would be cost prohibitive.
- It is difficult for the Team to evaluate measurable outcomes or affordability for this topic. Both of these factors depend on how the topic is focused.
- The Team would like to see a more focused version of this proposal, specifically with an emphasis on internships. Perhaps students could opt into a program in which they would focus on career choices, a series of courses, and an internship.
- Note: Dwayne Wilson is now offering a series of courses in Career Readiness (starting in Spring 2019) which will focus on some of the soft skills tied to the original proposal. These are three one-hour courses housed in the College of Business (BUS 299A, 399A and 499A Career Readiness).

2. Wellness:

- There are some aspects of this proposal that could be taken care of administratively without the QEP.
- This proposal has the potential to become a revenue stream, depending on how it is structured. As it stands, this proposal might be cost prohibitive; however, a revenue stream resulting from this program might help to offset that setback.
- The Team would like to see a simpler version of this proposal that focuses on mental health alone, rather than mental and physical health. However, a strong fusion of mental and spiritual health could work nicely with our mission and make good use of a number of our existing resources. (See comments on topic option #3.)
- The proposal suggests that there should be strong links between student success/learning and mental health. How might this link be measured? (Perhaps through student satisfaction surveys and retention.)
- Additional need for this proposal topic could come from data on numbers of students who access our counseling center as well as wait times for those appointments.
- How will this program go beyond the “counseling center”? (Programs, workshops, support groups on grief support, addiction support, etc.?)

3. Spiritual Development:

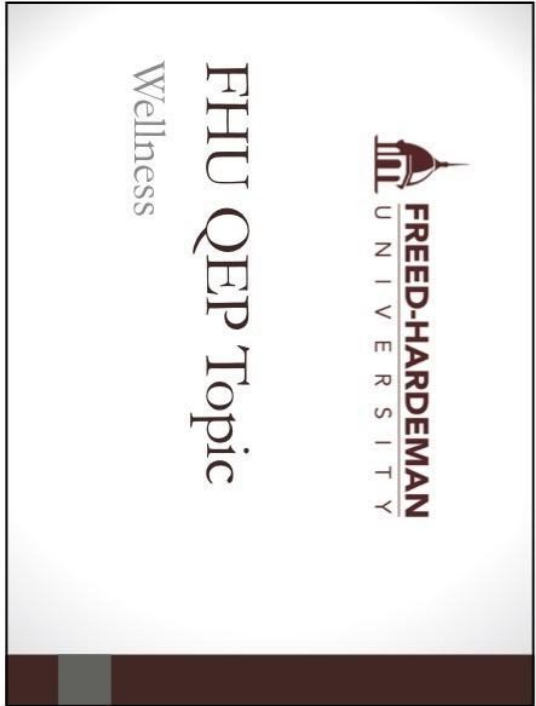
- This topic is obviously tied very closely to our mission and, as a result, there is campus buy-in. Spiritual development overlaps with many program goals and the strategic plan.
- The Team discussed possible statistics on the numbers of young people leaving the church and how those numbers might align with our alums. Could those numbers be used to demonstrate a need for this QEP topic?
- There could easily be an impact on student learning, depending on how this proposal is focused; however, we do not currently assess this area in SLOs.
- Measurable outcomes: it seems that this might involve some sort of self reflection on the part of students who take part in this program; records of the practice of spiritual disciplines (prayer meditation, etc.)?
- The Team brainstormed what this proposal might look like. Several ideas that were discussed include the following: alignments to goals in various programs and/or majors, incorporation into the liberal arts core (in the Bible courses: a focus on the spiritual life vs. knowledge of biblical facts), some alignment to work that has already been done in Academics in the last several years to combine the scholarship of teaching and learning with a spiritual perspective (designating someone to build on a framework already in place).
- The Team’s preferred utilization of this topic area would be to combine it with one of the other areas, particularly mental wellness. This approach might focus on healing through overcoming battles.


