TREVECCA
NAZARENE UNIVERSITY

Quality Enhancement Plan
On-Site Review: April 3-7, 2023

Caring for Careers
QEP
TREVECCA

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EXECUTIVE SUMMARY

The goal of *Caring for Careers* is to improve student success by engaging all students (traditional, adult, and graduate) in career development activities. This Quality Enhancement Plan (QEP) is aligned with the goals and objectives of Trevecca's 2019-2025 Strategic Plan: *25 for '25,* which seeks to propel the University forward, strengthen its position, and assist in the fulfillment of its mission. One initiative of the Strategic Plan is "*Organizing for Student Success."* This initiative aims to sustain a culture of student success in a supportive Christian environment. This QEP specifically focuses on the career development aspect of student success.

The QEP topic was identified through ongoing comprehensive planning and evaluation processes and has broad-based support from institutional constituencies. A 14-member Topic Selection Committee reviewed institutional and national data, including information collected from campus-wide needs assessment, the 2019-2025 Strategic Plan, proposed QEP topics (received as a campus-wide solicitation), and three final white papers/proposals. Based on this review, the Selection Committee chose the final topic proposal, which focused on improving student success by engaging all students (traditional, adult, and graduate) in career development activities.

The University classifies its students accordingly: traditional undergraduate students, adult studies students, and graduate students. These groups of students attend classes on campus, online, and at off-campus instructional sites.

QEP Program Goal

The goal of *Caring for Careers* is to improve student success by engaging all students in career development activities.

Caring for Careers is designed to accomplish three student success outcomes (SSOs):

- **Student Success Outcome One**: Students will be aware of and have confidence in using campus resources to support career-related goals.
- **Student Success Outcome Two:** Students will have experiential learning opportunities designed toward career preparation (such as, internships, research experiences, service learning, other career-related experiences).
- **Student Success Outcome Three**: Students will demonstrate proficiency in the National Association of Colleges and Employers (NACE) career competencies through completion of program coursework.

This QEP proposal seeks to improve students' career development to more effectively prepare them to pursue careers after college, enter graduate school, or obtain advanced careers.

The action plan was developed based on a review of best practices within the career services industry and a related literature review. The intent is to ensure the practices chosen as part of the plan are developed with the highest industry and best practices standards. Students will achieve the student success outcomes and the overarching goal of the QEP.

The result is a ten-step action plan:

1. Promote and market career-related resources and events to all students;
2. Expand and relocate the Office of Career Development and Connections to a student-facing location while remaining part of the Office of University Engagement;
3. Increase personnel in the Office of Career Development and Connections;
4. Identify and define experiential learning at Trevecca;
5. Expand and improve the experiential learning opportunities among programs;
6. Provide students access to seminars and workshops featuring alumni and professional mentors addressing various topics related to career success;
7. Apply mapping of the National Association of Colleges and Employers (NACE) competencies to academic coursework and learning outcomes;
8. Create a Faculty Champions program to assist faculty with career competency integration, Faculty-Led Academic Mentoring (FLAME) experiences, and experiential learning opportunities;
9. Create a career resource library for both faculty and students; and
10. Develop new curricula to engage traditional sophomores, juniors, seniors, and degree-completion undergraduates in coaching and mentoring opportunities through Faculty-Led Academic Mentoring Experiences (FLAME).

The University has identified and committed the human, financial, and physical resources required to sustain the QEP and ensure its success. Trevecca has developed a comprehensive assessment plan to measure the success of the QEP and its impacts. The University will measure the attainment of the student success outcomes and program effectiveness by using a combination of direct and indirect; formative and summative; and quantitative measures.

Trevecca's QEP, *Caring for Careers,* complies with SACSCOC Standard 7.2. Table 1 identifies each of the five criteria in Standard 7.2, summarizes the evidence of compliance, and identifies the chapter where information demonstrating compliance can be found for each of the five criteria.

Table 1 – Evidence for Compliance with SACSCOC Standard 7.2 Quality Enhancement Plan

Standard 7.2	Evidence	Chapters
A. Topic A topic *identified* through its ongoing, comprehensive planning and evaluation *processes*	QEP topic of *Caring for Careers* extends from the University mission statement. All campus constituents involved in topic selection. Clear relationship between career success and student success.	Chapter 1
B. Broad-based support Has broad-based *support* of institutional constituencies	QEP topic selection, implementation, and development teams included representatives from faculty, staff, and students.	Chapter 1 Chapter 2 Chapter 4 Chapter 6 Chapter 8
C. Focus Focuses on *improving* specific student learning outcomes and/or student success	Three defined and measurable student success outcomes arose from the research and institutional need to fulfill University mission.	Chapter 2 Chapter 3 Chapter 4 Chapter 8
D. Resources *Commits* resources to initiate, implements and complete the QEP	Budgeted financial resources and necessary staffing to ensure the success of the QEP. Proposed timeline identifies the steps associated with the QEP initiation, implementation, and final assessment.	Chapter 5 Chapter 6 Chapter 7
E. Assessment Includes a plan to *assess* achievement	The QEP includes one goal and three student success outcomes with specific direct and indirect measures. The QEP provides a detailed assessment plan that assesses these student success outcomes and program effectiveness outcomes.	Chapter 2 Chapter 4 Chapter 8

CHAPTER ONE

Topic Selection and Plan Development

The goal of *Caring for Careers* is to improve student success by engaging all students in career development activities. The purpose is to engage the entire student body (traditional, adult, and graduate) in career readiness and development. *Caring for Careers* is an initiative designed to support students from the moment they enroll through their academic careers and beyond. This will be accomplished in three main way (see Figure 1):

Figure 1

Caring for Careers

SSO 1
Students will be aware of and have confidence in using campus resources to support career-related goals.

SSO 2
Students will have experiential learning opportunities designed toward career preparation

SSO 3
Students will demonstrate proficiency in National Association of Colleges and Employers (NACE) career competencies through program coursework.

Caring for Careers seeks to build a university culture focused on developing students to achieve their curricular and co-curricular career goals to promote student success. In addition, it seeks to expand and enhance the activities and opportunities related to the career readiness of all students (traditional, adult, and graduate).

COVID-19 has dramatically changed the workforce. The labor market is tight, and the unemployment rate is now 3.5 percent (U.S. Department of Labor, 2021). A recent study conducted by the World Economic Forum entitled "*The Future of Jobs Report 2020*" reveals that college graduates' skills gap will continue to be high as in-demand jobs will continue to change over the next five years. This is no surprise. Due to a rapidly changing global work environment, now is a critical time for Trevecca to expand its career services to address the future of work for students and alumni.

Providing a comprehensive Office of Career Development and Connections for all students (traditional, adult, and graduate) can help meet labor market needs and differentiate Trevecca from local competitors in services offered to students. A report issued by the National Association of Colleges and Employers (NACE) states:

> Career readiness, whether in community colleges or four-year universities, has become perhaps *the* defining issue for conversations about the future of higher education not just in the United States but around the world. At the core of this angst about college, jobs, and skills is a single question: Are the nation's colleges and universities providing students with career competencies, or the knowledge, skills, and abilities that are required to excel in the workplace (Hora, 2017)?

Career exploration and preparation for Trevecca students, and the role faculty can play in helping students think about their lives beyond the classroom is a critical component of higher education. A degree can lead to social mobility for students and faculty play a critical role in helping students make valuable connections between their academic studies and the necessary skills required for life beyond the classroom. Furthermore, a recent study conducted by Wiley Education Services (2022), students cited "one clear way professors could make them more interested in classroom material was to relate it more closely to their future careers. One-fourth of the students surveyed suggested that lessons with real-world applications, including those grounded in experiential learning, would improve their engagement" (Alonso, 2022, para. 4). This research affirms Trevecca's desire to focus on the career success of the students who attend the University.

Alignment with University Mission and Goals

Trevecca's Mission Statement is: "Trevecca Nazarene University is a Christian community providing education for leadership and service." The operational and educational goals (located at https://www.trevecca.edu/about/mission-and-goals) articulate a similar commitment to the lives of Trevecca's students that stretch well beyond the classroom.   Several of these operational and educational goals uniquely align with *Caring for Careers*:

- *Provide high quality support services at all program locations, implementing best practices in program delivery, and maintaining all university resources in a responsible manner; (QEP SSO1)*
- *Mentor students and developing life-long relationships with them; (QEP SSO2)*
- *Students develop an appreciation for the diversity of insight and perspective evident in the global community; (QEP SSO2)*
- *Students write, speak, and use appropriate technologies in order to learn and communicate at a level consistent with an academic community; (QEP SSO3)*
- *Students have the critical thinking skills and commitment to learning which will foster a lifetime of intellectual growth; (QEP SSO3)*
- *Students develop essential skills through practicums, internships, research, and other educational experiences in the larger community, which will enable him/her to become a productive influence in society; (QEP SSO2)*
- *Students demonstrate competence in at least one academic discipline commensurate with the professional and degree standards. (QEP SSO2 and SSO3)*

Along with the mission statement and goals, Trevecca's Strategic Plan: *25 for '25* (Table 2) sets the direction of the University for the future. The QEP topic, *Caring for Careers,* is directly related to and arose from the institutional planning process. The fourth of five initiatives, "Organizing for Student Success," has the goal of improving career services for all students.

Initiative 4: Organizing for Student Success - Trevecca Nazarene University will sustain a culture of student success in a supportive Christian environment. Each student will be an active participant in the educational, social, and religious life of the community. Students and instructors will engage in holistic, enriching and learner-centered experiences in and outside the classroom. Centralized, customer-friendly systems and policies will ensure students have time to maximize the potential of their success.

Caring for Careers is directly related to, and arose from, the institutional planning process, which identifies the following five goals:

1. Expand student services.
2. Measure student success.
3. Care for Careers.
4. Further campus spiritual development.
5. Invest in mission excellence and reconciliation.

The third goal (Care for Careers) in Initiative 4 prioritizes improving career services for all students. See Table 2 on the following page.

Table 2 - Trevecca Strategic Plan: 25 for '25 – Initiative 4, Goal 3

Strategies	Actions	Deadline	Responsible
A. Organize for excellence and efficiency.	1. Shift Career Services from Student Development to External Relations (now University Engagement)	May 2020	P. Cooning, B. Farley
	2. Conduct SWOT Analysis to align External Relations (now University Engagement) staffing to strengthen services.	May 2020	
	3. Assign staff responsibilities.	Fall 2020	
	4. Develop staff through resourcing conference/meeting attendance, including the NACE Management Leadership Institute; NACE Annual Conference (virtual), Handshake SUMMIT 2022 Conference (virtual); and Middle TN Meet-Up with career professionals/directors from Middle TN universities.	Spr 2021	
	5. Conduct a staff comparison for career development with like universities to right-size the Career Services office	Fall 2022	
	6. Implement staffing changes/additions based on mission and university initiatives.	Fall 2023	
B. Focus on student success.	1. Join National Association of Colleges and Employers NACE to expand knowledge of best practices and current trends of career services and implement.	Oct 2021	B. Farley, C. Hendon
	2. Submit a proposal for "Caring for Careers" to be approved as the university's next Quality Enhancement Plan (QEP) based on data/needs.	Fall 2021	B.Farley, C. Hendon
	3. Form QEP Development Committee.	Feb. 2022	Cabinet
	4. Identify the scope of the "Caring for Careers."	Spr 2022	QEP Dev Committee
	5. Convene focus groups with faculty and students on career readiness and conduct a campus-wide survey data collection and preparation.	Sum 2022	QEP Dev Committee
	6. Develop a definition and measurement of career readiness for all academic programs.	Fall 2022	QEP Dev Committee
	7. Develop "Caring for Careers" goals, outcomes, assessments, measures, and plan	Fall 2022	QEP Dev Committee
	8. Submit QEP for evaluation	Feb 2023	J.Bartling
	9. Implement QEP	Fall 2023	QEP Director
	10. Assess QEP goals, outcomes, and measures	Spring 2024 and on...	QEP Drector
C. Enhance student success resources.	1. Review and implement new online resources for students: Hiration (online AI powered resume builder) and Focus2Career (online career exploration and planning).	July 2021	B.Farley
	2. Increase student engagement (undergraduate, graduate, and adult education) in university-supported platforms, online resources, and Career Services offerings.	2022-2023	B.Farley, C.Hendon, QEP Committee
	2. Increase classroom presentations, workshops, and other related events with campus partners (e.g., freshman orientation, recruitment events.	2022-2023	B.Farley, C.Hendon
	3. Expand employment relations through area businesses, job fairs, and Trevecca's alumni network to support students and career outcomes.	Fall 2023	B.Farley, J.Showalter
	4. Develop an engagement model that provides easy entry and training for alumni who can serve as coaches or mentors.	Fall 2023	B.Farley, J.Showalter
	5. Recruit a pilot of 25 alumni to serve as coaches and mentor	Spring 2024	B.Farley, J.Showalter
	6. Improve faculty engagement/support and career-focused curricular outcomes in partnership with departments/faculty.	2023-2024	B.Farley, C.Hendon, QEP Director

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Identification of the Topic

The QEP Topic Selection Committee was initially announced on November 15, 2019 (Appendix A). COVID-19 delayed the start of this Committee, and multiple members needed to be replaced because of employee departures between 2019 and 2020. The Committee was reconvened and met from November 30, 2020, through January 14, 2022. The committee included representatives from the academic schools on campus, Academic Affairs, student representation, the Center for Student Development, Library Services, and the Office of Institutional Effectiveness (OIE). Table 3 identifies the members of the QEP Topic Selection Committee.

Table 3 - QEP Topic Selection Committee

School/Unit	Member	Position
Committee Chair	Lena Hegi Welch	Dean, School of Arts & Social Sciences; Professor, Communication
Academic Affairs	Jonathan Bartling	Vice President for Academic Affairs and Accreditation; SACSCOC Accreditation Liaison
Department of Communication Studies	Seth Conley	Associate Professor, School of Arts & Social Sciences
Dean, School of Graduate and Continuing Students	Dean Diehl	Dean
Library Services	Andrea Fowler	Director, Library Services
Center for Student Development	Michelle Gaertner	Associate Dean, Student Success
School of Theology and Christian Ministry	Tim Gaines	Associate Professor of Religion
Institutional Effectiveness	Britney Graber	Director, OIE
Dean, School of Education	Suzie Harris	Dean
Dean, School of Business	Jim Hiatt	Associate Provost, Dean
School of Arts and Social Sciences	Laura Hohman	Associate Professor
Center for Student Development	Jeff Swink	Coordinator for Assessment and Retention
School of Music	Eric Wilson	Department Chair
Undergraduate Student	Katy Bridgforth	Student Representative

Institutional Data Review

Members of the QEP Topic Selection Committee reviewed data collected from the following surveys as a means of identifying academic areas where improvement was needed:

- Alumni placement reports
- Closing-the-Loop assessment reports
- 2019 and 2020 Multi-Year National Surveys of Student Engagement (NSSE)
- Ruffalo-Noel Levitz Adult Student Priorities Survey (ASPS)

- Ruffalo-Noel Levitz Adult Student Priorities Survey to Online Learners (PSOL)
- Retention and graduate rates
- School of Graduate and Continuing Studies surveys
- Trevecca Senior Exit Survey (administered to seniors in traditional programs)
- Student Achievement rates for enrollment, retention, and graduation
- Trevecca Experience Survey
- Results of a two-question survey to students, employees, and external partners about what Trevecca can do to improve student learning and student success, administered in spring 2021.

Trevecca enrolled 1,478 traditional undergraduate students and 1,842 graduate and adult education students in the fall of 2022. The University offers 86 baccalaureate and two associate degree majors through 10 academic departments and seven schools. Master's degrees are awarded in religion; education; management; physician assistant; library and information science; instructional design; organizational leadership; counseling; public administration; worship studies; health care administration; sport and entertainment management; and human performance and fitness. Doctorates are awarded in education, business, and clinical counseling.

Traditional Undergraduate Students
The 1,478 traditional undergraduate students were from 45 states and 19 countries, and representing 20 religious affiliations. The average traditional undergraduate student was 20.02 years of age. Regarding ethnicities, 57.10 percent were European American or White; 6.50 percent were African American or Black; 13.53 percent were Hispanic; 2.44 percent were Asian; 13.25 percent non-resident; and 7.17 percent identified as an "other ethnicity." The male/female ratio of traditional undergraduate students was 3/4. Incoming first-year students in the fall of 2022 had a composite ACT score of 22.

Adult Students
Trevecca enrolled 382 adult undergraduate students from 29 states and four countries, and representing 17 religious affiliations. The average adult undergraduate student was 36.5 years of age; 56 percent were European American or White; 2 percent were African American or Black; 8 percent were Hispanic; 1 percent were Asian; and 33 percent identified as an "other ethnicity." The male/female ratio of adult undergraduate students was 1/5.

Graduate
Trevecca enrolled 1,460 graduate students from 32 states and eight countries, and representing 25 religious affiliations. The average graduate student was 35 years of age; 50 percent were European American or White; 35 percent were African American or Black; 2 percent were Hispanic; and 13 percent identified as an "other ethnicity." The male/female ratio of graduate students was 1/2.

Trevecca Faculty
Trevecca employed 118 full-time faculty members in the fall of 2022. Of these, 93 percent held an earned terminal degree, and 27 percent were tenured. In addition, 57 percent were male, and 43 percent were female. The student/faculty ratio in traditional undergraduate programs was 19:1.

As Trevecca's student population is 55 percent graduate and adult undergraduate students, careful consideration was given in the process of selecting a QEP topic that would benefit all Trevecca students (undergraduate, adult, and graduate).

While this data was useful to guide initial planning, the analysis of the data below supports the QEP topic selection.

❖ <u>National Survey of Student Engagement (NSSE)</u>
Trevecca administers the NSSE biennially to first-year and senior-level traditional undergraduate students. NSSE documents the dimensions of quality in undergraduate education by assessing the extent to which students are engaged in educational practices associated with high levels of learning and development. Benchmarks of effective practice include 1) Academic Challenge, 2) Learning with Peers, 3) Experiences with Faculty, and 4) Campus Environment. Trevecca receives comparative data from all participating institutions in the survey, as well as from its selected peer groups – members of the Tennessee Independent Colleges and Universities Association (TICUA) and the Council of Christian Colleges and Universities (CCCU).

Trevecca has scored well in all four categories for the first-year student population when compared to its peer groups (CCCU and TICUA) and NSSE participating institutions. Trevecca first-year students are particularly consistent in reporting very high scores in effective teaching practices utilized at the institution; however, the largest differences in mean scores reported are with graduating seniors. The institution's scores show that Trevecca is significantly below its peer groups and other NSSE participating institutions in the areas of Collaborative Learning and Learning Strategies. This data also shows a significantly higher score in Academic Challenge when compared to NSSE participating institutions. Further review indicates that Trevecca scored significantly below all comparative institutions in the Quality of Interactions with student services staff.

However, NSSE only asks one all-encompassing question related to student services (housing, career services, student activities) and the quality of engagement with respect to those units. Although the results were favorable, this question did not focus on Career Services, and no other specific data was collected related to the preparation of Trevecca graduates with respect to essential career-ready competencies, effectiveness in student success, and their individual career path.

Conclusion: Students seem academically engaged relative to comparative institutions.

❖ <u>National Survey of Student Engagement (NSSE) High Impact Practice Report</u>
Within the NSSE report, the institution is also given data relative to high-impact practices (HIP). NSSE categorizes these into six distinct areas: 1) Service Learning; 2) Learning Community; 3) Research with Faculty; 4) Internship or Field Experiences; 5) Study Abroad; 6) Culminating Senior Experience. These practices can positively enhance student learning and success, and institutions should aspire to have all students participate in at least two high-impact practices during their time enrolled at the university—one during the first-year student year and one in the senior year.

In the 2021 NSSE High Impact Report, Trevecca scored well above peer institutions, and NSSE-participating institutions in student participation during the first-year student year in the area of Service Learning. However, the data revealed Trevecca is significantly below every comparison group in all High Impact Practices (HIP) areas with seniors who participate in high impact practices (Figures 2 and 3).

