



***CARES@FNU.EDU***

[www.fnu.edu/fnu-cares/](http://www.fnu.edu/fnu-cares/)

A Quality Enhancement Plan (QEP)

for

The Southern Association of Colleges and Schools,  
Commission on Colleges (SACSCOC)

SACSCOC On-Site Visit: April 4-7, 2022

## QEP Committee

Reynaldo Ales	ESL, Division Head
Martha Alfaras	English and Communications Department, Faculty
Dr. Elizabeth Barcena	Criminal Justice Department, Faculty and Faculty Senate President
Dr. Anthony Berrios	Vice President of Academic Affairs / CAO
Lena Carlos Blanco	Mathematics and Engineering Department, Faculty
Nicolae Borza	Information Technology Department, Faculty
Kelly Bravo	Distance Learning, BlackBoard Support
Dr. Elsa Gonzalez	Social and Behavioral Sciences Division, Faculty
Dr. Ernesto Gonzalez	Business, Division Head
Dr. Nat W. Hardy	Humanities and Liberal Arts, Division Head
Dr. Ocxanne Jean	English and Communications, Department Head
Dr. Kelly Krenkel	Director of Accreditation and Compliance
Giancarlo Lignarolo	University Admissions Director
Emma Melendez	Marketing, Advertising, and Social Media Administrator
Gisselle Moshanko	Mathematics and Engineering Department, Faculty
Dr. Jose Perez	Social and Behavioral Sciences, Division Head
Dr. Felix Ramos	Mathematics and Engineering, Department Head
Ileana Torres	Writing Studio, Director
Daylen Verma	English and Communications Department, Faculty

## TABLE OF CONTENTS

- I. EXECUTIVE SUMMARY**
- II. TOPIC IDENTIFICATION**
  - A. MISSION ALIGNMENT**
  - B. ACADEMIC READINESS AND CAREER PREPAREDNESS**
  - C. FACULTY PROFICIENT IN THE ART OF TEACHING**
- III. LITERATURE REVIEW**
  - A. MINDFULNESS**
  - B. TIME MANAGEMENT**
  - C. NOTE TAKING**
  - D. TEST TAKING**
  - E. INFORMATION LITERACY**
  - F. COLLEGE READINESS (SLS COURSE)**
  - G. STUDENT PEER MENTORING AND TUTORING**
  - H. STUDENT LEARNING CENTERS**
  - I. WRITING STUDIO**
  - J. ORAL COMMUNICATION AND ENGLISH SKILLS**
  - K. EDUCATIONAL TECHNOLOGY**
  - L. FACULTY DEVELOPMENT**
  - M. FACULTY PEER MENTORING**
  - N. FACULTY INSTRUCTION**
  - O. FACULTY TECHNOLOGY FOR TEACHING**
- IV. BROAD-BASED SUPPORT OF INSTITUTIONAL CONSTITUENTS**
- V. STUDENT SUCCESS**
  - A. GOAL 1**
  - B. GOAL 2**
  - C. STUDENT LEARNING OUTCOMES**
- VI. RESOURCES**
  - A. FACILITIES**
  - B. FACULTY DEVELOPMENT**
  - C. FINANCIAL SUPPORT**
  - D. ASSESSMENT RESOURCES**
- VII. ASSESSMENT PLAN**
- VIII. REFERENCES**
- IX. APPENDICES**

# EXECUTIVE SUMMARY

Florida National University (FNU) has identified the need for a strategy to address student academic readiness and career preparedness. To impact these areas, the institution also needed to address faculty professional development resources to provide them with the pedagogical skills necessary to excel in the art of teaching and student development to uphold the university's mission. The FNU Center for Academic Resources and Educational Support (FNU CARES) was created to meet the needs of both students and faculty with the aim of improving student success both in academics and in the workforce. The concept for FNU CARES is supported by a robust literature review and institutional research.

The QEP mission aligns with the institution's goal to provide well-rounded student success structures to support educational programs and encourage a holistic approach to the growth and development of FNU students. (Aligned with Institutional Goal IV)

In achieving this mission, the QEP was designed to focus on Academic Readiness and Career Preparedness, and this is approached from both student and faculty perspectives. The primary goals of the QEP intentionally target student success structures in alignment with faculty development structures.

**Goal 1.** To contribute to a student's life-long success by providing services to advance student academic readiness and career preparedness. (Aligned with Institutional Goal I)

**Goal 2.** To provide quality education by advancing the faculty's proficiency in the art of teaching through targeted professional development activities addressing best practices, cutting-edge pedagogy, and high-impact faculty-student interactions. (Aligned with Institutional Goals I and II)

The institution established a QEP Committee in 2020 to begin the process of assessing the needs of students and faculty, and to develop a

broad framework for a new QEP focus. Through assessment of institutional data, such as drop rates and exit interviews, the committee began to narrow the scope of the QEP. The institution has a robust number of Associate programs, which influenced the QEP Committee to further narrow the scope of this QEP initiative to first and second-year student support services. The committee, through multiple workgroup sessions, sought to identify projects to improve student success through increased student retention, matriculation from the first to second-year coursework, and success within programmatic core courses.

Through faculty senate, departmental meetings, and discussions with various stakeholders including the faculty, staff, academic advising, student services, the Board of Governors, and most importantly students, the issues of improving student success by addressing academic readiness and career preparedness frequently surfaced. Surveys were distributed to stakeholders to gather data on areas of focus within academic readiness and career preparedness. A needs assessment, which included students at various points in their academic careers, provided additional insights into what students need to succeed while attending the university and following graduation. Through the survey results, it was noted that the impact of the pandemic particularly highlighted the need to address stress management with students and faculty.

The institution provided two dedicated classroom spaces at the main campus to house FNU CARES. These two spaces were furnished with tables, chairs, a couch, and computers. There is a desk, computer, chair, and projector to support the writing lab and QEP facilitators in both classrooms. At the South Campus, FNU CARES will be housed in the second half of the Resource Room. In this area, there are several tables and chairs set up for small group sessions and discussion, four computers, and a desk for a faculty member or FNU CARES team member to facilitate both individual and group sessions. The Training Center is a smaller facility; however, adequate resources will be housed within the Resource Room. Within the Training Center Resource Room are tables, 4 computers, and a desk for a faculty member or FNU CARES team member to facilitate

individual and group sessions. In both the South Campus and Training Center, classroom space is available at various times of the day when classes are not being held.

FNU CARES will also provide services both in-person and virtually. The institution recently contracted with Tutor.com to provide students individualized tutoring from subject matter experts. The QEP is able to tap into this resource without additional cost. FNU CARES will tap into the federal work-study program at the institution to staff the help desk, peer-tutoring program, and aspects of the writing studio. Using programs already existing within the institution to complement the efforts of FNU CARES requires less up-front resources.

Training the faculty who will be teaching the six first-year courses on the QEP concepts will occur through training from Subject Matter Experts on the QEP committee. The pedagogical training will be conducted through professional development activities built into a Faculty Professional Development pod within the Blackboard LMS. This pod will be populated with QEP-related training materials, interactive sessions, informative videos, and activities by committee members, as well as discipline-specific training chosen by the Division and Department Heads. This advanced training will be available to all faculty; however, the first faculty being trained will be those assigned to the six QEP courses.

The following assessment tools and data will be used to measure the achievement of the QEP goals:

- Surveys
  - QEP student survey
  - QEP faculty survey
  - Graduation survey
  - Program survey (students)
  - Employer survey
- Institutional data
  - Completion rates
  - Drop rates
  - Acceptance rates to selective admissions programs

- Retention rates
- Faculty course observations

The QEP will be monitored each semester based on the data collected through each tool and data point. The VP of Academic Affairs and the Director of Accreditation and Compliance will be the two primary institutional leaders overseeing FNU CARES implementation. The QEP Committee will convene every semester to review the data and problem-solve any unanticipated issues that might arise. The goal is to adjust services or approaches to certain QEP concepts to maximize impact on student success and faculty development in a data-driven and timely fashion.

The institution has already committed to a one-year contract with auto-renewal with Tutor.com and a three-year contract with Watermark Insights, a digital platform that will be used to house, implement, and analyze all institutional surveys and data. The institution has maintained the Writing Studio from the previous decennial QEP and is continuing the studio within FNU CARES. Through faculty training and oversight of the QEP committee, the institution will retain sufficient expertise and experience to support and complete the project.

Both the students and the faculty are the affected constituencies with the focus placed on the students and their success. The students participated by providing feedback through surveys. The faculty have been directly involved through the faculty senate and academic affairs meetings. Additionally, the QEP committee engaged faculty across all disciplines involved in FNU CARES providing input based on their subject matter expertise, feedback from students in their courses, graduates, and employers.

## TOPIC IDENTIFICATION

The process of identifying a QEP topic began in August of 2020 and included a broad segment of the FNU community. The initial discussions originated in the review and assessment of the current QEP at the institution. Florida National University completed, and will retain, the prior QEP (2012-2022), "*Write it Right*". The previous QEP focused on writing initiatives to improve student academic writing and communication skills. The "*Write it Right*" QEP project helped inform the topic identification for the new QEP project. Topic identification involved a wide range of stakeholders, including students, faculty, administrative and support personnel, graduates, employers, and community constituents.