Appendix D – Internships in Educational Programs Survey Results

Program Name	Internship Emphasis	Total Students In Cohort	Exclusions		Cohort	Non-Success				Success		Success Rate
			In Graduate School	Unemployed (Non-Seeking)		Total Students After Exclusions	Unemployed (Seeking)	Employed (part-time)	Employed (FT Not in Field)	Employed (FT in Field of Another Major)	Employed (full-time in Field)	
Marketing	Encouraged	8	1	1	6						6	100%
Mathematics	Encouraged	3			3						3	100%
Spanish	Encouraged	1			1						1	100%
Theatre	Encouraged	1			1						1	100%
Accounting	Encouraged	12	1		11	1					10	91%
Management	Encouraged	11	2		9						7	78%
Child and Family Studies	Encouraged	12	1		11	1		1	2	2	7	64%
Biology	Encouraged	13	4		9						5	56%
Art BFA	Encouraged	4			4	1		1			2	50%
Finance	Encouraged	5		1	4	1		1			2	50%
Psychology	Encouraged	20	10	1	9			3	2	2	4	44%
Exercise Science	Encouraged	13	6		7			2	2	2	3	43%
Art	Encouraged	9	2		7	2		2	1	1	2	29%
Chemistry	Encouraged	3			3	1				2	0	0%
English	Encouraged	1			0						0	0%
Law and Politics	Encouraged	3	1		1				1		0	0%
Education: Early Childhood	Required	3	2		3						3	100%
Education: Special	Required	5	2		3						3	100%
IDD	Required	3	1		2						2	100%
Nursing	Required	18	1		17						17	100%
Education: Elementary	Required	16	2		14			1			13	93%
Bible BA	Required	9	3		6					1	5	83%
Computer Science	Required	6			6					1	5	83%
Criminal Justice	Required	6			6	1					5	83%
Education: Middle	Required	6			6			1			5	83%
Education: Secondary	Required	8	2		6				1		5	83%
Communications	Required	6	2		4						3	75%
Social Work	Required	10	3		7			1	1	2	4	57%
Bible BS	Required	15	6		9				1	3	5	50%
Arts and Humanities BA	Required	1			1					1	1	100%
History		5			5						3	60%
Arts and Humanities BS		1	1		0						0	0%
Music		2	1		1					1	0	0%

Business Analytics didn't exist in 2015-16
 Pre-Engineering (3-2) graduation not really part of this, transfer program
 No Kinesiology, but put response with Exercise Sci.
 Comp Sci - two tracks, one requires internship, but only have one Comp Sci in Alum survey
 BB BA and BS don't mean exactly the same thing now as they did during 2015-16 catalog
 IDD, have two tracks in alumni, combined for this.
 Arts and Hum BA and BS is not in list because we pretend they don't exist.

Appendix E – Wellness Survey Results




FREED-HARDEMAN
 U N I V E R S I T Y

FHU QERP Topic

Wellness

NSSSE/FSSSE

Item	% Faculty Responding about LD Class	% Faculty Responding about UD Class
How important is it to you that your institution increases its emphasis on providing support for students' overall well-being (recreation, health care, counseling, etc.) (Very important/important)	74.75	75.75
Item	% FV Students	% SR Students
How much does your institution emphasize providing support for your overall well-being (recreation, health care, counseling, etc.) (Very much/quite a bit)	77.75	69.25

Graduation Exit Survey

	16 semester Avg	16 semester Avg	16 semester Avg
4=Excellent, 3=Good, 2=Poor, 1=Very Poor			
Student Experience Ratings [Rate the overall spiritual environment on campus.]	3.39		
Student Experience Ratings [Rate how "well-connected" you felt to your peers.]	3.28		
Campus Services/Offices Ratings [University Counseling Center (UCC)]		3.18	
Skill Ratings [Faith]		3.45	
Skill Ratings [Incorporating your faith into your everyday life]		3.38	
Preparing for the future [Faith]		3.40	
Preparing for the future [Health and Wellness]		2.88	

UCC Census Data 18-19

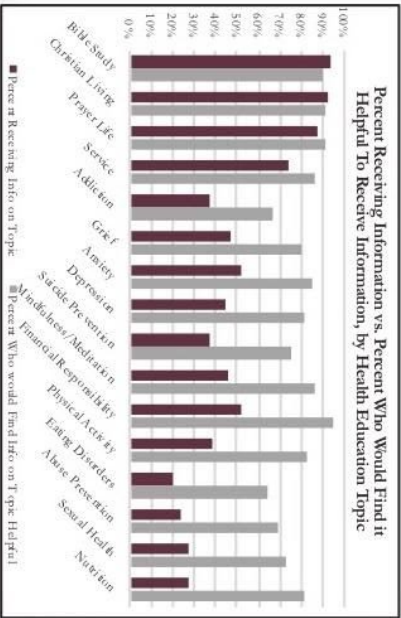
	FAL18	SP19 (through week 12)
Individual Students Counseled	542	408
Couples Counseled	34	29
Number of Sessions - Individual Counseling	542	378
Number of Sessions - Couples Counseling	34	27
New Counselees (Total 1st time individuals from Indiv, Couple, & Group Counseling)	125	67
Number of Hours - Crisis Counseling	2.5	3.5
Males	173	175
Females	433	286
Freshmen	118	96
Sophomores	159	109
Juniors	161	113
Seniors	150	113
Graduate Students	22	11
Number of Students Seen over 8 Sessions	23	61