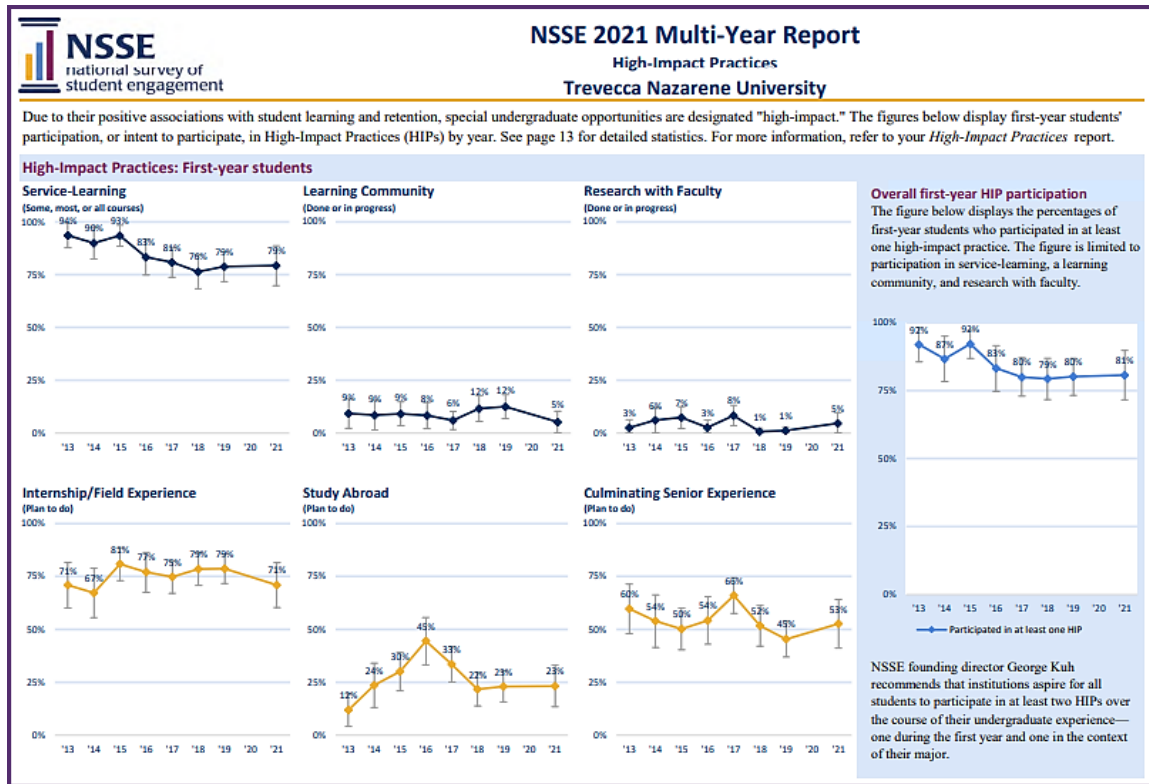**Figure 2 -** *Results of High-Impact Practices for First-year Student – NSSE 2021 Multi-Year Report*
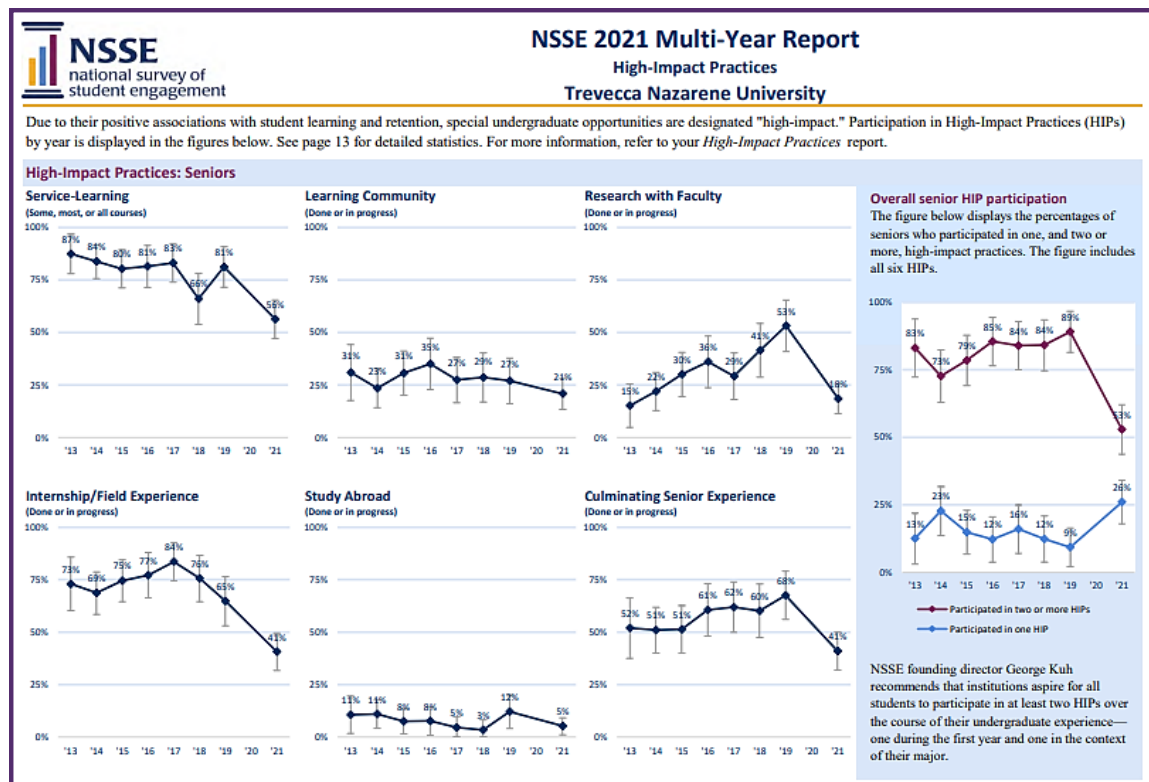

Figure 3 - *Results of High-Impact Practices for Seniors – NSSE 2021 Multi-Year Report*

Conclusion: First-year student report participating in one high-impact practice (Service Learning); however, seniors are participating at much lower rates in all HIP categories.

❖ Ruffalo-Noel Levitz Adult Student Priorities Survey (ASPS) – Adult Face-to-Face Students
In 2021-2022, Trevecca began surveying adult and online learners to gain insightful and important information regarding students' satisfaction and priorities. The results revealed particular areas of growth needed (Table 4). Selected questions on the Ruffalo-Noel Levitz ASPS survey asked adult students whether they believed career services at Trevecca were adequate and accessible for adult students. The data indicate that Trevecca is below the national average.

Table 4 - RNL Survey (ASPS) to adult students

ITEM		National Mean	Trevecca Mean	Nation Mean	Trevecca Mean
		Importance	Importance	Satisfaction	Satisfaction
#38	Career services are adequate and accessible for adult students.	6.35	6.37	5.75	5.51

Conclusion: Trevecca is below the national mean on the adequacy of career services for adult learners.

Ruffalo-Noel Levitz Priorities Survey to Online Learners (PSOL)
During 2021-2022, the University also administered the Ruffalo-Noel Levitz Priorities Survey to Online Learners (PSOL). Responses on items #5 and #19 revealed two institutional challenges compared to online students at other institutions (Table 5). These two questions specifically relate to how advisors help students work toward career goals and whether online career services are available. Data revealed that Trevecca is below the national average.

Table 5 - RNL Survey (PSOL) to adult students

ITEM		National Mean	Trevecca Mean	National Mean	Trevecca Mean
		Importance	Importance	Satisfaction	Satisfaction
#5	My program advisor helps me work toward career goals.	6.35	6.16	5.73	5.56
#19	Online career services are available.	6.17	6.02	5.88	5.6

Conclusion: Trevecca is below the national mean related to student satisfaction with career services for online adult students.

❖ Trevecca Experience Survey

The Trevecca Experience Survey is administered annually to traditional undergraduate students. The survey allows traditional undergraduate students an opportunity to provide anonymous feedback regarding their student experience. Faculty, staff, and administrators use the data to make decisions for continuous improvement related to the student experience. In 2020, one specific question related to students' satisfaction with career services reported an average rating of 4.5 on a six-point Likert Scale. This rating was the second-lowest rating of all the University services.

Conclusions: The students who responded to the survey are not satisfied with career services on campus.

❖ Trevecca Senior Exit Survey

The Trevecca Senior Exit Survey was first implemented in the spring of 2020 by the Office of Institutional Effectiveness as an increased effort to capture 1) graduate information that would aid Trevecca in contacting alumni in the future; and 2) data regarding job and graduate school placements (to be used for federal and accreditation requirements). A frequent comment in the question asking, "What are areas for improvement at Trevecca?" suggested a need for improvements in career advisement.

In the 2019-2020 Senior Exit Survey, 65 percent of respondents had not yet completed an application for a job, and of those that had accepted a job offer, only 59 percent said the job was in their field of study. In the 2020-2021 Senior Exit Survey, respondents identified career advisement as one of the top five answers to the question about how academic programs could improve.

Conclusion: Graduating seniors who responded to the survey expressed a desire for more assistance in career advising and development. The data revealed that expanding career services and engaging students in high- impact practices was Trevecca's greatest opportunity related to improving student learning or student success.

Campus-Wide Needs Assessment and Topic Selection Process

The committee's first meeting was held on November 30, 2020, with the goal of creating a process for the selection of a topic for the University's QEP to the SACSCOC Leadership Team and the President's Cabinet.

The QEP topic selection process was introduced to Trevecca faculty members on January 11, 2021, as part of the Spring 2021 Faculty Development Meeting. In that meeting, the chair of the QEP Topic Selection Committee explained the mission of a QEP, along with the two committees that would be guiding the selection and development of the QEP and the timeline for topic selection.

The QEP Topic Selection Committee was divided into sub-committees to begin planning how to contact the following constituents: faculty members, staff, students (traditional, adult, and graduate), administrators, members of the Trevecca Board of Trustees, interested stakeholders (neighborhood organizations, internship site supervisors, organizations where alumni are often employed), and alumni in order to solicit ideas for topics throughout spring of 2021. Initial data collection began with focus groups during a Faculty/Administrators meeting on February 10, 2021.

First, traditional students received an email with links and instructions on how to submit a topic in the spring of 2021, and a follow-up email was sent. Adult and graduate students received a similar email in the spring of 2021.

In addition to emails, posters recommending a QEP topic were posted throughout campus with Quick Response (QR) codes linking to the survey, and a notification was included in all online courses via Blackboard Learning Management System (LMS). Interested stakeholders were contacted by other emails, including an email to faculty, staff, and administrators.

The director of the Office of Institutional Effectiveness surveyed three constituent groups including, external partners (alumni, clergy, board of directors, and other campus partners), employees, and students. The survey consisted of two general questions:

1. What can Trevecca do to improve student learning?
2. What can Trevecca do to improve student success?

Interested stakeholders were also contacted by email with a link to a promotional video introducing QEP and addressing how topics were being collected.

During the summer of 2021, the topics that had been generated by all the constituents were reviewed and grouped into major categories related to student learning topics and student success topics. A total of 215 possible QEP topics were received: 70 from external partners, 66 from Trevecca employees, and 79 from Trevecca students. The full listing of topics is shown in Table 6. The number of topic submissions was lower than the number received in the last QEP, however, given that all contact was made via electronic communication due to COVID-19, the lower number was expected. The results of the complete survey are listed on the next page.

Table 6 – *QEP Topic Survey Results*

STUDENT LEARNING TOPICS		STUDENT SUCCESS TOPICS	
Career Preparation	Total: 19 External Partners: 7 TNU Employees: 7 Students: 5	Career Development	Total: 35 External Partners: 13 TNU Employees: 16 Students: 6
Target Assistance to Students	Total: 19 External Partners: 4 TNU Employees: 13 Students: 2	Assisting At-Risk Students	Total: 21 External Partners: 4 TNU Employees: 12 Students: 5
Experiential Learning	Total: 18 External Partners: 5 TNU Employees: 3 Students: 10	Advising	Total: 18 External Partners: 9 TNU Employees: 6 Students: 3
Technology	Total: 18 External Partners: 4 TNU Employees: 12 Students: 2	Diversity	Total: 15 External Partners: 7 TNU Employees: 4 Students: 4
Diversity	Total: 14 External Partners: 3 TNU Employees: 7 Students: 4	Curriculum	Total: 15 External Partners: 0 TNU Employees: 7 Students: 8
Curriculum Changes	Total: 14 External Partners: 0 TNU Employees: 10 Students: 4	Community Building	Total: 11 External Partners: 2 TNU Employees: 2 Students: 7
Improving Teaching Strategies	Total: 10 External Partners: 0 TNU Employees: 3 Students: 7	Student Mental and Physical Health	Total: 10 External Partners: 6 TNU Employees: 0 Students: 4
Honors Program	Total: 6 External Partners: 0 TNU Employees: 6 Students: 0	Life Skills	Total: 7 External Partners: 5 TNU Employees: 1 Students: 1
Student Research	Total: 5 External Partners: 2 TNU Employees: 3 Students: 0	Experiential Learning	Total: 6 External Partners: 2 TNU Employees: 2 Students: 2
Study Abroad	Total: 4 External Partners: 1 TNU Employees: 2 Students: 1		
Service Learning	Total: 3 External Partners: 0 TNU Employees: 3 Students: 0		
Spiritual Growth	Total: 3 External Partners: 2 TNU Employees: 1 Students: 0		

Based on this data, as well as multiple brainstorming discussions, the Topic Selection Committee identified five broad topic areas for further exploration:

1. Targeted Assistance to Students
2. Career Development/Advising
3. Experiential Learning
4. Holistic Development and Human Flourishing
5. Teaching and Learning

Since the votes were similar in disbursement for these topics, the QEP Topic Selection Committee opted to retain all five topics for the solicitation of mini-white papers from any full-time Trevecca employee.

The chair of the QEP Topic Selection Committee shared the process for submitting a mini-white paper in an employee meeting, and an email was sent to employees detailing the process for submitting a mini-white paper due by November 1, 2021 deadline (Appendix B). A follow-up email was also sent to faculty, staff, and administrators.

The chair of the QEP Topic Selection Committee removed all identifying information, including the name of the author(s), from the mini-white papers, to ensure objectivity in the evaluation. In addition, the committee chair did not vote in the process.

A total of nine mini-white papers had been submitted, authored, and co-authored by 16 individuals representing six unique units or departments. Proposals were submitted by five faculty/administrators, five faculty members, one staff member, and one administrator. The proposals spanned a variety of topics, including initiatives that would impact the learning or success of traditional, adult, and graduate students. Committee members were asked to review the nine mini-white papers and evaluate them using a rubric.

Four submissions were selected for development into full white papers:

1. Career Readiness Faculty Training and Certification Initiative
2. Caring for Careers (the Topic Selection Committee recommended that the author of these two proposals work together to develop one full white paper because of the relation and similarity of the topics)
3. Trevecca Pathway to Success
4. Trevecca TRUST Center

QEP Topic Selection Committee members developed and revised the rubric that would be used to evaluate the full white papers, and that rubric was sent to the authors of the selected mini-white papers. The QEP Full White Paper Evaluation and QEP Full White Paper Evaluation Reviewer's Form can be found in the addendum (Appendix C). Authors were asked to submit their full white paper by January 3, 2022.

Once received, the final three full white papers were sent to the QEP Topic Selection Committee for evaluation using the rubric.

On January 14, the QEP Topic Selection Committee met to conclude the evaluation process for the three full white papers and determine which would be recommended to the President's Cabinet as a QEP topic. After reviewing information collected from Trevecca's campus-wide needs assessment surveys and solicitation of a QEP topic, examining national survey data, considering the relationship as a topic to the University's mission, institutional goals, Strategic Plan: *25 for '25*, and determining the current status of

career services at Trevecca, the QEP Topic Selection Committee chose, "*Caring for Careers*" as the next QEP topic. Trevecca's Provost and SACSCOC liaison were both notified, the University Cabinet voted unanimously to approve the "*Caring for Careers*" topic, and the authors of the full white paper were notified of the decision in late January 2022. Following the announcement of the QEP topic, a QEP Development Committee was convened in early February 2022.

After reviewing information collected from Trevecca's campus-wide needs assessment surveys and campus-wide solicitation of a QEP topic; examining the data from national surveys; considering the relationship as a topic to the university's mission and institutional goals; and determining the current status of career services at Trevecca, the QEP Topic Selection Committee chose Career Services as the topic of Trevecca's QEP.

QEP Development Committee

The QEP Development Committee was announced on February 18, 2022 and included a broad representation from the seven schools on campus, Academic Affairs, Center Student Development, Office of Institutional Effectiveness, University Engagement, Marketing, and student representation. This resulted in a 21-member committee comprised of faculty, staff, and students from across the university (Table 7).

Table 7 - QEP Development Committee

SCHOOL/UNIT	MEMBER	POSITION
Committee Chair	Cathy Hendon	Associate Professor, School of Leadership, and Interdisciplinary Studies
Associate Chair	Becky Farley	Engagement Officer, Career Development and Connections
Academic Affairs	Jonathan Bartling	Vice President for Academic Affairs and Accreditation; SACSCOC Accreditation Liaison
School of Education	Andrew Burnham	Assistant Professor, School of Education
Office of Institutional Effectiveness	Jeffery Norfleet	Executive Director
Office of University Engagement	Peggy Cooning	Vice President, Office of University Engagement
School of Business	Dean Diehl	Associate Professor, Business Administration
Center for Student Development	Michelle Gaertner	Associate Dean, Student Success
School of Music and Worship Arts	Sam Green	Dept Chair, Department of Worship
Department of Sports and Exercise Science	Aaron Hall	Associate Professor, Sports and Exercise Science
School of Arts and Social Sciences	Erica Hayden	Associate Professor of History

SCHOOL/UNIT	MEMBER	POSITION
School of Music and Worship Arts	David Diehl	Dean of Music and Worship Arts
School of Business	Brandee Norris	Associate Professor of Healthcare Administration
School of Leadership and Interdisciplinary Studies	Julie Rigsby	Associate Professor of Leadership Studies
School of Business	Greg Runyan	Dept Chair for School of Business
School of STEM	Steve Silliman	Dean of STEM
Alumni Association	Jennifer Showalter	Engagement Officer
Graduate and Adult Education	Sarah Thompson	Director of Student Success and Advising
Marketing	Mollie Yoder	Director of Marketing
Traditional Student	Onyedikachi Dimobi	Student Representative
Traditional Student	Kate Barker	Student Representative
Graduate Student	Laura Neumar	Student Representative

The QEP Committee was challenged to develop a plan of implementation for the topic identified by the QEP Topic Selection Committee and write a report detailing the implementation process for submission in February 2023.

More specifically, the QEP Development Committee was asked to:

- Develop a QEP focus statement, goals, and student success outcomes for Trevecca's QEP topic.
- Review the best practices of undergraduate and graduate career development services at other institutions.
- Decide the organization and overall plans for implementation of the QEP.
- Create Sub-committees to facilitate the process of implementing the QEP topic at Trevecca:
    - Curriculum Integration Sub-committee (to decide the implementation of career development best practices into the curriculum);
    - Career Development Sub-committee (to implement a plan to increase awareness of campus resources to support career-related goals);
    - Mentoring/Coaching Sub-committee (to decide the implementation of alumni, professional, and mentorship resources);
    - External Experiences/Experiential Sub-committee (to decide the implementation of increasing opportunities for students to participate in experiential learning); and
    - Marketing Sub-committee to implement the comprehensive marketing plan for the QEP.

Importantly, the executive director of institutional effectiveness served as an assessment consultant for all Sub-committees.

Trevecca's Associate Vice President for Marketing and Communications is a member of the QEP Development Committee and led the QEP marketing efforts in conjunction with the QEP Marketing Sub-committee.

The QEP Development Committee was provided with background documents, including a description of the selected QEP, SACSCOC guidelines for the QEP, information on writing student learning /success outcomes, the Trevecca mission statement, and the QEP selected white paper. The first meeting of the committee was held on February 24, 2022 (see Appendix D for a full meeting timeline).

Broad-Based Support of Institutional Constituencies

Focus groups were conducted with traditional students, adult and graduate students, alumni, and faculty/staff in order to receive comments on the development of the topic. These meetings were influential in the overall design of the QEP topic as they offered suggestions and improvements (Table 8).

Table 8 – Meeting Dates for Focus Groups

Traditional Students	Faculty and Staff	Adult and Graduate Students	Alumni
April 5, 2022	April 14, 2022	April 20, 2022	April 25, 2022

Traditional Students

Theme One*:* NACE competencies discussion. Participants were asked if they were knowledgeable about NACE competencies and if any of their faculty had included them in their courses or related assignments.

Results: Students were able to identify career-related competencies once taught what the NACE competencies are, but they were not able to articulate how assignments and co-curricular activities related to job-related competencies (NACE). Students mentioned having NACE competencies on syllabi would be a good idea.

Theme Two: Mentoring Discussion – Participants were asked if they experienced mentoring during their time at Trevecca. If so, how did that occur?

Results: They want more mentoring experiences related to their major and chosen occupation.

Theme Three: A general discussion about Career Services.

Results: Comments were made regarding the desire for additional internship opportunities, including opportunities for externships and mini-internships.

Adult and Graduate Students

Theme One: NACE competencies discussion. Participants were asked if they were knowledgeable about NACE competencies and/or if any of their faculty had included them in their courses and/or related assignments.

Results: Participants reported no knowledge of NACE competencies, but there was a general agreement that many of these were informally taught in their classes.

Theme Two: Mentoring Discussion – Participants were asked if they experienced mentoring during their time at Trevecca. If so, how did that occur?

Results: Participants responded that formal mentoring with either a faculty member or a professional in their chosen field would be very beneficial, particularly for those who desire to make a career shift.

Theme Three: A general discussion about Career Services.

Results: Participants reported a desire for services provided to adult and graduate students.

Alumni

Theme One: NACE competencies discussion. Participants were asked if they were knowledgeable about NACE competencies and/or if any of their faculty had included them in their courses and/or related assignments during their time at Trevecca and if they used competencies in their first job after graduating.

Results: Regarding leadership competency – direct instruction was excellent; communication skills were gained; required internships were more important than realized; internships provided critical real-life skills; critical thinking was well taught; holistic preparation was valued; co-curricular and experiential learning was important in career preparation

Theme Two: Mentoring Discussion- Participants were asked if they experienced mentoring during their time at Trevecca. If so, how did that occur?

Results: General conversations that demonstrated how informal mentors were formative to career pathway; other alumni have become mentors post-graduation, staff/faculty were mentors, informal peer-to-peer mentoring; advisors and professors fulfilled the need for career mentoring; would be helpful to have formal mentors in graduate programs; a robust conversation that mentoring is necessary for career preparation

Theme Three: A general discussion about Career Services.

Results: Alumni reported that extending career services such as resume and cover letter preparation to all alumni would be very helpful. Other comments about networking events for majors and help in navigating life beyond the classroom.

Faculty

Theme One: NACE competencies discussion. Participants were asked if they were knowledgeable about the competencies and if they integrated the competencies into their coursework.

Results: Some of them are covered; career readiness courses offered in some departments; a first-year student orientation course would be a good place to integrate these; no explicit instruction; some adult and graduate courses might struggle with integration; measurement discussion

Theme Two: Mentoring Discussion – Participants were asked if they provide mentoring (formal or informal) opportunities within the program.

Results: Graduate students are seeking professional pathway coaching; field experiences in Education, Nashville Hispanic Council might be a good model for Trevecca to review for mentoring ideas; a general discussion of mentoring programs that might be good; peer-to-peer mentoring ideas were discussed; little response on whether current mentoring practices are being utilized with students.

