



## **QUALITY ENHANCEMENT PLAN**

### **Freshman Seminar**

**SACSCOC On-Site Review: March 21-23, 2011**

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## 1. EXECUTIVE SUMMARY

The focus of the Campbell University Quality Enhancement Plan (QEP) is to enhance student learning through the establishment of a Freshman Seminar course. The objective of the Freshman Seminar is to assist incoming freshman students in developing behaviors and knowledge-based skills which allow them to be successful. Campbell University developed its QEP utilizing the SACSCOC's broad definition of student learning as "changes in knowledge, skills, behaviors, or values."<sup>1</sup>

QEP development began in January 2009 with topic selection. All university stakeholder groups were invited to participate in the topic selection process, which concluded in September 2009 with the selection of a new Freshman Seminar course. The seminar will launch in August 2011 as a limited enrollment pilot program. It is informed in part by a successful freshman course (BADM100 – New Student Forum) conducted within the Campbell University School of Business since August 2006.

This one-credit, first-semester Freshman Seminar is designed to address learning issues identified by ongoing institutional research and by canvassing the university community for learning enhancement ideas. Significant features of this seminar include utilization of trained peer mentors as co-instructors, student-organized service projects, and reflection journals. The seminar has been established around two general goals: 1) Students will understand and employ behaviors important to collegiate success; 2) Students will understand and apply knowledge-based skills important to collegiate success. The seminar goals directly support the university mission as well as general education competencies of the General College Curriculum. Much of the seminar content and structure has been developed in light of abundant First-Year Experience data and best-practice literature, including material distributed via the National Resource Center for the First-Year Experience and Students in Transition.<sup>2</sup> The Campbell University community anticipates significant benefits from its QEP. Substantial research demonstrates the positive impact of First-Year Seminar programs on student persistence and academic achievement.<sup>3</sup>

The Freshman Seminar will be administered through the newly established Office of the First-Year Experience. This office consists of two full-time staff persons (a Director and Administrative Assistant) and reports to the Vice President of Student Life. In addition, a QEP Advisory Committee will meet biannually with the office staff to review assessment results and provide program guidance. A QEP Assessment Team, including the University's Director of Institutional Research and Assessment, will assist with program-level and course-level assessments. The university's operating budget is well able to accommodate the financial cost (\$1.34 million over five years) of establishing and maintaining the seminar.

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<sup>1</sup> *Handbook for Institutions Seeking Reaffirmation*, December 2009 ed., 39.

<sup>2</sup> <http://www.sc.edu/fye/index.html>.

<sup>3</sup> Joe Cuseo, "The Empirical Case for the First-Year Seminar: Course Impact on Student Retention and Academic Achievement," *E-Source for College Transitions* 6, no. 6 (2009).

**2. PROCESS USED TO DEVELOP THE QEP**

Campbell University's QEP is focused on the development and implementation of a Freshman Seminar to assist incoming freshman students in developing behaviors and knowledge-based skills which allow them to be successful. The QEP development process was initiated in January 2009 with the establishment of the *QEP Topic Selection Team*, consisting of nineteen university individuals representing undergraduate students, alumni, academic and administrative staff, and faculty (See the QEP Committee Rosters in Appendix A.) The QEP Topic Selection Team conducted its work between January and August 2009. The QEP Topic Selection Team canvassed the entire Campbell Community for topic ideas through a variety of sources and means: classroom presentations; informational sessions with faculty, trustee and student groups; faculty, staff and alumni focus groups; email solicitations; university website form; Campbell alumni Facebook group solicitation; and ballot-style drop boxes placed in high traffic campus locations. The team reviewed the ideas and categorized them into broad topic/concept areas. Additionally, they analyzed institutional data to determine student-learning needs. The team selected three topics for further development over the summer of 2009 and presented them to the undergraduate faculty in a forum-type setting during faculty orientation in August 2009. The undergraduate faculty voted for a QEP topic at that time. In addition, the academic deans of the university discussed the three options for a QEP topic. Consensus was obtained on the QEP topic in early September 2009.

**Organizing for QEP Development**

After the topic was selected, the QEP development process began with the establishment of a *QEP Leadership Team*. The participants of this twelve-member team of faculty and administrators were in part determined by the QEP topic choice and included representation from all appropriate university units. The QEP Leadership Team was responsible for oversight of QEP development.

The QEP Leadership Team established the *QEP Development Committee*, consisting of thirty-nine university administrators, faculty, staff, alumni, and students, many of whom joined in response to an open invitation to participate. Several came with experience in freshman programming from other colleges and universities. This

committee proceeded sequentially through the QEP development steps recommended by SACSCOC (*Handbook for Institutions Seeking Reaffirmation*, December 2009 ed., 36–45). Both the QEP Leadership Team and the QEP Development Committee established Blackboard communities to facilitate communication and shared documents. Subcommittees composed of members of the QEP Development Committee worked on specific steps of the QEP development process. Subcommittees which contributed to QEP Development included the following:

- Learning Outcomes Subcommittee
- Literature Review / Best Practices Subcommittee
- Implementation Subcommittee
- Implementation Subcommittee's Structure and Content Task Force
- Assessment Subcommittee
- Slogan Subcommittee

A member of the QEP Leadership Team led each of the QEP Development Subcommittees (see Appendix A: QEP Committee Rosters). All subcommittees reported on their progress in monthly QEP Development Committee meetings. This reporting process allowed other Development Committee participants the opportunity to provide comments and suggestions.

### **Developing QEP Resources**

The initial task of the QEP Development Committee was to become conversant in First-Year Experience (FYE) best practices. Campbell University invested in several educational opportunities during the 2009-2010 academic year. The University subscribed to a webinar for the QEP Development Committee entitled: "Creating Faculty Buy-in for the First-Year Student Experience" presented by Academic Impressions on September 29, 2009. Two members of the Assessment Subcommittee attended the Institute on First-Year Assessment conducted by the National Resource Center for the First-Year Experience and Students in Transition in Charlotte, North Carolina, on October 10-12, 2009. The University participated in a webinar presented by Innovative Educators entitled: "FYE Course Assessment: Transforming Your First-Year Student's Behavior and Attitudes," on November 10, 2009. This webinar featured Dr. Laurie Hazard, the Director of the Academic Center for Excellence at Bryant University and co-author of *Foundations for Learning*, a popular FYE text. Additionally, the Chair and Vice-

Chair of the QEP Leadership Team attended the 29<sup>th</sup> Annual Conference on the First-Year Experience (Denver, CO, February 10-12, 2010), and one member of the Implementation Subcommittee attended the 5<sup>th</sup> Annual OnCourse National Conference (Raleigh, NC, April 8-10, 2010). Resources from these conferences and webinars were made available to the QEP Development Committee via Blackboard.

Along with the information gathered through these events, the Literature Review / Best Practices Subcommittee began working in October 2009 to find and categorize First-Year Experience and Freshmen Seminar resources. This subcommittee compiled and posted an annotated bibliography of resources relevant to Freshman Seminar programs on the QEP Development Committee Blackboard Community site. As other subcommittees developed various aspects of the Freshman Seminar, the Literature Review / Best Practices Subcommittee worked to identify and recommend appropriate best-practice resources.

Both the Chair and Vice Chair of the QEP Leadership Team joined the FYE Listserv, hosted by the National Resource Center for the First-Year Experience and Students in Transition. This very active listserv of nearly 2500 participants has proven to be a tremendous resource of best-practice resources, many of which the QEP Development Committee made available to other QEP development participants through Blackboard.

### **Developing QEP Learning Outcomes**

The Learning Outcomes Subcommittee began its work in October 2009. The subcommittee defined QEP learning outcomes based on community feedback received during topic selection and on institutional data, including results from the Measure of Academic Proficiency and Progress, or MAPP (recently renamed the Educational Testing Service's [ETS] Proficiency Profile) and results of the National Survey of Student Engagement (NSSE). As the QEP learning outcomes were being refined, the Literature Review / Best Practices Subcommittee identified and provided relevant resources to the Learning Outcomes Subcommittee.

The Learning Outcomes Subcommittee presented the proposed QEP learning outcomes to the QEP Development Committee on January 7, 2010, and to the QEP Leadership Team on January 14, 2010, for review and affirmation. On February 3, 2010, the subcommittee presented the proposed QEP learning outcomes to the

SACSCOC Reaffirmation Leadership Team for review. The QEP Leadership Team gave final approval for the QEP learning outcomes on February 4, 2010. The QEP Leadership Team established an Implementation Subcommittee and an Assessment Subcommittee. Both subcommittees were led by members of the QEP Leadership Team and consisted of members from the Leadership Team and the QEP Development Committee.

### **Planning for QEP Implementation**

The Implementation Subcommittee worked to develop an implementation plan for the Freshman Seminar. Subcommittee work included identifying actions to be implemented; establishing a timeline for implementation; organizing tasks and responsibilities, and identifying necessary resources for implementing and sustaining the QEP.

#### Freshman Seminar Course Design

The Implementation Subcommittee created a Structure and Content Task Force from within its members and charged it to develop the Freshman Seminar content and structure around the approved QEP learning outcomes. (See Appendix E for a course overview and draft of the seminar syllabus.) Both the subcommittee and the Structure and Content Task Force met regularly through February and March 2010. These groups created a draft of the Freshman Seminar syllabus and a projected five-year QEP budget and timeline of implementation and presented them to the President of Campbell University on March 16, 2010. The draft of the Freshman Seminar syllabus was presented to the QEP Development Committee on March 19, 2010, to allow committee members the opportunity to provide feedback. The Implementation Subcommittee suspended development activity from May 2010 through August 2010 because several nine-month faculty members were unavailable during this recess time.

#### QEP Staffing

In August 2010, an advertisement for the Director of the First-Year Experience was drafted and published. One of the primary roles of the Director of the First-Year Experience is to oversee the Freshman Seminar. A review of applications and interviewing began in September 2010 and ended in mid-October with the hiring of Dr.

Jennifer Latino. The Director began working with the QEP Implementation Subcommittee on December 6, 2010.

#### Freshman Seminar Course Approval

In October and November 2010, the chair and vice chair of the QEP Leadership Team worked to gain course approval for the proposed Freshman Seminar course. Course approval entails completing a course proposal document according to the guidelines in the *Campbell University Planning and Assessment Manual*.

New course proposals are required to address the following items: a description of the course, including student learning outcomes and an assessment plan; rationale for the course offering; implications for existing programs; staffing implications; and availability of resources. The University Curriculum Council, a body composed of the Academic Deans and faculty representatives from each school of the University, considers and approves new course proposals. The Freshman Seminar was approved by the University Curriculum Council in December 2010 (See meeting minutes in Appendix F).

#### Planning for QEP Assessment

The Assessment Subcommittee worked to develop a comprehensive assessment plan for the QEP. This subcommittee began meeting in February 2010 and produced an assessment outline in March 2010. It developed specific means of assessment for QEP learning outcomes in September and October 2010, and continued into November and December 2010 while the QEP Implementation Subcommittee developed seminar course content.

#### **Developing the QEP Narrative**

The writing of a first draft of the QEP document began in April 2010. QEP Leadership Team members who led the Development Subcommittees were tasked with writing specific sections of the QEP document according to the QEP narrative structure presented in the SACSCOC *Handbook for Institutions Seeking Reaffirmation* (pp. 44-45). This draft QEP was posted to the QEP Development Committee Blackboard Community site in early May and discussed at a subsequent meeting of the QEP Development Committee. (Further work on the QEP was suspended between May 15 and August 12, due to the summer recess.)

Following a complete review of the first QEP narrative draft by members of the QEP Leadership Team in mid-August, the team members tasked with writing began a second draft of the QEP narrative on August 17, 2010. QEP narrative reviewers and editors were selected from the membership of the QEP Development Committee and began the process of review and editing on September 5, 2010.

### **Involving Campus Constituencies in QEP Development**

Throughout the QEP development process, university members were kept informed of progress via QEP updates presented at the meetings of the following groups: the Trustees, the University Cabinet, the Deans' Council, and the undergraduate faculty of each school/college. Additional avenues of reporting to the Campbell University community included bulk email, a QEP page on the Campbell University website, and features in several university print and electronic publications. (See Appendix C: QEP Communications.)

The QEP was the feature topic of the Fall 2010 Faculty Orientation session held on August 13, 2010. The faculty received handouts detailing both the QEP learning outcomes and the Freshman Seminar course. After a presentation given by the Chair and Vice-Chair of the QEP Leadership Team, faculty members were invited to offer comments and ask questions. Due to time constraints, faculty members were invited to direct additional comments and questions to their faculty senators for an open forum QEP discussion during the November 4, 2010, Faculty Senate meeting.

The hiring of the Dr. Jennifer Latino as the First-Year Experience Director was announced to the University Trustees on October 27, 2010, and to the QEP Development Committee on November 9, 2010. A public announcement was made on the Campbell University website on November 12, 2010 (<http://www.campbell.edu/news/item/jennifer-latino-to-head-new-program-at-campbell>). A hiring announcement about Dr. Latino was shared with the University community through the weekly newsletter on November 16, 2010. Additionally, *The Campbell Times* newspaper, on December 2, 2010, included an article recognizing Dr. Latino.

Communication about the QEP will continue through the spring 2011 semester with a campus-wide "Get the Scoop on the QEP" (meet and greet Director and learn about the

## 2. PROCESS USED TO DEVELOP THE QEP

*Campbell University*

QEP) in early March, an article in *Campbell Magazine*, and ongoing information to the University community through the weekly online newsletter.

**3. IDENTIFICATION OF THE TOPIC**

QEP topic selection was initiated in January 2009 with the establishment of a *Topic Selection Team*. This team consisted of nineteen university individuals representing undergraduate students, alumni, academic and administrative staff, and faculty. (See the QEP Committee Rosters in Appendix A.) The Topic Selection Team met eight times between January and August 2009. (See Appendix B: Timeline of QEP Meetings.)

The QEP Topic Selection Team initiated the selection process through campus-wide QEP education and solicitation of topic ideas. In February 2009, the team made intensive efforts to involve students in the topic selection process. Team members who were faculty members introduced the QEP concept to students in their undergraduate courses and distributed and collected QEP idea cards. A QEP presentation and survey during the weekly Campbell University Worship (CUW) allowed the opportunity for nearly half of the main campus undergraduate body to provide input into QEP topic selection. Select groups of students, including the students serving in the Student Government Association, Teaching Fellows, and Honors Program, were given the opportunity to discuss QEP topics and provide suggestions. A dozen ballot-style boxes and survey cards were placed in high traffic locations around campus, including the Carrie Rich Memorial Library, the Wallace Student Center, Marshbanks Cafeteria, the campus bookstore, and several academic buildings and residence halls. Extended campus students were surveyed electronically. The team made QEP postings on the two Campbell University alumni Facebook groups, directing members to submit ideas using a QEP-specific email address ([qep@campbell.edu](mailto:qep@campbell.edu)) or visiting a link on the Campbell University webpage (<http://www.campbell.edu/qep>). (See solicitation materials in Appendix C.)