2018-19 FHU Counseling Center Survey Results

Comment	Overall Rating
Were you referred to the UCC by Student Services as a result of disciplinary action?	0%
Did your UCC counselor diagnose you with a mental illness or disorder?	17%
Were you referred by the UCC for a medication evaluation?	16%
Did you feel as though your counselor responded appropriately to your needs?	92%
Would you have left FHU if not for my experience with the UCC?	24%
I needed help, and the UCC provided what I needed.	85%
I am struggling with anxiety-related issues and the UCC helped me.	79%
I am struggling with depression-related issues and the UCC helped me.	73%
I was at risk for hurting myself and the UCC helped protect me from myself.	39%
I am struggling with pornography or sexual addiction, and the UCC helped me.	35%
I feel comfortable with the waiting area.	40%
The physical building and offices felt appropriate for counseling.	40%
UCC policies and informed consent details were clear and easy to understand.	43%
I obtained my first intake appointment in a reasonable amount of time.	43%
I was able to schedule my first appointment with my counselor.	43%
My counselor was kind and understanding.	44%
My counselor was professional and knowledgeable.	44%
I trust the things I told my counselor will remain confidential.	45%
My counselor recognized Christian faith and principles in our session(s).	45%
Counseling positively impacted my academic performance.	40%
My counseling experience has positively influenced my relationship.	43%
My counseling experience has positively influenced my spiritual life.	40%
I will return to the UCC in the future if I need to.	42%
I will recommend the UCC to others.	43%
I had a good overall experience with the UCC.	43%
The counseling I received was high quality.	43%
Total	429
Response Rate: Counselor	24

Note: Percentage reflects the percent who responded "yes". Responses in this section were optional.
 Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

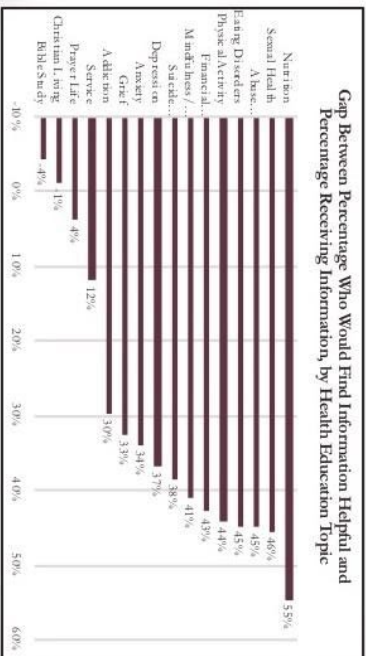
Health Education



Student Wellness Survey Data SP19

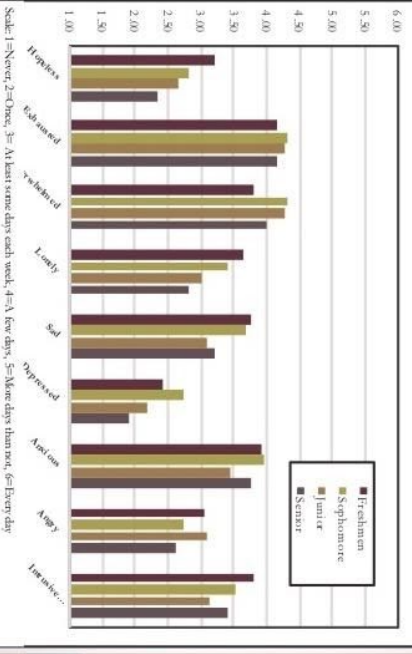
- Survey Administered Spring 2019
- Breakdown of Respondents
 - Freshmen = 32
 - Sophomore = 23
 - Junior = 43
 - Senior = 49

Health Education Continued



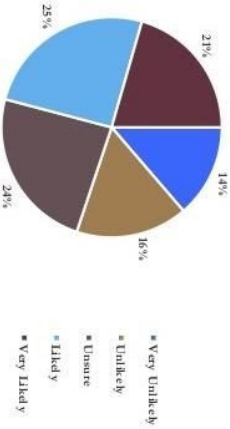
Mental Health

Average By Student Classification:
 "How often in the past month have you felt..."



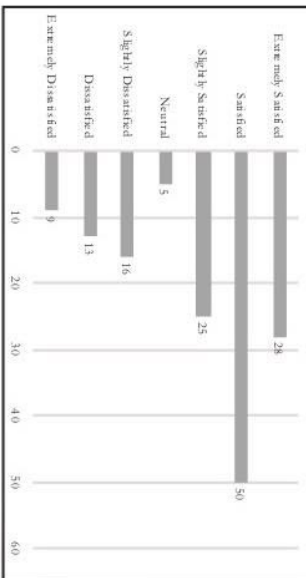
Counseling

How likely are you to seek counseling if the need arises?