The committee also presented updates at various meetings throughout the development to gain support and to allow faculty and staff to ask questions and comment on the QEP and offer specific input on the development of the topic. Table 9 below indicates the meeting dates.

Table 9 – Faculty and Staff Meeting Dates

Date of Meeting	Meeting Type
February 2, 2022	Faculty/Administrator Meeting
March 28, 2022	All Employee Meeting
April 6, 2022	All Employee Meeting
September 7, 2022	Faculty/Administrator Meeting
September 21, 2022	All Employee Meeting
October 3, 2022	Graduate and Adult Education Faculty Meeting
October 5, 2022	Faculty/Administrator Meeting
November 2, 2022	Faculty/Administrator Meeting
November 3, 2022	Board of Trustees
November 9, 2022	All Employee Meeting
February 8, 2023	Faculty/Administrator Meeting

Development of the Action Plan

In the spring of 2022, the QEP Development Committee began the development of the program goal and student success outcomes, a comprehensive review of the literature, research on best practices, creation of an action plan, development of a timeline for implementation, development of a plan for assessment, and preparing the written QEP document for submissions to SACSCOC. The team began by focusing on the QEP program goal. In order to develop student outcomes, the committee brainstormed whether the focus of a QEP related to career readiness or career development should be centered on student learning or student success. Extensive discussions following data gathering from stakeholders and constituent groups guided the committee toward a student success QEP.

After the committee agreed upon a QEP based on student success, further discussions occurred regarding defining the student success outcomes. In order to completely develop each student success outcome, sub-committees were formed to deeply engage in best practices related to NACE competency integration,

development of career services across campus, and experiential learning. Each Sub-committee developed literature reviews, outlined institutional resource allocation, assessment strategies, and engaged with stakeholders related to each outcome. The committee was also involved in generating ideas for building awareness of the QEP among faculty, staff, and students.

The QEP goal and student success outcomes are detailed in Chapter 2.

CHAPTER TWO

QEP Program Goal and Student Success Outcomes

The goal of *Caring for Careers* is to improve student success by engaging all students in career development activities. This QEP seeks to build a university culture that is focused on the development of students' curricular and co-curricular career goals in order to aid in student success. The QEP seeks to expand and enhance the activities and opportunities related to the career readiness of all students.

The QEP plan supports the goal and objective of the institution's 2019-2025 Strategic Plan: *25 for '25,* which seeks to propel the University forward, strengthen its position and assist in the fulfillment of its mission. This plan aligns with the fourth initiative of the Strategic Plan, "*Organizing for Student Success," by* focusing on career-related goals and objectives for all students. In doing so, it aids in sustaining a culture of student success in a supportive Christian environment. This QEP specifically focuses on the career development aspect of student success.

As the QEP Development Committee began creating this plan, it became clear that the institution needed to expand basic career services on campus for the betterment of the students' success and overall experience. The University leadership acknowledges that Trevecca is significantly behind in providing career development for students, which is evidenced by the University Cabinet choosing a topic focused on the career development of all students. This is also proven by data collection, constituent input, and inclusion in the Strategic Plan: *25 for '25*. This plan seeks to improve resources that directly affect all students in their career development. Historically, Trevecca has mainly focused career services efforts around the traditional student. This is currently due in large part to a lack of capacity to expand services to adult and graduate students. While the QEP is a campus-wide initiative, the plan also directly influences the scope and reach of the Office of Career Development and Connections. Many of the initiatives will directly affect that office, thereby allowing the office to expand its services to all students, such as employer relations, career coaching, mentoring, resume development, and other career-related resources.

QEP Program Goal

The goal of *Caring for Careers* is to improve student success by engaging all students in career development activities.

Figure 4

Student Success Outcomes (SSO)

The QEP plan *Caring for Careers* identified three student success outcomes. The student success outcomes exist to support the student's career choices and development throughout his/her time enrolled in the university. Further, by discovering and utilizing career-related resources, taking advantage of expanded experiential opportunities, and connecting concepts learned in coursework to the career competencies needed for their chosen career, students will be better prepared to pursue careers after college, enter graduate school, and obtain advanced careers for adult and graduate students.

The Caring for Careers program, the QEP director, and QEP sub-committees will work in conjunction with the faculty, administration, and staff to provide career development activities beginning in a student's first semester at Trevecca. Caring for Careers is an ambitious QEP that is directed at all students enrolled in the university, whether online or in person. As Trevecca seeks to "improve student success by engaging all students in career development activities," the following section is a summary of the actions that will be implemented pertaining to each student success outcome.

Student Success Outcome One:
Students will be aware of and have confidence in using campus resources to support career-related goals.

The Office of Career Development and Connections currently has one full-time employee providing services to all traditional, adult, and graduate students, which includes career coaching, management, and assistance with career-related online resources (Handshake, SkillsFirst, LinkedIn), resume and cover letter reviews and assistance, mock interviews, job search assistance, hosting on-campus part-time job, internship, and career fairs, career-related classroom presentations, partnering with student-led organizations for career-related workshops, partnering with employers for recruitment of students and alumni including campus visits and digital promotions, and intentional outreach to Trevecca alumni to expand career networking for students. The scope of services is limited because the University currently employs a single individual in this office. The administration of the University has committed ongoing financial resources for the implementation of this student success outcome (SSO1), including the addition of two full-time employees. Job descriptions are listed in Appendix E.

It is the intention that by increasing personnel, services will be expanded for all traditional, adult, and graduate students. As the University seeks to expand career services on campus, this outcome assesses awareness of services and confidence in using them. Specific strategies will build awareness of services and resources available to each student, including the relocation of the Office of Career Development and Connections and increased promotion and marketing of services. With the addition of two new staff members, the Office of Career Development and Connections will provide an increase in direct student support and interaction, equipping students for career success.

As the University heightens its focus on career development, the institution will assess the increase in student awareness of resources available by the Office of Career Development and Connections while being enrolled at Trevecca, and each student will complete a formative assessment at the beginning of their academic career. An identical follow-up survey will be completed in their last course within their program or an exit survey to provide summative data on whether specific strategies in the action plan associated with this SSO increased their awareness and confidence in using campus resources. More detailed information will be provided in Chapter Eight – Assessment Plan.

According to survey responses in the National Association of Colleges and Employers 2022 Student Survey Report, career service offices can have a direct impact on the development of students to become career-ready and develop skills required to effectively obtain employment, gain advancement, and increase skillsets (NACE, 2022). These formative and summative assessments will provide valuable data on the impact of the career services department individually, but more importantly, with the QEP.

Student Success Outcome Two:
Students will have experiential learning opportunities designed toward career preparation: (such as, internships, research experiences, service learning, and other career-related experiences).

Experiential learning is an engaged learning process whereby a student pursues an applied activity—either within the classroom or, more commonly, external to the classroom. This activity involves the application of the learned material to a practical application, challenge, or extension of the learned material. Experiential learning includes such activities as applied experiences (e.g., laboratory, research, or design field experiences), exchange of ideas with external partners, internships, practicums, creative exercises, study abroad, or performances.

After the initial assessment of current experiential learning practices offered at the university, the QEP seeks to expand opportunities by having programs create yearly goals related to increasing opportunities designed for career preparation. Increasing opportunities for experiential learning assists all students in enhancing their skill sets and prepares them for careers in today's workforce. Experiential learning opportunities could be course-based projects, research-based projects, internships, service learning, practica, shadowing, mentoring, and coaching. During the first year, the University will engage in the discovery process to define Experiential Learning on campus and begin the process of engaging programs and departments in the creation of intentionally designed approaches aimed toward career preparation. The University will select a tracking software program to measure experiences offered by programs and demonstrate an increase in the number of opportunities.

Student Success Outcome Three:
Students will demonstrate proficiency in NACE career competencies through program coursework.

Recent studies support the need for career competencies to be incorporated into students' educational experiences (Gray, 2022; Mekolichick, 2021). By integrating competencies in assignments, student learning outcomes, and experiential learning, graduates will be fitted with a broad, applicable toolkit of skills employers desire. As such, the University will engage in a discovery process of the NACE career competencies by teaching faculty about the NACE competencies and then by identifying and mapping current usage within their program curriculum and learning outcomes. After being trained, each program will integrate two NACE competencies per year until all eight competencies have been integrated and mapped to coursework in their respective programs. The goal is to create a common language, utilization, and recognition by faculty and students. A complete listing of the NACE competencies is provided in Appendix F.

In the second year, programs will be asked to identify which assignments and courses align with NACE competencies over the five-year integration period. Data will be collected on the University Academic Assessment Planning document, which is collected by the Office of Institutional Effectiveness. The QEP Curriculum Sub-committee will determine which NACE competencies will be integrated each year. In utilizing a direct measure of NACE competencies in the classroom, the institution can show whether Trevecca is improving student success related to career development and the associated competencies.

The University will also develop a Faculty Champions program to encourage and assist other faculty in strengthening their ability to help students excel in career readiness across various disciplines and recruit other faculty to do the same. This is an important component of the QEP as it creates faculty peer support to create a culture of career development on campus. The champions program will support efforts made on behalf of the QEP's three student success outcomes of career competencies within the curriculum, experiential learning and mentoring, and career readiness resources. This program will be further explained in Action Item 8 in Chapter Four.

The University will also develop and maintain both a student and faculty resource library. The purpose of these libraries will be to provide career-readiness resources to both students and faculty.

The assessment of these three student success outcomes will be guided by best practices as identified by The National Association of Colleges and Employers (NACE), a national organization committed to the employment of college students, which defines career development as "a foundation from which to demonstrate requisite core competencies that broadly prepare the college-educated for success in the workplace and lifelong career management" (NACE, 2021). Further details will be provided in Chapter Eight – Assessment Plan.

CHAPTER THREE

Literature Review and Best Practices

The goal of *Caring for Careers* is to improve student success by engaging all students in career development activities. This QEP seeks to build a university culture that is focused on the development of students' curricular and co-curricular career goals in order to aid in student success. The QEP seeks to enhance and expand the activities and opportunities related to the career readiness of all students by enhancing services provided by the Office of Career Development and Connections, expanding opportunities for experiential learning, and intentional implementation of the NACE competencies into the curriculum in all programs.

This literature review seeks to make the connection between current best practices in university career services, specifically in the enhancement and expansion of the Office of Career Development and Connections, experiential opportunities, and career readiness integration into the curriculum for all students (traditional, adult, and graduate). It begins with a brief overview of the current and increasing importance of career services to student success. This is followed by a deeper exploration of support regarding each student outcome implemented in this QEP.

COVID-19 has dramatically changed the workforce, the labor market is tight, and the unemployment rate is now 3.5 percent (U.S. Department of Labor, 2021). A recent study by the World Economic Forum entitled *"The Future of Jobs Report 2020"* reveals that college graduates' skills gap will continue to be high as in-demand jobs will continue to change over the next five years. This is no surprise. Due to a rapidly changing global work environment, now is a critical time for Trevecca to expand its career services to address the future of work for students and alumni.

Providing a comprehensive career services office for all students can help meet labor market needs and differentiate the University from local competitors in the services offered to students. A report issued by the National Association of Colleges and Employers (NACE) states:

> Career readiness, whether in community colleges or four-year universities, has become perhaps *the* defining issue for conversations about the future of higher education not just in the United States but around the world. At the core of this angst about college, jobs, and skills is a single question: Are the nation's colleges and universities providing students with career competencies, or the knowledge, skills, and abilities that are required to excel in the workplace (Hora, 2017, para. 1)?

Career exploration and preparation for Trevecca students and the role faculty can play in helping students think about their lives beyond the classroom is a critical component of higher education. A degree can lead to social mobility for students, and faculty play a critical role in helping students make valuable connections between their academic studies and the necessary skills required for life beyond the classroom. In a recent study conducted by Wiley Education Services (2022), students cited "one clear way professors could make them more interested in classroom material was to relate it more closely to their future careers. One-fourth of the students surveyed suggested that lessons with real-world applications, including those grounded in experiential learning, would improve their engagement" (Alonso, 2022, para. 4). This research affirms Trevecca's desire to focus on career services for the success of the students who attend the University.

Brief History of Career Services

"A century of development in career services offices at colleges and universities across the United States has transitioned from a vocations bureau and job placement center to a more comprehensive career center offering varied programs and staffed by professionals" (Vinson et al., 2014, p. 207). The evolution of our workforce prompted many universities to shift their focus over time toward offering a more well-rounded unit preparing students for the complex labor market. This evolution resulted in the need for elevated career service units at universities that are more strategic and centralized in the overall mission and strategic vision of the university (Dey, 2014).

Definition of Career Development

The National Association of Colleges and Employers (NACE), a national organization committed to the employment of college students, defines a career as "A foundation from which to demonstrate requisite core competencies that broadly prepare the college-educated for success in the workplace and lifelong career management" (NACE, 2021, para. 1). The organization has identified eight workplace competencies college graduates should have upon graduation. They are: 1) career and self-development; 2) communication; 3) critical thinking; 4) equity and inclusion; 5) leadership; 6) professionalism; 7) teamwork; and 8) technology (NACE, 2021).

Trevecca defines *career development* as providing relevant, excellent, and equitable assistance in navigating the transition from college to the workplace and beyond by offering coaching, mentoring, skills development, networking, and career pathing. It is also important to note that Trevecca includes in the definition assistance in helping students align their career goals with their calling and purpose. The institution's mission is to "help people discover their purpose, become Christlike leaders, and bring healing to a broken world." This statement is foundational to the definition of career development at Trevecca.

Career Services Aid in Student Success

"Much has been written about how academic advising, mentoring, high-impact learning, and course transformation have the potential to increase the likelihood of student success. A critical and often missing piece in the student success equation is career advising" (The Career Leadership Collective, 2021, p. 1). A nationwide study conducted by The Career Leadership Collective and the American Association for State Colleges and Universities (2021) determined that equitable student success must incorporate career outcomes. "Career outcomes are more holistic and include items such as career mobility, career satisfaction, career preparedness, career opportunity, financial gain, and overall life fulfillment" (p. 12).

Academic and personal development outcomes, such as critical thinking, problem-based learning, communication, fluency with technology, and leadership aptitude, are essential outcomes of student learning and success. Not only are they academic outcomes, but equally as important, they are competencies for a career-ready workforce. "For systemic integration to be effective, career educators must expand their understanding of shared governance within the academic enterprise, and faculty must infuse connections and immersive experiences into their curriculum for stronger outcomes in and outside the classroom" (Koppi, 2018, para. 11).

Career services are well-positioned to bridge the gap between academic learning and personal development outcomes. They are *educators* who help students *learn* how to explore career options, make career decisions, and develop career management skills that students will use throughout their lifetime (Makela & Rooney, 2003, p. 1).

Career Development Services

The first Student Success Outcome (SSO1) of this QEP states, "Students will *be aware of* campus resources and *have confidence in* using campus resources to support career-related goals." As the Office of Career Services focuses on increasing awareness and confidence, the institution addresses a few correlated and validated rationales presented in the 2022 NACE survey. These specific rationales address the goals of SSO1 to raise awareness and confidence.

Equip students with career-readiness competencies and the ability to articulate them to employers, increase engagement between career services and faculty members to better integrate careers into the classroom and curriculum, and help marginalized students build social capital, increase access to opportunities, and achieve career mobility (NACE Career Services Strategic Positioning Task Force, 2022, p. 14).

According to survey responses in the NACE 2022 Student Survey Report (2022), career services can directly impact the development of students to become career ready and develop skills required to obtain employment, gain advancement, and increase skillsets. The survey demonstrated that "Graduating seniors who used at least one service—any service—received an average of 1.24 job offers. And, for every additional service they used beyond just one, their average number of job offers increased 0.05" (VanDerziel, 2022, para. 5). The 1.24 job offers are compared to the averaged 1.0 job offers by students not utilizing any career center services. Increasing awareness and utilization of career services could directly impact on the number of job offers each student has upon completion of their academic program (2022 NACE Student Survey Report, 2022).

The 2022 Student Survey Report demonstrated that "The majority of students don't use the career center's most impactful services. Just 25.6 percent utilized the career center for help with internships, 20.8 percent took part in mock interviews, and 21.1 percent visited for networking preparation" (VanDerziel, 2022, para. 17). By increasing awareness of the services offered and building confidence in utilizing the services at Trevecca, the intention is to increase utilization of services above the surveyed averages above.

Experiential Learning – Expansion of Opportunities

Experiential learning is an engaged learning process whereby a student pursues an applied activity—either within the classroom or, more commonly, external to the classroom. This activity involves the application of the learned material to a practical situation, challenge, or extension of the learned material. The faculty then assist students in making connections between the learned material and the applied experience. "Enhancing experiential learning in higher education can be achieved by creating learning spaces that promote growth-producing experiences for learners" (Kolb & Kolb, 2005, p. 205). Additionally, experiential learning is often grouped into broad categories such as service learning, learning communities, research with faculty, study abroad, and internships/field experiences (NSSE, 2021).

The offering of experiential learning varies among the academic programs. Internships are prevalent in business, music, and history. Research and applied projects are prevalent in the STEM fields. Supervised administrative, clinical, or classroom simulations are examples of experiential learning in healthcare, psychology, and education. Other examples are mentoring, dissertation research, field experiences, interviews with outside sources, and performances. Coker & Porter (2015) recommend the following strategies for all university leaders to implement and empower students to engage in experiential learning: 1) provide a broad range of experiential learning opportunities; 2) develop experiences for "broad liberal-learning outcomes" (p. 72); and 3) ensure all students have access to the various types of experiences offered.

Research supports the significance of experiential learning in enhancing students' educational experiences (Coker & Porter, 2015). Several higher education institutions have pursued studies of models of experiential learning, ranging from community colleges to private, 4-year institutions to large R1 and international universities (Anwar & Abdullah, 2021; Bradberry & De Maio, 2017; Gatta, 2020; Moseley et al., 2019; Seow et al., 2019). The impact on student learning, as reported by these and other studies, includes greater comprehension and understanding of critical learning outcomes, ability to integrate learning across multiple classes, development of cognitive competencies, greater interest in entrepreneurial practices, increased appreciation for interpersonal and intrapersonal competencies, and increased awareness of the workforce. Eyler & Giles (1999) noted that there is a gap between the traditional higher education curriculum and the competency needs of employers. They further noted that there is a disconnect between the application of content and the application of what was learned.

Whereas a standard algorithm for implementing experiential learning across all campuses is non-existent, higher-education institutions are increasingly making experiential learning opportunities readily available. Throughout this QEP, Trevecca will identify how it defines and engages in experiential learning on campus and ways to improve experiences that will deepen the connection between content and application.

Curriculum Integration of NACE Competencies

Recent studies support the need for career competencies to be incorporated into students' educational experiences. By integrating competencies in assignments, student learning outcomes, and experiential learning, graduates will be fitted with a broad, applicable toolkit of skills employers desire. In an article published on the National Association of Colleges and Employers (NACE) website, Gray (2022) wrote that employers are focusing their attention on candidates who highlight their skills "such as problem-solving and teamwork skills through their various experiences" (para. 1). In the past, employers had often looked at candidates' GPAs, but the number of employers using GPA as a screening tool dropped to 37 percent in this study. The idea that competency screening could broaden the candidate pool is extremely important in this shift. Gray (2022) noted, "It further signals a recognition that screening by GPA may weaken efforts to build an inclusive workforce as it can put students who are balancing school with work and other responsibilities at a disadvantage in the job market" (para. 4).

Furthermore, the connection between undergraduate research experiences (UREs), career competencies, and future student career success is clear. Recent reports from the Council of Undergraduate Research (2019) and the American Association of Colleges and Universities (2021) posit that undergraduate research experience help to meet workforce needs, and employers are more likely to look for candidates with undergraduate research experience. Using these reports as a basis, Mekolichick (2021) noted that all eight NACE competencies could be directly related to undergraduate research experiences and that faculty

"can learn to transparently articulate and frame the skills, knowledge, and dispositions students gain in UREs so that students can see the transferable nature of their experiences" (para. 21). Furthermore, "Students can learn to frame and tell their stories in ways that potential employers can receive and understand" (para. 21). By exposing students to these competencies and showing them how their coursework transfers to careers, students should exhibit more success in job placement.

Finally, many colleges and universities in the United States and abroad are realizing the need to connect career development in their curricula to facilitate student success. There is no "one-size-fits-all" pathway to doing this. Bridgstock et al. (2019) asserted that:

> Career development learning is about much more than CVs and cover letters. It is about the progressive formation and refinement of identity through learning, along with the development of a set of meta-level capabilities to do with sense-making of learning experiences, informed decision-making and planning of life and career (p. 70), and therefore should be integrated into higher education curricula.

In more concrete examples, Pierson & Troppe (2010) and Townsley et al. (2014) demonstrated success at Mount Holyoke in creating integrative learning in a more university-wide way. Through an experiential learning minor, students took courses that provided "multiple opportunities for critical reflection, linking the coursework to the experience and integrating theory and practice, all the while keeping an eye on long-term career goals" (Pierson & Troppe, 2010, p. 13). The idea of a curriculum-to-career project continued at the University to "institutionalize integrative learning" so that the University created "conditions for learning in which students could connect multiple experiences, disciplines and interests, and translate those experiences in confident, adaptive, and flexible ways" (Townsley et al., 2014, p. 26). Similarly, the University of Minnesota-Twin Cities College of Liberal Arts created a course where students reflected on their liberal arts education and found that "students learned how to articulate career competencies and developed an understanding of what a liberal arts education entails and how it aligns with career readiness" (Stebleton et al., 2020, p. 14). The study concluded that:

> Undergraduate liberal arts students benefit from initiatives that allow them to intentionally reflect on their liberal arts coursework and experiences. With the workforce becoming increasingly fluid, automated, and complex, it is imperative that college students—especially those in the liberal arts disciplines—are cognizant of their own skills gained in and outside of the classroom, so that they can successfully transition out of the academic world and into the workforce (p. 24).