In March and April 2009, the QEP Topic Selection Team focused on QEP education and solicitation of topic ideas from Campbell University community members other than current students. The team made presentations in undergraduate faculty meetings and solicited ideas via QEP idea cards. They convened a total of seven focus groups to create dialogue on topic ideas among Campbell community members, including academic staff, athletic staff, student life staff, alumni, main campus faculty, and extended campus faculty. They sent email solicitations to faculty, academic deans, and

staff inviting them to visit the QEP website and provide input via a web form. They gave a QEP presentation to the Academic Affairs Committee of the Board of Trustees and invited them to submit QEP topic suggestions. They also surveyed extended campus faculty for their opinions.

In April 2009, the team sorted and categorized 1,136 submitted topic ideas into eleven broad topic areas: experiential-learning ideas, curriculum changes, instructional changes, faculty improvements, technology-related ideas, program ideas, course administration ideas, academic student support ideas, student-life ideas, campus/facility ideas, and general administrative ideas. The most popular areas receiving student suggestions were experiential learning (113 student-submitted suggestions) and student support (145 student-submitted suggestions). In addition to topic idea solicitation, the selection team analyzed several years of standardized survey and examination results. Instruments used for this analysis included the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program (CIRP) Freshman and Senior surveys, the ETS Measure of Academic Achievement and Progress (MAPP, recently renamed the ETS Proficiency Profile), and Major Field Achievement Tests (MFAT). A number of findings from these instruments confirmed the need for additional student support and aligned well with concerns expressed in submitted student topic suggestions.

The CIRP Freshman Survey (TFS) was administered in August 2009 (498 survey respondents). CU students responded with a significantly lower *Likelihood of College Involvement* mean (44.3) vs. both comparison groups (45.2;  $p < 0.01$ ; 46.2,  $p < 0.001$ ). *Likelihood of College Involvement* is a unified measure of students' expectations about their involvement in college life generally. Additionally, more CU students feel a need for special tutoring/remedial work in English (13.4%) vs. both Comparison Groups (9.5%; 10.6%). This is supported by freshmen English MAPP scores in reading and writing (64% of incoming freshmen tested achieved writing proficiency level 1; 64% of incoming freshmen tested achieved reading proficiency level 1; August 2009,  $n=349$ ). Freshman also responded significantly lower ( $p$ -values ranging from  $< 0.01$  to  $< 0.001$ ) than peers when asked if they anticipate participating in volunteer or community service work and communicating regularly with their professors.

The CIRP College Senior Survey (CSS) was administered in the spring of 2010 (97 survey respondents). Campbell University seniors scored significantly lower on *Habits of Mind* construct means (47.5) vs. the comparison Groups (50.3, 51.1,  $p < 0.001$ ). The Habits of Mind construct consists of the following practices (the numerical values following each statement represent the relative worth of each item in the overall Habits of Mind construct calculation):

- Seek solutions to problems and explain them to others (2.49)
- Seek alternative solutions to a problem (2.08)
- Support your opinions with a logical argument (1.97)
- Evaluate the quality or reliability of information you received (1.84)
- Take a risk because you felt you had more to gain (1.54)
- Ask questions in class (1.32)
- Seek feedback on your academic work (1.20)
- Explore topics on your own, even though it was not required for a class (1.07)
- Revise your papers to improve your writing (1.06)
- Accept mistakes as part of the learning process (0.94)
- Look up scientific research articles and resources (0.67)

Senior student CSS respondents also exhibited lower levels of a sense of belonging, student-faculty interactions and leadership characteristics vs. the comparison groups, as depicted in the following three tables.

**Sense of Belonging** measures the extent to which students feel a sense of academic and social integration on campus.

<b>Campbell University</b>	<b>Your Inst</b>	<b>Comp 1</b>	<b>Comp 2</b>
Total (n)	97	6,846	17,411
High Sense of Belonging	25.8%	31.4%	32.0%
Average Sense of Belonging	51.5%	44.3%	44.4%
Low Sense of Belonging	22.7%	24.3%	23.5%

**Student-faculty interaction**

<b>Campbell University</b>	<b>Your Inst</b>	<b>Comp 1</b>	<b>Comp 2</b>
Total (n)	97	6,834	17,369
High Student-Faculty Interaction	34.0%	35.7%	35.3%
Average Student-Faculty Interaction	37.1%	46.0%	45.9%
Low Student-Faculty Interaction	28.9%	18.3%	18.9%

**Leadership** is a unified measure of students' beliefs about their leadership development and capability and their experiences as a leader.

<b>Campbell University</b>	<b>Your Inst</b>	<b>Comp 1</b>	<b>Comp 2</b>
Total (n)	97	6,856	17,437
High Leadership	28.9%	42.6%	42.8%
Average Leadership	48.5%	41.9%	41.6%
Low Leadership	22.7%	15.4%	15.6%

The NSSE was administered in 2004 and 2009. Relevant findings are listed below:

- Compared to the NSSE 2009 top 50% (Institutions achieving scores in the top 50% of all participating institutions), Campbell University students scored significantly lower (p values ranging from <0.05 to <0.001 depending on specific comparison) in all areas except Enriching Educational Experiences for freshmen, and in all areas for seniors. Areas include: Level of Academic Challenge (LAC), Active and Collaborative Learning (ACL), Student-Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE).
- Campbell University freshmen and seniors scored significantly lower than comparison groups (Coalition of Christian Colleges and Universities [CCCU] and custom group) for LAC, ACL and SCE (p values ranging from <0.05 to <0.001 depending on specific comparison).
- Freshmen students scored significantly lower (p<0.001) than all 3 comparison groups (CCCU, Carnegie, Custom) when asked, "To what extent has your experience at this institution contributed to your knowledge, skills and personal development in working effectively with others?"
- Freshmen students scored significantly lower than all 3 comparison groups (CCCU, p<0.01, Carnegie, p<0.05, and Custom, p<0.001) when asked, "To what extent has

- your experience at this institution contributed to your knowledge, skills and personal development in speaking clearly and effectively?”
- Freshmen students scored significantly lower than all 3 comparison groups (CCCU,  $p < 0.05$ , Carnegie,  $p < 0.001$ , and Custom,  $p < 0.001$ ) when asked, “To what extent has your experience at this institution contributed to your knowledge, skills and personal development in using computing and information technology?”
  - Both freshmen and senior students scored significantly lower ( $p$  values ranging from  $< 0.05$  to  $< 0.001$  depending on specific comparison) than both CCCU and Custom group when asked, “To what extent has your experience at this institution contributed to your knowledge, skills and personal development in understanding yourself?”
  - Both freshmen and senior students scored significantly lower ( $p$  values ranging from  $< 0.05$  to  $< 0.001$  depending on specific comparison) than both CCCU and Custom group when asked, “To what extent does your institution emphasize helping you cope with your non-academic responsibilities?”
  - Both freshmen and senior students scored significantly lower ( $p$  values ranging from  $< 0.05$  to  $< 0.001$  depending on specific comparison) than both CCCU and Custom group when asked, “To what extent does your institution emphasize providing you the support you need to thrive socially?”
  - Both freshmen and senior students scored significantly lower ( $p$  values ranging from  $< 0.01$  to  $< 0.001$  depending on specific comparison) than both CCCU and Custom group when asked, “To what extent does your institution emphasize attending campus events and activities?”
  - 2004 – 2009 longitudinal analysis shows a decline in Campbell University senior rating of SCE (62.9 vs. 60.5), although freshmen perception increased from 60.6 to 63.4.

The Topic Selection Team also reviewed program-level assessment reports and minutes of several committees including the University Effectiveness Council, the General College Curriculum Committee, and the Faculty Senate. Of particular note was the November 15, 2007 Faculty Senate Resolution on Academic Support Services which included a recommendation for the development of a “comprehensive program to support students’ college adjustment during the freshman year.” Additionally, the team reviewed a paper written by a graduate student evaluating the development and impact of the Campbell University School of Business New Student Forum course, BADM100

(North 2008). Ultimately, this paper helped solidify the decision to adopt a Freshman Seminar as the focus of the QEP based on the success that the College of Business had seen from a similar course.

The Topic Selection Team identified six candidate topics for further consideration: Critical Thinking and Writing Skills; Student Support Services and Professional Development; Experiential Learning / Service Learning; First-year Programming / Orientation and Community Building; Interdisciplinary Studies; and Faculty Improvement and Development. At this time, the Freshman Seminar idea was contained within the First-year Programming / Orientation and Community Building topic. Through many discussions, the First-year Programming topic was refined to the Freshman Seminar (however, the First-Year Programming topic name lingered into the fall of 2009). In May 2009, the candidate topic list was revised and narrowed to three final candidate topics: Learning Resources Support, First-Year Programming, and Experiential Learning.

In June 2009, the Vice President for Academic Affairs assigned ad hoc committees to study each of the three final candidate QEP topics and to draft a document describing what a QEP program might look like. The ad hoc committees finalized their reports in early August 2009. A presentation on the three candidate QEP topics was given to the Academic Affairs Committee of the Board of Trustees on August 5, 2009. During the August 13-14, 2009, Faculty Orientation, a QEP presentation was made to the university faculty. The undergraduate faculty had the opportunity to attend two sequential breakout sessions to learn more about a specific QEP topic and provide their feedback. All three candidate topics were discussed during each of the two breakout sessions. Session facilitators were asked to submit final reports evaluating the written feedback received from faculty attending these sessions. At the conclusion of the breakout sessions, the faculty reconvened and voted on their choice of a QEP topic. The preferred topic (by a small margin) was First-Year Programming (the Freshman Seminar).

The QEP Topic Selection Team met on August 26, 2009, for a final discussion on QEP topic selection and voted unanimously to select the Freshman Seminar as the QEP topic. They submitted the topic recommendation to the Deans' Council, which affirmed the choice of the Freshman Seminar as Campbell University's QEP on September 2, 2009.

**4. DESIRED STUDENT LEARNING OUTCOMES**

The Learning Outcomes Subcommittee, a subcommittee of the QEP Development Committee, met with the goal of developing appropriate learning outcomes for the chosen QEP topic of the Freshman Seminar. The committee members represented a broad spectrum from the campus community, including faculty and staff from the College of Arts and Sciences, the Dean and staff from the School of Business, the Director of Student Services, the Director of Institutional Research, and the Campus Minister. (See the QEP Committee Rosters in Appendix A.) This subcommittee met weekly from October 22, 2009, to November 29, 2009. On December 3, 2009, the subcommittee presented their initial proposal to the QEP Development Committee for feedback and refinement of the learning outcomes. They presented a revised draft of the learning outcomes to the QEP Leadership Team for feedback on December 15, 2009 and January 14, 2010, and made additional changes in response to the team's comments. On February 3, 2010, they presented the updated Learning Outcome Report to the COC Reaffirmation Leadership Team, which recommended further revisions. The QEP Leadership Team approved the final report on February 4, 2010. Upon further internal and external review in early September, it became clear that further revision was needed to narrow the outcomes. Several meetings led to the final adoption of student learning outcomes for the Freshman Seminar by the QEP Leadership Team on September 16, 2010. The final learning outcomes support the goals of the Freshman Seminar.

**Goal 1:** *Students will understand and apply behaviors important to collegiate success.*

**Learning Outcomes:** Students will:

- 1.1 identify their motivations for success in college.
- 1.2 describe effective engagement with others in the university community.
- 1.3 demonstrate a knowledge of policies and practices of academic and community integrity.
- 1.4 employ effective behavioral strategies for learning.

**Goal 2:** *Students will understand and apply knowledge-based skills important to collegiate success.*

**Learning Outcomes:** Students will:

- 2.1 demonstrate improved written and oral communication.
- 2.2 locate relevant information using technology and library resources.

**Development of Student Learning Outcomes**

The original QEP questionnaire data helped determine what was of greatest interest to the whole campus. Through surveys, questionnaires, and focus groups, students indicated a desire for improved student services including course study assistance and career development services. Students, faculty, and staff all observed the need for increased academic standards and student qualifications, as well as improved use and understanding of technology.

The results of the 2004 and 2009 administrations of the National Survey of Student Engagement (NSSE), and the 2005 administration of the Measure of Academic Proficiency and Progress test (MAPP) presented opportunities for improvement in student learning in several areas. The NSSE data from 2009 clearly indicates that Campbell students are not taking advantage of the many opportunities to become engaged members of the Campbell University community. Responses to questions 9a-g of NSSE, 2009, indicate that over 40% do not participate in any co-curricular activities, over 37% attend campus events very little or only some times, and over 50% spend very little or only some time contributing to their community. Only 20% are working on campus and 47% are working off campus. Therefore, students are not choosing to spend their time participating in campus or community activities.

Best-practice literature and research demonstrates that by increased engagement students can seek out the people and resources they need to be successful in college (Barefoot 2000; Tinto 1994; Yazedjian et al. 2008). If students can develop a strong relationship with a peer, faculty, or staff member on campus, and if they utilize the campus support systems, they are more likely to remain in college, are more likely to be academically successful, and are more likely to be satisfied with their experience (Keup and Barefoot, 2010; Dooris and Blood, 2001; Brownell and Swaner, 2010). The Freshman Seminar will emphasize student engagement on campus with the anticipated result of increased student use of campus resources and increased student feelings of personal success and satisfaction.

Successful engagement by students will require the enhancement of student confidence. Self-awareness and behavior awareness are critical for success (Orr 1978; Perry 1970; Brownell and Swaner 2010). The QEP Leadership Team was influenced

strongly by William G. Perry's scheme for student development which indicates four developmental stages in student psychology and thinking: dualism, multiplicity, relativism, and commitment to relativism (Perry 1970). The Team was also influenced by how students' "locus of control" can influence the level of ownership they take for their own learning (Colb and Love 2009; Rotter 1966; Lefcourt 1982). Movement through the Perry developmental stages can help change a student's "locus of control" and promote student ownership of learning (Duttweiler 1984). There is a positive relationship between "locus of control," self-efficacy, and academic achievement (Hoover 2003). Students will be given tools to change their locus of control and to advance in their developmental stage. Students will also be given the tools to identify and evaluate their own definitions of what it means to be *successful* in college (Yazedjian et al. 2008), and will be taught what behavioral strategies lead to actual success. An understanding of their own learning styles will help in these endeavors (Goldfinch and Hughes 2010).