Satisfaction With Life

Respondent Count by Satisfaction with Life Scale (SWLS) Category

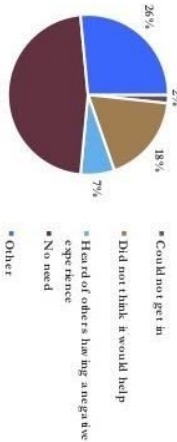


Counseling-UCC

On average, how often in the 2018-19 academic year have you sought out counseling from the University Counseling Center (UCC)?

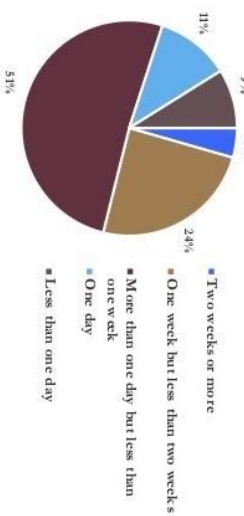


If you did not seek out counseling from the UCC in the 2018-19 academic year, what was your primary reason?



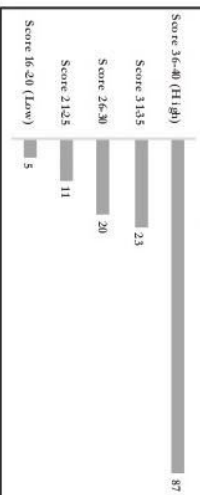
Counseling-UCC Continued

If you sought counseling from the UCC in the 2018-19 academic year, approximately how long did you have to wait to get an appointment?



Strength of Religious Faith

Respondent Count by Santa Clara Strength of Religious Faith Questionnaire Scores



Counseling-Other Sources

On average, how often in the 2018-19 academic year have you sought out counseling from a faculty or staff member?



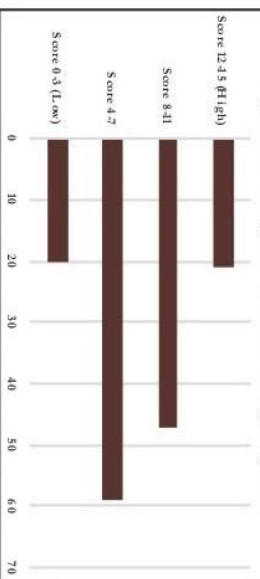
On average, how often in the 2018-19 academic year have you sought out counseling off-campus?



No responses/Don't Know

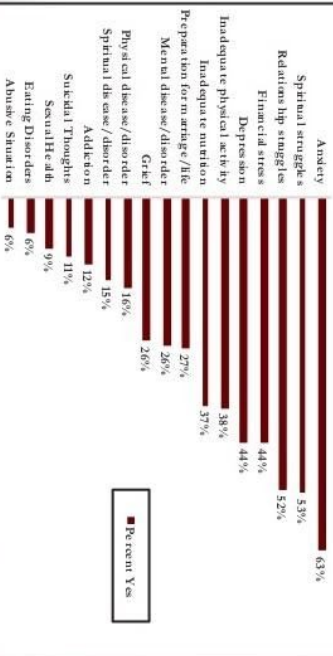
Perceived Stress Scale

Respondent Count by Perceived Stress Scale 4 (PSS-4) Scores



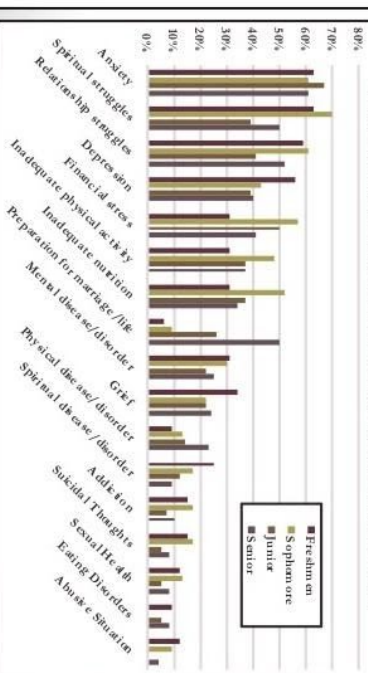
Impacts on Academic Performance

Have any of the following items negatively impacted your academic performance during the 2018-19 academic year?