NACE has also highlighted this study from the University of Minnesota-Twin Cities (Koerner, 2018). Specific disciplines can also benefit from thinking about career competencies and how to integrate them into curricula. Sheikh & Camparo (2018) posited that competencies or "soft skills" such as teamwork and written and oral communication, to name only a few, can be highlighted in psychology curricula through specific assignments. Students can then articulate how these skills were gained through their educational experiences in job interviews. These examples demonstrate the utility of students connecting competencies and career development learning in their higher education curricula. By doing so, students are thus more equipped to enter the workforce with skills that translate into employer needs.

CHAPTER FOUR

Actions to Be Implemented

The goal of *Caring for Careers* is to improve student success by engaging all students in career development activities. This QEP seeks to build a university culture that is focused on the development of students' curricular and co-curricular career goals in order to aid in student success. The QEP seeks to expand and enhance the activities and opportunities related to the career readiness of all students. The action plan was developed based on a comprehensive review of literature and best practices related to career development, experiential learning, and curriculum integration of career competencies. The establishment of this QEP requires modifications or enhancements of some existing resources, as well as the addition of new resources. Most importantly, it requires a shift in campus culture as faculty, staff, and administrators are asked to begin promoting a culture of career readiness on campus.

The following provides an overview of actions to be implemented and organizational responsibility (Table 10). The corresponding implementation timeline can be found in the following chapter (Chapter Five).

Table 10 - *QEP Action Plan*

| Action	Responsibility
1. Promote and market career-related resources and events to all students.	QEP Director, Office of Career Development and Connections, Marketing Department, Student Representatives
2. Expand and relocate the Office of Career Development and Connection to a student-facing location.	QEP Director, Office of Career Development and Connections, Finance Department, University Cabinet, Student Representatives
3. Increase personnel in the Office of Career Development and Connections.	QEP Director, Office of Career Development and Connections, Office of University Engagement, Finance Department, Student Representatives
4. Identify and define experiential learning at Trevecca along with determining preferred tracking software.	QEP Director, Department Chairs, QEP Experiential Learning Sub-committee, Deans, Directors, Department Chairs, Program Directors, Faculty, Student Representatives
5. Expand and improve the experiential learning opportunities among programs.	QEP Director, Industry Partners, Department Chairs, Program Directors, Faculty, Staff, Experiential Learning Sub-committee, Office of Career Development and Connections, Office of Student Development, Student Representatives
6. Provide students access to seminars and workshops featuring alumni and professional mentors who can address various topics related to career success.	QEP Director, TNU Talks Committee, Deans, Department Chairs, Program Directors, Office of Alumni Engagement, Faculty, Staff, Industry Partners, Office of Career Development and Connections, Student Representatives
7. Mapping of NACE competencies to academic coursework and learning outcomes.	QEP Director, QEP Curriculum Sub-committee, Faculty, Deans, Department Chairs, Program Directors, Office of Institutional Effectiveness, Student Representatives
8. Create a Faculty Champion program to assist faculty with career competency integration, faculty-led mentoring experiences, and experiential learning opportunities.	QEP Director, Faculty, Deans, Department Chairs, Program Directors, Faculty Champion Sub-committee, Student Representatives
9. Create a resource library for both faculty and students.	QEP Director, Faculty, Deans, Department Chairs, Program Directors, Office of Career Development and Connections, University Marketing, University Library Personnel, Student Representatives
10. Develop new curricula to engage traditional sophomores, juniors, seniors, and adult undergraduates in coaching and mentoring opportunities through Faculty-Led Academic Mentoring Experiences (FLAME).	QEP Director, QEP Curriculum Sub-committee, Faculty, Deans, Department Chairs, Program Directors, Student Representatives, Student Representatives

The ten actions of the QEP are designed with all students in mind (traditional, adult, and graduate). While this is an ambitious QEP, the greatest need is to impact *all* students in the career development process.

Several actions in the plan represent new strategies and initiatives that will be implemented over the duration of the five years. New strategies include NACE competency curriculum mapping and integration, resource libraries for faculty and students, faculty facilitators program, and the development of new curricula for coaching and mentoring opportunities. Other actions include the enhancement and improvement of existing strategies. Those include increased and targeted promotion and marketing of career-related resources through the Office of Career Development and Connections, defining, identifying, and expanding experiential learning opportunities, and the relocation and increased staff in the Office of Career Development and Connections.

The QEP director will primarily be responsible for implementing the action plan. To do this, the QEP director will convene a Curriculum Committee, Assessment Committee, Faculty Champions Committee, and an Experiential Learning Committee, along with several other stakeholders such as the Office of Career Development staff, faculty, and departments. These committees will include broad representation from faculty, staff, and students. The QEP organizational structure and details regarding responsibilities are discussed in Chapter 6. The action plan is achieved over several years, and a detailed timeline is presented in Chapter 5. The remainder of this chapter provides a detailed description of the action items to be implemented.

ACTION 1 - Promote and Market Career-Related Resources and Events to All Students

The QEP director with the Office of Career Development and Connections will partner with the University Marketing Team to create, develop, and implement a comprehensive communication plan to build awareness and promote career-related resources. This includes but is not limited to the creation and implementation of strategies for expanding and enhancing of the Career Development webpages within the Trevecca.edu website that will be comprehensive of all services and resources offered by the Office of Career Development and Connection and University at large that are career related. Features that will be

ACTION 1 — Promote and market career-related resources to all students.

SSO 1 — Students will be aware of and have confidence in using campus resources to support career-related goals.

included on the webpages will be mission and vision statements; descriptions of and links to online career-related resources available to all students provided by the University (such as Handshake and SkillsFirst); links to the audio-visual repository of professional speakers and workshops; additional links to external and helpful career-related resources; and instructions and links to make appointments with staff in the Office of Career Development and Connections. This will begin in the first year, fall of 2023.
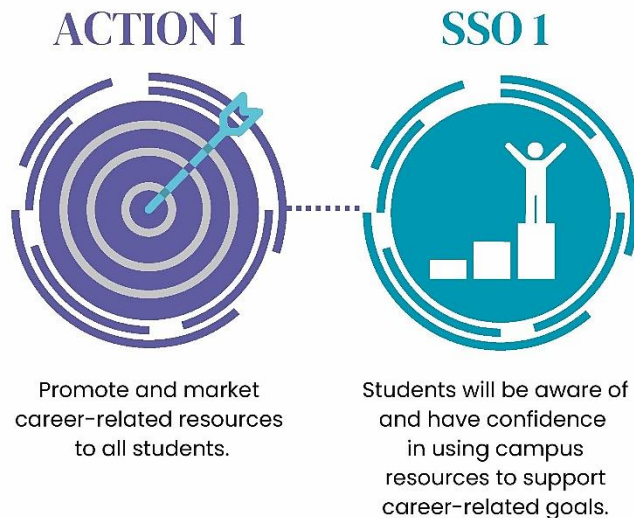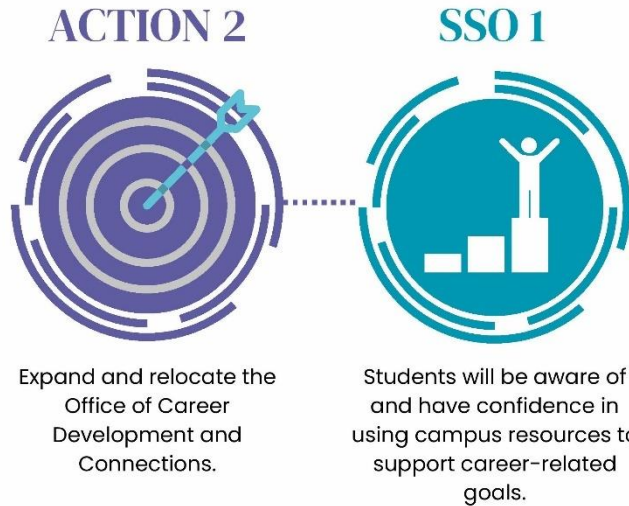
These same steps will also be repeated for the Trevecca Career Development and Connections SharePoint site, which exists as a resource only for internal usage of faculty, staff, administration, and students.

ACTION 2 - Expand and Relocate the Office of Career Development and Connection to a Student Facing Location

The QEP director, the Office of Career Development and Connections, The University Cabinet, and Finance Team will develop a plan for the relocation of the Office of Career Development and Connections to a more student-centered and populated space on campus while remaining part of the Office of University Engagement. The development of the relocation plan will begin in the fall all 2024, with the relocation in the third year.
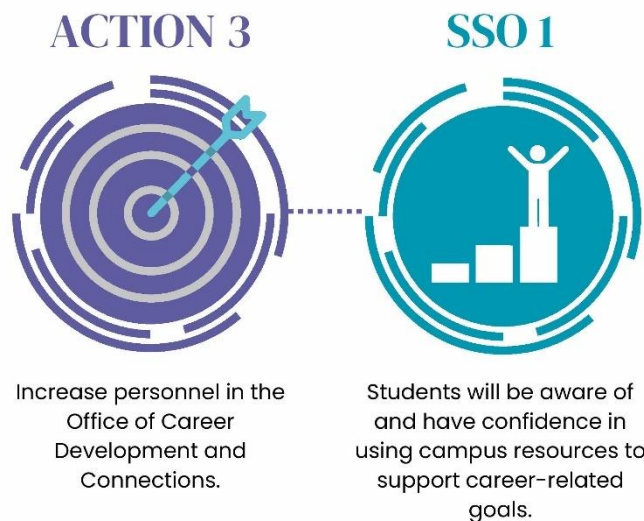
The goal of the relocation is to increase the visibility and accessibility of the Office of Career Development and Connections for students who attend classes on-campus. This center will serve as a hub and provide a place for students to obtain career coaching, engage with employers and recruiters, access career-related resources, and connect with peers. The newly relocated center will expand to include the addition of two personnel.

ACTION 2

Expand and relocate the Office of Career Development and Connections.

SSO 1

Students will be aware of and have confidence in using campus resources to support career-related goals.

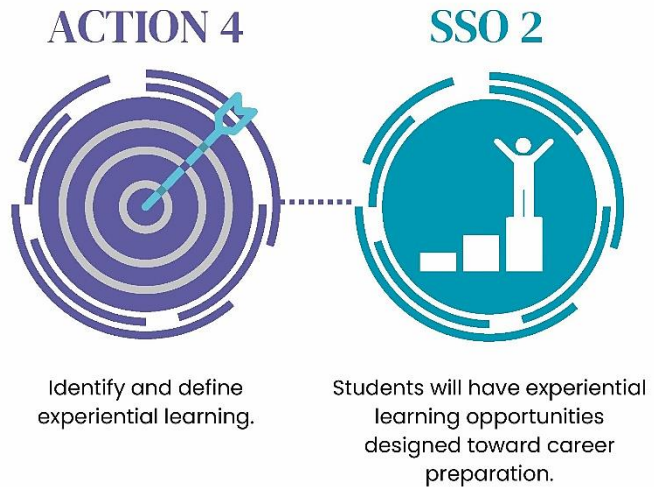## ACTION 3 - Increase Personnel in the Office of Career Development and Connections

During the second year, the University will begin the planning phase for two additional full-time employees for hiring in the third year. A short description of each job can be found in the addendum (Appendix E).

These two additional staff members will work toward fulfilling several of the action items in the QEP while also serving as employees within the Office of Career Development and Connections. For example, one staff member will be responsible for the creation and maintenance of the Faculty Champions Program, working with the QEP Curriculum Sub-committee to integrate and map NACE competencies into the curriculum and assist in the creation and maintenance of the resource libraries while also serving as a Career Coach for traditional, adult, and graduate students.

ACTION 3

Increase personnel in the Office of Career Development and Connections.

SSO 1

Students will be aware of and have confidence in using campus resources to support career-related goals.

ACTION 4 - Identify and Define Experiential Learning at Trevecca

One central motivation of the overall QEP is improving experiential learning at Trevecca by designing and supporting exceptional experiential learning opportunities across the degree programs and disciplines. Over the coming 2-5 years, the student experience should therefore reflect new opportunities through expansion and improvement of student experiential learning offerings, as appropriate, across all disciplines and degree programs. Such a goal will require ongoing discussion and exploration among faculty and staff of experiential learning opportunities associated with different academic programs. Such discussion will encourage leadership to design, adopt, or improve experiential learning strategies/applications.

ACTION 4 — Identify and define experiential learning.

SSO 2 — Students will have experiential learning opportunities designed toward career preparation.
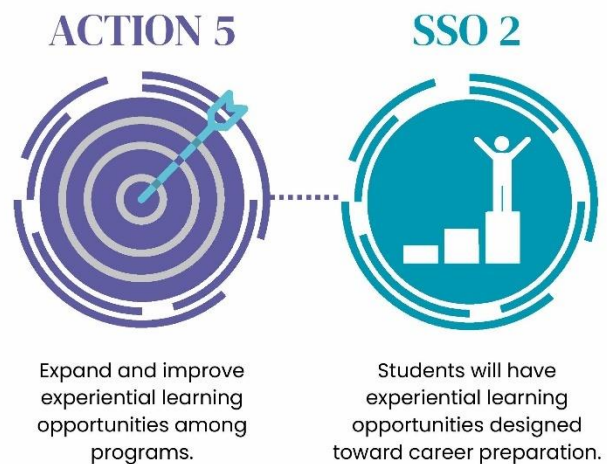
The University will undergo a discovery process in the first year to identify and define experiential learning at Trevecca. Trevecca program leaders, department chairs, and deans will be asked to respond to a survey about their working definition of experiential learning, how it is expressed in their program, and its importance to the overall Trevecca experience. Consideration will be given during the first year to identify a pilot group of two or three departments that could be used as a test group for both platforms before deciding which platform to use campus-wide in the second year.

During the fall of the second year of the QEP implementation, school deans, department chairs, and program directors will determine best practices for tracking experiential learning. Trevecca has access to two different platforms that could serve to track these experiential learning opportunities with no additional associated costs– Handshake and Presence. After identifying the tracking system to be used, all current experiential learning opportunities will be added to the software to prepare for access and usage by students and faculty in the third year.

ACTION 5 - Expand Experiential Learning Opportunities Among Programs

After determining the best data-tracking platform and reviewing collected data from the pilot groups, Trevecca will increase the number of experiential opportunities across programs and disciplines. Faculty Champions or other identified faculty will work closely with programs and disciplines new to offering experiential learning in their curricula. Increasing opportunities for experiential learning aligns with the third essential element that defines Trevecca's character, "helping the individual student. " Increasing opportunities for experiential learning assists all

ACTION 5 — Expand and improve experiential learning opportunities among programs.

SSO 2 — Students will have experiential learning opportunities designed toward career preparation.

students in enhancing their skill sets and prepares them for careers in today's workforce. These opportunities will be increased in two ways: (1) increase the creation of internships, research, service learning, or other experiential learning/work-based learning opportunities; (2) for those students who cannot participate in internships or experiential learning, alumni will be asked to serve as mentors or undergraduate students can participate in Faculty-Led Academic Mentoring Experiences (FLAME) courses.

Mini-grants will be available to faculty to support the increase of experiential learning in their academic departments. This includes but is not limited to resources and materials, overload pay, communication and promotion, recruitment, and relationship building with employers. The Experiential Learning Sub-committee will develop the guidelines and application process in the first year.

ACTION 6 - Provide Students Access to Seminars and Workshops Featuring Alumni and Professional Mentors Who Can Address Various Topics Related to Career Success
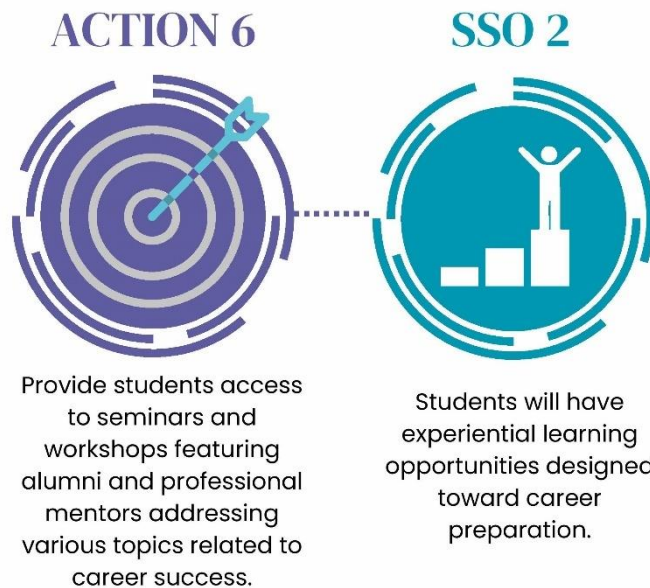
All students will have access to seminars and workshops featuring alumni and professional mentors that can address various topics related to career success. This effort will take place through two initiatives: 1) the creation of an audio/video repository for the collection and distribution of recordings of seminars and workshops taking place at the course, program, department, school, and university level, and 2) an annual event patterned after the popular TED Talks lecture series.

ACTION 6
Provide students access to seminars and workshops featuring alumni and professional mentors addressing various topics related to career success.

SSO 2
Students will have experiential learning opportunities designed toward career preparation.

Audio/Video Repository

In the first year, a campus-wide effort will be initiated to identify and record speakers, panelists, lecturers, and workshop events that already occur randomly on campus and store them in an audio and video repository all in one easily accessible location that will be readily available to all students. This effort will require new policies, procedures, and infrastructure for editing, uploading, and storing content.

Guest speakers, lecturers, and panelists will be required to sign audio/video release forms that grant permission to the University to record and publish recordings of the event in which they are participating. Trevecca's audio/video department will need to be equipped and trained to facilitate higher-quality audio and video recordings for special events. Professional audio or video recordings will be required for these career-related events.

The audio-visual repository and its relation to career readiness will be introduced and explained to all faculty, staff, and administrators, including the need for the repository and training on the process of requesting recording assistance and submit recorded content. The focus and intent of this repository are to create a culture of sharing where everyone involved in career-related special events begins to think of how

to share their event with all students. All students will have access to the site. Videos will be private and accessible only to the campus community. Students will access the site on a separate student-facing page.

In the second year, the A/V Repository will be launched to students and faculty as an additional career-related resource, including adding of links to the repository onto webpages and communicating promotions to students and faculty.
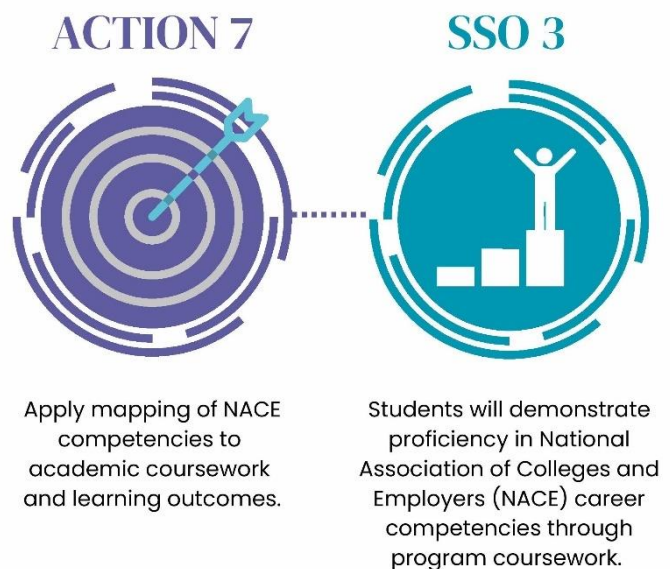
TNU Talks

Modeled on the popular TED Talks format, TNU Talks will be an annual event featuring a variety of alumni and professional mentors addressing various topics related to work and careers within various disciplines. This event will be accessible to all students through face-to-face attendance, live video streaming, or audio and video recordings.

Each year a different school within the University will be tasked with sponsoring that year's TNU Talks event. The sponsoring school will be responsible for developing a theme for the year, working with the other schools to coordinate speakers, planning, and executing the event, and collecting and submitting recordings for inclusion in the audio/video repository. The overall theme will be related to career success or mentoring. In addition, *each year, at least one speaker needs to address how students can find mentors and coaches to help them with their careers*. A TNU Talks committee will be created, including representatives from marketing, technology, University engagement, and a representative from each school that will help guide and support the sponsoring school throughout the process and provide brand consistency as the event passes from school to school.

The event will begin in the second year on campus during the spring semester of each academic year. It will be promoted across all programs and levels of degrees as well as to the entire TNU community, including faculty, staff, administration, and alumni. This will be a free event and will be live-streamed and recorded for both audio and video distribution through the audio/video repository.

ACTION 7 - Mapping of NACE Competencies to Program Coursework and Learning Outcomes

A multi-faceted approach will be implemented with a focus on integrating the NACE competencies (Appendix F) into the curriculum over a several-year process. In the first year, faculty will receive training regarding NACE competencies and instruction for mapping and teaching these into core classes in all programs. For students to recognize they have learned the NACE competencies, faculty will need instruction on how to teach them in their classes. The QEP Curriculum Committee will provide training during the first year to assist in this process. Also, during the first year, programs will create a baseline for success in teaching and assessing the competencies in core classes. Because this is the first time the University will have been exposed to this process, there is no current baseline for assessment.

ACTION 7 — Apply mapping of NACE competencies to academic coursework and learning outcomes.

SSO 3 — Students will demonstrate proficiency in National Association of Colleges and Employers (NACE) career competencies through program coursework.

Training sessions for faculty will include the introduction of the NACE competencies, as well as the mapping templates and process for integration. These sessions will provide faculty with time to ask questions about the integration process and to begin thinking about how they are already incorporating these competencies in various courses and specific assignments. These sessions could either be held during department meetings throughout the fall or even take place in several smaller sessions in the pre-semester period of faculty professional development. All faculty should plan to attend. Virtual sessions or video recordings will be available for remote faculty. The faculty, the QEP director, and the QEP curriculum sub-committee will continue discussions and advisement as academic programs begin the process of mapping throughout the remainder of the first year. These sessions will also provide examples of ways the faculty could edit their program student-learning outcomes to address competencies not already included or to create new outcomes as needed by the programs.