The student learning outcomes will focus on student behavior and on academic skills to help the student become more successful at Campbell University. The learning model is built around the revised Bloom's Taxonomy (Anderson and Krathwohl 2001) with the intention of moving students from a level of remembering to a level of understanding and, in some areas, a level of tapping into higher level cognitive processes and challenging students to apply information in a new way. The learning outcomes and course assignments are designed to help students master these lower level categories of the cognitive domain. Mastery of these levels is an essential foundation upon which first-year students will build in other courses. The wording of the student learning outcomes is structured in terms of identifying, describing, and demonstrating, which is indicative of the levels of knowledge in Bloom's model. For a community to remain healthy, the members must follow rules and interact with one another in ways that demonstrate respect. The seminar will therefore teach students the policies and practices of academic and community integrity.

A number of sources emphasize that adequate academic skills are needed for the student to engage in the academic community and feel like a member of the campus (Bruss 2009; Dooris and Blood 2001). As indicated by MAPP and NSSE data, there is a need to increase student knowledge-based skills with the aim of improving written and oral communication and use of technology and library resources.

The MAPP data indicates a need for enhancement of critical thinking/analytical reading skills and improved writing skills. Data for Campbell University students show that Level 2 writing skills are slightly lower than the national average. For Critical thinking/reading, the MAPP data consistently places Campbell University students below the national average at Level 1 and Level 2, and just at national averages for Level 3.

Best-practice literature indicates that communication skills play an important role in the level of openness a student has for critical thinking and self-evaluation (Barefoot 2000; Brent 2009; Goldfinch and Hughes 2010; Orr 1978; Tinto 1994). An increase in confidence is associated with an increase in student communication skills (Brent 2009; Bruss 2009). In earlier surveys our students expressed a desire to use more technology. They requested improvement in the use of library and technology resources to the extent that with further consideration, it was decided that this component would work well within the framework of a Freshman Seminar.

### **Student Learning Outcomes and the University Mission**

The Freshman Seminar will, in several ways, support the mission of Campbell University through the learning outcomes of the course as addressed through the course content. The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. Learning outcomes for the seminar include an expectation that students will practice integrity both academically and personally. The Freshman Seminar curriculum requires that all students participate in and reflect upon the meaning of a service activity. Through these service activities, the course will prompt collaboration between the University community and off-campus constituencies. Campbell University is an institution dedicated to service and proves its commitment through the provision of ample opportunities to serve on and off campus. The Freshman Seminar will serve as a vehicle to introduce new students to many opportunities to serve the campus and become engaged members of the surrounding community. The service component of the course will be supported through a partnership with the Office of the Campus Minister, responsible for providing service opportunities to the entire Campbell community.

## 5. LITERATURE REVIEW AND BEST PRACTICES

The Literature Review / Best Practices Subcommittee was formed in September 2009. It worked to gather literature that could be used by other QEP subcommittees. It developed, categorized, and made available annotated bibliographies. It posted the bibliographies on Blackboard and made most periodical literature available electronically through Campbell University's library databases. Campbell University added an online subscription to *Journal of the First-Year Experience & Students in Transition* to make additional articles available. The subcommittee included hyperlinks in the bibliographies for the resources available electronically. It placed other published resources on reserve in the University library. Among the most helpful works for envisioning a successful first-year program are *Challenging and Supporting the First-Year Student* (Upcraft et al. 2005), *Achieving and Sustaining Institutional Excellence for the First Year of College* (Barefoot et al. 2005), and *Student Success in College: Creating Conditions That Matter* (Kuh et al. 2005). These three books were among the resources placed on reserve at the university library.

In addition to the published literature, the Literature Review / Best Practices Subcommittee utilized other resources. It made two webinars available: "Greating Faculty Buy-in for the First-Year Student Experience" (produced by Academic Impressions) and "FYE Course Assessment: Transforming Your First-Year Student's Behavior and Attitudes" (produced by Innovative Educators). Select members of the QEP Leadership Team attended two conferences: the FYE Institute on First-Year Assessment presented by the National Resource Center for the First-Year Experience and Students in Transition (Charlotte, NC, October 10-12, 2009) and the Annual Conference on the First-Year Experience (Denver, CO, February 10-12, 2010). Also, several members of the QEP Leadership Team subscribed to the First-Year Experience Listserv (FYE) hosted by the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina.

### **Rationale for the Program**

The first year on campus is crucial for the university student (Pitkethly and Prosser 2001). One problem new students face is perseverance—in academic terms, retention. One third either withdraws or at least considers withdrawing from school (McInnis,

James, and McNaught 1995; McInnis, James, and Hartley 2000; Pitkethly and Prosser 2001). Some students are not academically prepared for university studies, and a high proportion either withdraw or fail because of adjustment or environmental factors” (Pitkethly and Prosser 2001, 186; see also Williams 1982; Tinto 1994, 1995). The culture of the university is significantly different from the culture of high school (Hunter and Murray 2007). A key for students to assimilate into university culture (Bullis and Bach 1989) is for faculty and staff to “create learning” for students (Barr and Tagg 1995, 12, as cited in Hunter and Murray 2007). For these reasons Campbell University has chosen to develop a Freshman Seminar as its Quality Enhancement Plan (QEP). For any such program to be successful, it must be a university-wide effort aimed at students’ academic and social well-being (Pitkethly and Prosser 2001).

### **Learning Outcomes Expressed in the Literature**

Because each institution may seek to meet the needs and characteristics of its students, there is no one set of learning outcomes that is prescribed by the literature (Hunter and Linder 2005). However, Betsy O. Barefoot (2000) suggests that effective first-year programs should have six objectives: 1) increase student-to-student interaction; 2) increase faculty-to-student interaction; 3) increase student involvement; 4) link curriculum and co-curriculum; 5) increase academic expectations and levels of academic engagement; and 6) assist students who have insufficient academic preparation.

Anne Pitkethly and Michael Prosser (2001, 191-192) outline a set of four objectives to aid first-year students in becoming oriented to the academic life of a university: 1) familiarize students with the university (introduce students to the physical environment, explain academic culture, and promote the wider student support services offered, e.g., health services, library, counseling, finance, and academic support outside the classroom); 2) develop students’ sense of purpose and direction (promote a clear understanding of why they are enrolled in particular courses, e.g., the Campbell University General College Curriculum core, and promote clear understanding of learning outcomes, processes, and assessment in coursework); 3) facilitate student engagement in university life (promote involvement and support students to persevere); and 4) promote and enhance learning (develop basic skills and knowledge, develop

generic skills, e.g., group work, oral and written communication, research and reference skills, and when necessary take action to raise skills when skills are deficient).

The learning outcomes selected by Campbell University's Quality Enhancement Program align well with these suggestions. Students will 1) identify their motivations for success in college, 2) describe effective engagement with others in the university community, 3) demonstrate a knowledge of policies and practices of academic and community integrity, 4) employ effective behavioral strategies for learning, 5) demonstrate improved written and oral communication, and 6) locate relevant information using technology and library resources.

Pitkethly and Prosser (2001, 197) also give examples of strategies to meet these goals/outcomes. The model would not impose change, but rather demonstrate "the need for change" on the part of the first-year student by supporting change and communicating good practices.

One caution for developing a first-year experience program is that treating students as customers in the process, pandering to marketing shibboleths, is not judicious. The "student as consumer" metaphor suggests undue distance between the student and the educational process, highlights the promotional activities of professors, and promotes the entertainment model of classroom learning. In other words, students do not engage with their studies, they shop for perceived easy or entertaining professors, and they view the process as buying a product (McMillan and Cheney 1996). All these outcomes indicate that the "student as consumer" metaphor/model is essentially a superficial marketing scheme and is contrary to principles espoused in first-year experience studies.

### **First-Year Seminar Model**

There are multiple ways of designing first-year seminars. Building on the work of Barefoot and the National Resource Center for The First-Year Experience and Students in Transition, Randy L. Swing (2002) classifies four basic types of first-year seminars: 1) college transition theme seminars, 2) special academic theme seminars, 3) discipline-based theme seminars, and 4) remedial/study skills seminars. Swing reports that while both college transition theme seminars and special academic theme seminars are

effective, the college transition theme seminars were rated highly effective by a greater proportion of students who took such classes. Dan B. Friedman and Elizabeth G. Marsh (2009, 41) compared college transition theme seminars and academic theme seminars and found that the academic theme seminars “appeared to be no more effective in achieving academic outcomes, such as critical thinking skills or higher grades, than the transition-style seminars.” Beyond strictly academic outcomes, they found the college transition theme seminars to be superior in helping students become engaged beyond the classroom and knowledgeable about academic services.

In order to meet the learning outcomes selected and given the higher level of effectiveness in college transition theme seminars, Campbell University has designed its first-year seminar with a transition theme to help students assimilate into college life and develop intellectual and academic competence. This seminar will seek to strike the balance between supporting and challenging our first-year students (Upcraft, Gardner, and Barefoot 2005).

Campbell’s Freshman Seminar has been developed with each of the elements needed for a successful seminar in place (Hunter and Linder 2005): 1) it will be offered for academic credit; 2) it will be centered on the typical first-year curriculum; 3) it will involve both faculty and student affairs professionals in design and instruction; 4) it will include instructor training and development; 5) it will compensate instructors for teaching the seminar; 6) it will involve upper-level students in seminar delivery; and 7) it will include ways of assessing effectiveness for continual improvement.

**6. ACTIONS TO BE IMPLEMENTED**

A QEP Implementation Subcommittee was appointed subsequent to the completion of the following actions: the selection of a Freshman Seminar as the focus of the QEP, the development of the desired student-learning outcomes, and an extensive review of best practices and literature. (See the QEP Committee Rosters in Appendix A.) Within the subcommittee a Structure and Content Task Force was appointed to undertake the design of the course. Dr. Ben Hawkins, Dean of the School of Business, was appointed chair. His experience at Campbell University includes the creation and implementation of a seminar program for new students in the School of Business. The Task Force members consisted of representatives from the College of Pharmacy, School of Education, College of Arts and Science, Student Life, and a current undergraduate student. It met each week in February 2010 and developed a structure and design framework for the seminar (See Appendix E for Course Overview). It reviewed numerous potential text books. Several student focus groups provided reactions to the design format. The structure and content framework was used to create a syllabus for the course. (See Appendix E for the Freshman Seminar Syllabus)

The implementation plan is shown in Table 6.1. The implementation plan is presented chronologically by the start date of each required action. The plan specifically addresses actions during the first year of the QEP and key planned actions after the first year as the enrollment in the Freshman Seminar increases. The QEP Timeline in Section 7 presents recurrent actions that are required annually as part of routine program administration and evaluation.

**Table 6.1 Actions to be Implemented**

	<b>Action</b>	<b>Responsibility</b>	<b>Time frame</b>
1	Identify Student Learning Outcomes	Learning Outcomes Subcommittee of the QEP Development Committee	October 2009 – February 2010
2	Conduct literature review on best practices related to first-year programming and desired student learning outcomes	Literature Review / Best Practices Subcommittee of the QEP Development Committee	October 2009 – April 2010
3	Create CUFS100 course	Implementation Subcommittee of the QEP Development Committee	February 2010 – April 2010
4	Establish proposed QEP budget	Vice President for Student Life	February 2010 – April 2010
5	Establish QEP assessment plan	Assessment Subcommittee of the QEP Development Committee	March 2010 – January 2011
6	Present QEP status report to University faculty and solicit feedback	QEP Leadership Team	August 2010
7	Administer NSSE and FSSE to collect additional data on student engagement prior to 2011 QEP pilot	Director of Institutional Research and Assessment	September 2010 – February 2011
8	Obtain CUFS100 course approval from University Curriculum Council	QEP Leadership Team	October 2010 – December 2010
9	Hire FYE Director and staff	Vice President for Student Life	October 2010 – January 2011
10	Establish physical FYE office	Vice President for Student Life	October 2010 – December 2010

	<b>Action</b>	<b>Responsibility</b>	<b>Time frame</b>
11	Provide QEP progress reports to University constituencies and solicit feedback	QEP Leadership Team	As opportunities permit, August 2009 – March 2011
12	Recruit instructors and peer mentors for Fall 2011 CUFS100 pilot	Director of the First-Year Experience	February 2011 – April 2011
13	Administer ETS Proficiency Profile to graduating seniors	Director of Institutional Research and Assessment	March 2011 – April 2011
14	Enroll students in Fall 2011 CUFS100 pilot	Director of the First-Year Experience	June 2011 – July 2011
15	Train Instructors and Peer Mentors	Director of the First-Year Experience	August 2011
16	Administer YFCY survey to incoming Freshman class	Director of Institutional Research and Assessment	August 2011
17	Administer pilot CUFS100 course	Director of the First-Year Experience	August 2011 – December 2011
18	Administer CUFS100 assessment plan	QEP Assessment Team	August 2011 – February 2012
19	Hold QEP Advisory Board meeting to discuss pilot outcomes and assessment results, and plan a course of action for Fall 2012 CUFS100 course	Director of the First-Year Experience	March 2012
20	Complete Annual Assessment Report for the QEP	Director of the First-Year Experience	June 1, 2012
21	Discuss QEP outcomes and action plan with Vice President for Academic Affairs	Vice President for Academic Affairs	July 2012

	<b>Action</b>	<b>Responsibility</b>	<b>Time frame</b>
22	Hire second graduate assistant for the FYE Office	Director of the First-Year Experience	June 2014
23	Hire Assistant Director of the First-Year Experience	Director of the First-Year Experience	June 2015

**7. QEP TIMELINE**

<b>TIMEFRAME</b>	<b>ACTION</b>	<b>RESPONSIBILITY</b>
<b>Spring 2009</b>	Initiation of QEP Topic Selection process	QEP Topic Selection Team
<b>Fall 2009</b>	Initiation of QEP Development	QEP Leadership Team
<b>Spring 2010</b>	Development of first QEP draft document	QEP Leadership Team
<b>Fall 2010</b>	First-Year Experience director search (September/October)	V.P. for Student Life
	Completion of second QEP draft (October)	QEP Leadership Team
<b>Spring 2011</b>	First-Year Experience administrative assistant search (January)	FYE Director
	Final QEP document deadline: February 1, 2011	QEP Leadership Team
	Freshman Seminar approval by University Curriculum Council	QEP Leadership Team
	Freshman Seminar development	FYE Director
	Instructor / peer mentor recruitment	FYE Director
	Attendance at Annual FYE National Conference, Feb. 4-8, 2011 (FYE Director +2 faculty/staff persons)	FYE Director
	National Survey of Student Engagement (February)	Director of Institutional Research and Assessment
	Faculty Survey of Student Engagement (March)	Director of Institutional Research and Assessment
	Deans' Council QEP update (March)	FYE Director
	QEP Update to Trustees (April)	FYE Director
	ETS Academic Profile administered to senior students (April)	Director of Institutional Research and Assessment