Impacts on Academic Performance

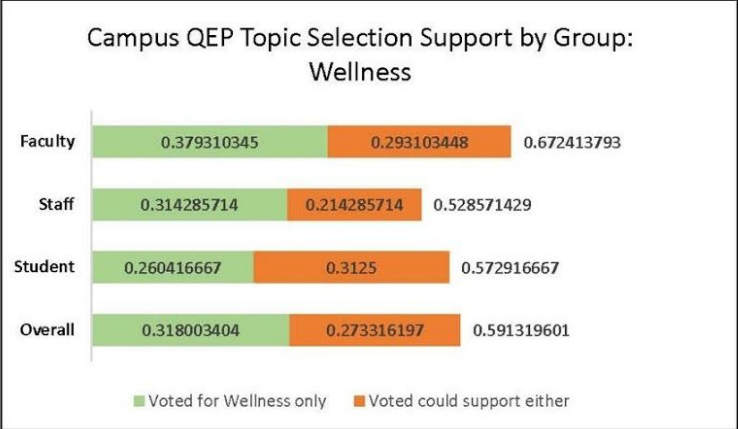
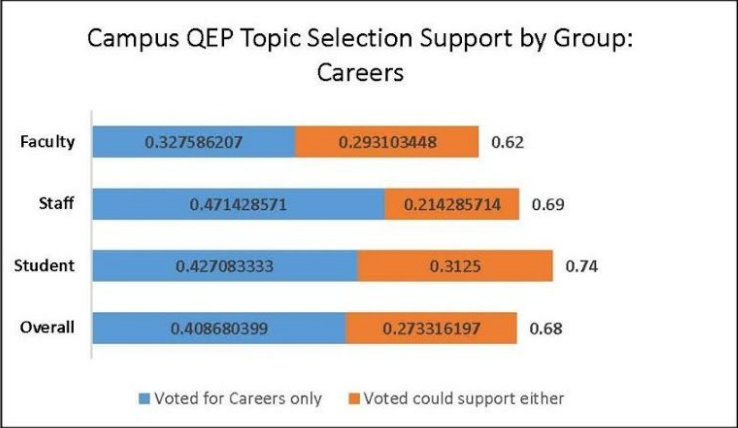
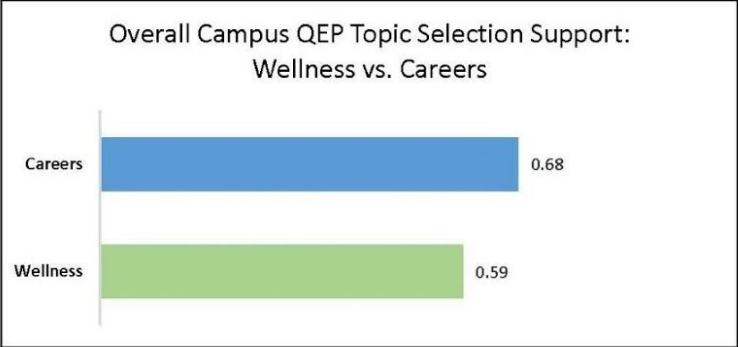
By Student Classification: Have any of the following negatively impacted you academic performance during the 2018-19 academic year?



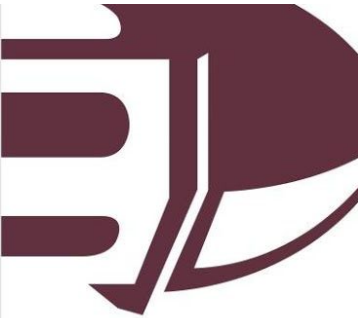
Analysis of Non-Matriculating Students

- Considering reasons why a student elects not to attend FHU, in the responses in the "other" category, one student was candid and responded that his/her mental health status was not conducive to beginning collegiate work.
- Asking this question specifically (i.e. not as a fill-in "other"), may help us determine how often this plays a role and how we might help matriculating students.

Appendix F – Final Topic Selection Survey Results



Appendix G – 2019-2023 FHU Strategic Plan



OUR VISION

Freed-Hardeman University will inspire growth in faith, knowledge, and service to thrive in a challenging world.

	Strength Through Growth	Power Through Learning	Faith Through Service
Students and Stakeholder Impact	Grow Purpose-Driven Programs	Cultivate Development of the Whole Person	Strengthen the Kingdom
Financial Impact	Increase Enrollment and Net Revenue	Increase Retention, Reputation, and Relationships	Increase Student Satisfaction and Net Revenue
Investment	Invest in Institutional Knowledge (People, Processes, and Information)	Invest in Training, Personnel, and Space	Invest in Community and Church Relations
Internal Processes	Collaborate, Research, Execute, and Share	Collaborate Across Boundaries	Encourage a Culture of Creativity and Purpose
Organizational Capacity	Organize for Synergy between Enrollment, Brand, and Fiscal Health	Mobilize High Impact Practices and Tailored Services	Expand Mission-Focused Partnerships and Outreach

OUR MISSION


The mission of Freed-Hardeman University is to help students develop their God-given talents for His glory by empowering them with an education that integrates Christian faith, scholarship, and service.

OUR IDENTITY

Freed-Hardeman University is an academic community associated with churches of Christ, which is dedicated to providing excellent undergraduate, graduate, and professional programs.