After being trained on the process in the first year, each program will complete two NACE competency maps using the following templates that examine the core classes in each program in relation to the NACE competencies as well as the individual program student-learning outcomes in relation to the NACE competencies. While some programs may have this process completed during the first year, this will be completed by the end of the first semester (fall) in the second year. The completed mapping templates will be updated and submitted annually to the Office of Institutional Effectiveness. This process will repeat yearly until all eight NACE competencies have been mapped and integrated into coursework.

Each year, beginning in the second year, programs will be asked to identify which assignments and courses align with NACE competencies over the five-year integration period. Data will be collected on the University Academic Assessment Planning Document which the Office of Institutional Effectiveness collects. The QEP curriculum sub-committee will determine which NACE competencies will be integrated each year. In utilizing a direct measure of NACE competencies in the classroom, the institution can show whether it improves student success related to career development and the associated competencies.

The curriculum map is listed in Appendix G.

ACTION 8 - Create a Faculty Champions Program to Assist Faculty with Career Competency Integration, Faculty-Led Academic Mentoring Experiences and Experiential Learning Opportunities

The Faculty Champions program will be created to support faculty in the career development and integration process by identifying individuals who will serve as career champions in their departments and programs. This program will give faculty the necessary tools and knowledge to make the connection from the classroom to careers easier by championing the relationship between classroom knowledge and careers.

ACTION 8

Create a Faculty Champion Program to assist faculty with career competency integration, FLAME, and experiential learning opportunities.

SSO 3

Students will demonstrate proficiency in National Association of Colleges and Employers (NACE) career competencies through program coursework.

Tier One to Be Developed in Year Two, Starting Cohorts in Year Three

The goal of Tier One is to launch the Faculty Champions program by selecting one faculty member from each school. These faculty will effectively work independently within their academic departments but will be loosely organized as a team of Faculty Champions to share ideas and successes. These Champions will serve as leaders to organize internal faculty teams exploring viable options to integrate career development within academic, research, internship, clinical, teaching, or other experiential learning opportunities focused on developing student career skills and insights. Each champion associated with that educational program will partner with faculty to provide examples of career-development initiatives that can be integrated (with low effort) into existing educational settings and encourage discussion among program faculty about the importance of career-development initiatives within that program.

Some examples that champions would likely be involved with include:

- Serve as a mentor to individual faculty or a small team of faculty to help build common skill sets within a specific program(s) related to the QEP.
- Organize/lead presentations on campus on topics (as individuals or in collaboration with other facilitators) related to faculty contributions to student career-readiness.
- Collaborate with fellow champions to identify new career-development initiatives.
- Partner with the Office of Career Development and Connections to explore opportunities at the intersection of academic efforts toward career development and formal employment (summer internship or permanent) opportunities.
- Demonstrate a deep interest in experiential learning, generating new ideas, and providing strong leadership to assess and increase student experiential learning opportunities. They would collaborate with deans and department chairs to track experiential learning data and determine best practices.
- Understand and explore NACE competencies with their fellow faculty.
- Celebrate Trevecca's academic efforts in career development (NACE competencies) through annual (or biennial) contributions to a regional or national conference or participation (or as a lead/co-lead) in a regional professional career development meeting/workshop.
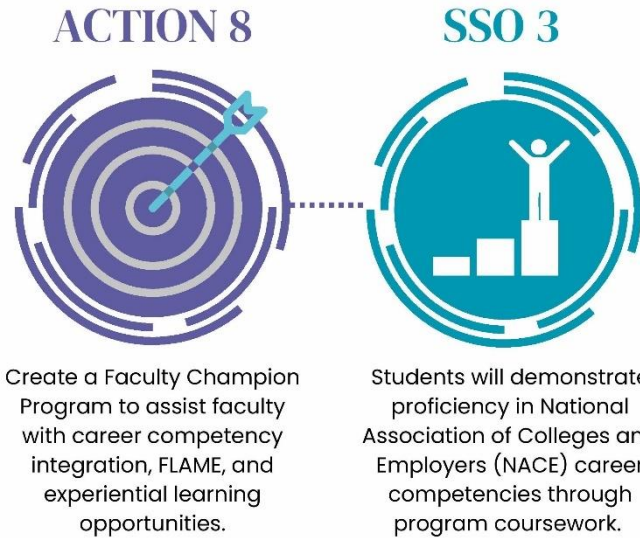
- Promote FLAME (Faculty-Led Academic Mentoring Experiences) courses.
- Develop evaluation tools to measure accomplishments of Student Success Outcomes focused on one of three groups: 1.) those who are currently pursuing coursework, 2.) those who are approaching graduation from a degree program, and 3.) those who are 2-5 years post-graduation.

Interested faculty would apply in the late fall semester to be accepted into the next academic year's cohort of Faculty Champions. The application process would require a current CV and a one-to-two-page statement of interest, including what they might want to highlight during their time as a Faculty Champion. A small committee would evaluate applications and make recommendations by the end of January. This process will be promoted in the fall during the second year to solicit applications for a cohort starting in the third year. The intention is to have a minimum of six faculty (one per school) but more in each cohort would be encouraged.

Tier Two Plans to Be Developed in Year Three, with a Goal of Fully Launching in Year Four
Beginning in the second year, a professional staff member housed within the Office of Career Development and Connections will oversee the Faculty Champions Program to ensure the program's establishment and longevity.
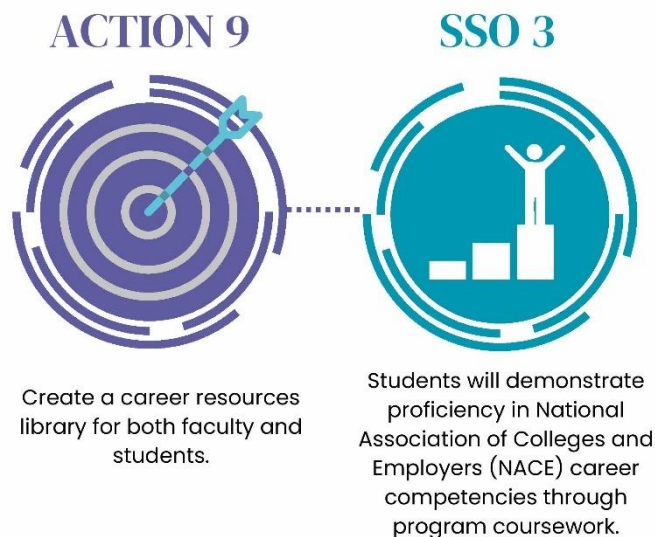
Tier Two would include (but not be limited to as programming evolves):

- Support of Faculty Champions of associated faculty teams experimenting with new approaches/methods/strategies in experiential learning resources and practicums;
- Support the sharing of experiential learning/career preparation experiences within the university;
- Encourage and support faculty/student contributions to external conferences;
- Organizing workshops/gatherings with the purpose of sharing career-focused experiences internally;
- Support Faculty Champions to guide/encourage others to start new conversations on career readiness opportunities in education;
- Contribute to (but not author unless they wish to) resource/prototype/evaluation website at TNU;
- Seek champions from multiple disciplinary areas to encourage diversity in discussion/contributions (e.g., music, humanities, business, health sciences, natural sciences); and,
- Contribute to ongoing discussions.

ACTION 9 - Create a Resource Library for Both Faculty and Students

Faculty Resource Library
A resource library will be created to support career development and the integration of NACE competencies into the curriculum for faculty to use in their classes and course development. This resource library will be housed internally on the Microsoft SharePoint platform to support easy access. This resource library will contain a variety of resources. A needs assessment will be done in the first year to help guide the library's design. Resources will be gathered during the first year and organized by genre (syllabi,

ACTION 9

Create a career resources library for both faculty and students.

SSO 3

Students will demonstrate proficiency in National Association of Colleges and Employers (NACE) career competencies through program coursework.
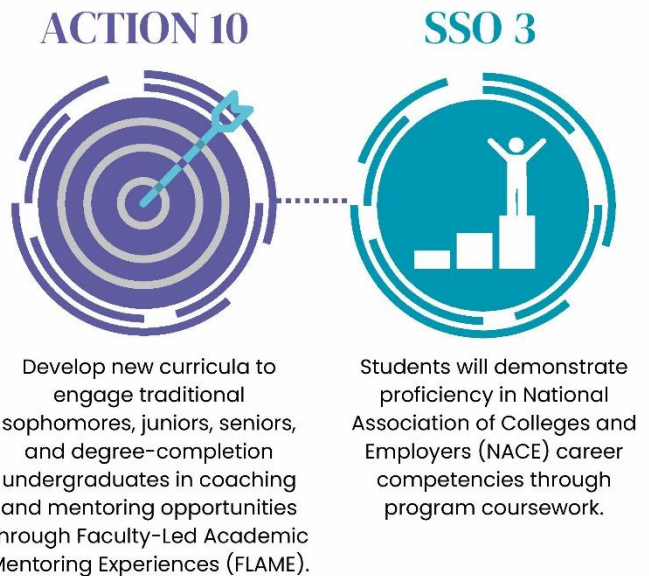
assignments, rubrics). They will be tagged as to whether they are geared toward undergraduate, adult, or graduate courses. In the fall of the second year, the faculty resource library will be made available to the campus community.

<u>Student Resource Library</u>
Working with library faculty and staff, as well as career development staff, a student resource guide geared towards career readiness will be created. This resource guide will contain links to various professional organizations and resources that are discipline specific; guides for CV/resume building; cover letter guides; guides for personal, religious, and diversity statements; links to job-finding sites; and bibliographies of books that might be useful to students. In the fall of the second year, the student resource library will be made available to the campus community.

ACTION 10 - Develop New Curricula to Engage Traditional Sophomores, Juniors, Seniors and Adult Undergraduates in Coaching and Mentoring Opportunities Through FLAME Courses

The central idea behind Faculty-Led Academic Mentoring Experiences (FLAME) courses comes from the previous Quality Enhancement Plan on the topic of undergraduate research. During this past QEP, the University created Faculty-Led Academic Research Experiences (FLARE). This FLAME idea will loosely model that prior initiative with the creation of mentoring experiences designed to provide students with additional exposure and opportunities to connect with career-related practitioners within their discipline under the guidance of active practitioners and the sponsoring faculty member. The development of these experiences will begin during the second year, with full implementation beginning in the fourth year.

ACTION 10

Develop new curricula to engage traditional sophomores, juniors, seniors, and degree-completion undergraduates in coaching and mentoring opportunities through Faculty-Led Academic Mentoring Experiences (FLAME).

SSO 3

Students will demonstrate proficiency in National Association of Colleges and Employers (NACE) career competencies through program coursework.

A FLAME course will be added to the catalog under each subject area (such as BIO xxxx, COM xxxx, MUS xxxx) in the undergraduate curriculum. These courses will be worth 1-3 academic credits and may be extended for up to six hours of total credit, depending on the breadth and depth of the project. An example of a FLAME project would be a small business competition where students are placed on teams along with a mentor/coach to develop a business plan for presentation to a panel of small business owners. The idea determined to be the most viable would then be developed by all participants for implementation in the second semester, again under the guidance of a mentor/coach.

Beginning in the spring of the second year, the provost, QEP director, and Faculty Champions coordinator will announce a competitive call for FLAME course proposals. The courses will take place for the first time in the 2026-2027 academic year. Required proposal elements will include a project abstract, a project narrative, student learning outcomes, an assessment rubric for the project, and a budget. A letter of support from the faculty member's department chair or program director must accompany each proposal for it to be considered.

Proposed projects will be required to involve undergraduate students in actual hands-on learning under the guidance of a practicing professional in the discipline. Specific student involvement will vary from project to project including experimentation, product development, marketing, presentations, demonstrations, and a variety of other hands-on activities. In most cases, each project should span one academic term (fall, spring, or summer). However, the FLAME committee will consider longer-term projects depending on the depth and budget of the study.

In the fall of the third year, FLAME proposals will be accepted by a FLAME committee comprised of the provost, academic deans, three to five appointed faculty members, the QEP director, and the Faculty Champions program coordinator. The committee will use a rubric to evaluate the FLAME proposals and use this data as one of the primary criteria for making FLAME selections.

Students can then register for FLAME courses in the spring of the third year for the next academic year. The number of proposals/approved courses will be determined by the FLAME Committee relative to the budget and the strength of the proposals. The proposal process will continue, with a call for future FLAME proposals issued each spring, selected in the fall, and implemented in the following academic year.

After a FLAME course is approved, faculty members can begin recruiting students for participation in their project. Students must complete a FLAME application before they are approved to participate in the course. Students should be sophomores, juniors, seniors, or adult undergraduate students in order to participate in FLAME courses. The faculty-mentor (faculty member listed as the instructor for the FLAME course) will make final decisions in the selection of student participants. Only selected students will be allowed to enroll in a FLAME course. Each FLAME course should have a minimum of eight students enrolled. If the FLAME course involves human subjects, the faculty-mentor will be responsible for obtaining approval from Trevecca's Institutional Review Board.

FLAME courses will be figured as part of the faculty member's regular load; therefore, a three-hour FLAME course would give that faculty member three hours of faculty load. If needed, the University will provide an adjunct to cover that faculty member's regular teaching course load. If the FLAME course is added in addition to a faculty member's "regular load," the faculty member may be eligible for "overload pay."

The faculty-mentor will coordinate the meeting times with students and prepare them with any specialized knowledge needed before the project begins. FLAME courses may meet during a regularly scheduled course timeslot; however, it is not a requirement as long as the faculty-mentor documents that students are meeting the required hours of academically-engaged time (37.5 hours per unit of academic credit).

The student learning outcomes for each FLAME will be developed and put into a rubric format by the faculty-mentor, according to the goals of his/her project. The submission of this rubric will be part of the FLAME application. The student learning outcomes of the FLAME project should reflect the student success outcomes identified in the QEP, as well as the project's specific objectives. After each course, faculty-mentors will complete rubrics assessing each student learning outcome in the FLAME course and submit copies and compiled scores to the Office of Institutional Effectiveness and QEP coordinator for course evaluation and institutional assessment.

CHAPTER FIVE

Implementation Timeline

The goal of *Caring for Careers* is to improve student success by engaging all students in career development activities. This QEP supports student success by engaging all students in career development activities. The QEP supports the goals and objectives of the University's 2019-2025 Strategic Plan: *25 for '25,* which seeks to propel the University forward, strengthen its position and assist in the fulfillment of its mission. One initiative of the Strategic Plan is "*Organizing for Student Success."* This initiative aims to sustain a student success culture in a supportive Christian environment. This QEP specifically focuses on the career development aspect of student success. As it is a comprehensive plan, the actions will be implemented over the span of five years. Table 11 provides a timeline of tasks required for successful implementation of the QEP.

Table 11 - *QEP Implementation Timeline*

Area	Tasks
Year 0 – 2022-2023	
Marketing	Launch communicating plan to introduce *Caring for Careers* to the university community.
Assessment	Begin collecting baseline data for selected assessment measures.
Year 1 – 2023-2024	
SSO1 *Action 1*	Create a strategic plan for marketing and developing career services including a website and SharePoint site.
SSO2 *Action 4*	Identify and define experiential learning specific to TNU (continued collaboration with Deans and Program Directors across disciplines & departments).
SSO2 *Action 6*	Create Audio/Video Repository for the collection and distribution of recordings of seminars and workshops taking place at the course, program, department, school, and university level.
SSO2 *Action 6*	Create committee to plan for first TNU Talks event in Spring 2025.
SSO3 *Action 7*	Faculty survey and training on NACE competencies mapping.
SSO3 *Action 9*	Assess needs for resources in faculty and student library; gather resources for both libraries.
Assessment	Collect annual assessment data. Review assessment data and make changes and updates for the next academic year. Institutional stakeholders are involved in ongoing planning and evaluation to adjust the resources as the plan proceeds, if necessary.

Year 2 –2024 - 2025	
SSO1 *Action 1*	Implement the strategic plan for marketing and developing career services including website and SharePoint site.
SSO1 *Action 2*	Create relocation plan for the Office for Career Development & Connections.
SSO2 *Action 5*	Fall semester - identify data tracking software that manages experiential learning opportunities; spring semester – input all current experiential learning information into the software.
SSO2 *Action 5* *Action 8*	Develop strategic initiatives to increase experiential learning opportunities per program; develop Faculty Champion framework.
SSO2 *Action 6*	Launch A/V Repository for students and faculty, including adding the links on webpages, and promoting to students and faculty.
SSO2 *Action 6*	Hold inaugural TNU Talks annual event patterned after the popular TED Talks lecture series.
SSO3 *Action 7*	NACE competencies will begin to be mapped to academic coursework and learning outcomes.
SSO3 *Action 8*	Launch Faculty Champions Program (Tier One).
SSO3 *Action 9*	Both resource libraries will be fully implemented and available to the campus in the fall of 2024.
SSO3 *Action 10*	Introduce FLAME and course creation in the fall of 2024. Call for proposals of FLAME courses from faculty in the spring of 2025.
Assessment	Collect annual assessment data. Review assessment data and make changes and updates for the next academic year. Institutional stakeholders are involved in ongoing planning and evaluation to adjust the resources as the plan proceeds, if necessary.
Year 3 – 2025- 2026	
SSO1 *Action 3*	Add two full-time employees in the Office of Career Development and Connections.
SSO1 *Action 2*	Open officially the new office of Career Development and Connections space for students.
SSO2 *Action 5*	Implement initiatives (per program) to increase experiential learning opportunities.

Year 3 – 2025- 2026 - *Continued*	
SSO3 *Action 7*	Mapping of NACE competencies will continue each year in conjunction with annual assessments.
SSO3 *Action 8*	Begin Tier One Faculty Champions cohorts; begin development of Tier Two; assess Tier One cohort end of year three.
SSO3 *Action 10*	Approve proposals of FLAME courses by FLAME committee members in the fall of 2025; students can register for FLAME courses in the spring of 2026.
Assessment	Collect annual assessment data. Review assessment data and make changes and updates for the next academic year. Institutional stakeholders are involved in ongoing planning and evaluation to adjust the resources as the plan proceeds, if necessary.
Year 4 – 2026- 2027	
SSO3 *Action 8*	Begin Tier Two Faculty Champions cohorts; continue to assess and adjust Tier One cohort; assess Tier Two cohort end of year four.
Assessment	Collect annual assessment data. Review assessment data and make changes and updates for the next academic year. Institutional stakeholders are involved in ongoing planning and evaluation to adjust the resources as the plan proceeds, if necessary.
Year 5 – 2027-2028	
Assessment	Collect annual assessment data. Review assessment data and make changes and updates for the next academic year. Institutional stakeholders are involved in ongoing planning and evaluation to adjust the resources as the plan proceeds, if necessary.
Reporting	Submit the QEP Impact Report to SACSCOC.
QEP Conclusion	Conclude QEP at the end of the 2027-2028 academic year.

CHAPTER SIX

QEP Organizational Structure

The goal of *Caring for Careers* is to improve student success by engaging all students in career development activities. The QEP will impact a number of areas within the University. Successful implementation of the plan requires participation and support from a broad range of institutional stakeholders, including career services, alumni engagement, information technology, marketing, student development, staff, and faculty from every department on campus. As illustrated in Figure 5, the University has developed an organizational structure to coordinate the efforts of these stakeholders and ensure the timely and successful implementation of *Caring for Careers.*

QEP activities will be coordinated and overseen by the QEP director and the QEP Steering Sub-committee. The QEP director and Steering Sub-committee will have the primary responsibility for ensuring that all QEP actions and programs are implemented according to the QEP implementation timeline and budget. As the QEP impacts all students and faculty from all departments, the committee will be led by the QEP director, a Cabinet member, two faculty representatives, two staff members from student services, and the director of institutional effectiveness. These representatives will oversee the actions and serve as enthusiasts of the QEP until its completion. The QEP sub-committees and offices will report to the QEP Steering Sub-committee for the purposes of the specific actions.

These sub-committees will consist of members from the QEP Steering Sub-committee, additional faculty, staff, and student representation. The intent is to maximize the involvement and participation of the QEP. The Experiential Learning Sub-committee will oversee activities related to expanding opportunities to participate in experiential learning. The TNU Talks Sub-committee will be responsible for the implementation of the ideation and successful launches of this annual event. The FLAME Sub-committee will be responsible for developing of new curricula and course creation. The A/V Repository Sub-committee will be responsible for creating and managing the collections of recordings that pertain to the QEP. The Curriculum Sub-committee will be responsible for the NACE curriculum integration mapping, faculty training related to such, and creating the faculty and student resource libraries. Finally, the Faculty Champion Sub-committee will provide the framework to create faculty initiatives supporting the NACE competency integration and experiential learning initiatives. A QEP Assessment Sub-committee will also be created to collaborate with the Office of Institutional Effectiveness in coordinating assessment activities and to compile, analyze, and disseminate assessment results.

Enhancements to existing strategies will be directed by the offices responsible for those strategies. The Office of Career Development will collaborate with the Steering and Marketing Sub-committees to oversee the changes related to those initiatives pertaining to relocation and enhanced services. These institutional stakeholders will be involved in ongoing planning and evaluation to adjust the resources as the plan proceeds, if necessary.