<b>TIMEFRAME</b>	<b>ACTION</b>	<b>RESPONSIBILITY</b>
	Annual Assessment Report due June 1	FYE Director

*The following schedule will be repeated annually from 2011 through 2016 (except where noted).*

<b>DATE</b>	<b>ACTION</b>	<b>RESPONSIBILITY</b>
<b>Fall term</b>	QEP Update to faculty during Faculty Orientation	Vice President for Academic Affairs
	CIRP Freshman Survey (August of odd years)	Director of Institutional Research and Assessment
	Beginning of Freshman Seminar (3 <sup>rd</sup> week in August)	FYE Director
	Course marketing to prospective students and families at high school Admissions events	Vice President for Enrollment Management and Undergraduate Admissions Staff
	Course marketing to prospective students and families at Admissions events (September-November)	FYE Director
	Freshman Seminar exit survey for students (November)	FYE Director
	Freshman Seminar exit surveys for instructors and peer mentors (December)	FYE Director
<b>Spring term</b>	Instructor and peer mentor focus groups (January)	FYE Director
	Course marketing to prospective students and families at high school Admissions events	Vice President for Enrollment Management and Undergraduate Admissions Staff
	Course marketing to prospective students and families at Admissions events (January-April)	FYE Director

<b>DATE</b>	<b>ACTION</b>	<b>RESPONSIBILITY</b>
	Focus groups for students completing Freshman Seminar in previous Fall term (February)	FYE Director
	National Survey of Student Engagement (February of odd years)	Director of Institutional Research and Assessment
	Faculty Survey of Student Engagement (February of odd years)	Director of Institutional Research and Assessment
	Attendance of FYE Director and up to four faculty/staff persons at Annual FYE National Conference (February)	FYE Director
	Instructor and peer mentor recruitment (February)	FYE Director
	QEP Assessment Team meeting (February)	FYE Director
	Annual QEP budget submission for approval (February)	FYE Director; Vice President for Student Life
	Deans' Council QEP update (March)	Vice President for Academic Affairs
	CIRP YFCY survey (March of even years)	Director of Institutional Research and Assessment
	QEP Advisory Board meeting (March)	QEP Advisory Board Chairperson
	QEP Update to Trustees (April)	Vice President for Academic Affairs
	ETS Academic Profile (April of even years)	Director of Institutional Research and Assessment
	ETS Academic Profile administered to senior students, April 2011	Director of Institutional Research and Assessment
	QEP annual budget approved (May)	Vice President for Business
<b>Summer</b>	Annual Assessment Report (due June 1)	FYE Director
	Instructor and peer mentor training	FYE Director

<b>DATE</b>	<b>ACTION</b>	<b>RESPONSIBILITY</b>
	Student registration for Freshman Seminar during orientation weekends	FYE Director
	Annual Report to the President, to include FYE (due August 1)	Vice President for Student Life
	Annual Report to the President, to include QEP (due August 1)	Vice President for Academic Affairs
	FYE five-year Unit Review (to be completed by June 1, 2016)	FYE Director
	SACSCOC QEP Impact Report (to be completed by March 25, 2017)	FYE Director

**8. ORGANIZATIONAL STRUCTURE**

Campbell University has assigned qualified individuals to implement and sustain the Freshman Seminar program. Team and committee membership rosters are found in Appendix A.

**QEP Leadership Team**

The responsibility of the QEP Leadership Team is to guide the process of QEP development through successful approval of SACSCOC. The QEP Leadership Team reports to the Vice President for Academic Affairs.

**QEP Development Committee**

The responsibility of the QEP Development Committee is to develop the Quality Enhancement Plan. The QEP Development Committee reports to the QEP Leadership Team.

The responsibilities of this committee include:

- Establishing QEP goals and student learning outcomes;
- Researching best practices pertaining to elements of the QEP;
- Developing a plan of QEP implementation;
- Developing a plan of QEP assessment;
- Communicating QEP developments to the university community;
- Receiving feedback on the QEP from the university community; and
- Writing the QEP narrative for submission to SACSCOC.

The work of the QEP Development Committee has been delegated to several subcommittees. The QEP Development subcommittees report to the QEP Development Committee and include the following:

- QEP Learning Outcomes Subcommittee;
- QEP Literature Review/Best Practices Subcommittee;
- QEP Implementation Subcommittee;
- QEP Assessment Subcommittee; and
- QEP Slogan Subcommittee.

**Office of the First-Year Experience**

The Office of the First-Year Experience was established with the hiring of the Director of the First-Year Experience in December 2010. Campbell University hired Dr. Jennifer Latino to direct the First-Year Experience. The Office of the First-Year Experience will consist of a full-time director, a full-time administrative assistant, a part-time graduate assistant, and several work-study undergraduate students. Included in the five-year plan is the addition of an assistant director in 2015. The Office of the First-Year Experience is responsible for administering the Freshman Seminar. During the implementation phase of the QEP, only the Director (employed since December 6, 2010) and the Administrative Assistant (employed since January 24, 2011) contributed to the development of the QEP. The Office of the First-Year Experience is under the supervision of the Vice President for Student Life.

**Director of the First-Year Experience**

The Director of the First-Year Experience is responsible to provide vision, leadership, and administrative oversight of the Freshman Seminar and reports directly to the Vice President for Student Life. The Director of the First-Year Experience will fulfill the following tasks:

- Recruit and train seminar instructors;
- Recruit and train peer mentors;
- Develop Freshman Seminar policies;
- Plan and develop Freshman Seminar content;
- Lead the QEP Advisory Council in the planning, assessment, and continuous improvement of the course;
- Maintain a First-Year Experience website;
- Manage the QEP budget; and
- Prepare annual QEP assessment reports.

Sustaining the QEP involves people who will participate in QEP planning, assessment, and communication of QEP progress to the university community. It is important that all aspects of the QEP are closely monitored and evaluated to ensure that proper procedures and resources are in place to enable success.

**QEP Advisory Council**

The QEP Advisory Council consists of university faculty, staff, and students who will assist the FYE Director with QEP management. The QEP Advisory Council will support the QEP in the following ways:

- Evaluate Freshman Seminar assessment data;
- Make recommendations for courses of action pertaining to the achievement of QEP goals and student-learning outcomes; and
- Make recommendations for courses of action pertaining to the curriculum of Freshman Seminar.

In addition, the Council will submit an annual report of activities to the Vice President of Academic Affairs

**QEP Assessment Team**

The QEP Assessment Team consists of a small group of university faculty and staff familiar with sound assessment practices. They will assist the FYE Director with assessment of QEP goals and outcomes. The QEP Assessment Team will support the QEP in the following ways:

- Administer surveys and standardized exams;
- Facilitate focus groups pertaining to the QEP;
- Analyze assessment data;
- Make recommendations for courses of action pertaining to means of QEP assessment; and
- Communicate results and conclusions of surveys, standardized exams, and focus groups to the QEP Advisory Council, the Vice President for Student Life, and the Vice President for Academic Affairs.

**Vice President for Student Life**

The Vice President for Student Life will be involved in sustaining the QEP in the following ways:

- Serve as the immediate supervisor of the Director of the First-Year Experience;
- Review the Annual Assessment Report of the First-Year Experience program (submitted by the FYE Director by June 1 each year);

- Provide feedback to the FYE Director after review of the FYE Annual Assessment Report;
- Work with the FYE Director on annual FYE budget planning; and
- Report on FYE program progress in the annual report to the President, due on August 1 each year.

#### **Vice President for Academic Affairs**

The Vice President for Academic Affairs will be involved in sustaining the QEP in the following ways:

- Review the QEP portion of the annual assessment report of the First-Year Experience program (submitted by the FYE Director by June 1 each year);
- Provide feedback to the FYE Director after review of the annual QEP assessment report;
- Communicate annual QEP updates to and receiving feedback from the faculty, deans, and trustees of the university; and
- Report on QEP progress, plans, and needs in the annual report to the President, due August 1 each year.

While the Freshman Seminar is administered by the FYE Director who reports to the Vice President for Student Life, the QEP, in practice, is a course conferring academic credit and, similar to any other course, requires assessment reporting to the Vice President for Academic Affairs.

**9. RESOURCES**

Campbell University will make a considerable investment in personnel as well as physical and material resources to ensure the success of the QEP. The university has fulfilled a major part of this investment with the hiring of a Director of First-Year Experience who began employment December 6, 2010, and an Administrative Assistant who began employment January 24, 2011. Additionally, a graduate assistant is scheduled to begin during the 2011-2012 fiscal year. The first budget (FY2010) in Table 9.1 is the program development budget that was adopted; the projected QEP budgets begin with the 2011-2012 fiscal year. Table 9.2 depicts the active budget for the current year (2010-2011).

The need for resources will increase each year until enrollment in the Freshman Seminar becomes stable. After the 200-student pilot study in the Fall of 2011, enrollment is anticipated to increase annually by at least 100 students. Enrollment capacity will be set at 300 seats for the 2<sup>nd</sup> year (Fall semester of 2012) and 400 seats for the 3<sup>rd</sup> year (Fall semester of 2013). Controlled enrollment will facilitate program growth management, especially with regard to numbers of trained seminar instructors and peer mentors. Offered as a recommended elective, seminar enrollment is anticipated to exceed 500 students within four years (successful freshman seminars offered as electives are often taken by two-thirds to three-quarters of the incoming freshman class).

Excellent fiscal management allows the university to provide the financial commitment of more than \$1.34 million in funds to support the QEP over the next five years. The recent SACSCOC off-site committee review (November 2010) found Campbell University in compliance with Core Requirement 2.11.1 (The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services).

**Facilities**

Support for the staff of First-Year Experience will be provided in newly renovated office space. The university completed the renovation of a 3,500-square foot building in December 2010 to serve as offices for the Director of First-Year Experience and support

staff, along with offices for Student Services staff. This facility will also provide space for committee meetings, meetings of peer mentors and freshmen students, and training of small groups to support the success of the QEP.

Implementation of the Freshman Seminar course in the Fall 2011 semester will require the usage of ten classrooms. The Registrar's Office indicates that the university had forty-two classrooms open during the Fall 2010 semester on Wednesdays at 10 a.m. (the anticipated time all Freshman Seminar sections will meet for the pilot-year program). Forty-two classrooms provide sufficient space to accommodate the entire incoming freshman class. (The average incoming freshman class size for 2008 through 2010 was 808 students.) Therefore, the university has the necessary classroom space for the Freshman Seminar to be held at that scheduled time not only during the pilot year, but also for subsequent years as enrollment in the Freshman Seminar grows.

### **Human Resources**

#### Staffing

The Director of the First-Year Experience began employment on December 6, 2010. Dr. Jennifer Latino holds a Doctorate of Education from Florida State University in Higher Education and spent the past four years working at the University of South Carolina in the University 101 Programs as the Associate Director of the Office of University 101 Programs. She has served as author, editor, and project coordinator of *Transitions*, which is the University of South Carolina University 101 course textbook.

An Administrative Assistant began work with the office in February 2011 and a graduate assistant will be hired beginning with the 2011-2012 academic year. The proposed budget also includes adding a second graduate assistant in the fourth year and an assistant director in the fifth year. Funds are included in the budget to provide undergraduate student workers through either institutional funds or Federal Work Study opportunity.

### Instructors and Peer Mentors

In alignment with the literature on developing a successful seminar, course design and instruction will include both faculty and student affairs professionals (Hunter and Linder 2005). The University has ample undergraduate faculty and qualified staff who have earned at minimum, a master's degree, who will be eligible to teach a section of the Freshman Seminar course.

The literature also indicates that the most effective freshmen seminars utilize upper-level students in the course delivery (Hunter and Linder 2005). Qualified upper class students will be recruited to serve in the role of peer mentors, working closely with the instructors in coordinating the seminar.

In the spring of 2011, the Director will recruit instructors and peer mentors required for the pilot cohort of ten sections. Training of these individuals will be held during the summer of 2011. The number of instructors and peer mentors will grow each year as the number of Freshman Seminar course sections increase according to the five-year plan. With course sections limited to 20 students, as many as 30 sections of freshman seminar may be offered within 3-4 years of the program initiation. It is anticipated that some instructors may teach more than one section of the Freshman Seminar, which will lower the total number of instructors needed. Instructors will receive a stipend for serving as a class instructor, as recommended by the existing literature (Hunter and Linder 2005). Peer mentors will also receive a stipend for their classroom and out-of-class assistance.

### **Financial Resources**

The operating budget of the university will provide the funds for the implementation of the QEP. The budgets for the QEP for the next five years will include the salaries and benefits for personnel, office resources, instructor and peer mentor training, instructional costs, and seminar-specific assessment resources. Each year the university will be required to increase the budget because of the recruitment of more freshmen into the program and the costs that will be incurred with this growth. The university will also seek opportunities to apply for grants that are related to the establishing or development of an FYE that will assist the operating budget.

The QEP will benefit from the financial resources of other administrative units of the university. The Office of Institutional Research and Assessment maintains a budget for scheduled student assessments, including several surveys and standardized examinations. Several of these instruments are contained in the QEP assessment plan. Associated costs of using these assessment instruments are not anticipated to increase as a result of QEP implementation since these instruments entail fixed costs (in most cases). Computing Services is responsible for the costs associated with computer hardware and software acquisition, maintenance, and training.

The projected budgets for the QEP for the next five years are provided in Table 9.1, followed by explanatory notes for each line item. The total projected five-year cost is \$1,346,300. The university's fiscal year is from June 1 to May 31.

**Table 9.1 QEP Budget (Projected)**

This chart shows a projected budget to cover the expenses of the QEP for five years. The first budget column (FY2010) is the actual QEP/Freshman-Year Experience budget for the current fiscal year.