As intended, the assessment of the prior QEP illustrated areas of success and areas of opportunity to improve. Notably, some of the areas of improvement identified in the "*Write it Right*" QEP, were related to the specificity of the QEP, and the limited scope of the QEP to impact student outcomes. The "*Write it Right*" QEP included a full time Writing Lab that was utilized, but the scope of the project was universally perceived as limited. This assessment was based on student usage, indirect survey data, and limited direct correlation to key institutional goals, specifically student outcomes related to retention and graduation rates. In deconstructing the prior QEP, there was a general consensus among key constituents, including the Writing Studio Director, that the prior QEP was beneficial, but that the institution had the resources and personnel to develop a more ambitious and more impactful QEP initiative.

A Committee was formed August 6, 2020, to collect the data and provide analysis on the existing QEP. The original committee included faculty, academic supervisors, support personnel, and others who could contribute to the analysis of the prior QEP. From those meetings, a standing committee evolved, which would begin the process of collecting data, through surveys, and analysis of outcomes, in order to determine the scope and nature of the upcoming QEP.



The QEP Development Committee focused on three key parameters to frame the new QEP development.

1) **Mission Alignment:**

A key parameter for topic identification was the need for the new QEP to align with the FNU mission. Specifically, the mission “to contribute to the education of a population of diverse, presently predominantly Hispanic, cultures. The University realizes this mission through the employment and development of a faculty of scholars who are proficient in the art of teaching. The University strives to prepare the students for employment in their chosen career or advanced studies through the acquisition of the required skills and knowledge needed for the successful completion of the program of studies. Florida National University strives to provide the educational facilities and resources that support intensive sessions of study in small classes, in order to foster in the student, the attainment of a quality university education according to the student’s personal goals, and the advancement of modern technology. Furthermore, Florida National University provides educational and cultural programs intended to enrich the community it serves.”

2) **Academic Readiness and Career Preparedness:**

A second key parameter focused on academic readiness and career preparedness of FNU students. The mission of the institution strives to “*prepare the students for employment*” and “*the acquisition of the required skills and knowledge needed for the successful completion of the program of studies*”. These two institutional mission objectives are topics that have been discussed at this institution over

multiple years. The academic readiness and career preparedness of students has been a frequent topic at FNU institutional planning days, departmental meetings, faculty workdays, surveys to both students and faculty, exit interviews, among others. The institutional emphasis on academic readiness and career preparedness is an often-discussed concern because of the predominantly Hispanic student population, and the institution's stated mission that focuses on academic success with an equally important emphasis on career outcomes. Student outcomes related to career placement, retention, graduation rates, and programmatic licensure pass rates, have all indicated that additional institutional effort to enhance academic readiness and career preparedness would benefit the student population, and lead to improved institutional outcomes.

3) **Faculty Proficient in the art of teaching:** A third key parameter was embedded in the mission statement as *"the employment and development of a faculty of scholars who are proficient in the art of teaching"*. The Institutional Master Plan also has a key goal that seeks to develop "faculty proficient in the art of teaching". This pedagogical component led to multiple discussions among all key constituents. They agreed that to successfully develop a new QEP, there would need to be a synchronization between focusing on academic readiness and career preparedness in students with efforts to enhance faculty proficiency. Early discussions in the topic identification process indicated that to effectively impact student outcomes, consequential efforts needed to be included to improve the teaching proficiency of the faculty. To this

end, the QEP Committee sought a means of addressing the meaning and practical approach to developing faculty proficient in the art of teaching. As an institution of higher learning, FNU hires Subject Matter Experts with expertise and practical experience in their fields of study. Beyond Annual Faculty Development, the faculty have been consistently seeking and suggesting enhanced training in the art of teaching. The consensus was that the SMEs were seeking enhanced skills in the field of education to improve their already extensive field of study knowledge.

In addressing items 1 and 2, the QEP Development Committee began to develop the concept of focusing the new QEP directly on academic readiness and career preparedness. To address item 3, the QEP committee determined that a pathway to enhance faculty skillsets, designed to help SMEs become professional educators, needed to be included in the QEP.

Once academic readiness and career preparedness were identified as the general components of the new QEP, the discussion shifted to “impact” and “scope”. How, for example, could the institution maximize the impact of the QEP while maintaining a viable scope for the project? The QEP Development committee spent several weeks reviewing QEP projects from other institutions and gathering literature to help inform the specific nature of, and intentional focus of the upcoming QEP. The QEP Development Committee eventually formulated an initial concept that focused on a series of General Education courses that were most broadly attended by students, and that were commonly on the front end of the student experience. The collective consensus was that academic readiness and career preparedness should begin at the earliest stage in the student life cycle in order to have the maximum positive impact.

Courses were first identified because of the frequency of student enrollment and their timing early in the student life cycle. The primary

concern was that the concepts of academic readiness and career preparedness needed to be translated into measurable student learning outcomes. The QEP Committee enlisted the aid of the faculty and SMEs in the following courses:

- ENC 1101 English Composition
- MAC 1105 College Algebra I
- SPC 1017 Fundamentals of Oral Communication

After robust discussion and development of initial Student Learning Outcomes, the QEP Development Committee decided to create a larger hub of QEP courses that represented a more expansive and cohesive first year experience. The following additional courses were included for potential development into the QEP process.

- PSY 1012 General Psychology
- CGS 1030 Introduction to Information Technology

With the expanded roster of first-year experience courses, the opportunity to engage the broadest spectrum of students appeared reasonable. Despite transfer credits, most undergraduate students would be enrolled in one or more of the five identified QEP courses.

Further in the development of the initiative, a sixth course was identified.

- SLS 1501 College Study Skills

Early involvement from the Academic Advisors in the QEP process helped guide the inclusion of this course. The institution had long offered the SLS 1501 course as a mandatory zero credit, mandatory course for all students. The course was initially designed to focus on college orientation, study skills, time management, life planning, critical thinking, and experiential learning. Over time, the course evolved into an expanded college orientation, and the skills for academic success being presented were introduced but not reinforced in other courses. The course was taught by the Academic Advisors and would have more accurately been defined as an extended college orientation experience. The analysis of enrollment data and end-of-course surveys indicated that the course was not well received by students and was underutilized as a first semester

experience. Students were choosing to enroll in the course later in their studies, diminishing the impact the course could have had on academic readiness.

Based on the analysis of survey data and enrollment patterns, the QEP Development Committee determined that the SLS 1501 course should be redesigned and repurposed. The course was reassigned from the academic advisors and transferred to the Humanities and Liberal Arts Division, which houses the institution's General Education course offerings. As part of the reorganization, the Student Learning Outcomes were completely revised, and the focus of the course was shifted to key concepts of academic readiness and career preparedness. To ensure an effective implementation of the redesigned course, a full-time faculty member was assigned to teach the course. Additionally, intentional changes were made in the self-enrollment process to guide students to take the course within the first two terms of enrollment at the institution. With these definitive changes, the SLS 1501 College Study Skills course became the central course of the QEP First Year experience. The foundational alignment of the QEP experience is introduced in the redesigned SLS 1501 course and reinforced throughout the other five QEP courses.

The QEP Development Committee provided oversight as the faculty SMEs redesigned the Student Learning Outcomes for each of the QEP courses. Faculty from each discipline represented in the QEP courses, developed a cluster of Student Learning Outcomes that focused on the QEP initiative, while also overhauling existing content specific student learning outcomes.

The QEP Development Committee also determined that the prior QEP benefited from a recognizable location that could be accessed by both students and faculty. The "*Write it Right*" QEP had an established location for a Writing Lab, and this is being carried over into the new QEP. The Writing Lab is being rebranded as the Writing Studio and will be housed within the FNU CARES physical space.

Building on that concept, and with a strong desire to repurpose and continue the “*Write it Right*” QEP, it was determined that the new QEP would have a permanent location at the main campus, with resources that would be transferable to the Resource Rooms at the other two campuses.

After establishing a permanent location, the QEP Committee conducted a faculty and staff initiative to name the new QEP spaces and identify the name that would best represent the new QEP initiative. After careful consideration, the consensus was established to name the new QEP “**FNU CARES**”. **CARES** is an acronym for the **C**enter for **A**cademic **R**esources and **E**ducational **S**upport.