Figure 5
QEP Organizational Chart
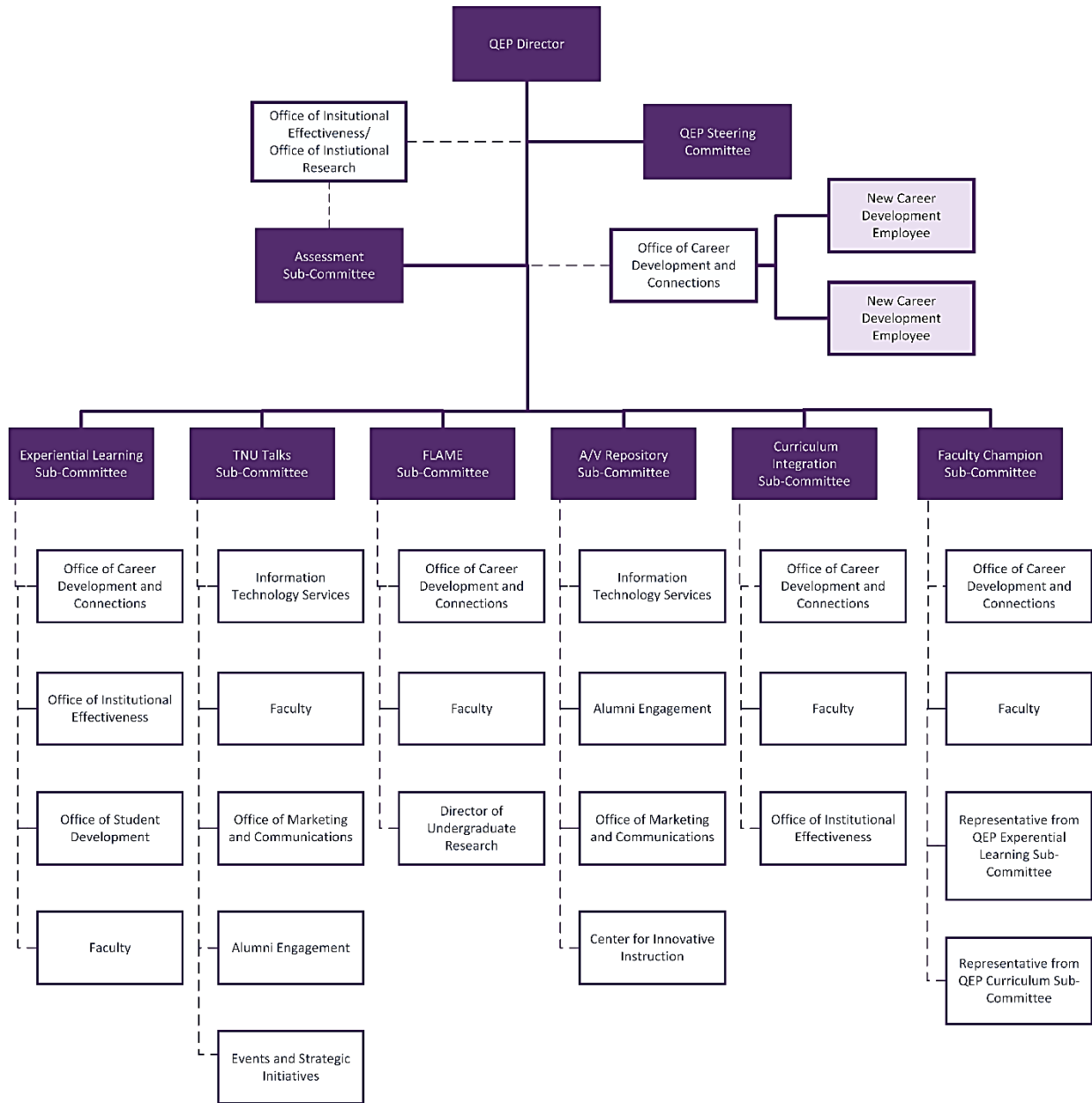
Notes:
1. Dotted lines indicate a collaborative relationship
2. Blue shaded boxes represent new committees that will be formed as part of the QEP implementation and funding
3. Yellow shaded boxes represent QEP funded positions

CHAPTER SEVEN

Resources and Capacity to Support Implementation

The goal of *Caring for Careers* is to improve student success by engaging all students in career development activities. Trevecca Nazarene University has the institutional capacity and has committed human, physical, and financial resources to ensure the successful implementation of the QEP. Implementation of the plan will utilize a number of existing human and physical resources. Existing committees and departments will take the lead in implementing the parts of the action plan that seek to improve or enhance services for which they are responsible.

The QEP Development Committee intentionally designed the QEP budget to take into consideration the institutional budget constraints and enrollment deficit experienced since the COVID-19 pandemic. While there are initiatives beginning in years one and two, the majority of the QEP budget allocation will begin in the third year to allow the University the time to increase enrollment.

The five-year budget for the QEP is shown in this chapter (Table 12) and describes the resources to be provided to offices and services integral to the success of the QEP. Budget items and additional support are expanded here to describe expenditures specific to the QEP.

QEP Director Stipend

The primary administrative resource necessary for the support of the QEP will be a QEP director who will guide the process of the QEP, assist the QEP Steering Committee and Sub-committees, coordinate the various offices and services involved in the success of the QEP, and compile an annual report on the achievement of the student success outcomes. The QEP budget includes a stipend for this role. This role begins immediately and exists for the duration of the QEP.

Career Development and Connections Office and Personnel

The Office of Career Development and Connections is currently staffed by a single staff member who serves the entire student population (traditional, adult, and graduate) by providing services to degree-seeking students and alumni. Since a significant part of the implementation of the QEP is to intentionally increase the awareness and confidence in using expanded services provided by the Office of Career Development and Connections, two additional staff members will be hired to support QEP-related functions. These new employees will also allow the Office of Career Development and Connections to be more adequately aligned with similar institutions executing regular functions and services. To further support the expanded services that will be required and provided by this office, the University has committed to the relocation of this office to accommodate the additional personnel and to be more visible to students. Job descriptions, including details of QEP support, can be found in Appendix E.

Faculty Champions Stipends

The Faculty Champions program will be created to support faculty in the career development and integration process by identifying individuals who will serve as career champions in their departments and programs. Budget support will be provided to compensate faculty for this additional workload, and a

program budget will be used for operating expenses. The budget provides for a total of seven stipends, one champion per school during year three. For the remaining years of the QEP, these stipends will increase by three per year for a total of 13 stipends.

Operating Expenses

These expenses cover the initiatives related to the full implementation of the QEP. 1) the Experiential Learning mini-grants will be available to faculty to support the increase of experiential learning in their academic departments; 2) the funds that will be allocated toward the A/V Repository will be used to purchase equipment, cloud storage, and training of lecture recordings held on campus as part of the QEP; 3) modeled on the popular TED Talks format, TNU Talks will be an annual event featuring a variety of alumni and professional mentors addressing various topics related to work and careers within various disciplines. This event will be accessible to all students through face-to-face attendance, live video streaming, or audio and video recordings. The budget allocation will be for expenses associated with this annual event; 4) to support career development and the integration of NACE competencies into the curriculum, a small budget will be provided to support the creation of a resource library for faculty and students; 5) the FLAME course budget will be used to compensate faculty for developing and teaching FLAME courses; and 6) the marketing budget will be used to promote the QEP.

The QEP budget, shown on Table 12, will cover the initiatives above and provides the specific funding associated with the full implementation of the QEP.

Table 12 - QEP, Caring for Careers - Budget

Budget Category						
Salary and Benefits	**Year 0**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
QEP Director		$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00
Career Development Director		-	$12,000.00	$12,360.00	$12,735.00	$13,115.00
FTE 1		-	$45,000.00	$46,350.00	$47,740.00	$49,172.00
FTE 2		-	-	-	$45,000.00	$46,350.00
Faculty Champions Stipends		-	-	$16,800.00	$24,000.00	$31,200.00
SUBTOTAL		*$10,000.00*	*$67,000.00*	*$85,510.00*	*$139,475.00*	*$149,837.00*
Operating Expenses	**Year 0**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Relocation- Career Development	-	-	-	$85,000.00	-	-
Experiential Learning Mini Grants	-	-	$3,000.00	$5,000.00	$7,000.00	$10,000.00
Audio/Video Repository	-	$11,750.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
TNU Talks Expenses	-	-	$10,000.00	$10,000.00	$12,000.00	$12,000.00
Faculty Champions Program	-	-	$250.00	$3,000.00	$3,000.00	$3,000.00
Educational Materials	-	-	$2,000.00	$1,000.00	$500.00	$500.00
FLAME Courses	-	-	-	-	$50,000.00	$50,000.00
Marketing / Promotion of QEP	$25,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
SUBTOTAL	*$25,000.00*	*$19,750.00*	*$38,250.00*	*$42,000.00*	*$95,500.00*	*$98,500.00*
Annual Total	**$25,000.00**	**$29,750.00**	**$105,250.00**	**$127,510.00**	**$234,975.00**	**$248,337.00**

CHAPTER EIGHT

Assessment Plan

The goal of *Caring for Careers* is to improve student success by engaging all students in career development activities. The three student success outcomes established for *Caring for Careers* are as follows:

Students will:

- Be aware of and have confidence in using campus resources to support career-related goals.
- Have experiential learning opportunities designed toward career preparation (such as, internships, research experiences, service learning, and other career-related experiences).
- Demonstrate proficiency in the National Association of Colleges and Employers (NACE) career competencies through program coursework.

The assessment plan is organized into two parts. The first part is designed to assess the achievement of student success outcomes. The second part assesses the overall program effectiveness and the progress the QEP is making toward its intended goal. The plan uses a combination of direct and indirect; formative and summative; and quantitative measures. The QEP Assessment Sub-committee, in collaboration with the Office of Institutional Effectiveness (OIE), will be primarily responsible for coordinating assessment activities and compiling, analyzing, and disseminating assessment results. Responsibility for administering assessments will be shared by OIE, QEP sub-committees, and the Office of Career Development and Connections staff. Assessment results will be reviewed each semester by the QEP Steering Committee to identify areas falling short of established goals and determine necessary adjustments to the action plan or assessment measures. QEP assessment results and recommendations for program improvement will be presented to OIE, the Office of the Vice President for Academic Affairs and Accreditation, and QEP sub-committees. These responsible parties will have the opportunity to make additional recommendations for program improvement. The Office of Institutional Effectiveness serves as the University's overall coordinating office for institutional effectiveness as an ongoing, comprehensive, broad-based, institutionally integrated system for assessment and evaluation.

Table 13 details the planned assessment methods for each SSO, the criteria for success, frequency of assessment, and responsibility for administering the assessment. A detailed description of each assessment method, an analysis of baseline data, and an explanation of the established criteria for success follow the table.

Table 13 - *Student Success Outcome Assessment*

Outcome Statement	Assessment Method	Criteria For Success	Frequency	Responsible Party
SSO One - Students will be aware of and have confidence in using campus resources to support career-related goals.	Likert survey administered to all students at orientation upon matriculation into the University	10% of students will score a rating of at least Agree. (awareness)	Initial survey will be administered in fall and spring semesters	- QEP Assessment Sub-committee - OIE/OIR
	Likert survey administered to all students upon graduation on the Senior Exit Survey	75% of students will score a rating of at least Agree upon graduation from the university. (awareness)	Final survey will be administered in fall and spring semesters in a student's final semester	- QEP Assessment Sub-committee - OIE/OIR
	Likert survey administered to all students at orientation upon matriculation into the University	10% of students will score a rating of at least Agree. (confidence)	Initial survey will be administered in fall and spring semesters	- QEP Assessment Sub-committee - OIE/OIR
	Likert survey administered to all students upon graduation on the Senior Exit Survey	75% of students will score a rating of at least Agree upon graduation from the university. (confidence)	Final survey will be administered in fall and spring semesters in a student's final semester	- QEP Assessment Sub-committee - OIE/OIR
	Data from RNL Survey (ASPS) to adult students Item #38	RNL (ASPS) Item #38: Mean responses related to Item #38 will increase.	RNL survey administered every two years	- QEP Assessment Sub-committee - OIE/OIR
	Data from RNL Survey (PSOL) to online adult students (Ruffalo-Noel Levitz Priorities Survey to Online Learners)	RNL PSOL Items #5 & #19: Mean responses related to Items #5 and #19 will increase annually	RNL survey administered every two years	- QEP Assessment Sub-committee - OIE/OIR
	NSSE Topical Module- Career and Workforce Preparation Topical Module administered to all graduating seniors	Mean responses will increase annually.	Administered every two years during the off years of the full-Scale NSSE	- QEP Assessment Sub-committee - OIE/OIR

Outcome Statement	Assessment Method	Criteria For Success	Frequency	Responsible Party
SSO Two - Students will have experiential learning opportunities designed toward career preparation. (Internships, research experiences, service learning, other career-related experiences)	Data from the University Academic Assessment Planning Documents	Year three and four- 85% of all programs will have met their EL goals for increasing opportunities designed for career preparation. By fear five, 100% of all programs will have met their EL goals for increasing opportunities designed for career preparation.	Annually, end of the spring semester	-QEP Assessment Sub-committee -OIE/OIE -QEP Experiential Learning Sub-committee
	Data from the National Survey of Student Engagement (NSSE) - High Impact Practices (HIP)	The percentage of reported participation in both first-year HIP and senior ear HIP will increase.	Every two years	-OIR/OIE -QEP Assessment Sub-committee -QEP Experiential Learning Sub-committee
SSO Three- Students will demonstrate proficiency in NACE career competencies through program coursework.	Data from the University Academic Assessment Planning Documents	85% of programs will have met their goal on the two NACE competencies assessed.	Annually, April	-QEP Assessment Sub-committee -OIE
	Analytics from National NACE Student Survey	85% of respondents will rate the **importance** of the NACE competencies as Very or Extremely Important	Annually, April	-QEP Assessment Sub-committee -Office of Career Development and Connections
	Analytics from National NACE Student Survey	85% of respondents will rate their **proficiency** of the NACE competencies as Very or Extremely Proficient	Annually, April	-QEP Assessment Sub-committee -Office of Career Development and Connections

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Student Success Outcomes Assessment Methods

Student Success One (SSO1)
Students will be aware of and have confidence in using campus resources to support career-related goals.

Assessing <u>*awareness*</u> *in using career resources to support career-related goals.*

To assess student awareness of resources available through the Office of Career Development and Connection while enrolled at Trevecca Nazarene University, each student will complete an initial survey (Appendix H) at the beginning of their academic career. An identical follow-up survey (Appendix H) will be completed in the last course within a program. The survey was created to demonstrate growth in awareness of the availability of services and resources provided by the Office of Career Development and Connections. The survey will be implemented during the first year of the QEP.

The format of the survey will be a Six-Point Likert Scale. The options for the response will be: Strongly Disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, and Strongly Agree. The responses will track various levels of agreement or disagreement as the student progresses through their academic program. No neutral response was provided in this survey to encourage students to assess their awareness of academic services objectively.

Two demographic questions will be asked at the end of the assessment survey regarding race and ethnicity. The utilization of career services by race and ethnicity of students is a critical measure the University will use to assess whether a certain group is having comparable gains in confidence compared to other races and ethnicities.

The survey will track awareness of services among traditional undergraduate, adult, and graduate students. The initial survey will be taken by traditional undergraduate students during the Technology 101 session that occurs during orientation. The follow-up survey will be taken during a traditional student's spring semester course prior to graduation on the Trevecca Senior Exit Survey. The initial survey for adult and graduate students will be given prior to the initiation of their first course. The follow-up survey will be completed during the End-of-Program Survey prior to the student's graduation.

Assessing <u>*confidence*</u> *in using career resources to support career-related goals.*

To assess student confidence in using the resources available through the Office of Career Development and Connection while enrolled at Trevecca Nazarene University, each student who utilizes a resource of the Office of Career Development and Connections will receive a follow-up survey to complete. The survey will be implemented during the first year of the QEP. This survey can be found in Appendix I.

The format of the survey will be both a Six-Point Likert Scale and a 1-10 Visual Analog Scale. The options for the Likert Scale responses will be: Strongly Disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, and Strongly Agree. A neutral response option was not given for this survey so that students are encouraged to objectively assess their confidence in utilizing academic services and their willingness to use the same or other services again. The Visual Analog Scale will have options on a 1-10 scale, with 1 being "Not Confident" and 10 being "Very Confident."

Two demographic questions will be asked at the end of the assessment survey regarding race and ethnicity. The utilization of career services by race and ethnicity of students is a critical measure the University will use to assess whether a certain group is having comparable gains in confidence compared to other races and ethnicities.

The QEP's focus is on each student enrolled at Trevecca Nazarene University. The survey will track confidence in using career services of traditional undergraduate, adult, and graduate students as every student, regardless of their enrollment type, have access to the services available through the Office of Career Development.

These surveys will serve as a formative and summative assessment and will be an indirect measure of awareness and confidence related to SSO1. As this is a new assessment, there has yet to be baseline data. The established criterion at time of matriculation into the University is 10 percent of students will score a rating of at least Agree on both awareness and confidence. Upon graduation, the established criterion for success is 75 percent of students will score a rating of at least Agree on both awareness and confidence upon graduation from the University.

Ruffalo-Noel Levitz Adult Student Priorities Survey (ASPS) – Adult Face-to-Face Students
In 2021-2022, the University began surveying adult and graduate students to gain insightful information regarding students' satisfaction and priorities. The results revealed particular areas of growth needed as it relates to the QEP. Select questions on the Ruffalo-Noel Levitz ASPS survey asked adult and graduate students whether they believed career services were adequate and accessible. This survey will be administered every two years and will serve as an indirect measure to determine how adult students rate the Office of Career Development and Connections. Table 14 indicates that Trevecca is below the national average. This benchmark will be used as a criterion of success toward SSO1. The intention is that by increasing awareness of career services to traditional, adult, and graduate students, data will indicate an improvement, specifically as it relates to Item #38. The criterion for success is an increase in mean responses every two years.

Table 14 - Baseline Data - Fall 2021 - RNL Survey (ASPS) to adult students

ITEM		National Mean	Trevecca Mean	Nation Mean	Trevecca Mean
		Importance	Importance	Satisfaction	Satisfaction
#38	Career services are adequate and accessible for adult students.	6.35	6.37	5.75	5.51

Ruffalo-Noel Levitz Priorities Survey to Online Learners (PSOL)
During 2021-2022, the University also administered the Ruffalo-Noel Levitz Priorities Survey to Online Learners (PSOL). Responses specifically on items #5 and #19 revealed two institutional challenges compared to online students at other institutions. These two questions specifically relate to how advisors help students work toward career goals and whether online career services are available.

This survey will be administered every two years. It will serve as an indirect measure to determine how students rate the awareness and importance of services offered by the Office of Career Development and Connections. Table 15 indicates that Trevecca is below the national average. This benchmark will be used

as a criterion of success toward SSO1. The intention is that by increasing awareness of career services to all online adult and graduate students, the University will see improvement, specifically as it relates to Items #5 and #19. The criterion for success is an increase in mean responses every two years.

Table 15 - Baseline Data - Fall 2021 - RNL Survey (PSOL) to adult students

ITEM		National Mean	Trevecca Mean	Nation Mean	Trevecca Mean
		Importance	Importance	Satisfaction	Satisfaction
#38	My program advisor helps me work toward career goals.	6.35	6.16	5.73	5.56
#19	Online career services are available.	6.17	6.02	5.88	5.6

Student Success Outcome Two (SSO2)
    Students will have experiential learning opportunities designed toward career preparation (such as, internships, research experiences, service learning, other career- related experiences).

Programs will increase experiential learning opportunities.

Part of the QEP action plan includes increasing the experiential learning opportunities offered to students in order to deepen the connection between academic coursework and their careers. Some of the initiatives that are part of the QEP involve the creation of an academic mentoring experience, annual TNU Talks modeled after TED Talks, and other new initiatives created by departments. These opportunities will also be available to programs and departments.

Each year, programs and departments will be asked to identify how they will expand experiential learning opportunities over a four-year integration period. Summative data will be collected on the University Academic Assessment Planning Document, which the Office of Institutional Effectiveness collects. This assessment can be found in Appendix J.

The criterion for success is 85 percent of all programs meet their experiential learning goals for increased career preparation opportunities in years three and four of the QEP. By the fifth year, 100 percent of all programs will meet their experiential learning goals for increased career preparation opportunities.

Number of traditional students who participate in high-impact practices.
The University will expand the number of experiential learning opportunities offered at the institution as part of the QEP. Due to the positive association between high-impact practices and success, the University will continue to track data with related to the number of students self-reporting their involvement in these practices.

Results from the 2021 National Survey of Student Engagement (NSSE) revealed that 81 percent of first-year students reported participating in one high-impact practice such as internships, study abroad, research, or service-learning. The same survey given to seniors reported that 26 percent participated in one high-impact practice (Figures 6 and 7).

The criterion for success is an increase in the percentage of reported participation in both first-year high-impact practice and senior-year high-impact practice. Surveying both first-year and senior-year students allows the University to engage in both formative and summative assessments.