<b>Description</b>	<b>FY 2010 (Actual)</b>	<b>FY2011 1<sup>st</sup> Year</b>	<b>FY2012 2<sup>nd</sup> Year</b>	<b>FY2013 3<sup>rd</sup> Year</b>	<b>FY2014 4<sup>th</sup> Year</b>	<b>FY2015 5<sup>th</sup> Year</b>
Staff Salaries	\$51,000	\$107,000	\$110,425	\$114,450	\$117,575	\$170,000
Benefits	14,580	30,000	32,000	34,000	35,500	56,750
Stipends		22,500 <sup>1</sup>	40,000	50,000	60,000	80,000
Instructors		15,000				
Peer Mentors		5,000				
Supplies	5,200	6,000	6,500	7,500	7,500	7,500
Utilities	3,000	3,000	3,200	3,200	3,200	3,300
Equipment	9,000	6,000	6,000	6,000	6,000	7,500
Travel	3,000	4,000	5,000	5,500	5,500	5,500
Dues		300	500	500	500	1,000
Professional Services	3,000	4,500	5,500	6,500	7,000	8,000
Graduate Assistant		16,800	16,800	16,800	33,600	33,600
Student Help		1,500	2,000	2,000	2,500	2,500
Physical Plant	2,000	2,000	2,200	2,200	2,200	2,500
Food Service	350	1,000	1,500	1,800	1,800	2,000
<b>Total</b>	<b>\$91,130</b>	<b>\$204,600</b>	<b>\$231,625</b>	<b>\$250,450</b>	<b>\$282,875</b>	<b>\$380,150</b>

<sup>1</sup>The budgeted amount for stipends in the first year shows the compensation of instructors and peer mentors; the remainder of which may be used for instructor and peer mentor training. According to the growth plan, we anticipate addition of at least five sections each year, thus an increase of at least five instructors and five peer mentors each year.

## 9. Resources

### **QEP Budget Explanatory Notes**

Staff Salaries: This line includes the salary for the Director and the Administrative Assistant. In year five, there is the proposal to add an Assistant Director.

Benefits: Insurance, retirement, and FICA for the full-time staff are grouped together in this section.

Stipends: Instructors and peer mentors will receive stipends for leading a section of the Freshman Seminar. Stipends for the Fall 2011 semester are anticipated to be \$1,500 for the instructor and \$500 for the peer mentor. Additional funds in this line may be utilized for training session stipends and other professional development opportunities. This line item will grow significantly each year as the university increases the number of seminar sections to be held.

Office Supplies, Utilities, Equipment: These line items provide the necessary support for the Director and office staff including instructional resources.

Travel: This line item is an allowance for the Director, staff, and a limited number of instructors to attend FYE regional and national conferences.

Dues: This line item provides support for the Director to join FYE organizations that can provide a network of resources for the program.

Professional Services: This line item will enable the director to provide training, materials, and resources for instructors and peer mentors and to make use of standardized assessment tools (surveys, etc.) for QEP assessment.

Graduate Assistant: The Director will have the resources to employ a graduate assistant in the first year and to employ a second graduate assistant in the fourth year of the program.

Student Help: The budget includes funds to employ students to work in the office on institutional funds or Federal Work Study.

Physical Plant: There is an allotment of funds in each university budget for the services requested from the Physical Plant.

Food Service: This line item is a resource for the Director to use for the provision of meals during training workshops and focus groups.

**Table 9.2 Budget Status Report for Office of the First-Year Experience**

Fiscal Year: 2010 – 2011 (captured January 7, 2011)

<b>CU GL Number</b> *	<b>Object</b>	<b>Budget</b>	<b>Expensed</b>	<b>Encumbered</b>	<b>Available</b>
10-0-05106-51102-0	Staff Salaries	\$51,000.00	\$5,564.10	\$0.00	\$45,435.90
10-0-05106-51202-0	Student Help - Institutional	0.00	0.00	0.00	0.00
10-0-05106-51301-0	FICA	4,000.00	425.65	0.00	3,574.35
10-0-05106-51302-0	Employment Security Tax	500.00	46.74	0.00	453.26
10-0-05106-51303-0	Retirement	4,080.00	0.00	0.00	4,080.00
10-0-05106-52001-0	Telephone	1,000.00	0.00	0.00	1,000.00
10-0-05106-52003-0	Insurance-Group Med/Life	6,000.00	0.00	0.00	6,000.00
10-0-05106-52004-0	Insurance-Other	0.00	0.00	0.00	0.00
10-0-05106-52007-0	Utilities	0.00	0.00	0.00	0.00
10-0-05106-52009-0	Utilities-Water and Sewer	2,000.00	0.00	0.00	2,000.00
10-0-05106-52045-0	Professional Services	3,000.00	0.00	0.00	3,000.00
10-0-05106-53001-0	Equipment	5,000.00	0.00	0.00	5,000.00
10-0-05106-53002-0	Computer Equipment	4,000.00	3,678.73	0.00	321.27
10-0-05106-55001-0	Travel	3,000.00	0.00	0.00	3,000.00
10-0-05106-56001-0	Supplies	5,200.00	0.00	0.00	5,200.00
10-0-05106-56006-0	Physical Plant Services	2,000.00	0.00	0.00	2,000.00
10-0-05106-56034-0	Food Service Charges	350.00	0.00	0.00	350.00
<b>Total:</b>		<b>\$91,130.00</b>	<b>\$9,715.22</b>	<b>\$0.00</b>	<b>\$81,414.78</b>

### **Campus Partnerships**

The learning outcomes for the Freshman Seminar course apply to a broad range of student success knowledge and behaviors. In order to effectively meet the expected outcomes, partnerships with a variety of existing campus resources and departments are essential. The Freshman Seminar depends greatly on the cooperation between the Office of the First-Year Experience with academic affairs and student life.

#### Library

Learning outcomes 2.1, *students will demonstrate improved written and oral communication*, and 2.2, *students will locate relevant information, using technology and library resources* focus on improving students' communication skills and information literacy levels. Library Services plays a significant role in educating Campbell University students in the skills of inquiry and information literacy including curriculum development and delivery for the core English courses. The director of Library Services and the library staff will work cooperatively with the director of the First-Year Experience to develop the information literacy curriculum for the Freshman Seminar as well as to assess learning outcomes 2.1 and 2.2. Representatives from Library Services are included in the membership of the QEP Leadership Team, QEP Development Committee, and Literature Review/Best Practices Subcommittee.

#### Campus Ministries and Community Service

The Freshman Seminar course will introduce students to the service dimension of the Campbell University mission. In support of learning outcome 1.2, *students will describe effective engagement with others in the university community*, students will participate in service learning opportunities and reflect on the meaning of their experiences. The campus minister and the community service staff in the Department of Student Life will work cooperatively with the Director of the First-Year Experience to provide meaningful service experiences for students. The campus minister was involved in the selection and development of the QEP through membership on the QEP Topic Selection Team; QEP Leadership Team; QEP Development Committee; and Literature Review/Best Practices, Learning Outcomes, and Implementation Subcommittees.

Office of Institutional Research and Assessment

Assessment of the learning outcomes for the Freshman Seminar course and overall evaluation of the QEP will occur in partnership with the Office of Institutional Research and Assessment. The director of Institutional Research and Assessment will work with the Director of the First-Year Experience to create and execute an annual assessment plan for Freshman Seminar. The Director of the Office of Institutional Research and Assessment was involved in the selection of and development of the QEP in many facets including membership on the QEP Topic Selection Team, QEP Leadership Team (chair), QEP Development Committee, and Learning Outcomes, Implementation, and Assessment Subcommittees.

**10. ASSESSMENT**

The QEP assessment plan was initiated by the Assessment Subcommittee of the QEP Development Committee. The Assessment Subcommittee consists of three faculty members: Dr. Timothy Metz (Director of Institutional Research and Assessment, Associate Professor of Biology), Dr. Wesley Rich (Director of Assessment, College of Pharmacy and Health Sciences, Assistant Professor, Clinical Research), and Dr. Jutta Street (Associate Professor of Psychology). The assessment plan was reviewed by other members of the QEP Development Committee during its development. In addition, the Director of the First-Year Experience, Dr. Jennifer Latino, hired December 6, 2010, contributed significant detail to the seminar assessment plan. She also chairs the QEP Assessment Team, a standing QEP committee established as part of the QEP assessment plan. (See the QEP Committee Rosters in Appendix A.)

In preparation for QEP assessment planning, Drs. Metz and Rich attended the National Resource Center for the First-Year Experience's *Institute on First-Year Assessment*, October 10-12, 2009, in Charlotte, North Carolina. They, and other members of the QEP Development Team, attended an Innovative Educators live interactive webinar entitled, *FYE Course Assessment: Transforming Your First-Year Students' Behaviors and Attitudes* (November 10, 2009). This webinar was conducted by Dr. Laurie Hazard, Director of the Academic Center for Excellence and Writing Center at Bryant University and co-author of *Foundations for Learning*, a text designed for study skills and first-year experience courses. Furthermore, the Literature Review/Best Practices Subcommittee compiled an extensive annotated bibliography of First-Year Experience assessment resources. Finally, Dr. Metz attended the National Resource Center for the First-Year Experience's *Annual Conference on the First-Year Experience*, February 12-16, 2010, in Denver, Colorado, to seek out additional resources specifically on Freshman Seminar assessment.

The QEP assessment plan consists of three primary components: pre-program assessment, student learning outcomes assessment, and program assessment. The Office of Institutional Research and Assessment is responsible for the pre-program assessment. The QEP Assessment Team will conduct student learning outcomes

assessment and program assessment. Reports and recommendations of the Assessment Team will be reviewed and acted upon by the QEP Advisory Board.

### **Pre-Program Assessment**

Pre-program assessment consists of ongoing data collection relevant to the QEP goals and student-learning outcomes.

Several external assessment instruments are being used to collect feedback from undergraduate students regarding their academic and social behaviors, each administered approximately every other year: The National Survey of Student Engagement (NSSE), the UCLA Higher Education Research Initiative (HERI) Your First College Year Survey (YFCY), the UCLA HERI Freshman Survey (TFS), and the UCLA HERI College Senior Survey (CSS). These survey instruments are commonly used in the evaluation of First-Year Experience Programs (Kinzie 2008; Keup and Stolzenberg 2004). Educational Testing Service's Measure of Academic Proficiency and Progress (MAPP, recently changed to the ETS Proficiency Profile) evaluates academic proficiencies of incoming freshmen and graduating seniors. These assessments provide useful baseline data to compare with students who enroll in the Freshman Seminar. As described in Section 3, Identification of the Topic, standardized survey and test data was helpful in identifying student learning needs and contributed to the selection of the QEP topic and subsequent learning outcomes.

Pre-program NSSE results from 2004-05, 2008-09, and 2010-11 serve to provide baseline data. Twenty-five NSSE items have been identified as relevant to the QEP mission and to the general and specific student-learning outcomes. (See Appendix D, QEP Assessment Resources.) Pre-program YFCY results from 2006, 2007, and 2011 serve to provide baseline data. Fifty-nine YFCY items have been identified as relevant to the QEP mission and to the general and specific student-learning outcomes. Nearly the same survey items found on the YFCY exist on the CSS. The CSS results from 2010 and 2011 serve to provide pre-program baseline data. The Office of Institutional Research and Assessment conducted a review in 2008 of current and historical use of national surveys and achievement tests at Campbell University. As a result of this review, the university is phasing in a new timetable of standardized surveys and

examinations. Once fully implemented, NSSE, YFCY, and the CSS will be administered every other year: NSSE in even academic years and YFCY/CSS in odd years. Although some redundancies exist between NSSE and YFCY/CSS, it is important to maintain both sets of surveys for the meantime. Both surveys have been given recently in the past and provide useful comparisons to students enrolled prior to the initiation of the Freshman Seminar. Funding for survey administration has been, and will continue to be, part of the annual budget of the Office of Institutional Research and Assessment.

The ETS Proficiency Profile provides useful data on general academic performance in writing, math, and critical reading. While the current QEP learning outcomes are only indirectly related to these areas, we believe that student academic success in general will improve as a result of the Freshman Seminar. Therefore, we plan to monitor Proficiency Profile results for gains in achievement, particularly in critical reading. Data from the 2009 and 2011 administrations has been set as a baseline. The ETS Proficiency Profile is scheduled to be administered to incoming freshmen and graduating seniors in alternating years. Funding for the administration of the Proficiency Profile has been, and will continue to be part of the annual budget of the Office of Institutional Research and Assessment.

Because effective engagement is an important component of the Quality Enhancement plan, the Faculty Survey of Student Engagement (FSSE) is being administered for the first time during the 2010-11 academic year to provide baseline data on student engagement from a faculty perspective prior to initiation of the QEP. While it is important to collect data directly from students regarding the QEP learning outcomes, we also are interested in faculty perception of improvement in student engagement as a consequence of their experience teaching the Freshman Seminar.

### **Student Learning Outcomes Assessment**

The QEP has six specific learning outcomes associated with the Freshman Seminar. The seminar learning outcomes and their corresponding means of assessment are shown in Table 10.1.

**Table 10.1 QEP/Freshman Seminar Student-Learning Outcomes**

<b>Student Learning Outcomes</b>	<b>Means of Assessment</b>
1.1 Students will identify their motivations for success in college.	Motivation survey
	Rubric-graded reflective narrative
1.2 Students will describe effective engagement with others in the university community.	Pre/post rubric graded reflective narratives
	Graded assignment/project
1.3 Students will demonstrate a knowledge of policies and practices of academic and community integrity.	Summative quiz
	End-of-course evaluation items
1.4 Students will employ effective behavioral strategies for learning.	Pre/post Survey of Student Assessment of Study Behaviors
	NSSE survey items 1a, f, m, n; 8; 9a, d; 11h, j, k, n
	CIRP Freshman Survey (pre) followed by YFCY (post) Paired survey items (FS/YFCY): 27/10; 28/7; 29/9; 31/15 YFCY-only items: 1, 2, 8, 11, 12, 20, 21
2.1 Students will demonstrate improved written and oral communication.	Pre/post rubric-graded written assignments
	Pre/post rubric-graded oral presentations
	NSSE survey items 11c & 11d
	CIRP Freshman Survey (pre) item 28 & YFCY survey (post) item 7
	End of course evaluation items
2.2 Students will locate relevant information using technology and library resources.	Pre/post rubric-graded assignments
	NSSE survey item 11g
	End-of-course evaluation items

A myriad of options exist to consider when designing an assessment plan. The timing of assessments and the research methodology used must be carefully considered (Cuseo 2001). Furthermore, numerous assessment tools are available on the market for evaluation of outcomes relevant to freshman seminars (Boylan et al. 2008; Swing 2010). Also, in-house assessment tools need to be developed carefully to account for the unique characteristics of freshmen students, including age, maturity, power issues, and educational jargon (Swing 2004).

No one research methodology exists that is ideally suited to the six chosen Freshman Seminar learning outcomes. In some cases, outcomes and corresponding means of assessment will utilize a growth, or value-added model of assessment, using both direct (rubric assessment of written assignments, presentations, and projects) and indirect (pre- and post-survey) means. The rubric-graded student activities will involve both formative and summative assessments. The rubrics will be developed in February–April 2011, coinciding with lesson plan development. Rubric testing and training will take place during the instructor and peer-mentor training sessions. Seminar instructors and peer-mentors will be responsible for conducting the rubric-based evaluations.