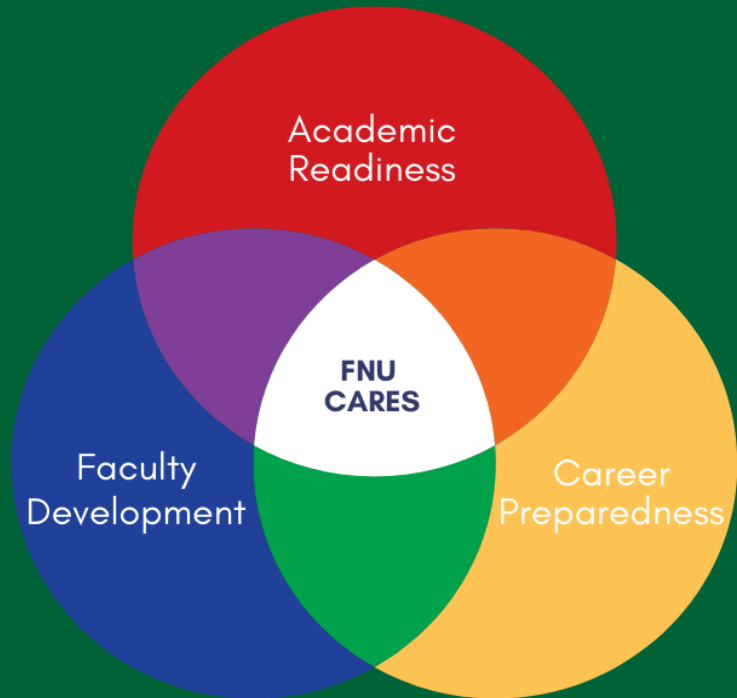
The institution identified FNU CARES as a viable and effective strategy to address student academic readiness and career preparedness. The FNU CARES initiative is rooted in high frequency first-year courses. This aspect of FNU CARES makes the ongoing viability of the project attainable. Ample data can be collected to inform assessment and planning. Additionally, the institution identified the need to address faculty professional development resources to ensure that instructional staff had the skills necessary to excel in the art of teaching to help fulfill the university's mission. The specific faculty professional development will focus on helping faculty effectively teach the Student Learning Outcomes comprising the QEP initiative. FNU CARES also included a physical resource to enhance the long-term viability of the initiative.

The QEP goal is to improve student success in the classroom and the workplace. The concept of FNU CARES is supported by a thorough review of the literature and institutional assessment. The topic identification was completed April 1, 2021 and adopted by the Faculty Senate. The Executive Leadership and Board of Governors approved the QEP initiative on June 10, 2021.

# FNU CARES

Goal 1. To contribute to a student's life-long success by providing services to advance student academic readiness and career preparedness.

Goal 2. To provide quality education by advancing the faculty's proficiency in the art of teaching through targeted professional development activities addressing best practices, cutting-edge pedagogy, and faculty-student interactions.



The FNU CARES initiative aligns with the overall goals of the institution:

## **Institutional Goals**

### **GOAL I:**

Contribute to the student's ultimate life-long success by providing a quality education.

### ***Educational Goals***

- Graduates will possess the knowledge and skills for employment in their chosen career.
- Graduates will have acquired the required skills needed for the successful completion of their program of studies.
- Graduates will demonstrate personal and professional development skills as well as the ethical awareness necessary for success in their career.
- Graduates will possess the skills and knowledge to continue on to upper level or advanced studies.

- Students will be able to demonstrate effective problem-solving and critical thinking skills.
- Students will be able to communicate effectively using speaking, reading, and writing skills.

**GOAL II:**

Ensure quality educational programs by selecting and developing a faculty who are proficient in the art of teaching.

**GOAL IV:**

Ensure that the University educational programs are complemented by well-rounded support structures, which encourage the total growth and development of the student.



# LITERATURE REVIEW

## **Academic Readiness and Career Preparedness**

As part of the QEP development process, the committee undertook an extensive review of the current literature that focuses on strategies for academic success. The institution has a student population that is primarily Hispanic. Within the student census, many students are adult and non-traditional learners. Also, within the student census, there are students who have emerging English language skills. All of these demographic factors, along with the institutional analysis of key performance indicators such as graduation rates and in-field or related field job placement, led the QEP Committee to refine the topic for this QEP.

The QEP Committee relied on current literature to help inform the development of the new QEP initiative. The literature review was conducted on a series of key topics that were identified as part of the development analysis and assessment. The literature review was undertaken as a means to establish and discern best practices and emerging trends suited to positively impact academic success.

The main focus of the QEP initiative is academic readiness and career preparedness. These two concepts are rooted in a holistic approach that relies on several critical interventions. Through comprehensive surveys of faculty and students, FNU CARES was formulated as both a physical resource space and a curricular redesign of the first-year student experience. Each of the core skills identified supports academic readiness. They included items such as test taking skills, time management, and note taking. These fundamental skills were often mentioned by both faculty and students and are impactful on adult and non-traditional learners who struggle to manage work, school, and family obligations. Additionally, stress management was increasingly noted by students, especially in some of the more rigorous accelerated pre-licensure programs such as Nursing and Allied Health.

---

## MINDFULNESS

Despite the countless resources designed to streamline and facilitate the learning process, today's college students experience more stress, anxiety, depression, and less time-management skills than their predecessors did 30 years ago (Gross, 2019). As research suggests, a direct correlation exists between those extracurricular stressors and a student's ability to fulfill the academic expectations of their program (Britton, 2016). This relationship leads to a myriad of academic consequences, such as failing to meet course expectations, earning failing grades, completing courses without truly mastering the content, increasing student loan debt, extending graduation dates, and prematurely exiting a program and/or the institution (Ajjawi et al., 2020).

Beasley et al. (2020) summarized the many traditional tools and strategies, such as mentoring, advisement, and tutoring, which are designed to circumvent this trajectory. There is a noticeable positive trend among many universities towards incorporating less conventional methods, such as mindfulness-based interventions, to address student stressors (MacDonald, 2021). An examination of 209 trials, for example, among 12,145 participants experiencing stress, anxiety, and depression, revealed that mindfulness-based stress reduction techniques were more effective than traditional cognitive-behavioral treatments (Hofmann & Gomez, 2017).

Mindfulness has become one of the most influential practices across various societal subsets. For example, mindfulness can be seen in Google's business practices and as a sub-discipline within the psychological sciences. Some specific areas incorporating these practices include social, personality, industrial, organizational, experimental, clinical, cognitive, psychological, and mental health treatment (Henriksen et al., 2020). Most notably is the correlation between mindfulness-based interventions and students' emotional, intellectual, and professional development (Lampe & Müller-Hilke, 2021).

Certain mindfulness techniques have been shown to reduce anxiety during high-pressure periods, such as taking exams and preparing for oral presentations (Fino et al., 2021). Jaurequi et al. (2020) noted that students applying at least one mindfulness-based intervention reported an increase in relationship satisfaction, improvement in sleeping patterns, and a reduction of negative emotional symptoms. Similarly, in a longitudinal study of 25 students, the habitual practice of mindfulness meditation demonstrated a 92% electrophysiological decrease in test-related anxiety and stress (Morais et al., 2021). In summary, mindfulness-based interventions demonstrate the potential to improve coping, emotion-regulation, self-compassion, social-connectedness, and resilience in first-year college students (Long et al., 2021).

---

## TIME MANAGEMENT

Time management was defined by Frederick Winslow Taylor as, “Self-management with an explicit focus on time in deciding what to do; on how much time to allocate to activities; on how activities can be done more efficiently and on when the time is right for particular activities” (Razali et al., 2018). While the concept of time management was originally designed as a tool to enhance the productivity of the labor force, it quickly spread to almost all facets of society; most notably, as an influential strategy for achieving academic success (Razali et al., 2018).

Today, college students rank “lack of time” as the primary cause for their academic failures (Xavier & Meneses, 2018). The lack of time is even more prominent with non-traditional or first-generation students who typically juggle their time between employment obligations, multi-generational family needs, and college demands (reading assignments, paper deadlines, course participation requirements, and mastering foundational skills, such as scholarly research, citation rules, the use of technology, writing skills, and oral communication skills) (Xavier & Meneses, 2018). Working nightshifts, holding down two more jobs, sacrificing vacations and holidays, on average, exceeding 50 work hours per week, and remaining “on the job” around the clock through endless forms of communication have become the new normal for a majority of

underrepresented minorities, thus, making time management today's most quintessential skill (Gerstel & Clawson, 2018).

Razali et al. (2018) classified time management behaviors into three main categories: time planning, time attitudes, and time wasting. Their research concluded that time planning was the most significant predictor of student success or failure. The study also indicated that the gender and races of students showed no significant differences in time management behaviors (Razali et al., 2018). However, the year of study and a student's major did reveal significant differences in time management skills. After successful completion of the first year, students had notable improvements in managing their time. Students enrolled in programs requiring more engagement with peers and hands-on activities also demonstrated better time management than those enrolled in the more traditional, lecture-oriented disciplines. Finally, student attitudes toward their educational goals, optimism, stress, and self-efficacy were shown to influence academic performance (Razali et al., 2018), thus, providing further support for the incorporation of mindfulness-related strategies.

While online learning was initially perceived as a remedy to the various time-consuming obligations of non-traditional students, countless studies have identified several challenges directly impeding academic success (Mehmet et al., 2019). For example, Choi and Kim (2018) found that decisions to persist in or drop out of online degree programs stemmed from basic physical constraints from work, scholastic aptitude, family/personal issues, motivation for studying, academic integration, interaction, and motivation. The level of technological competency also plays a determining role in an online student's ability to drop out or graduate (Johnson et al., 2018).

Despite the countless variables that can impact an online student's ability to succeed, Johnson et al. (2018) identified specific strategies that increased the graduation rates of online students. Time management was the most influential skill in yielding academic success. Robust orientation programs, ongoing advisement, course flexibility, reliable tutoring, continuing faculty development in andragogical, pedagogical, and

technological competencies were identified as other factors directly impacting an online student's likelihood of succeeding academically (Johnson et al., 2018).