Figure 6 - Results of High-Impact Practices for First-year Students – NSSE 2021 Multi-Year Report
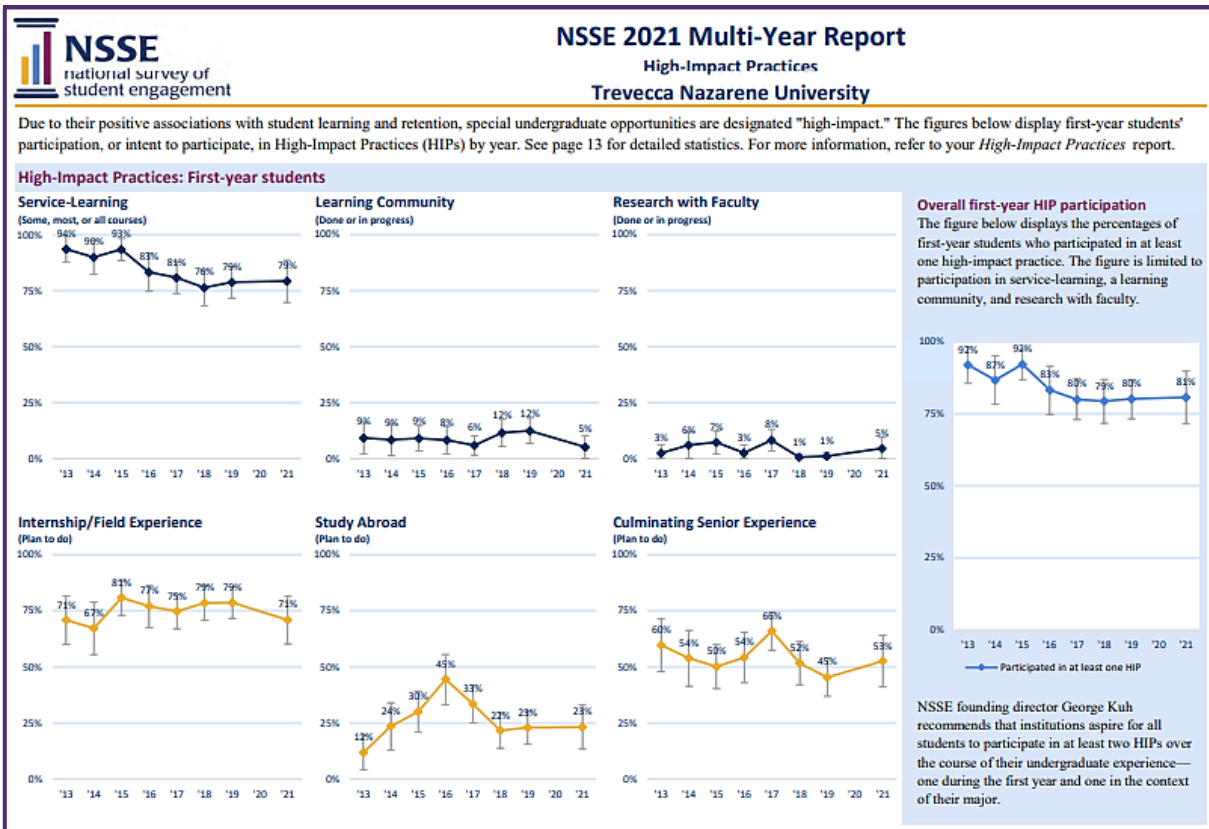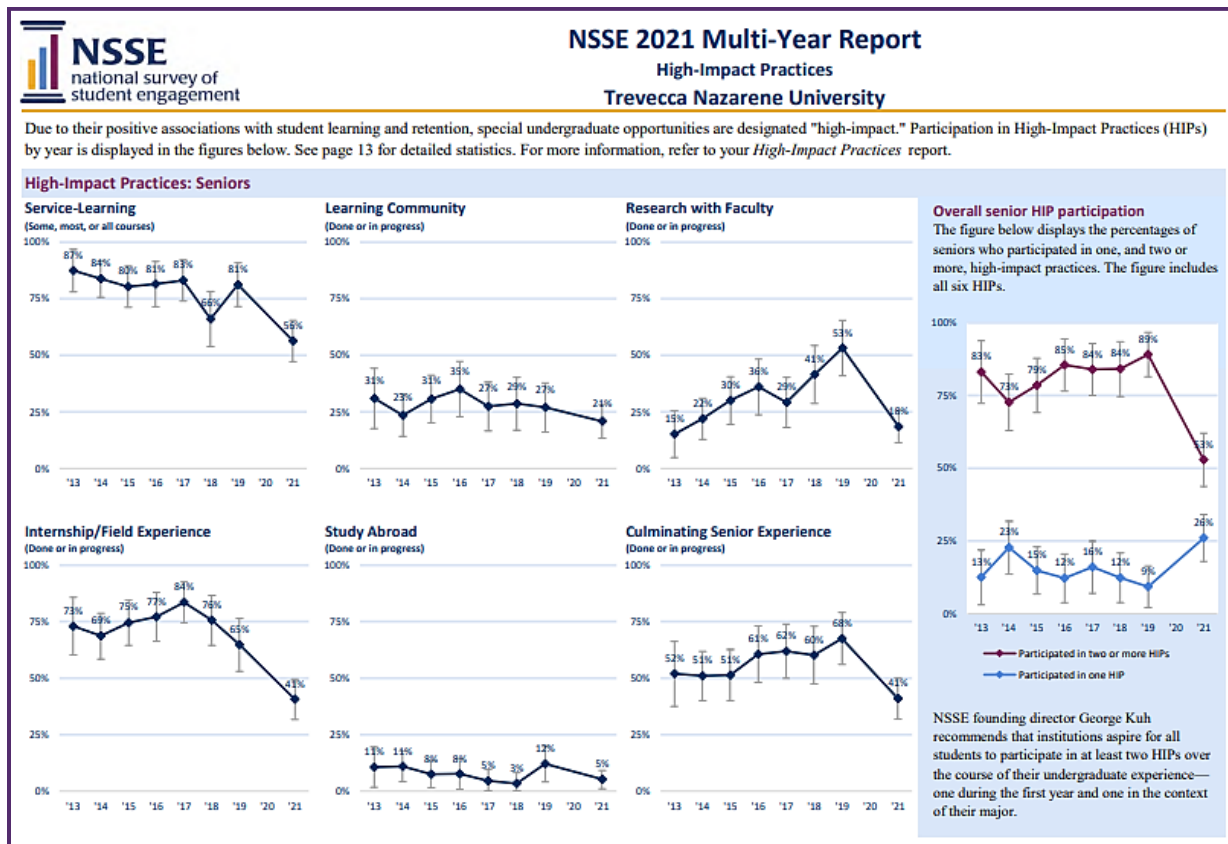
Figure 7 *- Results of High-Impact Practices for Seniors – NSSE 2021 Multi-Year Report*

Student Success Outcome Three (SSO3)
Students will demonstrate proficiency in NACE career competencies through program coursework.

A student's success in the classroom results in overall success. To achieve this, the QEP proposes a muti-faceted approach to implementing a focus on careers into the curriculum over several years. Each year, programs will be asked to identify which assignments and courses align with NACE competencies over the five-year integration period. Data will be collected on the University Academic Assessment Planning Document which the Office of Institutional Effectiveness collects. The assessment can be found in Appendix J.

After an initial discovery phase, the QEP Curriculum Sub-committee will determine which NACE competencies will be integrated each year. In utilizing direct measures of NACE competencies in the classroom, the institution can determine whether there is an improvement in student success related to career development and the associated competencies. The criterion for success is 85 percent of programs meet their goals on the two NACE competencies assessed. An example of the NACE Competency Proficiency is shown in Table 16.

Table 16 - NACE Competency Proficiency Example:

NACE Competencies	Course	Assignment	Benchmark	Goal Met
Teamwork	ENG XXX, Course Title	Assignment: xxx	80% of students will earn greater than an 85% on this assignment.	
Professionalism	ENG XXX, Course Title	Assignment: xxx	80% of students will earn greater than an 85% on this assignment.	

Results from selected NACE Student Survey items

Beginning in 2022, the University began administering the national NACE Student Survey annually. The NACE Student Survey is a national survey designed to measure attitudes, preferences, and outcomes of bachelor's degree students at four-year schools. Trevecca administered this survey to all students. Several items on this survey relate to the students' perception of the importance of and proficiency in the NACE competencies. The University will use responses on these items as an external measure of program success.

Table 17 provides baseline data for the selected survey items from the 2022 NACE Student Survey. The table includes Trevecca's results along with the results from the national survey. The established criterion for success is 85 percent of respondents rating their 1) importance of and 2) proficiency in the NACE competencies as Very or Extremely Important.

Table 17 - NACE Student Survey- Career Readiness Importance and Proficiency

NACE Competency	IMPORTANCE		PROFICIENCY	
	Very or Extremely Important		*Very or Extremely Proficient*	
	National Data	Trevecca Data	National Data	Trevecca Data
Communication	96.8%	95.4%	79.7%	80.3%
Critical Thinking	94.3%	90.7%	82.3%	80.0%
Teamwork	91.8%	89.2%	84.7%	85.9%
Career & Self-Development	91.2%	87.8%	62.4%	63.6%
Professionalism	88.3%	86.1%	83.4%	80.3%
Leadership	86.5%	81.5%	69.7%	74.2%
Technology	83.3%	84.6%	68.5%	68.1%
Equity & Inclusion	83.2%	80.0%	79.3%	86.0%

National Number of Student Respondents: +/- 1860
Trevecca Number of Student Respondents: +/- 66

Assessment of Program Effectiveness

The second part of the overall assessment plan described in this chapter is designed to assess overall program effectiveness and progress toward improving student success by engaging all students in career development activities. To monitor QEP implementation and effectiveness, a series of Program Effectiveness Outcomes (PEO) have been identified. Table 18 outlines these outcomes and the planned assessment methods for each, along with the criteria for success, assessment frequency, and the party responsible for administering the assessment. The table is followed by a detailed description of each assessment.

Table 18 – Program Effectiveness Outcomes

Program Effectiveness Outcome (PEO) Statement	Assessment Method	Criteria For Success	Frequency	Responsible Party
PEO1: Students making appointments with Office of Career Development and Connections staff will increase. *Corresponds with SSO1*	Number of students who make appointments to see a staff member in the Office of Career Development and Connections. Data will be collected via Handshake.	Number of students who make appointments will increase by 5% annually.	Annually, end of spring semester	- Office of Career Development and Connections
PEO2: Students will be aware of and have confidence in using campus resources to support career-related goals after an appointment with the Office of Career Development. *Corresponds with SSO1*	Likert Survey administered to each student pre-appointment.	10% of students will score a rating of at least Agree. (awareness)	Pre-appointment	- Office of Career Development and Connections
	Likert Survey administered to each student post-appointment.	75% of students will score a rating of at least Agree. (awareness)	Post-appointment	- Office of Career Development and Connections
	Likert Survey administered to each student pre-appointment.	10% of students will score a rating of at least Agree. (confidence)	Pre-appointment	- Office of Career Development and Connections
	Likert Survey administered to each student post-appointment.	75% of students will score a rating of at least Agree. (confidence)	Post-appointment	- Office of Career Development and Connections

Program Effectiveness Outcome (PEO) Statement	Assessment Method	Criteria For Success	Frequency	Responsible Party
PEO3: Students will utilize the Office of Career Development and Connections website and SharePoint. *Corresponds with SSO1*	Analytics from website and SharePoint.	5% increase in number of unique visits to website. 5% increase in number of unique visits to SharePoint site.	Annually, end of spring semester	- Office of Career Development and Connections - Marketing
PEO4: Faculty will use faculty resource library to incorporate career-related activities into their classes. *Corresponds with SSO3*	Number of faculty accessing resource library.	5% increase in number of unique visits to SharePoint.	Annually, end of spring semester	- QEP Assessment Sub-committee - QEP Curriculum Sub-committee
PEO5: Students will use student career resource library. *Corresponds with SSO3*	Number of students accessing career resource library.	5% increase in number of unique visits to SharePoint.	Annually, end of spring semester	- QEP Assessment Sub-committee - QEP Curriculum Sub-committee
PEO6: Faculty will apply for experiential learning mini-grants to support efforts in expanding experiential learning in academic programs. *Corresponds with SSO2*	Number of funds awarded for mini-grants.	100% of the funds will be awarded.	Annually, beginning Year Two	- Office of Career Development and Connections - QEP Assessment Sub-committee - QEP Experiential Learning Sub-committee

Program Effectiveness Outcome (PEO) Statement	Assessment Method	Criteria For Success	Frequency	Responsible Party
PEO7: Students will attend annual TNU Talks. *Corresponds with SSO2*	Number of students who attend event.	In Year Two, baseline data will be gathered. Beginning Year Three, number of students attending will increase by 10%.	Annually, beginning in Year Two	- Office of Career Development and Connections - QEP Assessment Sub- Committee - QEP Experiential Learning Sub-committee - Marketing
	Student satisfaction administered to students who attend event.	80% of student respondents will express satisfaction with the event.	Annually, beginning in Year Two	- Office of Career Development and Connections - QEP Assessment Sub- Committee - QEP Experiential Learning Sub-committee
PEO8: Faculty will participate in the Faculty Champions Program. *Corresponds with SSO2 and SSO3*	Number of faculty participating in program.	100% of stipends will be awarded with at least one champion per school.	Annually, beginning in Year Three	- Office of Career Development and Connections - QEP Assessment Sub- Committee - QEP Experiential Learning Sub-committee - Faculty Champions Sub-committee - Marketing
PEO9: Faculty will offer FLAME courses to students. *Corresponds with SSO2 and SSO3*	Number of faculty offering FLAME courses to undergraduate students.	100% of budget will be awarded to as many as six faculty members.	Annually, beginning Year Four	- QEP Assessment Sub-committee - QEP FLAME Sub-committee

Program Effectiveness Outcome (PEO) Statement	Assessment Method	Criteria For Success	Frequency	Responsible Party
PE10: Faculty and staff will participate in career-related professional development. *Corresponds with SSO2 and SSO3*	Number of faculty and staff attending career-related professional development	Faculty from a majority of programs and disciplines will attend career-related professional development events.	Fall and spring semesters	- Office of Career Development and Connections - QEP Assessment Sub-committee
PE11: A/V Repository *Corresponds with SSO2*	Analytics of A/V Repository from YouTube channel or website.	10% of all students will have accessed the site.	Annually, end of the spring semester	- QEP Assessment Sub-committee - QEP A/V Repository Sub-committee

Program Effectiveness Assessment Methods

This section details the description of each program effectiveness outcome.

Program Effectiveness Assessment Methods – One (PEO1)
> *Number of students making appointments with Office of Career Development and Connections.*

The goal of the QEP is to improve student success by engaging all students in career development activities. A key element in the QEP action plan is to increase student awareness and usage of resources directly offered by the Office of Career Development and Connections. The University already collects appointment data, however, including that in the overall QEP program effectiveness plan allows for intentionality with associating the findings with the QEP. In addition to serving as a measure of program implementation, it will allow the University to determine which resources are most utilized by students (such as, resume review, career exploration, and career coaching). The criterion for success is increasing the number of appointments by 5 percent annually.

Baseline data related to the number of student appointments made during the 2021-2022 academic year is provided in Table 19. Due to COVID-19 safety measures, there were no in-person appointments.

Table 19 - 2021-2022 Academic Year Baseline Data related to Career Counseling Appointments

Number of Students	Appointment Method-Virtual	Appointment Method-Phone Call
52	38	24

Program Effectiveness Assessment Methods – Two (PEO2)

Students will be aware of and have confidence in using campus resources to support career-related goals after an appointment with the Office of Career Development.

Students who make an appointment with Career Development staff will be surveyed before and after the appointment to assess awareness of and confidence in this campus resource to support their career-related goals. The questions in the survey will be the same questions administered to students upon entry to the University and at graduation (SSO1) so that comparison data can be collected and allow for an indirect assessment of confidence and awareness in using campus resources to support career-related goals during their time enrolled in the University and before and after visits with Career Development staff. The method of survey distribution will be through the platform Handshake.

The criteria for success for pre-appointments is 10 percent of students scoring a rating of at least Agree in awareness and confidence. The criteria for success for after-appointments is 75 percent of students scoring a rating of at least Agree in awareness and confidence.

Program Effectiveness Assessment Methods – Three (PEO3)

Number of students utilizing the Office of Career Development and Connections website and SharePoint.

One action plan of the QEP is to partner with the University Marketing Team to create, develop and implement a comprehensive communication plan that can build awareness and promote career-related resources. The creation and implementation of strategies include an enhanced website and SharePoint site that will encompass all services and resources offered by the Office of Career Development and Connection. The University will track the number of unique visitors to these sites.

Baseline data for this measure will be collected during the pilot year. The criterion for success is an increase of 5 percent in unique visits to each of these sites.

Program Effectiveness Assessment Methods – Four (PEO4)

Number of faculty using career resource library.

A resource library will be created to support faculty in the career development of students and the integration of NACE competencies into the curriculum. This online career resource library will assist faculty in their classes and course development. This resource library will contain a variety of resources (such as, syllabi, sample assignments, rubrics). This library will aid faculty with integrating career development into the curriculum and activities in the classroom, which will further engage students in career-related activities throughout their educational journey.

After the resource library is completed in the first year, the criterion for success is an increase in 5 percent of unique visits to the SharePoint site where the resource library will be housed.

Program Effectiveness Assessment Methods – Five (PEO5)

Number of students using career resource guide.

Another component of the action plan is to create a student resource guide geared toward career readiness. This resource guide will contain links to discipline-specific professional organizations and

resources; guides for CV/resume building; cover letter guides; guides for personal, religious, and diversity statements; links to job-finding sites; and bibliographies of books that might be useful to students.

After the resource guide is completed in the first year, the criterion for success is an increase of 5 percent in unique visits to the SharePoint site where the resource guide will be housed.

Program Effectiveness Assessment Methods – Six (PEO6)
Number of faculty applying for experiential mini-grants.

A key element of the QEP action plan related to increasing experiential learning opportunities across campus involves the opportunity for faculty from any discipline to apply for and receive mini-grants to support additional experiential learning in academic departments. This includes, but is not limited to, resources and materials, overload pay, marketing and promotion, recruitment, and relationship building with employers. This initiative begins in the second year, with a limited number of awards being made available.

The criterion is 100 percent of the available funds being awarded.

Program Effectiveness Assessment Methods – Seven (PEO7)
Number of students attending annual TNU Talks.

Modeled on the popular TED Talks format, TNU Talks will be an annual event featuring a variety of alumni and professional mentors addressing various topics related to work and careers in various disciplines. This event will be accessible to all students through face-to-face attendance, live video streaming, or audio and video recordings.

In the second year, baseline data will be gathered. Beginning in the third year, the criteria for success will be a 10 percent increase in the number of students attending the annual event. The institution will also survey the students about their satisfaction with the event. The criterion for success is 80 percent of student respondents expressing satisfaction with the event.

Program Effectiveness Assessment Methods – Eight (PEO8)
Number of faculty participating in the Faculty Champions Program.

A key element of the QEP is the creation of the Faculty Champions Program. As the University engages in initiatives related to career development, the Faculty Champions Program will support faculty in the career development and integration process by identifying individuals who will serve as career champions in their departments and programs.

The program will officially launch in the third year. The criterion for success is 100 percent of the appropriated funds being awarded and at least one champion participating per school.

Program Effectiveness Assessment Methods – Nine (PEO9)
Number of faculty offering FLAME courses.

The Faculty-Led Academic Mentoring Experiences (FLAME) courses will begin officially in the fourth year. FLAME courses are designed to provide students with additional exposure and opportunities to connect

with career-related practitioners within their own discipline under the guidance of active practitioners and the sponsoring faculty member.

The criterion for success is 100 percent of the FLAME budget being awarded to as many as six faculty members beginning in the fourth year.

Program Effectiveness Assessment Methods – Ten (PEO10)
Number of faculty and staff participating in career-related professional development.

Every faculty member will be provided with professional development opportunities related to career development and the importance of the connections among career planning, NACE competencies, experiential learning, and student success. These professional development opportunities will help prepare faculty across the curriculum to incorporate them into their classes, further improving student success by engaging students in the career development process throughout their educational journey.

The criterion for success is faculty from a majority of programs and disciplines attending career-related professional development events offered as part of the QEP.

Program Effectiveness Assessment Methods – Eleven (PEO11)
A/V Repository from YouTube channel or website.

In the second year, the A/V Repository will be launched to students and faculty as an additional career-related resource. This will include the addition of links on the repository webpages and communicating promotions to students and faculty.

All students will have access to the site. Videos will be private and accessible only to the campus community. The criterion for success is 10 percent of all students accessing the site annually.

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APPENDICES

Appendix A: Campus Announcement of QEP Topic Selection

From: Bartling, Jonathan D
Sent: Friday, November 15, 2019 9:06 AM
To: Bartling, Jonathan D <JDBartling@trevecca.edu>
Cc: Middendorf, Thomas <TMiddendorf@trevecca.edu>
Subject: Announcing our QEP Topic Selection Committee

Faculty and Administrators:

For those of you who were unable to attend Wednesday's Faculty/Admin meeting, we announced the beginning of our new Quality Enhancement Plan (QEP) development process. As most of you know, the institution's focus on undergraduate research grew out of our need to identify an important topic for our QEP, a continuous improvement project required by our accrediting body, SACSCOC. Dr. Lena Welch led the charge as the chair of our QEP Development Committee, and the project was so successful, we have now fully implemented undergraduate research into our university's mission and identity (including establishing an Office of Undergraduate Research led by Dr. Sam Green). What started as a compliance requirement has become a significant part of who we are as an institution, which is the ultimate goal.

What you may not know is that SACSCOC will be returning to campus for our decennial review in 2023, and at that time, we will need to present our next QEP plan to the reviewers. The first step in the development of a QEP is the topic selection process, and Dr. Middendorf and I are, today, establishing a QEP Topic Selection Committee, chaired by Dr. Welch, whose charge will be to recommend a topic for Trevecca's new QEP to the University Cabinet. We are asking you to be on this committee. The committee (see the list below) represents a broad cross-section of the campus community, including administrators, deans, department chairs, faculty, staff, and students, with particular choices that will help us with what is essentially a research process. The goal will be to gather data and opinions from all campus constituents on the best choice for a major student learning or student success project that will propel the university forward as (or even more!) successfully than our last QEP on undergraduate research.

The committee will undertake a process of canvasing constituents, building consensus, and recommending a topic that:

- ❖ Supports Trevecca's strategic plan
- ❖ Addresses an area of significant, demonstrable need related to student learning and/or student success at Trevecca
- ❖ Is measurable in terms of student learning/success outcomes
- ❖ Represents a course of action that is achievable within the resources of the University
- ❖ Has the support of the broad set of university constituents (faculty, students, staff, administrators, alumni, Board of Trustees, etc
- ❖ Is selected after broad institutional participation

Be thinking about the student learning and/or student success areas that Trevecca can target for growth through our new QEP project. We will be coming to you for your input starting in the spring!