Surveys will be utilized for both value-added and benchmark-based assessment. A combination of commercial survey products and in-house developed survey questions will be utilized. In-house survey items will be developed February–April 2011 and will coincide with lesson plan development to ensure consistency between course content and the survey items. Certain surveys are specifically designed to be taken by students enrolled in the Freshman Seminar (for example, the student assessment of study behaviors survey intended to address learning outcome 1.4). The FYE Director and the Freshman Seminar instructors are responsible for the administration of these surveys in class. Follow-up surveys of students given after the completion of the freshman seminar will be the responsibility of the FYE Director. Surveys intended to compare responses of freshman seminar participants to non-participants are the responsibility of the Director of Institutional Research and Assessment (for example, the NSSE and YFCY). In the case of NSSE, benchmarking is commonly employed as a means of evaluating student success (Hayek and Kuh 2004; Upcraft 2005). For learning outcome 1.4, responses from freshman seminar participants (as freshmen and seniors) will be benchmarked against data from previous survey administrations at Campbell University as well as

against current peer freshmen (and eventually seniors) who did not take the Freshman Seminar course. Comparison of seminar takers and non-takers is further discussed in a following section (Methodology for Operational Outcomes Assessment). Relevant items to be utilized in benchmark comparisons are contained in the NSSE, CIRP and YFCY surveys, and are listed in Appendix D.

A criterion-referenced methodology will be utilized with a few specific outcomes and means of assessment. For Learning Outcome 1.1, the criteria for success is completion of the motivation survey and the reflective narrative (the grading of the reflective narrative on personal motivation functions as a means of formative assessment targeting learning outcome 2.1). For Learning Outcome 1.3, the criterion for success is performance level on the summative quiz.

### **Program Assessment**

The Quality Enhancement Plan centers on the establishment of a Freshman Seminar course. However, the Freshman Seminar will be integrated into an expanding program of orientation activities that together comprise the First-Year Experience (FYE) Program. The Director of the First-Year Experience Program administers the Freshman Seminar and is essentially the QEP administrator. The FYE Program will be required to undergo assessment procedures typical of other established university programs. As a component of the FYE program, the Freshman Seminar (and thus, the QEP) will be included in these assessment procedures. At the program-level, the QEP will have operational outcomes. Evaluation of these outcomes will involve university assessment reporting procedures already in place for academic programs. All assessment reporting obligations and procedures are described in the Campbell University *Planning and Assessment Manual*. A cyclical annual timeline of planned program-level assessment activities is presented in Table 10.4.

### Methodology for Operational Outcomes Assessment

As a new program focused on enhancing student learning, the Freshman Seminar operational outcomes will involve comparing student data collected from program participants with data collected from program non-participants. There are two categories

of non-participants that will be used for comparison to program participants: Students matriculating in the same cohort as program participants, and students matriculating prior to program initiation. Data has already been (and will continue to be) collected from students who have matriculated prior to program initiation, via several standardized survey and testing instruments (previously described in the Pre-program Assessment section). The Freshman Seminar is intentionally limited in enrollment for the first several years in order to allow a direct comparison of student attitudes and achievement between freshmen who take the seminar and those who do not. The initial pilot class (Fall 2011) will involve a fully random selection of 200 incoming freshmen to enroll in the course. In subsequent years, enrollment will be recommended but not required, with enrollment capacity increasing by approximately 100 seats each year. The random selection of enrolling students in the pilot year will allow for a straightforward comparison of seminar takers and non-takers without the need to construct a matched control (Cuseo 2001). Afterwards, a properly matched control group will need to be constructed to allow comparison between seminar takers and non-takers. Data from NSSE, YFCY, and CSS surveys will be helpful in that all of these instruments provide ample data to identify a properly matched control group.

#### Operational Outcomes Assessment

The First-Year Experience Program will be required to produce an Annual Assessment Report as described in the Campbell University *Planning and Assessment Manual*. The Annual Assessment Report is the primary means by which all academic programs and administrative units at Campbell University describe their goals, assessment activities, and planned improvements. This report, due June 1 each year, requires a program to identify institutional goals and objectives supported by the program, list expected operational outcomes and student learning outcomes, describe assessment methods, review and analyze assessment results, and present a plan for program improvement based on the assessment results. The Freshman Seminar (the QEP), as part of a larger First-Year Experience Program, will have specific operational outcomes, and will be assessed as a program.

The Director of the First-Year Experience is responsible for producing the Annual Assessment Report and submitting it to the Vice President for Student Life for review and feedback. The QEP portion of the FYE Annual Assessment Report will focus on the

achievement of the QEP goals, the six student learning outcomes, and the QEP operational outcomes. The QEP portion of the Annual Assessment Report will be directed to the Vice President for Academic Affairs for review and feedback. In addition, all academic programs and administrative units are required to conduct a periodic Program Review, as described in the Campbell University *Planning and Assessment Manual*. These comprehensive reviews for administrative units are conducted every five years and may involve the use of external reviewers.

The operational outcomes of the QEP are listed in Table 10.2. Operational outcomes will be evaluated through the use of an end of course evaluation for students and instructors, and select items from institutional assessments. Freshman Seminar participants (students, instructors, and peer-mentors) will participate in the assessment process through the completion of surveys and participation in focus groups during as well as at the completion of the Freshman Seminar experience. The QEP Assessment Team will analyze and review the data and submit a summary report and recommendations to the QEP Advisory Board.

**Table 10.2 Freshman Seminar Operational Outcomes Assessment**

<b>Operational Outcome</b>	<b>Means of Assessment</b>
1. Students enrolled in the Freshman Seminar will report that it was a valuable experience.	End of course evaluation
	Student focus groups
2. Freshman Seminar participants will report higher levels of campus involvement and engagement than their peers not enrolled in the Seminar.	Select NSSE survey items from Enriching Educational Experiences (EEE) scale
	Select YFCY survey items from the following themes: <ul style="list-style-type: none"> <li>▪ Interaction with Faculty;</li> <li>▪ Academic Enhancement Experiences;</li> <li>▪ Satisfaction with Services and Community; and</li> <li>▪ Civic Engagement</li> </ul>
3. Freshman Seminar participants will view Campbell University as a more supportive learning environment than their peers not enrolled in the Seminar.	NSSE Supportive Campus Environment (SCE) scale
	Select YFCY survey items from the following themes: <ul style="list-style-type: none"> <li>▪ Academic Outcomes;</li> <li>▪ Academic Enhancement Experiences;</li> <li>▪ Active and Collaborative Learning; and</li> <li>▪ Satisfaction with Academic Support and Courses</li> </ul>
4. Instructors will report that their experience teaching the Freshman Seminar was valuable.	Instructor and peer mentor interviews, focus groups and surveys

### **Use of Assessment Results to Improve Student Learning**

The utilization of assessment results to improve the QEP is the joint responsibility of the QEP Director and the QEP Advisory Board. The primary vehicle for all academic and administrative unit evaluation and planning is the Annual Assessment Report, which is submitted to the Vice President for Student Life and the Vice President for Academic Affairs by June 1 each year. After review of the annual report, a meeting is held between a particular Vice President and a Director to discuss the action plan for the subsequent year. Meetings will take place between the Vice President for Academic Affairs, the Vice President for Student Life and the FYE Director to discuss student learning outcomes and progress toward achievement of QEP goals and operational outcomes. Additionally, the Vice President for Student Life and the FYE Director will meet to discuss the action plan for the Office of the First-Year Experience and its operational outcomes (in addition to QEP operational outcomes, the FYE office will have other operational outcomes for office functions unrelated to the QEP). A related component to the required Annual Assessment Report is the Annual Report of Administrators. This report is required of the university's leading academic and administrative officers and is described in the Campbell University *Planning and Assessment Manual*. Both the Vice President for Student Affairs and the Vice President for Academic Affairs are required to submit their reports to the President of the University by August 1 each year. The annual report submitted by the Vice President for Student Life will include content of the First-Year Experience program, while the report submitted by the Vice President for Academic Affairs will include content specifically pertaining to the Quality Enhancement Plan. In both cases, the report is followed by a meeting with the President to allow for feedback and discussion of program planning.

Assessment of QEP operational outcomes will aid in understanding the overall effectiveness of the Freshman Seminar as well as ensure sustainability of the program. Student participants will be asked to report how valuable they found the experience of participating in the Freshman Seminar. Student perceptions will be captured at the conclusion of the experience as well as later in the students' college experience (eg. survey of junior and/or seniors who enrolled in the seminar as freshmen). Additionally, students will be asked to report their level of campus involvement and engagement, and the extent to which participation in the seminar contributed to this behavior. Using existing campus-wide assessment measures, such as the NSSE, responses reported by

Freshman Seminar participants will be compared to their non-participating peers regarding their perceptions of Campbell University as a supportive learning environment (NSSE Supportive Campus Environment scale).

Freshman Seminar instructors will be important contributors to course assessment. Based on end-of-course evaluations, select instructors will be asked to participate in interviews and/or focus groups to help determine best practices in teaching and course design. Additionally, instructors will also be asked to report the value of their teaching experience. Instructor satisfaction with their role is important to ensure that there are sufficient faculty and staff interested in teaching the Freshman Seminar. The need for instructors will grow as sections of the course are added and more students enroll. Instructors will also provide feedback on the effectiveness of training and their satisfaction with the instructional support provided by the FYE office.

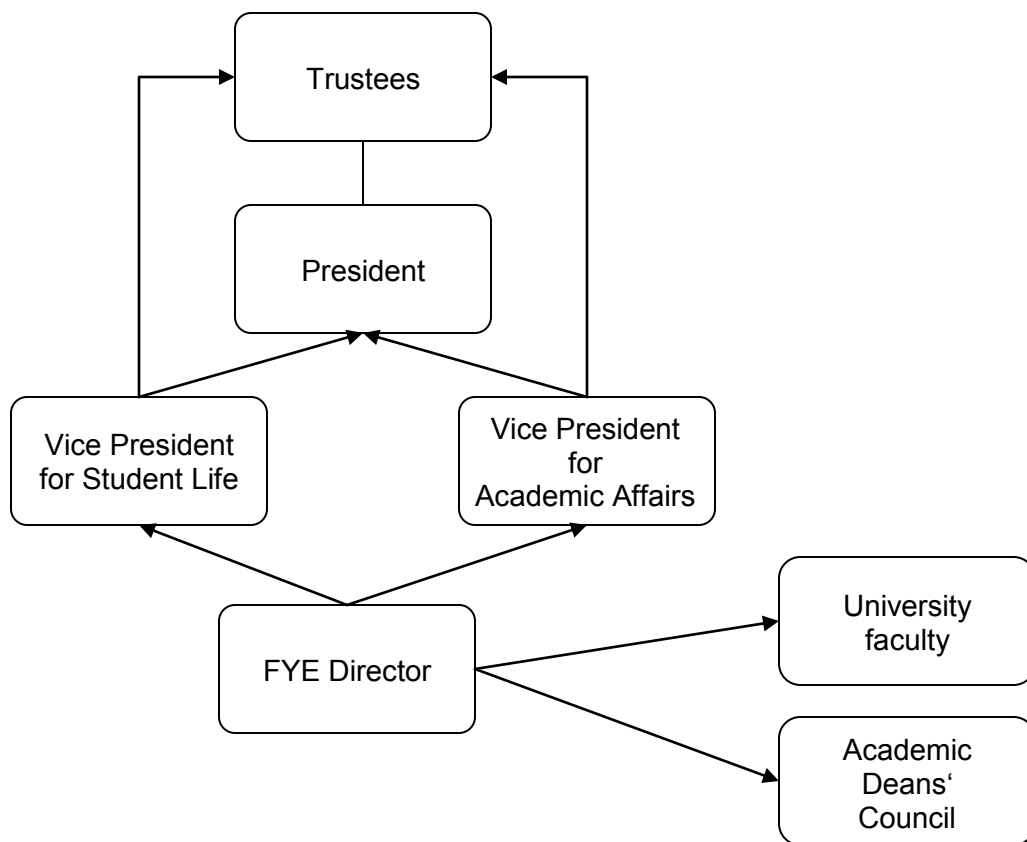
### **QEP Program Assessment Reporting**

Progress toward achievement of QEP goals and learning outcomes will be communicated regularly to various university constituencies. University faculty, staff, students and alumni will have the opportunity to provide their feedback and input into QEP planning. A QEP update will be presented to the Deans' Council at their regularly scheduled meeting in March of each year. A similar report will be presented to the Academic Subcommittee of the Board of Trustees, as well as the Student Life Subcommittee, each year during their annual April meeting. A summary of key QEP outcomes will be presented to the undergraduate faculties during the annual Faculty Orientation session in August. All QEP update sessions will allow for participants to provide feedback (the QEP has an established email address, [qep@campbell.edu](mailto:qep@campbell.edu), and this email link is embedded on the Campbell University website, which can be easily referenced during QEP update reports).

Finally, a comprehensive program review report including an external evaluator report (once every five years) will be submitted to the Vice President for Student Life according to the guidelines presented in the Campbell University *Planning and Assessment Manual*. The first five-year program review for the First-Year Experience Program will be completed on June 1, 2016.

Figure 10.1 depicts the information flow of reporting related to the QEP. Those who receive reports have the opportunity to provide feedback to the reporter. Next, Table 10.3 shows the means by which university constituency groups provide feedback into the planning and assessment process. Table 10.4 shows the annual timeline of planned assessment and reporting events.