---

## NOTE-TAKING

Poor note taking skills cause students to struggle, perform poorly on exams, and fail to master course objectives (Salame & Thompson, 2020). Yet, most college students have no previous instruction or guidance on note taking skills and strategies (Salame & Thompson, 2020). College instructors rarely discuss the importance of taking notes during a lecture. New student orientations also fail to include note taking as part of their agenda. Even students who possess some note taking skills are only recording 25% of a class (Salame & Thompson, 2020). Overall, there is a systemic disregard for encouraging, educating, and emphasizing the advantages of taking notes during a lecture or while watching an instructional video.

Note taking allows students to filter and organize information that can be translated into meaningful knowledge. Consequently, students can reap significant benefits from strategic note taking, such as: higher exam scores, improved working memory, vocabulary development, higher class performance, better comprehension of course objectives, and quicker identification of main ideas (Salame & Thompson, 2020).

In online learning, students may not have lectures, so note taking is not relevant to their success. However, in lieu of taking notes, online students must perfect their study techniques. For example, creating short, but concise outlines of chapters and using flash cards as a means of self-assessment. Online students can also enhance their study techniques by watching videos, recorded lectures, podcasts, and tutorials. While these modalities require some note taking skills, the pause and rewind functionality of recordings simplify the note-taking process by eliminating the need to rush and write during a live lecture (Farrell & Brunton, 2020).

---

## TEST TAKING

The skills required to effectively prepare for a test are as crucial to academic success as note taking skills. College instructors overlook the significance of test preparation (Schweppe, 2017). Even students who demonstrate a high level of competency on assignments can score poorly on exams if they fail to prepare properly. Finally, there is a direct correlation between increased reading comprehension skills and a reduction of test-anxiety (Lee, 2019), which is directly linked to FNU CARES Mindfulness indicators.

Test preparation consists of comprehension, self-monitoring, and problem-solving strategies (McGlynn & Kelly, 2019). Of course, these skills are not mastered immediately before a test. They develop slowly and gradually in every course, across the entire curriculum, and all student-oriented departments. Test preparation must begin at orientation, covered in every course, emphasized by academic advisors, incorporated into library workshops, and fine-tuned by faculty oversight and feedback on all tests (McGlynn & Kelly, 2019). Ultimately, the goal must be to provide students with a robust test taking plan, empowering them to not only perform successfully on college exams, but to achieve above average scores on post-bachelor entrance exams, such as the GRE, GMAT, MCAT, and LSAT.

---

## INFORMATION LITERACY

In addition to these fundamental skill sets, the institution seeks to establish a level of information literacy with students that can enhance their academic readiness and career preparedness. As one of the first-year experience QEP courses, the QEP Committee included CGS 1030 Introduction to Information Technology. The redesign of this course was driven by Subject Matter Experts from multiple disciplines, such as, Information Technology, Computer Science, Business, and Healthcare. The prevalence of technology in academia and the workplace requires that

students be well-versed and agile in technology to remain competitive in their chosen career field.

Historically, information literacy was often covered with an overview of Microsoft Office. Today, however, information literacy requires mastering a very broad set of skills that are necessary to succeed in almost any career (Flaherty, 2018). Yet, most universities are failing to provide students with courses across the curriculum with workforce readiness content designed to ensure their career preparedness. The speed in which technology has developed and continues to expand across every sector of society, institutions of higher learning must rush to meet student and employer expectations (Flaherty, 2018).

Generation Z college students expect a wide range of technology learning opportunities. As digital learners, they have been raised with a “smart device” in their hands and cannot imagine a future where society is not driven by technological advances. Therefore, they overwhelmingly expect technology to be the focal point and primary modality of their college education. These quickly evolving dynamics will cause universities to completely revamp their faculty by hiring those who possess the qualifications required to sustain an increasingly tech-based curriculum. University budgets must inevitably allocate more funds to sustain tech-based departments, including the cost of electronic devices, software licenses, safe and fast internet service, and the cost of maintaining sufficient cloud-based data storage (Buzetto & Alade, 2018).

---

## COLLEGE READINESS (SLS COURSE)

While many strategies have been shown to directly impact the retention of college students, courses that focus on students in their first year have proven to be particularly effective. Student success courses provide the foundational skills needed to master course objectives (i.e., the SLS 1501 course offered at FNU). This approach makes college preparedness courses an outstanding strategy designed to help students achieve academic excellence (McLeod, 2019).

More than half of community college students and about one-quarter of students at four-year universities lack the fundamental skills needed to succeed in college. Specifically, in remedial courses in math, reading, and writing which are essential to achieving academic excellence. Yet, a significantly high percentage of students enrolled in college preparedness fail to complete those classes or go on to earn a degree (Parker, 2020). This learning gap can lead to states and students wasting an estimated \$2 billion annually on an expense where neither the government nor the students receive a benefit.

Despite the attrition rates and financial losses linked to college preparedness courses, they remain an indispensable necessity in achieving academic excellence, increasing student retention, and securing a direct route to graduation (Parker, 2020). Therefore, colleges and universities must retire traditional pedagogy and transition towards more innovative, effective, and cost-effective approaches.

Inviting program-specific faculty members to collaborate with their students periodically while enrolled in SLS has been shown to significantly increase retention and graduation rates (Parker, 2020). Establishing a connection between course content and its application to future courses likewise yields a demonstrable increase in student success (Howard et al., 2018). Therefore, for students to achieve academic excellence, SLS must shift its focus from informational to practical.

As the central course component of FNU CARES, the SLS 1501 course has been redesigned with these elements in mind. SLS 1501 will serve as an entree into the QEP framework, providing practical applications of skills that will enhance the ability of students to improve their academic achievement. Within the redesign of this course, Subject Matter Experts from all six of the institution's academic divisions will engage the students in the SLS class and provide guidance and connection to first-year students with their ultimate field of study. The SLS course is rooted in practical application and is forward looking so that first-year students can begin to identify the future opportunities of their chosen field of study.



---

## STUDENT PEER MENTORING AND TUTORING

The QEP resource physical areas were also designed with the idea of developing and enhancing existing peer mentoring and tutoring. In classroom settings, peer feedback has proven to significantly increase student academic achievement and self-confidence (Simonsmeier et al., 2020). Similarly, peer-tutoring programs have been shown to increase student productivity (Arco-Tirado et al., 2020).

By adhering to proven best practices, online math tutoring can significantly increase student comprehension and test-taking confidence. Synchronous video conferencing, accessibility to eBooks, online graphing calculator or shared whiteboards, faculty-trained and faculty-supervised tutors, extended live online presence of tutors, and a well-funded math center are essential to the development and efficacy of an online math tutoring program (Johns & Mills, 2021). Furthermore, Ullah et al. (2020) found that math tutors significantly increased their overall comprehension and academic performance as a result of teaching the concepts they themselves were tasked with learning.

Additionally, peer writing groups have been shown to significantly improve the self-confidence of ESL students, reduce the amount of grammar-related point-deductions, and increase their English writing efficacy (Rodas & Colombo, 2021).

---

## STUDENT LEARNING CENTERS

As a student success initiative, FNU CARES is both a curriculum redesign and a physical resource area. Faculty-driven student learning centers have been shown to increase student retention by helping students master course outcomes, achieve academic excellence, and ultimately meet graduation requirements (Love et al., 2021). Their primary objective is to provide academic support, such as instruction and tutoring, in specific disciplines and to develop foundational skills. Based on current empirical data, as well as internally generated data from students and faculty, the following courses (i.e., disciplines) and foundational skills support the implementation of student learning centers: writing skills, oral

communication skills, comprehensive English skills for ESL students, computer literacy, and math competencies. The literature review and the institution's prior experience with a QEP that was lab-based, strongly influenced the development of this new QEP initiative. A physical resource room was deemed an essential component to achieving the goals of FNU CARES.

---

## WRITING STUDIO

The institution's current QEP, "*Write it Right*" focused on developing the writing skills of students and was physically located in a Writing Studio. Much of that successful QEP initiative is being enhanced and repurposed as part of FNU CARES. The current literature consistently indicates that writing skills are an essential component of career preparedness.

Employers seeking to hire college graduates have consistently stressed the importance of hiring individuals with professional writing skills (Bok, 2021).

Writing student learning centers allow faculty to support through direct instruction by fostering unique opportunities for students to practice and apply those skills. Even though Özkurkudis and Bümen (2019) concluded that peer-engagement and technology, such as videos, in flipped classrooms improved student writing skills, a more notable improvement



was achieved when highly qualified faculty provided personalized coaching and feedback (Olson et al., 2020). Additionally, students who can meet college-level writing skills are more likely to meet expectations in courses across their curriculum, thus, increasing institutional retention rates (Garrett et al., 2017). Most notably, the research conducted by Campbell et al. (2020) found a direct correlation between writing ability and the overall academic

performance of accounting students.

---

## ORAL COMMUNICATION AND ENGLISH SKILLS

The QEP development process also led the committee to focus on Oral Communication as both an aspect of academic readiness and career preparedness. The ability to effectively communicate in a broad spectrum of environments is essential for students while in college and after graduation in the workplace. Oral communication skills play a significant role in the academic excellence, professional growth, and emotional coping skills of college students (Pugh, 2021). Oliveri and McCulla (2019) concluded that an increase in the complexity of specific job tasks required a comparable increase in the reading, writing, listening, and speaking skills of employees.