FREED-HARDEMAN UNIVERSITY

Appendix H – Spring 2020 QEP Campus Update



**FREED-HARDEMAN
UNIVERSITY**

**QEP TOPIC
DEVELOPMENT**

**TOPIC
DEVELOPMENT**

- QEP Topic Development Committee (TDC) convened in August 2019
- The QEP TDC
 - Reviewed recommendations from the Topic Selection Committee, QEPs from other institutions, and internship information
 - Brainstormed QEPs that could work at our institution given our identified needs, best practices, and what we value students knowing or doing at our university
 - Developed a framework for a QEP that utilizes early intervention to assist students in selecting a career path

QEP FRAMEWORK IMPLEMENTATION TIMELINE

SLO 1 is completed the during first semester of an undergraduate student's enrollment at FHU

SLO 2 is completed the during second semester of an undergraduate student's enrollment at FHU

SLO 3 is completed during the third & fourth semesters of an undergraduate student's enrollment at FHU

QEP FACILITATORS



QEP Director
Oversees data collection and report generation for the QEP



QEP Coordinator
Oversees education of QEP participants, community partnerships, student completion of SLOs, and day-to-day operations



Career Influencers
Guide student participation and involvement in QEP programming

CAREER INFLUENCERS

- Each student will identify a minimum of 3 career influencers
- One must be faculty staff or administration at FHU (FHU Career Influencer)
- Two may be alumni, community members, student contacts, etc. (Outside Career Influencer)
- Each FHU Career Influencer Requires training for their role. Requires compensation for their time. Is assigned up to 12 undergraduate students.
- These influencers are the intentional formation of the student's career network

QEP DELIVERY

- We propose content delivery and assessment collection be done in a hybrid format
- Canvas/Google Drive features could be utilized
- Breakout chapel could be utilized
- One-on-one or group sessions between students and Career Influencers could be utilized

QEP FRAMEWORK

The QEP SLOs are built around these questions for students

- What can I do?
- How do I grow?
- Where do I go?

SLO 1

"What can I do?"

Goal: Students will complete comprehensive self-evaluation and form a network of professionals to assist with career development

After Completing the QEP Programming Students will:

- SLO 1a:** Connect competencies with career areas of interest
- SLO 1b:** Establish a network of career influencers



SLO Assessment/Deliverables:

SLO 1a: Connect competencies with career areas of interest

Students will:

1. Complete CliftonStrengths survey
<https://www.gallup.com/cliftonstrengths/52137/home.aspx>
2. Complete career aspirations matrix to connect CliftonStrengths results to current career aspiration

Ident Career Aspiration Matrix	Career Choice 1	Career Choice 2	Career Choice 3
Career Aspirations Researched			
Strength 1			
Strength 2			
Strength 3			
Strength 4			
Strength 5			
Career Gaps			

SLO 1b: Establish a network of career influencers

Students will:

1. Submit names of one FHU Career Influencer and two Outside Career Influencers
2. Conduct a 1-question interview for influencers and record results
For example: What do you believe is the most important thing I should focus on during my undergraduate experience?



SLO 2 Assessment/Deliverables

SLO 2a: Evaluate career gaps based on the Career Aspiration Matrix

Students will:

1. Complete the gap analysis on Career Aspiration Matrix

SLO 2b: List goals related to their university experience that feed who they are and strengthen what they can do

Students will:

1. Submit a list of goals for undergraduate experience developed in conjunction with Career Influencers

SLO 2c: Map curricular, co-curricular, and extra-curricular opportunities onto goals to develop an undergraduate plan

Students will:

1. Submit comprehensive undergraduate plan for each semester developed in conjunction with Career Influencers and any other appropriate resources
For example: My third semester at FHU will take the following classes, participate in the following clubs, try out for a theater production and volunteer to teach a Bible class at my congregation.

Note: We would like this map to be more of an infographic than a list of items. It could be something artistic enough the student might display the map next to a diploma. We have spoken to an artist Group about this concept.



SLO 2

"How do I grow?"

Goal: Students will develop a comprehensive plan for how they will utilize all aspects of their undergraduate experience to prepare for a career

After Completing the QEP Programming Students will:

SLO 2a: Evaluate career gaps based on the Career Aspiration Matrix

SLO 2b: List goals related to their university experience that feed who they are and strengthen what they can do

SLO 2c: Map curricular, co-curricular, and extra-curricular opportunities onto goals to develop an undergraduate plan



SLO 3

"Where do I go?"