**Figure 10.1 Flow Chart of QEP Reporting**



**Table 10.3 Means of QEP Feedback per University Constituency Group**

<b>Person/Group</b>	<b>Means of feedback</b>
University Trustees	<ul style="list-style-type: none"> <li>▪ QEP Update and discussion at Annual April meeting</li> </ul>
University President	<ul style="list-style-type: none"> <li>▪ Meetings with Vice President for Academic Affairs and Vice President for Student Life after submission of annual report of administrators</li> </ul>
Vice President for Academic Affairs	<ul style="list-style-type: none"> <li>▪ Meeting with FYE Director after submission of Annual Assessment Report</li> <li>▪ Ex-officio member of QEP Advisory Council</li> </ul>
Vice President for Student Life	<ul style="list-style-type: none"> <li>▪ Meeting with FYE Director after submission of Annual Assessment Report</li> <li>▪ Ex-officio member of QEP Advisory Council</li> </ul>
Academic Deans	<ul style="list-style-type: none"> <li>▪ QEP Update and discussion at March Deans' Council</li> </ul>
University Faculty	<ul style="list-style-type: none"> <li>▪ QEP Update and discussion at August Faculty Orientation</li> <li>▪ Faculty QEP Instructors end-of-seminar feedback survey and focus group</li> </ul>
Undergraduate students	<ul style="list-style-type: none"> <li>▪ Freshman Seminar student end-of-seminar feedback survey</li> <li>▪ Freshman Seminar student participant focus group</li> <li>▪ Peer-mentor end-of-seminar feedback survey</li> <li>▪ Peer-mentor focus group</li> </ul>

**Table 10.4 Annual QEP Program Assessment Timeline**

<b>Assessment</b>	<b>Responsibility</b>	<b>Date</b>
Peer-mentor Training Evaluation	FYE Director	July
Instructor Training Evaluation	FYE Director	July
QEP Update to Faculty	FYE Director	August
CIRP Freshman Survey	Director of Institutional Research and Assessment	August (odd years)
Seminar Exit Survey for students	FYE Director	November
Seminar Exit Survey for Peer Mentors	FYE Director	December
Seminar Exit Survey for Instructors	FYE Director	December
Peer-mentor Focus Group	FYE Director	January
Instructor Focus Group	FYE Director	January
National Survey of Student Engagement (NSSE)	Director of Institutional Research and Assessment	February (odd years)
Faculty Survey of Student Engagement (FSSE)	Director of Institutional Research and Assessment	February (odd years)
Seminar Student Focus Group	FYE Director	February
QEP Assessment Team Meeting	FYE Director	February
QEP Update to Deans	FYE Director	March
QEP Advisory Board Meeting	Advisory Board Chairperson	March
CIRP YFCY survey	Director of Institutional Research and Assessment	March (even years)
QEP Update to Trustees	Vice President for Academic Affairs; Vice President for Student Life	April
ETS Academic Profile	Director of Institutional Research and Assessment	April (odd years)
FYE Annual Assessment Report	FYE Director	June 1
FYE 5-Year Unit Review	FYE Director	June 1, 2016

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January 23, 2009

**QEP Topic Selection Team**

Dr. Tim Metz	<i>Director of Institutional Research and Assessment (Chair)</i>
Ms. Malinda Ashcraft	<i>Associate Athletic Director for Academic Services</i>
Rev. Faithe Beam	<i>Campus Minister</i>
Mr. Joe Berry	<i>Assistant Professor of Business</i>
Dr. Andy Bowman	<i>Assistant Professor of Pharmacy Practice; 1993 Alumnus</i>
Dr. Connie Chester	<i>Assistant Professor of Education</i>
Dr. Bob Cisneros	<i>Assistant Professor of Pharmacy Practice</i>
Ms. Emily Coates	<i>Student; Teaching Fellows Program, Class of 2012</i>
Dr. Adam English	<i>Assistant Professor of Religion</i>
Dr. Ben Hawkins	<i>Dean of Lundy-Fetterman School of Business</i>
Ms. Haven Hottel	<i>Director of Communications and Publications; 2000 Alumna</i>
Dr. Lydia Hoyle	<i>Associate Professor of Church History and Baptist Heritage</i>
Dr. Elizabeth Rambo	<i>Associate Professor of English</i>
Mr. Antonio Spears	<i>Student; Student Government Association Representative, Class of 2012</i>
Dr. Jacki Stanke	<i>Associate Professor of History</i>
Mr. Danny Rodgers	<i>Associate Professor of Art</i>
Mr. John Creech	<i>Assistant Dean of Student Services</i>
Dr. Jutta Street	<i>Associate Professor of Psychology</i>
Dr. Debora Weaver	<i>Associate Professor of Biology</i>

**QEP Leadership Team**

Dr. Tim Metz	<i>Director of Institutional Research and Assessment (Chair)</i>
Dr. Dennis Bazemore	<i>Vice-President for Student Life (Vice-Chair)</i>
Dr. John Roberson	<i>Vice-President for Enrollment Management</i>
Dr. Ben Hawkins	<i>Dean, Lundy-Fetterman School of Business</i>
Dr. Ron Maddox	<i>Dean, College of Pharmacy and Health Sciences</i>
Dr. Karen Nery	<i>Dean, School of Education</i>
Dr. Derek Hogan	<i>Theological/Reference Librarian and Assistant Professor</i>
Dr. James Martin	<i>Associate Professor and Chairman, History</i>
Dr. Wesley Rich	<i>Director of Assessment and Assistant Professor, College of Pharmacy and Health Sciences</i>
Dr. Debora Weaver	<i>Associate Professor, Biology</i>
Dr. Mike Wells	<i>Associate Professor and Chairman, Chemistry</i>
Ms. Faithe Beam	<i>Campus Minister</i>



**QEP Development Committee**

**10/16/2009**

QEP Leadership Team

Dr. Timothy Metz	<i>Director of Institutional Research and Assessment (Chair)</i>
Dr. Dennis Bazemore	<i>Vice-President for Student Life (Vice-Chair)</i>
Ms. Faithe Beam	<i>Campus Minister</i>
Dr. Ben Hawkins	<i>Dean, Lundy-Fetterman School of Business</i>
Dr. Derek Hogan	<i>Theological/Reference Librarian and Assistant Professor</i>
Dr. Ronald Maddox	<i>Dean, College of Pharmacy and Health Sciences</i>
Dr. James Martin	<i>Associate Professor, History</i>
Dr. Karen Nery	<i>Dean of the School of Education</i>
Dr. Wesley Rich	<i>Director of Assessment and Assistant Professor, College of Pharmacy and Health Sciences</i>
Dr. John Roberson	<i>Vice-President for Enrollment Management</i>
Dr. Debora Weaver	<i>Associate Professor, Biology</i>
Dr. Michael Wells	<i>Associate Professor and Chairman, Chemistry</i>

Faculty

Dr. John Bartlett	<i>Assistant Professor, Biology</i>
Dr. Carl Broadhurst	<i>Associate Dean and Chairman, Department of Business Administration and Economics</i>
Dr. Dean Farmer	<i>Assistant Professor and Chairman, Communication Studies</i>
Dr. Edward Fubara	<i>Assistant Professor, Business Administration</i>
Dr. Bob Garrett	<i>Assistant Professor, Pharmaceutical Sciences</i>
Dr. Oney Graham	<i>Assistant Professor, Education</i>
Dr. Glenn Jonas	<i>Professor and Chairman, Religion</i>
Ms. Georgia Martin	<i>Associate Professor, Theater Arts</i>
Dr. George Nemezc	<i>Assistant Professor, Pharmaceutical Sciences</i>
Dr. Beth Rambo	<i>Associate Professor, English</i>
Dr. Michael Smith	<i>Professor, Communication Studies</i>
Dr. Jutta Street	<i>Associate Professor, Psychology</i>
Dr. Michelle Thomas	<i>Associate Professor, Biology</i>
Dr. Sally Thomas	<i>Assistant Professor, Music</i>
Dr. Donna Waldron	<i>Assistant Professor, English</i>

Staff

Ms. Malinda Ashcraft	<i>Associate Athletic Director for Academic Services</i>
Ms. Brenda Blackman	<i>Pre-Pharmacy Coordinator</i>
Ms. Julie Byrd	<i>Assistant Controller, Accounting Office (beginning 9/10)</i>
Ms. Amber Cava	<i>Admissions Coordinator, College of Arts and Sciences (10/09-3/10)</i>
Ms. Renee Johnson	<i>Admissions Coordinator, College of Arts and Sciences (beginning 5/10)</i>
Mr. John Creech	<i>Assistant Dean for Student Services</i>
Ms. Kim Dunn	<i>Coordinator for Academic Support Services, School of Pharmacy and Health Sciences</i>
Ms. Deborah Gibbs	<i>Assistant Director of Financial Management (beginning 9/10)</i>
Ms. April Paszkiewicz	<i>Administrative Assistant, School of Business</i>
Ms. Jennifer Temple	<i>Director, Student Support Services and Retention</i>

## Appendix A: QEP Committee Rosters

Ms. Sarah Steele	<i>Curriculum/Media Librarian</i>
Ms. Judy Tunstall	<i>Administrative Assistant, Department of Biological Sciences</i>
Mr. Allan Winter	<i>Academic Computing Coordinator</i>

### Students

Ms. Brooke Miles	<i>Student, School of Business, Class of 2012 (10/09-5/10)</i>
Mr. Ian McPherson	<i>Student, College of Arts &amp; Sciences, Class of 2012</i>
Mr. Antonio Spears	<i>Student; Student Government Association Representative, Class of 2012 (beginning 8/10)</i>

**QEP Development Committee Subcommittees**Literature Review / Best Practices Subcommittee

Dr. Derek Hogan (QEP Leadership Team, chair)  
 Dr. James Martin (QEP Leadership Team)  
 Dr. Beth Rambo (CAS faculty)  
 Dr. Dean Farmer (CAS faculty)  
 Dr. Jutta Street (EDU faculty)  
 Mr. Allan Winter (IT staff)  
 Mr. John Creech (SL staff)  
 Ms. Sarah Steele (LIB staff)

Learning Outcomes Subcommittee

Dr. Debora Weaver (QEP Leadership Team, chair)  
 Dr. Timothy Metz (QEP Leadership Team)  
 Dr. Donna Waldron (CAS faculty)  
 Dr. Michelle Thomas (CAS faculty)  
 Ms. Amber Cava (CAS staff)  
 Ms. April Paszkiewicz (BUS staff)  
 Ms. Malinda Ashcraft (SL staff)  
 Rev. Faithe Beam (SL staff)

Implementation Subcommittee

Dr. Dennis Bazemore (QEP Leadership Team, chair)  
 Dr. Timothy Metz (QEP Leadership Team)  
 Dr. Ben Hawkins (BUS Dean, QEP Leadership Team)  
 Rev. Faithe Beam (SL staff, QEP Leadership Team)  
 Dr. Deb Wearer (CAS faculty, QEP Leadership Team)  
 Dr. Elizabeth Rambo (CAS faculty)  
 Dr. Michael Smith (CAS faculty)  
 Dr. Oney Graham (EDU faculty)  
 Ms. Kim Dunn (CPHS staff)  
 Ms. Amber Cava (CAS staff)  
 Mr. Ian McPherson (CAS student)

Assessment Subcommittee

Dr. Timothy Metz (QEP Leadership Team, chair)  
 Dr. Wesley Rich (QEP Leadership Team)  
 Dr. Jutta Street (EDU faculty)

QEP Slogan Subcommittee

Ms. Renee Johnson (Admissions Coordinator, College of Arts and Sciences)  
 Mr. Ian McPherson (Student, College of Arts and Sciences, Class of 2012)  
 Mr. Antonio Spears (Student; Student Government Association Representative, Class of 2012)

## **Standing QEP Committees**

### QEP Assessment Team

Director of the First-Year Experience (Chair)  
Director of Institutional Research and Assessment  
Director of Assessment – School of Pharmacy and Health Sciences  
Faculty member, School of Education  
Freshman Seminar Instructor

### QEP Advisory Council

Vice President for Academic Affairs (Ex-officio)  
Vice President for Student Life (Ex-officio)

Director of the First-Year Experience (Chair)  
Vice President for Enrollment Management and Marketing  
Director of Student Support Services and Retention  
Dean, School of Business  
Dean, College of Arts and Sciences  
Dean, School of Education  
University librarian  
Coordinator for Academic Support Services, School of Pharmacy and Health Sciences  
Assistant Director for Compliance, Athletics  
2 Freshman Seminar instructors  
2 Peer Mentors for Freshman Seminar  
2 Undergraduate student members, At Large

**Appendix B: Timeline of QEP Meetings****Timeline of QEP Meetings**

<b>Group</b>	<b>Meeting Date</b>
QEP Topic Selection Team	January 28, 2009
QEP Topic Selection Team	February 6, 2009
QEP Topic Selection Team	February 20, 2009
QEP Topic Selection Team	March 13, 2009
QEP Topic Selection Team	March 27, 2009
QEP Topic Selection Team	April 17, 2009
QEP Topic Selection Team	May 1, 2009
QEP Topic Selection Team	August 26, 2009
QEP Leadership Team	September 22, 2009
QEP Development Committee	October 6, 2009
Literature Review / Best Practices Subcommittee	October 15, 2009
Learning Outcomes Subcommittee	October 30, 2009
QEP Leadership Team	November 5, 2009
Literature Review / Best Practices Subcommittee	November 5, 2009
Learning Outcomes Subcommittee	November 11, 2009
QEP Development Committee	December 3, 2009
Literature Review / Best Practices Subcommittee	December 3, 2009
Learning Outcomes Subcommittee	December 14, 2009
QEP Development Committee	January 7, 2010
Literature Review / Best Practices Subcommittee	January 7, 2010
QEP Leadership Team	January 14, 2009
QEP Leadership Team	February 4, 2010
Implementation Subcommittee	February 9, 2010
Implementation Subcommittee, Structure & Content Task Force	February 16, 2010
Implementation Subcommittee	February 18, 2010
Implementation Subcommittee, Structure & Content Task Force	February 25, 2010
Assessment Subcommittee	February 25, 2010
Implementation Subcommittee, Structure & Content Task Force	March 2, 2010
Implementation Subcommittee	March 5, 2010
QEP Development Committee	March 19, 2010
Assessment Subcommittee	March 22, 2010
Implementation Subcommittee	March 25, 2010
QEP Leadership Team	April 1, 2010
QEP Development Committee	May 13, 2010
QEP Development Committee	August 17, 2010
QEP Leadership Team	September 2, 2010
QEP Leadership Team	September 9, 2010
QEP Development Committee	September 21, 2010
Assessment Subcommittee	October 20, 2010
QEP Leadership Team	December 9, 2010
QEP Development Committee	January 18, 2011

**Appendix C: QEP Communications**

The following table provides a list of QEP informational presentations and other informational communications made during the QEP development process.