The institution previously noted that English language learning was also a key priority within the student demographic. The institution houses a robust ESL Division. The ESL Division will contribute workshops and activities developed specifically for FNU CARES. These activities will have an intentional focus on conversational English, English for Business, and English for Health Care.

Oral communication skills, along with critical thinking skills and writing skills, remains one of the top expectations of potential employers (Bok, 2021). Bok (2021) found that ninety-five of chief executives surveyed rank general competencies, such as oral communication skills, significantly more important to recent graduates than the career-specific skills taught in their major. More specifically, 85% of CEO's and 94% of college presidents ranked oral communication skills as the most important quality for recent graduates (Bok, 2021). Furthermore, the U.S. Department of Labor Occupational Network Database found that 70% of job descriptions published ranked oral communication skills the most important skill sought by employers (Oliveri & McCulla, 2019).

In addition to increasing a graduate's marketability to potential employers, once hired, communication competence is a significant factor in evaluating promotion decisions (Leath, 2019). In fact, Zerfass, Verčič, & Volks (2017) suggested that poor communication skills among an organization's members reduce its overall performance. While possessing

strong communication skills is pivotal, an individual's self-perception and confidence in their speaking skills can likewise hinder their employability and professional growth (Spieler & Miltenberger, 2017). The literature highlights the close relationship that exists between self-efficacy and communication competence (Leath, 2019).

Despite the empirical data, colleges and universities continue to fall short of meeting even minimal expectations by providing one public speaking class within the general education curriculum (Bok, 2021). Producing graduates who are competitive in today's job market requires colleges and universities to emphasize the importance of oral communication skills across the curriculum of all programs. In doing so, colleges and universities need to create a relaxing and trusting atmosphere where students and instructors feel comfortable speaking openly and publicly, despite personal inhibitions, especially for students where English is their second language (Leath, 2019). The traditional 'three Rs' (reading, writing, and arithmetic) should be replaced with the 'four Cs' (communication, critical thinking, collaboration, and creativity (Leath, 2019).

---

## EDUCATIONAL TECHNOLOGY

Bondanini et al. (2020) defined technostress as a "modern disease of adaptation caused by an inability to cope with new computer technologies, affecting mental health." The fear and apprehension of using information and computer technologies (ICTs) among students lead to a higher burden on the higher education institutions through a decrease in productivity, higher dropout rates, and an overall decrease in academic achievement (Upadhyaya, 2020). However, the next 20 years brought about fast and dramatic changes to the use of technology, so much so that the present generation of students are now considered to be digital natives. Technological fluency is now inherent and fundamentally necessary in almost every realm of daily life, including within education. Younger students are relying more on technology to facilitate the learning process (Upadhyaya, 2020).

Upadhyaya's (2020) research, however, found that technostress continues to plague college students, leading to a significant barrier to academic success and degree completion. Technostress can now be defined by more specific terms, such as techno-invasion, techno-insecurity, techno-overload, and techno-complexity. Ironically, the social and personal use of technology is viewed as a necessity in streamlining daily tasks. However, technology is feared by most college students as an obstacle, not a facilitator, to achieving their educational goals (Qi, 2019).

Older, non-traditional students, first-generation students from lower-socio-economic households, and female college students reported notable academic-distress caused by the use of technology (Qi, 2019). Overall, at-risk students, regardless of other demographic factors, stated that the required use of technology had, at least somewhat, contributed to their academic struggles (Qi, 2019).

Hanham et al, (2021) found that an online tutoring service significantly influenced the acceptance, academic self-efficacy of students. Colleges and universities should incorporate technology within various aspects of a student's educational journey where it facilitates the learning process, as noted by Hanham, et al (2021) research on online tutoring. Hao, et al. (2021) further found that students who master the use of ICT as an educational tool achieve higher scores on assessments, possess better communication skills, retrieve more information, and are more likely to graduate (Hao, et al, 2021).

---

## FACULTY DEVELOPMENT

Most colleges and universities use assessment data related to faculty performance for the purpose of evaluating teaching competence. Such an approach, however, fails to accurately reflect, address, and remedy specific student-learning issues. Instead, faculty assessment data should be the starting point for a faculty development program aimed directly at improving student learning (Reder & Crimmins, 2018).

There is a robust collection of empirical data on faculty development efforts and measuring their true value to the institution. Ideally, the assessment of any faculty development endeavor should be linked directly to improved student learning (Hoffmann-Longtin et al., 2019). For example, connecting faculty directly with students in a joint effort to identify and create teaching strategies that target the specific learning needs of students, thus, resulting in improved student learning that can be immediately assessed through student performance. Consequently, as student learning increases, colleges and universities can expect an increase in student retention and graduation rates (Krenkel, 2020).

---

## FACULTY PEER MENTORING

Faculty-to-faculty mentoring programs have proven to be an effective and cost-effective initiative in improving faculty teaching skills. Job satisfaction, meaningful work relationships, and continued learning in a faculty member's academic field have a seemingly positive impact on students enrolled in courses taught by faculty in mentoring relationships (Elliott, 2018). Faculty-to-faculty mentoring programs have been shown to help decrease student attrition while increasing faculty members' own sense of value, professional development, and enthusiasm for their work (Elliott, 2018).

---

## FACULTY INSTRUCTION

Traditional pedagogy focused solely on the faculty's expertise; very little attention was given to delivery or student learning outcomes (Garnjost & Lawter, 2019). Today, faculty competent in the art of teaching should be directly linked to student learning. This requires a sharp shift focusing on how course content is delivered, received, and mastered by students (French et al., 2020).

Innovative strategies that employ a more practical teaching approach have been proven to be quite successful. Virtual reality, for example, allows students to fully immerse themselves within the content,

thus, engaging students in the learning process while developing the critical thinking skills employers are seeking (Hamilton et al., 2021).

The delivery of course content must also be student-centered from start to finish. This requires constant pauses to assess student learning before proceeding (Wilson et al., 2019). For example, using student cell phones as a means of quickly delivering a trivia question after completing a mini lecture has proven to be a successful strategy across the curriculum (Kearney et al., 2019). Regardless of what strategies are employed to gain and maintain student attention, there must be a shift from teacher-centered to student-centered (Muganga & Ssenkusu, 2019).

---

## FACULTY TECHNOLOGY FOR TEACHING

Today's faculty require innovative engagement tools beyond the traditional classroom setting. For example, individualized faculty development plans, seminars on best practices in online education, student engagement, and course design are essential to student learning (Krenkel, 2020). In a traditional classroom, faculty and students are restricted by time and place, both of which create barriers to the learning process. Technology removes those barriers, thus, providing more free time and flexibility to focus on teaching and learning course outcomes. Furthermore, technology enhances student capacity, creativity, collaboration, autonomy and personalization by improving the learning-focused interaction and a student's creative thinking ability (Sarker et al., 2019). It is essential that colleges and universities provide faculty member with the skills and resources needed to maximize the limitless potential that technology brings to the learning experience.

## **BROAD BASED SUPPORT OF INSTITUTIONAL CONSTITUENTS**

Dr. Kelly Krenkel (Accreditation Liaison) and Dr. Anthony Berrios (VPAA) served as the QEP Co-Directors during the initial QEP Development phase. By design, the QEP committee was structured to include faculty, staff, and administrative participants to provide a variety of development perspectives.

The initial QEP committee consisted of 5 volunteers from various academic backgrounds who began the initial discussions based on issues being addressed across the institution regarding student retention and student outcomes.

The first QEP committee meeting was held on 08/06/2021. The meeting was hosted by the Director of Accreditation and Compliance, Dr. Kelly Krenkel. In attendance were faculty and academic leadership from Legal Studies, Humanities, Business, Mathematics, and Psychology.

In subsequent QEP Committee meetings, additional resources and data were provided by Academic Advisors, Career Placement, Student Services, Operations, and Faculty. With the core QEP Committee established, additional personnel would attend meetings to provide their expertise in the development process. For example, one of the Associate Deans of the South Campus provided critical insight in the area of Flipped Classrooms and learning styles of adult learners. Dr. Manuel Fuentes brought considerable research and experience in many facets of adult education to the QEP Committee which would inform and enhance FNU CARES.

The creation of a physical success center was chosen by the committee after several more discussions and meetings. The concept was shared with faculty, the VPAA, VP of Operations, and President for additional support. Student feedback on course surveys, graduation surveys, and graduate feedback to academic and program advisors further informed the topic identification. As a result, FNU Stakeholders were able



to provide input through various methods including surveys, responses to the QEP concept proposal, interviews, and informal discussions.

There was a contest for a logo. Logos were submitted by members of the QEP committee and faculty members of FNU, and then voted on until two options remained. A final vote was taken as part of a Faculty In-Service meeting and a consensus selection was made. The QEP Committee membership worked to choose a name/acronym that would complement the culture of the institution. FNU Center for Academic Resources and Educational Support (FNU CARES) emerged as the top selection.

On November 5, 2021, the leaders of the QEP Committee met with Student Services, Athletics Department, Academics Advising, Admissions, Campus Deans, Registrars, and other Departments of the institution to discuss the QEP Development process and to solicit feedback.