Goal: Students will explore career paths while collaborating with career influencers

After Completing the QEP Programming Students will:

SLO 3a: Execute career exploration exercises with at least one person in their chosen career area and utilizing their career influencers

SLO 3b: Evaluate anxiety and self-efficacy perceptions related to career exploration

SLO 3c: Assimilate the information from the personal evaluation, undergraduate plan, career exploration, and self-efficacy perceptions to reflect on career selection and potential improvements to knowledge and skills



SLO 1 Assessment Deliverables

SLO 3a: Execute career exploration exercises with at least one person in their chosen career area and utilizing their career influencers

Students will:
1. Complete the requisite number/type career exploration exercises. Examples include informational interviews, shadowing experiences, or mentoring relationships with at least one person in their chosen career area

SLO 3b: Evaluate anxiety and self-efficacy perceptions related to career exploration

Students will:

1. Complete an inventory to measure anxiety and self-efficacy. Examples include:
Career Decision Self-Efficacy Scale (CDSE) <https://www.mindgarden.com/2012/06/06/academic-self-efficacy/>
My Vocational Situation <https://www.michiganvtech.edu/center-for-career-technical-education/>
Career Decision Profile <https://www.assessmentcenter.net/assessmentcenter/academic/career-decision-profile.html>

SLO 3c: Assimilate the information from the personal evaluation, undergraduate plan, career exploration, and self-efficacy perceptions to reflect on career selection and potential improvements to knowledge and skills

Students will:
1. Submit a prompted/aided reflection paper

- We request that you complete the Google Survey to provide the QEP/TDC with feedback on the proposed QEP by Monday, May 4th at 5:00 PM CST (Link to Survey)
- We invite you to attend a Go-To-Meeting session on Tuesday, May 5th at 10:00 AM CST to ask questions and provide feedback to the QEP/TDC

FEEDBACK

ACKNOWLEDGEMENTS

- The QEP/TDC
 - Jason Bashler
 - Nolan Conks
 - Jennie Dunlap
 - Sarah Pierce
 - Chris Ramey
 - Kristen Robertson
 - Margaret Payne
 - Holly Rowsey
 - AB White

Appendix I – Mr. Jared Gott Vita



CURRICULUM VITAE - STAFF

October 2019

Jared Gott
 Senior Director of Academic Success and Records; Registrar
 Gardner Center 114C
 731-989-6456
 jgott@fhu.edu
 Freed-Hardeman University
 158 E. Main Street
 Henderson, TN 38340

EDUCATION

Institution (Name, City, State)	Degree	Major	Graduation Date	Honors and Awards (OPTIONAL)
Northcentral University	Ph.D.	Education: Higher Education Leadership	TBD	
Freed-Hardeman University	M.B.A.	Business Administration: Leadership	May 2010	
Freed-Hardeman University	B.S.	Biology	May 2007	Honors College Scholar Magna Cum Laude

PROFESSIONAL TRAINING

AACRAO- Registrar 101 Course
 Veteran's Affairs School Certifying Officer Training

RELEVANT PROFESSIONAL WORK EXPERIENCE

Employer (Name, City, State)	Position Title	Dates	Brief Description
Freed-Hardeman University, Henderson, TN	Senior Director of Academic Success and Records	June 2017- Current	Oversight and management of the various offices including: dual-enrollment, early admit sophomores, veterans' services, retention, advising, testing and tutoring, and records. Helps coordinate the first-year experience.

Freed-Hardeman University, Henderson, TN	Registrar	Jan. 2014- Current	Management of student records. Oversees university FERPA compliance. Certifies athletic eligibilities and VA enrollments. Processes student graduations. Serves on various committees.
Freed-Hardeman University, Henderson, TN	Assistant to the Registrar	June 2013- Dec. 2013	Training within the registrar's office and managing the front counter and administration duties.
Freed-Hardeman University, Henderson, TN	Director of Recruitment	June 2010- May 2013	Oversight and management of admissions recruiters in their day-to-day activities. Strategic planning for recruiting territories.
Freed-Hardeman University, Henderson, TN	Admissions Counselor	June 2007- May 2010	Managed and recruited high school students within various territories. Traveled and represented FHU at recruiting events.

PROFESSIONAL DEVELOPMENT

PROFESSIONAL ORGANIZATIONS

American Association of Collegiate Registrars and Admissions Officers (AACRAO)- Member- 2014- Current

Tennessee Association of Collegiate Registrars and Admissions Officers (TACRAO)- Members- 2014- Current

PROFESSIONAL CONFERENCES

TICUA Aspiring Leader Workshop

OTHER RELEVANT ACTIVITIES AND SERVICES

UNIVERSITY

Academic Affairs Committee- Member- 2013- Current

Academic Council- Member- 2013-Current

First-Year Experience Committee- Member- 2017-Current

Graduation Committee- Member- 2013- Current

Graduate Council- Member- 2013- Current

Staff Career Ladder Committee- Member- August 2018-December 2018

Veteran Success Committee- Member- 2017-Current

Veterans Professional Development Club- Advisor- 2017-Current

CHURCH

Henderson Church of Christ- Member- 2006- Current

Henderson Church of Christ- Youth Minister- 2010- Current

- Responsible for coordinating and overseeing a program for 7th to 12th grade students. Activities include coordinating weekly classes, planning trips and retreats, organizing service projects, and serving as a mentor.