<b>Date</b>	<b>Group/Event</b>
August 15, 2008	Faculty Orientation
January 29, 2009	College of Arts and Sciences Faculty Meeting
February 11, 2009	Honors Program students
February 16, 2009	Campbell University Worship – freshman class
February 18, 2009	Campbell University Worship – sophomores, juniors and seniors
February 19, 2009	Student Government Association
February 23, 2009	Teaching Fellows
March 4, 2009	Deans' Council
March 28, 2009	Alumni Board of Directors
April 29, 2009	Board of Trustees Academic Affairs Committee
August 5, 2009	Board of Trustees Academic Affairs Committee
August 14, 2009	Faculty Orientation
March 3, 2010	Deans' Council
March 15, 2010	Religion Department Faculty Meeting
April 28, 2010	Board of Trustees Academic Affairs Committee
April 29, 2010	Email update to entire Campbell University community
April 29, 2010	College of Arts and Sciences Faculty Meeting
May 4, 2010	School of Education Faculty Meeting
August 13, 2010	Faculty Orientation
September 7, 2010	Graphic Design Student Organization
September 18, 2010	College of Arts and Sciences Advisory Board
September 22, 2010	Student Life and Enrollment Management Trustee Committee
September 23, 2010	College of Arts and Sciences Faculty Meeting
October 27, 2010	Board of Trustees Academic Affairs Committee
November 11, 2010	Faculty Senate Open Forum on the QEP
November 12, 2010	CU website news release (FYE Director profile)
December 2, 2010	Campbell Times Student newspaper feature
January 13, 2011	College of Arts and Sciences Department Chairs Meeting
January 17, 2011	Department of Government, History & Justice Departmental Meeting
January 24, 2011	President's Cabinet Meeting
February 10, 2011	Undergraduate student Lunch and Learn Forum
February 16, 2011	School of Business Faculty Meeting
February 24, 2011	College of Arts and Sciences Faculty Meeting
February 2011	Divinity School Faculty Meeting
February 2011	Student Services Open House
March 2011	–Get the Scoop on the QEP” Ice Cream Social
April 2011	Campbell University Magazine feature article

**QEP Solicitation Materials**



**Campbell University QEP Website**



**Appendix D: QEP Assessment Resources****YFCY (Your First College Year, Higher Education Research Institute)**

7. Rate yourself
  - Academic ability
  - Cooperativeness
  - Drive to achieve
  - Leadership ability
  - Public speaking ability
  - Risk-taking
  - Self-confidence (intellectual)
  - Self-confidence (social)
  - Self-understanding
  - Understanding of others
  - Writing ability
  
8. Since entering this college, how has it been to
  - Understand academic expectations of professors
  - Develop effective study skills
  - Adjust to the academic demands of college
  - Manage your time effectively
  - Develop close friendships
  - Utilize campus services available to students
  
10. How often have you
  - Been bored in a class
  - Studied with other students
  - Been a guest at a professor's home
  - Performed volunteer work
  - Asked a professor for advice after class
  - Voted in a student election
  - Socialized with someone of another racial/ethnic group
  - Come to class late
  - Performed community service as part of a class
  - Publicly communicated your opinion about a cause
  
11. How much time per week did you spend
  - Studying/homework
  - Socializing with friends
  - Talking with professors outside of class
  - Volunteer work
  - Student clubs and groups
  
12. Extent of agreement/disagreement
  - I see myself as part of the campus community
  - I feel I am a member of this college
  - I feel a sense of belonging to this campus
  - I have effectively led a group to a common purpose
  
15. How often in the past year did you
  - Ask questions in class
  - Revise your papers to improve your writing
  - Evaluate the quality or reliability of information you received

- Accept mistakes as part of the learning process
  - Seek feedback on your academic work
  - Take notes during class
16. Rate satisfaction with
- Amount of contact with faculty
  - Interaction with other students
  - Your social life
  - Overall sense of community among students
20. Since entering this college, have you
- Played club, intramural or recreational sports
  - Participated in volunteer or community service work
  - Participated in student groups/clubs
  - Sought personal counseling
  - Participated in an academic support program
  - Been a leader in an organization
21. Since entering this college, how often have you
- Turned in course assignments late
  - Contributed to class discussions
  - Skipped class
  - Received tutoring
  - Turned in course assignments that did not reflect your best work
  - Communicated regularly with your professors
  - Applied concepts from courses to everyday life

**CSS (College Senior Survey, Higher Education Research Institute)**

1. Compared with when you first entered this college, describe your
- Critical thinking skills
  - Leadership abilities
  - Ability to get along with different races
  - Ability to manage your time effectively
  - Interpersonal skills
5. Since entering college, how often have you
- Been a guest in a professor's home
  - Failed to complete homework on time
  - Been bored in class
  - Come late to class
  - Studied with other students
  - Performed community service as part of a class
  - Used the library for research or homework
  - Accessed your library's resources electronically
  - Missed class
  - Fell asleep in class
  - Met with an advisor/counselor about your career plans
  - Asked a professor for advice after class
  - Communicated regularly with your professors
  - Contributed to class discussions
  - Publicly communicated your opinion about a cause
6. Since entering college have you
- Played club, intramural or recreational sports

- Been a leader in an organization
  - Participated in an academic support program
  - Participated in student clubs/groups
9. How much time did you spend
- Studying/homework
  - Talking with faculty
  - Student clubs/groups
  - Volunteer work
10. How often in the past year did you
- Ask questions in class
  - Revise your papers to improve your writing
  - Evaluate the quality or reliability of information you received
  - Accept mistakes as part of the learning process
  - Seek feedback on your academic work
  - Take notes during class
13. During the past academic year, how often did you
- Perform volunteer or community service work
  - Sought personal counseling
  - Applied concepts from courses to everyday life
14. Rate yourself
- Academic ability
  - Cooperativeness
  - Drive to achieve
  - Leadership ability
  - Public speaking ability
  - Self-confidence (intellectual)
  - Self-confidence (social)
  - Self-understanding
  - Understanding of others
  - Writing ability
15. To what extent do you agree/disagree with the following statements?
- I see myself as part of the campus community
  - I feel I am a member of this college
  - I feel a sense of belonging to this campus
  - I have effectively led a group to a common purpose
- 

### **NSSE (National Survey of Student Engagement)**

1. How often have you done each of the following
- Asked questions in class/contributed to class discussions
  - Prepared two or more drafts of a paper/assignment before turning it in
  - Come to class without completing readings or assignments
  - Participated in a community-based project as part of a regular course
  - Discussed grades or assignments with an instructor
  - Talked about career plans with a faculty member or advisor
  - Discussed ideas from your readings or classes with faculty members outside of class
  - Discussed ideas from readings or classes with others outside of class
  - Had serious conversations with students of a different race or ethnicity than your own

8. Quality of relationships with
  - Students
  - Faculty
  - Administrative personnel
  
9. How many hours per week do you spend
  - Preparing for class
  - Participating in co-curricular activities
  
10. To what extent does your institution emphasize
  - Spending significant amounts of time studying
  - Providing the support you need to help you succeed academically
  - Attending campus events and activities
  
11. To what extent has your college helped you to
  - Write clearly and effectively
  - Speak clearly and effectively
  - Think critically and analytically
  - Work effectively with others
  - Learn effectively on your own
  - Understand yourself
  - Develop a personal code of values and ethics
  - Contribute to the welfare of your community

## Campbell University Freshman Seminar (CUFS 100) Course Overview

### Course Overview

The Freshman Seminar (CUFS 100) is a one-credit hour, letter graded, course for students in their first semester at the University. The course will meet once a week, for a 50 minute period, for the first twelve weeks of the semester. The course is co-taught by a full-time faculty or staff member and an upper-class Peer Mentor.

### Catalog Description

*CUFS100 The Freshman Seminar* is designed to facilitate students' integration into the learning community of the university. The course enhances students' skills for academic success, develops students' understanding of university culture, fosters students' meaningful educational engagement, and promotes behaviors important for academic success. The course encourages students to participate actively in the university and to reflect upon their experiences. Although not required, this course is strongly recommended for all incoming first-time freshmen.

### Goals & Learning Outcomes

The goal of the Campbell University Freshman Seminar (CUFS100) is to assist incoming freshman students in developing behaviors and knowledge-based skills which allow them to be successful and make positive contributions to the university and wider community. The seminar is structured around two major goals and six learning outcomes. All course content, assignments, and activities will be designed with the intention of achieving one or more of the course outcomes.

**Goal 1:** *Students will understand and apply behaviors important to collegiate success.*

**Learning Outcomes:** Students will:

- 1.1 identify their motivations for success in college.
- 1.2 describe effective engagement with others in the university community.
- 1.3 demonstrate a knowledge of policies and practices of academic and community integrity.
- 1.4 employ effective behavioral strategies for learning.

**Goal 2:** *Students will understand and apply knowledge-based skills important to collegiate success.*

**Learning Outcomes:** Students will:

- 2.1 demonstrate improved written and oral communication.\*
- 2.2 locate relevant information using technology and library resources.\*

*\*Supports Campbell University's General Education Competencies*

### Course Content

Topics and information that will be included in the course curriculum in an effort to achieve the learning outcomes include:

- student clubs and organizations
- leadership characteristics
- learning styles
- motivation
- oral and written communication
- technology and library resources
- time management
- evaluation of electronic and printed information

### Additional Course Requirements

In an effort to achieve the goals and learning outcomes, the requirements listed below will be included in all sections of CUFS100.

*Assignments:* Assignments should require students to demonstrate evidence of achieving the learning outcomes for the course. This will be accomplished through a variety of assignments including reflective journals and formal writing assignments.

*Service Learning:* In support of learning outcome 1.2, *describe effective engagement with others in the university community*, students will engage in at least 4 hours of community service through an intentionally designed service learning experience.

*Resources:* All sections of CUFS 100 will utilize a common text. The Student Handbook will also be introduced and discussed in the seminar. Additional texts and readings may be included at the discretion of the instructor.

**Campbell University Freshman Seminar (CUFS100)**  
Proposed Course Syllabus

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<b>COURSE SCHEDULE:</b>	Wednesday 10:00–10:50 a.m.
<b>CREDIT HOURS:</b>	1
<b>REQUIRED/ELECTIVE:</b>	Elective
<b>COURSE DESCRIPTION:</b>	The course enhances students' skills for academic success, develops students' understanding of university culture, fosters students' meaningful educational engagement, and promotes behaviors important for academic success. The course encourages students to participate actively in the university and to reflect upon their experiences. Although not required, this course is strongly recommended for all incoming first-time freshmen.
<b>COURSE DIRECTOR:</b>	<b>Dr. Jennifer Latino, Director of the First-Year Experience</b>
<b>Contact Info</b>	<b>Office</b> <b>Email</b> <b>Phone</b>
<b>COURSE INSTRUCTOR:</b>	<Name>
<b>Contact Info</b>	<b>Office</b> <b>Email</b> <b>Phone</b>
<b>STUDENT-LEARNING OUTCOMES:</b>	<p>When students complete this course they will:</p> <ol style="list-style-type: none"> <li>1) identify their motivations for success in college.</li> <li>2) describe effective engagement with others in the university community.</li> <li>3) demonstrate a knowledge of policies and practices of academic and community integrity .</li> <li>4) employ effective behavioral strategies for learning.</li> <li>5) demonstrate improved written and oral communication.*</li> <li>6) locate relevant information using technology and library resources.*</li> </ol> <p style="text-align: center;">*Supports Campbell University's General Education Competencies</p>
<b>UNIVERSITY MISSION:</b>	This course supports the mission of Campbell University by equipping students with knowledge of how to

successfully prepare themselves for purposeful lives and meaningful service. It will also provide students with knowledge that will help them to understand and meet existing and future needs in their courses and chosen professions.

<b>OBJECTIVES:</b>	Students will develop a sense of ownership for learning and the ability to evaluate their motivations for success. They will be able to demonstrate a knowledge of the policies and practices of academic and community integrity as well as identify key campus resources, facilities, clubs, and organizations. They will have the ability to find relevant information from technology and library resources. Students will understand their preferred learning style and adopt new strategies to enhance learning. Students will practice oral and written communication and receive feedback for their improvement. Students will evaluate their time/self management.
<b>RESOURCES:</b>	Peer mentors, on-line databases and assessments, materials written by the course Director, and other pertinent communications and resources will be utilized.
<b>REQUIRED TEXT:</b>	TBA
<b>INSTRUCTIONAL METHOD:</b>	Facilitation of collaborative activities, assessments, handouts, class/homework assignments, service projects, journaling, and quizzes.
<b>ASSIGNMENTS/ GRADING POLICY:</b>	Students will be graded on their work throughout the semester. Homework/In Class Assignments and Activities Online Assessments/Outside Class Activities Reflective Journals Service Project Class Participation/Attendance  A: 90-100; B: 80-89; C: 70-79; D: 60-69; F:<60
<b>ATTENDANCE POLICY:</b>	Students are expected to attend every class. If you are unable to attend class, you should email the Course Coordinator as soon as possible providing the reason you will not be in class and a plan to make up any assignments. Failure to attend at least 10 class periods may result in a failing course grade.
<b>EVALUATION:</b>	A pre and post web-based student assessment as well as a faculty/course evaluation form will be required before, during, and after this course.
<b>COMMUNITY SERVICE</b>	Students will select a student service project in which to

**PROJECT:** participate during the semester. Each student will be expected to work as part of the service project.

**STUDENTS WITH DISABILITIES:** Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the Student Services Building.

**TOPICAL OUTLINE:**

<b>Lecture Date</b>	<b>Session Topic</b>
Week 1	Syllabus Structure, Course Requirements, Pre-testing, and Communication Activity
Week 2	Success in College
Week 3	Time/Self Management
Week 4	Learning Styles, Study Skills, and Memory Techniques
Week 5	Discovery of Self-Motivation and Goal Development
Week 6	Use of Library and Electronic Resources
Week 7	Integrity, Ethics, Plagiarism, and Campbell University Student Handbook
Week 8	Leadership Styles
Week 9	Emotional Intelligence
Week 10	Career Goals, Resume Writing, and Portfolio Building
Week 11	Cultural Diversity
Week 12	Lifelong Learning and the Campbell Difference

**Excerpt from University Curriculum Council Meeting 12.14.10**  
**Request for CUFS100 course approval**

University Curriculum Council

December 14, 2010

Taylor Hall B-24 3:00 p.m.

Attendees: Ms. Boree Kwok; Dr. Karen Nery; Dr. Ben Hawkins; Dr. Robert Greenwood; Dr. Mark Hammond; Dr. Andrew Wakefield; Dr. Barry Jones; Dr. Tim Metz; Dr. Dwaine Greene; Mr. Thomas Colletti; Mr. David Coniglio

Dr. Karen Nery opened in prayer.

Previous meeting minutes approved

Tim Metz presented the following item: (\*additional statement listed below)

**NEW COURSES ADDED TO THE CATALOG:**

**CUFS-100 Campbell University Freshman Seminar**

CUFS100 is a 1 credit hour course offered exclusively to new freshmen and designed to help students understand and apply behaviors important to collegiate success, and understand and apply knowledge-based skills important to collegiate success. CUFS100 will initially be offered as an elective course with controlled enrollment to allow evaluation of its impact on student academic success. The impact of the course will be reviewed annually, and there is potential CUFS100 may become a requirement of all incoming freshman students at some point in the future.

This course will be piloted in Fall 2011 with 200 students and will be an elective course. With motion, second, discussion, and vote, the course was approved unanimously.

\*During discussion, it was brought to the committee that the statement be added that this course was reviewed and deemed to be in line with the mission of the university and that there is no substantive change with the addition of this course. Tim Metz will send updated copy to Dr. Nery.