The faculty was informed of QEP development progress and asked to contribute feedback during each Faculty Workday held in 2021. As the QEP moved from concept to implementation, QEP Committee membership was solidified with at least one Subject Matter Expert in each core QEP course. Each QEP Committee member was approved to dedicate time to the QEP by the VPAA, Campus Deans, and President. The initial space at the main campus in Hialeah was furnished and in use since Summer 2021, with assistance from the Campus Deans and VP of Operations.

The faculty and staff training began Fall A 2021 and will continue. The full launch in January 2022 included all components of the QEP at all campuses. A major social media campaign was developed by the Marketing and Social media team of the institution to help inform all constituents of the FNU CARES launch, and subsequent activities. An FNU CARES Newsletter was developed in late 2021 with a targeted distribution to over 30,000 faculty, staff, students, employers, and alumni for February 2022.

# STUDENT SUCCESS

The FNU Center for Academic Resources and Educational Support (FNU CARES) was created to meet the needs of both students and faculty with the aim of improving student success both in academics and in the workforce. The QEP mission aligns with the institution's goal to provide well-rounded student success structures to support educational programs and encourage a holistic approach to the growth and development of the students. *(Aligned with Institutional Goal IV)*

In achieving this mission, the QEP was designed to focus on Academic Readiness and Career Preparedness, and this is approached from both a student and faculty perspective. The primary goals of the QEP focus on student success structures in parallel with faculty development structures.

Academic readiness at FNU is defined as:

An innovative collaboration between students and faculty designed to develop the foundational, and continuously evolving, skill set required to achieve academic success.

Career preparedness at FNU is defined as:

An ongoing process of preparing career-focused graduates capable of succeeding in a dynamic and ever-changing workforce.

**Goal 1. To contribute to a student's life-long success by providing services to advance student academic readiness and career preparedness. *(Aligned with Institutional Goal I)***

Academic readiness and career preparedness indicators:

- Skills development
  - Time management
  - Test taking
  - Note taking
- Mindfulness
  - Stress Reduction

- Anxiety Management
- Focusing Your Mind
- Enhancing Creativity
- Enhancing Concentration
- Academic writing proficiency
  - Evaluation and selection of research sources
  - Library literacy / FNU resources
  - Plagiarism
  - APA style
- English Language Development
  - Proficiency
  - Fluency
  - Conversational
  - Career Focused
- Tutoring
  - Peer tutoring
  - Faculty tutoring
- Advising
  - All students
  - At risk students
- Professionalism
  - Continuous Learning
  - Adaptability
  - Decision Making
  - Emotional Intelligence
  - Creativity
  - Resilience
  - Oral and Written Communication Skills
  - Critical Thinking and Problem Solving
  - Digital Competency

**Goal 2. To provide quality education by advancing the faculty's proficiency in the art of teaching through targeted professional development activities addressing best practices, cutting-edge pedagogy, and faculty-student interactions. (*Aligned with Institutional Goals I and II*)**

Faculty Proficient in the Art of Teaching at FNU is defined as:

Subject matter experts in their chosen field of study, who also commit themselves to enhanced professional development that emphasizes best

practices, cutting-edge pedagogy, and the pursuit of teaching from a student-centered perspective.

Professional Development indicators:

- Proper Instruction in Skills development
  - Time management
  - Test taking
  - Note taking
- Proper Instruction in Mindfulness
- Proper Instruction in Academic writing proficiency
  - Evaluation and selection of research topics and writing prompts
  - Library literacy / FNU resources
  - Plagiarism
  - APA style
- Proper Instruction in Language development
- Professional Development in Tutoring
  - Peer tutoring
  - Faculty tutoring
- Professional Development in Advising
  - All students
  - At risk students
- Continuous Professional Development

### **Student Learning Outcomes**

The FNU Cares initiative was developed to provide students the necessary resources to thrive academically and professionally. FNU CARES will contribute to a student's lifelong success by providing services to advance academic readiness and career preparedness as measured by academic and career preparedness indicators including:

- soft skills development
- mindfulness
- academic writing proficiency
- English language development
- Professionalism

Additional student resources will include:

- tutoring
- enhanced advising

The means of introducing the QEP indicators to the students is through the development of specific Student Learning Outcomes that are concise and measurable for each of the six QEP courses. Faculty SMEs developed a series of QEP based Student Learning Outcomes that would be embedded in each QEP course. Faculty retain the independence to determine how each of the Student Learning Outcomes (SLO) is presented and assessed. As part of FNU CARES, faculty are being trained on the pedagogical techniques and resources needed to support the introduction and reinforcement of the QEP SLOs. A complete listing of the Student Learning Outcomes for the six QEP courses are in Appendix 1.1.

**QEP Specific Student Learning Outcomes**

<b>Student Learning Outcome (SLO) Title</b>	<b>Student Learning Outcome (SLO) Description: Upon completion of this course, students will be able to:</b>
<b>Mindfulness</b>	develop mindfulness strategies to achieve academic success.
<b>Time Management</b>	demonstrate the use of time management.
<b>Test Taking Strategies</b>	demonstrate the use of test taking strategies.
<b>Academic Note Taking</b>	demonstrate the use of note taking skills.
<b>Study Strategies</b>	demonstrate the use of study strategies.
<b>Reading and Analyzing Scholarly Text</b>	apply critical thinking skills by reading and analyzing scholarly text.
<b>Oral and Written Communication Skills</b>	utilize oral and written communication skills to advocate for themselves in multiple settings.
<b>Professional Communication</b>	demonstrate professionalism in all types of communication.
<b>Library Research Skills</b>	demonstrate library research skills.
<b>Scholarly Writing</b>	demonstrate how to document sources in the appropriate format and avoid plagiarism.
<b>Professional Presentations</b>	create career based or contextualized topics for presentations to write and deliver before an audience.

**TABLE. 1 QEP Specific Student Learning Outcomes**

Prior to the implementation of FNU CARES initiative, there were several surveys disseminated to faculty and students to establish benchmarks that faculty and students deemed essential toward retaining students and improving overall student success. The Faculty Needs Assessment and Student Needs Assessment both concentrated on the following areas:

- Time Management
- Test-Taking Skills
- Public Speaking
- Academic Writing Skills
- Note-Taking Skills
- Creative Writing
- Stress Reduction & Anxiety Management
- Focusing your Mind
- Enhancing Concentration
- Library Literacy
- Understanding Plagiarism
- Academic Writing (Including using APA format)
- English Language Proficiency/Fluency
- Conversational English Language Skills
- Career-Focused English Language Skills
- Adaptability to Academic Situations (Instructors/Course Types/Academic Rigor)
- Decision-Making Skills
- Emotional Intelligence
- Academic Resilience
- Critical Thinking / Problem Solving
- Technology Competency

For the Faculty Needs Assessment, 76% full-time faculty and 23% adjunct faculty responded to the survey. For each of the previously mentioned indicators, faculty consistently responded 60% or higher regarding the importance and need for providing attention and resources to these areas. (See Appendix 1.2 for the QEP Faculty Needs Assessment survey data)

According to the QEP Student Assessment Survey, Time Management (71%) consistently scored the highest for students across all students whether freshmen or senior status (See Appendix 1.3, QEP Student Needs Assessment). Additionally:

- Test-taking Skills (47.04%)
- Stress reduction (46.81%),
- Focusing your mind, Critical Thinking, and Problem Solving scored (40%- 45%)

The learning outcomes derived from the needs assessments and goals are as follows:

- demonstrate the use of time management, test taking, note taking, and study strategies,
- apply critical thinking skills by reading and analyzing scholarly text,
- develop mindfulness strategies to achieve academic success,
- utilize oral and written communication skills to advocate for themselves in multiple settings,
- demonstrate professionalism in all types of communication,
- demonstrate library research skills,
- demonstrate how to document sources in the appropriate format and avoid plagiarism,
- create career based or contextualized topics for presentations to write and deliver before an audience.

All student learning and course outcomes will be reinforced within the QEP courses. Students taking these courses will become familiar with these outcomes and gain instruction and resources to help master the learning outcomes, which is intended to contribute to retention and overall academic success. The goal is to prepare students to be successful in their core programs and in their chosen career fields by instilling transferable skills throughout the trajectory of their general education courses. The overhaul of the six QEP courses by way of course redesign and inclusion of the QEP Student Learning Outcomes will ideally reshape the entire fabric of the institution's academic foundation and impact students' lives beyond the classroom.

There are several areas of improvement that the QEP aims to address, including the areas of language and writing proficiency through the implementation of a fully online writing pod, which will cater to our non-traditional population remotely. Students can schedule an online appointment with the Writing Studio Director to receive tutoring and assistance with writing and research assignments. Similarly, the Writing Studio from the existing QEP will be enhanced to allow students an interactive environment to receive additional writing support, including through virtual pathways.

FNU CARES also provides space for students struggling with stress and anxiety to receive personalized mindful coaching and sessions to deal with academic, occupational, and personal stressors. Since faculty are the

driving force behind student success, faculty will also be provided workshops and training related to the learning outcomes and goals outlined by the QEP to help facilitate the implementation in the identified QEP courses. The added benefit of these workshops and training will lend instructional support by way of faculty development. Target areas of faculty development include, but are not limited to, mindfulness techniques, improving digital literacy, and establishing pedagogy that caters to non-traditional students.