Appendix J – QEP Marketing Concepts



Appendix K – QEP Coordinator Job Description

Freed-Hardeman University

Job Title: QEP Coordinator
Department: Emerging and Innovative Programs
Reports to: QEP Director
FLSA Status: Exempt
Prepared By: QEP Director
Prepared Date: 7.15.20
Approved By:
Approved Date:

Summary: Serves as the coordinator for all Quality Enhancement Plan (QEP) activities and assessments.

Essential Duties and Responsibilities: Includes all of the following. Additional responsibilities may be assigned as needed.

Assists with the scheduling and training of all faculty/staff involved in the QEP.

Coordinates with the Office of Alumni Relations to identify, recruit, and train external career influencers.

Helps develop, prepare, and execute a marketing plan for the QEP (on-site training materials, online materials, etc.)

Helps develop, prepare, and execute the digital tools students will use in the QEP through Canvas.

Communicates the QEP to current and prospective students, parents, faculty, staff, and alumni.

Organizes first-year students into working groups once on campus and coordinates their involvement with QEP activities over their next four semesters.

Helps prepare assessment materials and conducts analysis of feedback received.

Other duties as the QEP Director may assign.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies:

Customer Service - Manages difficult or emotional customer situations; Responds promptly to customer needs; Solicits customer feedback to improve service; Responds to requests for service and assistance;

Meets commitments.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.

Written Communication - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.

Ethics - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds organizational values.

Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.

Attendance/Punctuality - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan.

Innovation - Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Develops innovative approaches and ideas; Presents ideas and information in a manner that gets others' attention

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience

Bachelor's degree (B. A.) from four-year college or university; or one to two years related experience and/or training; or equivalent combination of education and experience.

Language Skills

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Reasoning Ability

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills

To perform this job successfully, an individual should have knowledge of Internet software; Spreadsheet software and Word Processing software.

Certificates, Licenses, Registrations

Other Skills and Abilities

Other Qualifications

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is occasionally required to stand and walk. Specific vision abilities required by this job include close vision and ability to adjust focus.

Appendix L – FHU Passage Reflection Paper Rubric

**FREED-HARDEMAN UNIVERSITY
PASSAGE PROGRAM
REFLECTION PAPER RUBRIC**

OVERVIEW:
Self-reflection on past experiences is a critical final step in transforming one's perspectives. Students participating in the Passage Program will be asked to write reflection papers that examine their experiences in the program. The purpose of this rubric is to assess the impact of those experiences. Growth in the following dimensions will be assessed: (1) Self-awareness of personal traits; (2) Interpersonal communication skills; and (3) Confidence in pursuing career goals. The scoring for these dimensions, which align with the program's student learning outcomes, will provide an assessment of the holistic impact of the program on its participants.

Glossary:

1. Marginal Growth—Evidence was found that growth has occurred; however, the impact of that growth on the student's perspectives could not be determined.
2. Substantive Growth—Evidence was found that meaningful growth has occurred; however, the direction of future actions could not be determined.
3. Transformative Growth—Evidence was found that growth has significantly altered the student's perspective and will direct future actions.

Note: Evaluators are encouraged to give a score of zero (0) for any work that does not meet the definition for the Marginal Growth Performance Level.

Dimension	Evidence of Transformative Growth (Performance Level 3)	Evidence of Substantive Growth (Performance Level 2)	Evidence of Marginal Growth (Performance Level 1)
Self-awareness of personal traits	The student reflects on (1) the meaning of his or her personal assessment results and (2) uses this information to inform future-directed plans that target his or her career goals.	The student (1) communicates the results of personal assessment and (2) reflects on the meaning of those results; however, there is no indication that he or she is using those reflections to inform future planning.	The student has (1) completed the personal assessment process and (2) identified the results; however, the student does not reflect on (1) the meaning of those results and (2) their impact on future planning.
Confidence in the utilization of interpersonal communication skills	The student reflects on (1) the communication skills gained from interacting with professionals and (2) his or her increased confidence in using those skills to achieve his or her career goals.	The student reflects on the communication skills gained from interacting with professionals; however, it is not clear whether the student is confident in using those skills to help achieve his or her career goals.	The student indicates that he or she has interacted with professionals; however, the student gives no indication that these interactions resulted in meaningful growth in regards to his or her communication skills.
Confidence in pursuing career goals	The student expresses confidence in (1) pursuing clearly-defined, independently-developed career goals and (2) developing and executing an actionable plan to accomplish those goals.	The student identifies (1) specific areas of professional interest and (2) activities or experiences that may prove beneficial in pursuing those interests.	The student identifies general areas of professional interests; however, he or she does not identify a path to pursue those interests.

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