QEP Topic Selection Committee Members:

Lena Welch, Chair	Michelle Gaertner, Student Dev.	Jenni Lloyd, SGCS
Jonathan Bartling, Accreditation	Tim Gaines, Theology	Jeffery Norfleet, SGCS
Joshua Boyd, Arts & Sciences	Suzie Harris, Education	Jeff Swink, Student Dev.
Andrea Fowler, Library	Jim Hiatt, Business	Eric Wilson, Music
Britney Graber, Inst. Effect.	Laura Hohman, Arts & Sciences	Marina Yousef, Student

Jonathan D. Bartling, Ph.D.
Trevecca Nazarene University
Associate Vice President for Academic Services and Accreditation
SACSCOC Accreditation Liaison
Chair, Institutional Review Board (IRB)
Professor of Leadership Studies

Appendix B: QEP Mini-White Paper Submission Form

QEP Mini-White Paper
Submission Form

Topic Title: Click or tap here to enter text.

Topic Category: ☐ Targeted assistance to students
☐ Career development
☐ Experiential learning
☐ Holistic development & human flourishing
☐ Quality teaching & learning

QEP Brief Description of Topic:

Name:

Email Address: Click or tap here to enter text.

Department/Program:

Co-Developers (if any): Click or tap here to enter text.

Are you interested in participating in the development of the Quality Enhancement Plan after the topic is selected? ☐ Yes ☐ No

Please submit this form plus your mini-white paper via email to Lena Welch at lwelch@trevecca.edu no later than 5:00 p.m. on Monday, November 1, 2021.

Appendix C: QEP Full-White Paper Guidelines and QEP Full-White Paper Reviewer's Form

QEP *Full-White Paper* Requirements

The purpose for writing the *full-white paper* is to demonstrate the viability of a potential QEP topic. This narrative is to provide an in depth focus on the previously submitted *mini-white paper* proposal and serves as a rationale that provides further necessary particulars detailing the proposed topic requirements. (See QEP *Full-White Paper* Guidelines below.) The *full-white paper* should address a set of focused activities that could be implemented during a five-year period from 2023 through 2028. One to three *full-white papers* will be presented for consideration to the TNU cabinet and passed on to the SACS QEP Development Team as the QEP topic. This document will be a maximum of 15 pages (inclusive of exhibits and references) and must be prepared as an MS Word document (one-inch margins with 12-point Times New Roman font).

QEP *Full-White Paper* Guidelines

A. Topic
Provide a suggested working title descriptive of your content or focus.

B. Summary
Provide a clear and concise description of the critical issues to be addressed

C. Body

1. **Student Learning and/or Success (major section)**
   - Issues the committee will consider while reading your *full-white paper:*
     a. The aspects of student learning and/or success to be affected by this topic
     b. The goals and objectives for improving student learning and/or success
     c. What the literature says about this aspect of student learning and/or success
     d. Prior research that supports the need for addressing this aspect of student learning and/or success
     e. The specific TNU need(s) that this topic addresses

2. **Significance and Urgency (major section)**
   - Issues the committee will consider while reading your *full-white paper:*
     a. The importance of why student learning and/or success in this area needs to be improved at TNU
     b. The importance of why this area should be addressed in the immediate future as the QEP topic
     c. The evidence that is available to indicate that this is a need at TNU (tie to institutional data; may need to request from different departments)

3. **Description and Scope (major section)**
   - Issues the committee will consider while reading your *full-white paper:*
     a. The kinds of focused tasks that should be implemented to improve student learning and/or success
     b. The scope of application and involved parties (e.g., students, faculty members, staff) with their roles
     c. The identification of what groups of students would be affected
     d. What the literature suggests regarding the ability of these activities to affect student learning and/or success

    e.   The kinds of offices and departments that would be involved in the implementation

    f.   Best practices related to this area that are evident in other institutions of higher education

4. **Assessment (major section)**
   - Issues the committee will consider while reading your *full-white paper:*
     a.   The kinds of assessments that would be possible to demonstrate the effects of the QEP activities on student learning and/or success
     b.   The kinds of student learning and/or success outcomes that would be addressed
     c.   The kinds of measures and instruments that would be used
     d.   The type of assessment schedule that should be followed
     e.   How the QEP assessment of student learning would be related to existing TNU program assessment systems

5. **Risk Assessment**
   - Issues the committee will consider while reading your *full-white paper:*
     a.   The problems that might be encountered in pursuing this topic as a QEP
     b.   Tried and true methods versus high risks in pursuing this topic as a QEP
     c.   Alternative courses available if the planned actions are not successful

6. **Schedule**
   - The committee will be considering the Impact Report to be submitted to SACS in 2028 while reading your *full-white paper.*

7. **Commitment to and Support of the Topic**
   - Issues the committee will consider while reading your *full-white paper:*
     a.   The likelihood that TNU faculty/staff/administration members will or will not provide enthusiastic support to these initiatives
     b.   Possible barriers to obtaining the necessary support from faculty/staff/administration
     c.   Steps that can be taken to remove possible barriers
     d.   The level of support that might be expected from administrators, faculty, students, and staff for this topic

8. **Implementation Resource Requirements**
   - Issues the committee will consider while reading your *full-white paper:*
     a.   The kinds of resources needed to implement your proposed topic
     b.   Levels of financial support required throughout the planning process
     c.   Possible expectations with respect to increasing personnel involvement or adding new personnel to support the effort

9. **Plan Development Process**
   - Issues the committee will consider while reading your *full-white paper.*
     -- What kinds of resources (i.e., budget implications, facilities, personnel, and technology) would be required to conduct the necessary background research and develop a full QEP document?

D. **Available TNU Expertise**
   1. Explain your interest in and experience with this topic.
   2. If applicable, describe any previous research you have conducted on this or related topics.
   3. What other individuals in the university are well-qualified to assist on this topic?

E. **Bibliography Expertise**
   1. Provide works cited in the preparation of the *full-white paper.*
   2. Include other major sources (literature, databases, etc.) that could be used in the development of a research-based plan.

REVIEWER'S FORM

Title: _____

Proposal Number: _____

Reviewer: _____

Directions: Participants were given suggested areas to consider when writing *their full-white papers*. (See "*Full-White Paper* Guidelines" attached.) These areas should be reviewed prior to reviewing the *full-white paper*. Ultimately, we want to know if the *full-white paper* provides evidence that the proposed topic is viable as a QEP topic:

    a. Does the *full-white paper* address student learning and/or student success?
    b. Do institutional data indicate a need that this QEP proposal addresses?
    c. Are the actions measurable (i.e., accessible)?
    d. Is the topic a viable course of action for the university?
    e. Is it important for TNU in that the topic is interesting and broad enough to generate widespread support?

1. How well does the *full-white paper* clearly identify student learning outcomes?

☐   **Strong (10 pts.):** Clearly describes broad range of student learning and/or success outcomes across disciplines; identifies underlying learning theories; identifies why this is an opportunity for TNU.

☐   **Acceptable (5 pts.):** *White paper* suggests that student learning and/or success outcomes could be developed with further study and provides a basis for that suggestion.

☐   **Weak (0 pts.)** Treatment of student learning and/or success outcomes is very weak.

Comments:

2. How well does the *white paper* identify action steps that would enhance student learning and/or student success based on the outcomes set forth?

☐   **Comprehensive (10 pts.):** Provides excellent description of proposed actions and articulates their link to specific student learning and/or success outcomes.

☐   **Acceptable (5 pts.):** Provides good description of proposed actions but fails to show clear linkage to student learning and/or success.

☐   **Weak (0 pts.):** *White paper* does not include a clear description of the types of actions needed to affect student learning and/or success.

Comments:

3. **How well does the *white paper* address that this is a need based on institutional data?**

☐   **Comprehensive (8 pts.):** Provides excellent evidence that institutional data supports that this is a need for Trevecca.

☐   **Acceptable (4 pts.):** Provides good description of institutional need but lacks supporting evidence.

☐   **Weak (0 pts.):** *White paper* does not include a compelling argument or evidence that this is a need at Trevecca.

Comments:

4. **How well does the *white paper* identify how and when student learning outcomes will be assessed?**

☐   **Complete treatment (10 pts.):** *White paper* describes appropriate measures for student learning and/or success and alternative assessment instruments in a complete assessment program.

☐   **Acceptable (5 pts.):** Provides good description of assessment approach that is feasible and clearly related to the specified student learning and/or success outcomes.

☐   **Weak (0 pts.):** *White paper* does not demonstrate a clear potential for assessing the desired student learning and/or success outcomes.

Comments:

5. **How well does the *white paper* make the case that this topic would generate widespread support among the faculty, staff, and administration?**

☐   **Very strong case (8 pts.):** *White paper* describes a topic of significant importance for improving student learning and/or success that will generate widespread acceptance.

☐   **Acceptable (4 pts.):** Addresses a topic with broad interest that could result in strong support with appropriate education and marketing.

☐   **Weak (0 pts.):** *White Paper* does not demonstrate a clear potential for widespread University support.

Comments:

6. **What are the major strengths of this *white paper* that could be applied to an eventual QEP topic?**

7. **What are the major weaknesses of this *white paper* that would have to be corrected before this could be a good QEP topic?**

8. **What is your overall impression of this *white paper* as a potential QEP topic?**

☐   **Strongly recommend to the Cabinet as a QEP:** *White paper* describes a complete approach to an important TNU student learning and/or success issue and is significant enough in scope and impact to warrant being a targeted QEP initiative.

☐   **Recommend topic but additional components needed:** *White paper* has some very significant components that could be combined with other topics to make a reasonable QEP topic.

☐   **Recommend to Cabinet as an important issue but <u>not</u> as a QEP topic:** *White paper* does describe a good idea that is feasible and useful but the significance and scope is either too specific or limited and/or the plan can be achieved by less targeted and marketed changes by administrators or departments.

☐   **Do not recommend to the Cabinet.** *White paper* does not provide sufficient evidence to demonstrate the viability of the material as a QEP topic.

Comments:

Appendix D – QEP Development Committee Meeting Timeline

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Date of Meeting	Meeting Type
February 2, 2022	QEP Development Committee Meeting – Handover
February 10, 2022	QEP Development Committee Meeting
February 24, 2022	QEP Development Committee Meeting
March 22, 2022	QEP Development Committee Meeting
March 30, 2022	QEP Development Meeting – Ad hoc
April 7, 2022	QEP Development Committee Meeting
April 26, 2022	Sub-committee Meeting – Curriculum Integration
April 27, 2022	Sub-committee Meeting – Coaching/Mentoring
May 4, 2022	Sub-committee Meeting – Faculty Development
May 11, 2022	QEP Development Committee Meeting
August 29, 2022	QEP Development Committee Meeting
November 29, 2022	QEP Development Committee Meeting
January 10, 2023	QEP Development Committee Meeting
January 24, 2023	QEP Development Committee Meeting
February 7, 2023	QEP Development Committee Meeting
February 28, 2023	QEP Development Committee Meeting
March 14, 2023	QEP Development Committee Meeting
March 21, 2023	QEP Development Committee Meeting
March 28, 2023	QEP Development Committee Meeting
April 3, 2023	QEP Development Committee Meeting

Appendix E – Job Descriptions

Career Coach **(new position**) Added to Office of Career Development in Year Two
The Career Coach will implement and oversee the Faculty Champions program as part of the QEP. This position will work to increase and enhance employer relations, as well as implement and oversee TNU Talks as related to the expansion of experiential learning QEP goals. This position will oversee the plans for Competency Integration into Curriculum and FLAME Program. This position will intentionally focus on building awareness and services provided with the adult and graduate students. Other duties will include building external relationships and creating new programming and services to assist students in clarifying their purpose-driven and God-given career choices, developing search strategies, and pursuing internships, employment, and/or continued post-master's opportunities. This position is added in part to support the initiatives and overall goal of the QEP.

Career Coach (**new position**) Added to Office of Career Development in Year Four
The Career Coach will assume and oversee the responsibilities of the Faculty Champions program for Experiential Learning as part of the QEP and employer relations. This position will assume and oversee the responsibilities of the faculty and student resources libraries. Other duties will include building external relationships and creating new programming and services to assist students in clarifying their purpose-driven and God-given career choices, developing search strategies, and pursuing internships, employment, and/or continued post-master's opportunities. This position is added in part to support the initiatives and overall goal of the QEP.
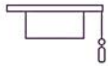
Appendix F – NACE Career Competencies

CAREER READINESS

Competencies for a Career-Ready Workforce

Career & Self Development
Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

Communication
Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

Critical Thinking
Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

Equity & Inclusion
Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

Leadership
Recognize and capitalize on personal and team strengths to achieve organizational goals.

Professionalism
Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

Teamwork
Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

Technology
Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

What Is Career Readiness?
Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

naceweb.org/career-readiness-competencies

NACE
NATIONAL ASSOCIATION OF
COLLEGES AND EMPLOYERS

Appendix G – Curriculum Mapping Example

PROGRAM TITLE Competencies for Career-Ready Workforce	XXXX 1000	XXXX 1010	XXXX 1500	XXXX 2010	XXXX 2230	XXXX 3050	XXXX 3060	XXXX 3070	XXXX 4000	XXXX 4200
1. Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.										
2. Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.										
3. Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.										
4. Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.										
5. Recognize and capitalize on personal and team strengths to achieve organizational goals.										
6. Knowing work environments differ greatly, understand, and demonstrate effective work habits, and act in the interest of the larger community and workplace.										
7. Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.										
8. Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.										

Source of outcomes: National Associate of Colleges and Employers https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

Instructions: Replace XXXX with appropriate academic program degree and major. Across the top of the columns, include the core courses in the curriculum. Map where in the curriculum student learning outcomes are addressed. Specifically, indicate where in the curriculum outcome competencies are introduced (I), reinforced (R), and mastered (M).

Appendix H – SSO1– Survey One, Objective Awareness Assessment/Survey Questions

1. Select the option that resembles your student classification:
   a. Traditional Undergraduate Student
   b. Adult Undergraduate Student
   c. Graduate Student

2. I am aware that Trevecca Nazarene University has an Office for Career Development and Connections.
   a. Strongly Disagree
   b. Disagree
   c. Slightly Disagree
   d. Slightly Agree
   e. Agree
   f. Strongly Agree

3. I am aware that career services offered by Trevecca's Office of Career Development are free.
   a. Strongly Disagree
   b. Disagree
   c. Slightly Disagree
   d. Slightly Agree
   e. Agree
   f. Strongly Agree

4. I am aware of how to access services and resources provided by Trevecca's Office of Career Development and Connections (i.e., resume, cover letter, interview preparation, etc).
   a. Strongly Disagree
   b. Disagree
   c. Slightly Disagree
   d. Slightly Agree
   e. Agree
   f. Strongly Agree

5. I am aware that the purpose of the services and resources offered by Trevecca's Office of Career Development and Connections are to equip students to maximize career opportunities before and after graduation.
   a. Strongly Disagree
   b. Disagree
   c. Slightly Disagree
   d. Slightly Agree
   e. Agree
   f. Strongly Agree

6. I am aware of where the Office of Career Development and Connections is located on campus.
   a. Strongly Disagree
   b. Disagree
   c. Slightly Disagree
   d. Slightly Agree
   e. Agree
   f. Strongly Agree

7. I am aware of where the Office of Career Development and Connections is located on the Trevecca
   a. Strongly Disagree
   b. Disagree
   c. Slightly Disagree
   d. Slightly Agree
   e. Agree
   f. Strongly Agree

8. On a scale of 1-10 where 1 is Not Confident and 10 is Very Confident, how confident are you in scheduling an appointment with the Office of Career Development and Connections?
   a. _____

9. On a scale of 1-10 where 1 is Not Confident and 10 is Very Confident, how confident are you in communicating with the Office of Career Development and Connections?
   a. _____

10. What is your race? Select one or more options.
    a. White
    b. Black or African American
    c. American Indian or Alaska Native
    d. Asian Indian
    e. Chinese
    f. Filipino
    g. Other Asian
    h. Japanese
    i. Korean
    j. Vietnamese
    k. Native Hawaiian
    l. Guamanian or Chamorro
    m. Samoan
    n. Other Pacific Islander:_____
    o. Some other race: _____

11. What is your ethnicity? Select one or more options.
    a. White
    b. Black or African American
    c. American Indian or Alaska Native
    d. Asian
    e. Native Hawaiian or Other Pacific Islander
    f. Some other race or origin

Appendix I - SSO 1 – Survey Two, Objective Confidence Assessment/Survey Questions

1. Select the option that resembles your student classification:
    a. Traditional Undergraduate Student
    b. Adult Undergraduate Student
    c. Graduate Student

2. I feel confident utilizing [this service] through the Office of Career Development and Connections.
    a. Strongly Disagree
    b. Disagree
    c. Slightly Disagree
    d. Slightly Agree
    e. Agree
    f. Strongly Agree

3. I felt confident setting up an appointment with the Office of Career Development and Connections.
    a. Strongly Disagree
    b. Disagree
    c. Slightly Disagree
    d. Slightly Agree
    e. Agree
    f. Strongly Agree

4. On a scale of 1-10 where 1 is Not Confident and 10 is Very Confident, how confident are you that you could use [this service] again for yourself?
    a. _____

5. On a scale of 1-10 where 1 is Not Confident and 10 is Very Confident, how confident are you that you used [this service] effectively?
    a. _____

6. On a scale of 1-10 where 1 is Not Confident and 10 is Very Confident, how confident are you that you could teach a friend how to use [this service]?
    a. _____

7. On a scale of 1-10 where 1 is Not Confident and 10 is Very Confident, how likely are you to use [this service] again in the future?
    a. _____

8. What is your race? Select one or more options.
    a. White
    b. Black or African American
    c. American Indian or Alaska Native
    d. Asian Indian
    e. Chinese
    f. Filipino
    g. Other Asian
    h. Japanese

       i.   Korean
       j.   Vietnamese
       k.   Native Hawaiian
       l.   Guamanian or Chamorro
       m. Samoan
       n.   Other Pacific Islander:_____
       o.   Some other race: _____

9. What is your ethnicity? Select one or more options.
       a.   White
       b.   Black or African American
       c.   American Indian or Alaska Native
       d.   Asian Indian
       e.   Chinese
       f.   Filipino
       g.   Other Asian
       h.   Japanese
       i.   Korean
       j.   Vietnamese
       k.   Native Hawaiian
       l.   Guamanian or Chamorro
       m. Samoan
       n.   Other Pacific Islander:_____
       o.   Some other race: _____

Appendix J – University Assessment Form

| Assessment Form -- Academic Major | (Due October 1, 2023 |
| Assessment Cycle – August 2023 – August 2024 | (Due August 31, 2024) |

Academic Major and Degree	
Contact (name and email)	
Learning Outcome Map with Linkage to University Statement of Purpose Components, University Educational Goals, Liberal Arts Outcomes, University **Quality Enhancement Plan**.	Update Learning Outcome Map (including linkages to university planning documents) through 2026-27 and submit with this assessment form.

Curriculum Map			Please submit a current curriculum map and NACE map for the program(s) listed above with this assessment form.		
Student Learning Outcome (per learning outcome map)	**Means of Assessment** (at least two means of assessment per outcome; each outcome must have at least one direct measure)	**Criteria for Success/Target** (shows outcome is met)	**Assessment Results** (specific results reported in alignment with criteria/target)	**Analysis of Results** (provide reasonable analysis of results)	**Planned/Completed Changes Made to Improve Student Learning** (changes made should be based on analysis of assessment results)
1.	1A.		Disaggregate results by modality (face-to-face, hybrid, online). If applicable, please disaggregate results by program (e.g., EdD face-to-face vs. EdD online).		Budget Implications:
	1B.				Budget Implications:
2.	2A.				Budget Implications:
	2B.				Budget Implications:
3.	3A.				Budget Implications:
	3B.				Budget Implications:

Add additional rows, if necessary.

QEP NACE Competency Outcomes

SSO 3- Students will demonstrate proficiency in NACE career competencies through program coursework.	Means of Assessment (at least two means of assessment per outcome (one course and one assignment); each outcome must have at least one direct measure)	Criteria for Success/Target (shows outcome is met)	Assessment Results (specific results reported in alignment with criteria/target)	Analysis of Results (provide reasonable analysis of results)	Planned/Completed Changes Made to Improve Student Learning (changes made should be based on analysis of assessment results)
1. Example-Teamwork	1A.		Disaggregate results by modality (face-to-face, hybrid, online). If applicable, please disaggregate results by program (e.g., EdD face-to-face vs. EdD online).		Budget Implications:
	1B.				Budget Implications:
2.Example-Professionalism	2A.				Budget Implications:
	2B.				Budget Implications:

Add additional rows, if necessary.

QEP Experiential Learning Goals

SSO 2- Students will have experiential learning opportunities designed toward career preparation. (Internships, research experiences, service learning, other career-related experiences)	Means of Assessment (at least two means of assessment per outcome)	Criteria for Success/Target (shows outcome is met)	Assessment Results (specific results reported in alignment with criteria/target)	Analysis of Results (provide reasonable analysis of results)	Planned/Completed Changes Made to Improve Student Learning (changes made should be based on analysis of assessment results)
Provide your departments QEP Experiential Learning Goal:					
How will your program increase and assess the experiential learning opportunities designed for career preparation?	1A.		Disaggregate results by modality (face-to-face, hybrid, online). If applicable, please disaggregate results by program (e.g., EdD face-to-face vs. EdD online).		Budget Implications:
	1B.				Budget Implications:

Add additional rows, if necessary.

Assessment Team and Review Process [Assessment Summit] (Briefly describe which individuals were involved in the assessment process—how data were reviewed, how changes were deemed necessary based on evidence, etc.). **Submit assessment summit minutes with your final report (can include in the Appendix).**	
Improvements from Last Year (Describe specific improvements made or actions taken based on last year's [2019-20] results. You might include budgetary adjustments made to align with improvements. Please include evidence you have that these improvements have been effective.)	

Appendix (as appropriate) Please include (below) as an appendix any supporting documents (e.g., rubrics, exam questions, tests) used as part of your means of assessment, or any larger data pieces used in your results analysis (e.g., charts, tables, graphs). Either include the minutes from your assessment summit here or submit as a separate document with this form.

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