# RESOURCES

Florida National University has identified the facilities, faculty development, financial support, and assessment resources needed for a successful implementation of this QEP initiative. Resources will be evaluated and enhanced as needed and based on the recommendation of the QEP Committee.

---

## FACILITIES

The primary FNU CARES location is at the Main Campus. The institution provided two classroom spaces at the main campus to house FNU CARES. The spaces are housed in the JR Building, fifth floor, occupying JR-503 and JR-505. The two dedicated spaces have been furnished with tables, chairs, lounge areas, four computers, and a printer. There is a desk, computer, chair, and projector to support the Writing Studio and QEP facilitators in both classrooms.



Secondary locations were established at the South Campus and Training Center, as a component of the existing Resource Rooms. Within the Resource rooms, there are several tables and chairs set up for small group sessions and discussions, computers, and a desk for a faculty member or FNU CARES facilitator to conduct individual and group sessions. FNU CARES will also provide services both in-person and virtually.

The institution recently contracted with Tutor.com to provide students individualized tutoring by subject matter experts. FNU CARES is able to tap into this resource without additional cost. FNU CARES will also utilize the federal work-study program at the institution to help staff the help desk, peer-tutoring program, and Writing Studio components. Using

existing programs within the institution to complement the efforts of FNU CARES requires fewer up-front resources and expenditures.

---

## FACULTY DEVELOPMENT

Training the faculty responsible for the six QEP courses to integrate the QEP Student Learning Outcomes will occur through peer training from faculty on the QEP Committee. Additional professional development activities have been built into a Faculty Professional Development pod within the Blackboard LMS platform. This pod will be populated with QEP related training by QEP Committee members, as well as discipline specific training chosen by the Division and Department Heads. As part of the QEP goals, this training will be available to all faculty. However, the first wave of training will be focused on the faculty assigned to QEP related courses. The institution has provided an adequate budget for enhanced faculty development, if necessary, for instructional training activities that will benefit QEP outcomes.

---

## FINANCIAL SUPPORT

A budget was examined and accepted by the QEP Committee. The total budget for all stages of implementing and completing the plan is substantial and adequate to meet the goals of the QEP initiative. Once the components of the QEP were fully developed, the QEP Committee consulted with the Executive Leadership and determined the final budget based upon the resources needed to successfully implement the QEP.

- The budget includes a full-time faculty member to teach the SLS 1501 College Study Skills course for the first year. The addition of a second full-time faculty member for year two will be assessed as the project is implemented.
- The budget includes funding for promotional items and signage, and social media activities to inform students about FNU CARES for the January 2022 launch activities.
- The budget includes the facilities and furnishings already mentioned.

- The budget includes ongoing financial support for the activities of the QEP Committee members, as a compensated committee appointment.

The institution has made a full commitment to funding the QEP initiative and will provide an opportunity for the initiative to be included in the short range / long range planning, and budgetary process of the institution that occurs every Fall.

---

## ASSESSMENT RESOURCES

FNU CARES has been developed as an integrated component of the institution. Assessment and planning reflect the integration of the initiative into the institution assessment and planning process. As part of the integration, FNU CARES utilizes the full suite of resources, particularly *Evaluations and Course Surveys* and *Planning and Self-Study*.

The Watermark digital platform will streamline the effectiveness of assessment and planning and gathering indirect survey data related to the QEP initiative. These resources are provided at no additional budgetary obligation to the QEP. The Assessment, Planning and Implementation form for FNU CARES has been developed and available for review in Appendix 1.4. At this point in the implementation, results have not been received.

# ASSESSMENT PLAN

FNU CARES seeks to address student and faculty related goals. The indicators and expected outcomes are detailed as follows:

**Goal 1. To contribute to a student's life-long success by providing services to advance student academic readiness and career preparedness. (Aligned with Institutional Goal I)**

Academic readiness at FNU is defined as:

An innovative collaboration between students and faculty designed to develop the foundational, and continuously evolving, skill set required to achieve academic success.

Career preparedness at FNU is defined as:

An ongoing process of preparing career-focused graduates capable of succeeding in a dynamic and ever-changing workforce.

Academic readiness and career preparedness indicators:

- Skills development
  - Time management
  - Test taking
  - Note taking
- Mindfulness
  - Stress Reduction
  - Anxiety Management
  - Focusing Your Mind
  - Enhancing Creativity
  - Enhancing Concentration
- Academic writing proficiency
  - Evaluation and selection of research sources
  - Library literacy / FNU resources
  - Plagiarism
  - APA style

- English Language Development
  - Proficiency
  - Fluency
  - Conversational
  - Career Focused
- Tutoring
  - Peer tutoring
  - Faculty tutoring
- Advising
  - All students
  - At risk students
- Professionalism
  - Continuous Learning
  - Adaptability
  - Decision Making
  - Emotional Intelligence
  - Creativity
  - Resilience
  - Oral and Written Communication Skills
  - Critical Thinking and Problem Solving
  - Digital Competency

Measuring tools:

- Surveys
  - QEP student survey
  - QEP faculty survey
  - Graduation survey
  - Program survey (students)
  - Employer survey
- Institutional data
  - Completion rates
  - Drop rates

- Acceptance rates to selective admissions programs
- Retention rates
- Faculty course observation

Expected Outcomes (as part of the initial implementation):

*Indirect Measure - Surveys*

- 80% of student respondents will report an increase in the self-assessment of their academic readiness. (QEP Survey)
- 80% of student respondents will report an increase in the self-assessment of their career preparedness. (QEP Survey)
- At least 80% of student respondents will rate FNU as preparing them for employment as at least Very Good. (As measured in the Graduate Survey, see Appendix 1.6) (Note: Graduate Survey – Deferred until Implementation Phase 2 when the 1<sup>st</sup> QEP students graduate).
- At least 80% of employer respondents will rate FNU graduates' professional development as Very Good. (As measured in the Employer Survey, See Appendix 1.7) (Note: Employer Survey - Deferred until Implementation Phase 2 when the 1<sup>st</sup> QEP students graduate).

*Direct Measure*

- The retention rate between first and second year courses will increase by 5%.
- Student acceptance into selective admissions programs will improve by 5%. (This will be deferred until Implementation Phase 2 when the 1<sup>st</sup> QEP students enter programmatic cores.)

**Goal 2. To provide quality education by advancing the faculty's proficiency in the art of teaching through targeted professional development activities addressing best practices, cutting-edge pedagogy, and faculty-student interactions. (Aligned with Institutional Goals I and II)**

Faculty Proficient in the Art of Teaching at FNU is defined as:

Subject matter experts in their chosen field of study, who also commit themselves to enhanced professional development that emphasizes best practices, cutting-edge pedagogy, and the pursuit of teaching from a student-centered perspective.

Professional Development indicators:

- Proper Instruction in Skills development
  - Time management
  - Test taking
  - Note taking
- Proper Instruction in Mindfulness
- Proper Instruction in Academic writing proficiency
  - Evaluation and selection of research topics and writing prompts
  - Library literacy / FNU resources
  - Plagiarism
  - APA style
- Proper Instruction in Language development
- Professional Development in Tutoring
  - Peer tutoring
  - Faculty tutoring
- Professional Development in Advising
  - All students
  - At risk students
- Continuous Professional Development

Expected Outcomes (as part of the initial implementation):

*Indirect Measure – Surveys*

- a. 80% of student respondents will report that their instructor was Average (3) or better in conveying the QEP key components. (As measured in the QEP Student Survey, see Appendix 1.5)

- b. At least 80% of student respondents will rate FNU as preparing them for employment as at least Very Good. (As measured in the Graduate Survey, see Appendix 1.6) (Note: Graduate Survey – Deferred until Implementation Phase 2 when the 1<sup>st</sup> QEP students graduate).
- c. At least 80% of employer respondents will rate FNU graduates' professional development as Very Good. (As measured in the Employer Survey, See Appendix 1.7) (Note: Employer Program Survey - Deferred until Implementation Phase 2 when the 1<sup>st</sup> QEP students graduate).

*Direct Measure*

- a. The retention rate between first and second year courses will increase by 5%.
- b. Student acceptance into selective admissions programs will improve by 5%. (This will be deferred until Implementation Phase 2 when the 1<sup>st</sup> QEP students enter programmatic cores.)

The QEP assessment plan is comprised of direct and indirect measures. Student Learning Outcomes will drive classroom activities that will be assessed by the faculty. Those SLOs map throughout the curriculum of each program and contribute to the end of program outcomes for each program at the institution. The institution's assessment and planning process aligns end of program outcomes to the goals of each academic department, division, the Office of Academic Affairs, and ultimately the institutional strategic goals.

Assessment for the SLO and Program Outcomes rely heavily on the faculty and academic leadership within each of these areas. Each of the QEP SLOs has a formative assessment component. For example, time management could require students to develop a weekly planner. The faculty member will provide ongoing feedback to assist the student in developing this time management tool. The Program Outcomes that are being utilized also provide a summative assessment of student outcomes, by measuring student achievement benchmarks such as persistent, grade



distribution, and more longitudinal measures such as graduation rates or programmatic licensure rates.

The bottom-up flow of assessment data is incorporated at each level of the institution. For example, each Academic Division requires the Division Head to collaborate with their department and program directors to provide assessment and planning to address Divisional performance each year. In support of each level of the institution to conduct thorough and accurate assessment and planning, the Director of Assessment and Planning collaborates extensively, and is a primary resource for institutional assessment and planning.

The QEP assessment plan was established to collect data through direct and indirect measures. The QEP designated courses will have embedded end of course surveys that specifically seek to measure student feedback regarding the impact and effectiveness of QEP Student Learning Outcomes. These indirect measures will be assessed over time with direct measures that include graduation rates, retention rates, and entrance rates into core programs.

The Planning, Assessment, and Implementation process for the QEP will be conducted every year to assess outcomes as the project matures at the institutional level. The institutional assessment process focuses on a weeklong faculty-driven planning and assessment process each April. The QEP faculty will be tasked, beginning in April 2022, to conduct planning and assessment for the QEP initiative. The QEP initiative will be divided into phases as part of the ongoing assessment process.

As part of the institutional assessment process, FNU CARES will be overseen by a standing QEP Committee for the duration of the entire initiative. Members from the QEP Committee who developed the initiative will be invited to remain as active participants, while membership will be expanded to include student representation during the Summer Semester 2022 semester.

A QEP Assessment Subcommittee will be empaneled in March 2022 to manage the assessment and planning for FNU CARES. The QEP Assessment subcommittee will consist of faculty and staff that are well

versed in program assessment. Their directive will be to provide reports of the FNU CARES indicators and outcomes at the end of each semester. The QEP Committee will meet each semester to review the assessment data and determine if any substantive changes are required to improve the initiative.

<b>FNU CARES Implementation and Assessment Timeline</b>		
<b>Phase I.</b>	Topic Identification	August 2020 – April 2021
<b>Phase Ia.</b>	Topic Development	April 2021 – August 2021
<b>Phase Ib.</b>	Soft Launch (SLS 1501)	August 2021
<b>Phase II:</b>	Full Implementation	(January 2022)
<b>Phase III:</b>	Annual Assessments	(April 2023 – April 2025)
<b>Phase IV:</b>	5 <sup>th</sup> Year Assessment	(April 2026)
<b>Phase VI:</b>	Annual Assessments	(April 2027-2029)

**Table 2: FNU CARES Implementation Timeline**

## REFERENCES

- Ajjawi, R., Dracup, M., Zacharias, N., Bennett, S., & Boud, D. (2020). Persisting students' explanations of and emotional responses to academic failure. *Higher Education Research & Development*, 39(2), 185-199, <https://doi.org/10.1080/07294360.2019.1664999>
- Arco-Tirado, J., Fernández-Martín, F., & Hervás-Torres, M. (2020). Evidence-Based Peer-Tutoring Program to Improve Students' Performance at the University. *Studies in Higher Education*, 45(11), 2190-2202. <https://doi.org/10.1080/03075079.2019.1597038>
- Beasley, S.T., Vandiver, B.J., Dillard, R., Malone, W., & Ott, R. (2020). The development of an academic engagement intervention for academically dismissed students. *Innovative Higher Education*, 45, 387-403. <https://www.doi.org/10.1007/s10755-020-09510>
- Bok, D. (2021). *The Struggle to Reform Our Colleges*. Princeton University Press. <https://doi.org/10.2307/j.ctvc7722f>
- Bondanini, G., Giorgi, G., Ariza-Montes, A., Vega-Muñoz, A., & Andreucci-Annunziata, P. (2020). Technostress dark side of technology in the workplace: A Scientometric Analysis. *International journal of environmental research and public health*, 17(21), 1-23. <https://doi.org/10.3390/ijerph17218013>
- Britton, W.B. (2016). *Resources for teaching mindfulness: A cross-cultural and international handbook*. New York, NY: Springer.

- Buzzetto, N., & Alade, A. (2018). An examination of Gen Z learners attending a minority university. *Interdisciplinary Journal of e-Skills and Lifelong Learning*, 14, 41-53
- Campbell, A., Choo, F., Lindsay, D., & Tan, K. (2020). Is Accounting Students' Writing Ability Related to Their Academic Performance? *Journal of Education for Business*, 95(5), 307-312.  
<https://doi.org/10.1080/08832323.2019.1649241>
- Choi, H. J., & Kim, B. U. (2018). Factors affecting adult student dropout rates in the Korean Cyber University degree programs. *The Journal of Continuing Higher Education*, 66(1), 1-12.  
<https://doi.org/10.1080/07377363.2017.1400357>
- Elliott, J. D. (2018). Can a campus-wide faculty mentorship program improve student success? *College and University*, 93(2), 39-42.
- Farrell, O., & Brunton, A. (2020). Balancing act: a window into online student engagement experiences. *Int J Educ Technol High Educ*, 17, 25.  
<https://doi.org/10.1186/s41239-020-00199-x>
- Fino, E., Martoni, M., & Russo, P.M. (2021). Specific mindfulness traits protect against negative effects of trait anxiety on medical student wellbeing during high-pressure periods. *Adv Health Sci Educ Theory Pract*. 26(3), 1095-1111. <https://doi.org/10.1007/s10459-021-10039-w>
- Flaherty, M. (2018). System crash. *Inside Higher Ed*.  
<https://www.insidehighered.com/news/2018/05/09/no-clear-solution-nationwide-shortage-computer-science-professors>

- French, R., Imms, W., & Mahat, M. (2020). Case studies on the transition from traditional classrooms to innovative learning environments: Emerging strategies for success. *Improving Schools*, 23(2), 175-189.
- Garnjost, P., & Lawter, L. (2019). Undergraduates' satisfaction and perceptions of learning outcomes across teacher-and learner-focused pedagogies. *The International Journal of Management Education*, 17(2), 267-275.
- Garrett, N., Bridgewater, M., & Feinstein, B. (2017). *Retention, Persistence, and Writing Programs*. University Press of Colorado.  
<http://www.jstor.org/stable/j.ctt1kt830p>
- Gerstel, N., & Clawson, D. (2018). Control over time: employers, workers, and families shaping work schedules. *Annual Review of Sociology*, 44, 77–97. <https://doi.org/10.1146/annurev-soc-073117-041400>
- Gross, T. (Producer). (2019, May 28). College students (and their parents) face a campus mental health epidemic [Radio broadcast]. Miami, FL: NPR [Network]. WLRN [Studio].
- Hamilton, D., McKechnie, J., Edgerton, E., & Wilson, C. (2021). Immersive virtual reality as a pedagogical tool in education: a systematic literature review of quantitative learning outcomes and experimental design. *Journal of Computers in Education*, 8(1), 1-32.
- Hanham, J., Lee, C., Teo, T. (2021). The influence of technology acceptance, academic self-efficacy, and gender on academic achievement

through online tutoring. *Computers & Education*, 172.

<https://doi.org/10.1016/j.compedu.2021.104252>

Hao, L., Ying, X., Ming, C., Jing, Z., Zhihu, C. (2021) The relationship between ICT literacy and academic achievement among students: A meta-analysis. *Children and Youth Services Review*, 127.

<https://doi.org/10.1016/j.childyouth.2021.106123>

Henriksen, D., Richardson, C., & Shack, K. (2020). Mindfulness and creativity: Implications for thinking and learning. *Thinking Skills and Creativity*,

37. <https://doi.org/10.1016/j.tsc.2020.100689>

Hoffmann-Longtin, K., Fassett, K., Zilvinskis, J., & Palmer, M. (2019).

Measuring faculty learning: Trends in the assessment of faculty development. In S. Hundley & S. Kahn. (Eds.), *Trends in assessment: Ideas, opportunities, and issues for higher education*. Stylus Publishing.

Hofmann, S.G., & Gomez, A.F. (2017). Mindfulness-based interventions for anxiety and depression. *Psychiatr Clin North Am.*, 40(4), 739-749.

<https://doi.org/10.1016/j.psc.2017.08.008>

Howard, C. M., Moret, L., Faulconer, J., Cannon, T., & Tomlin, A., (2018).

Preparing for College Success: Exploring Undergraduate Students' Perceptions of the Benefits of a College Reading and Study Skills Course through Action Research. *Networks: An Online Journal for Teacher Research*, 20(1). [https://www.dx.doi.org/10.4148/2470-](https://www.dx.doi.org/10.4148/2470-6353.1258)

[6353.1258](https://www.dx.doi.org/10.4148/2470-6353.1258)

Jaurequi, M.E., Kimmes, J.G., Ledermann, T., Seibert, G., Pocchio, K., & Tawfiq, D. (2020). Relationship satisfaction and sleep problems among college students: Serial indirect effects via relationship mindfulness and negative emotional symptoms. *J Am Coll Health*, 1, 1-9.

<https://doi.org/10.1080/07448481.2020.1845183>

Johns, C., & Mills, M. (2021). Online Mathematics Tutoring During the COVID-19 Pandemic: Recommendations for Best Practices, *PRIMUS*, 31:1, 99-117. <https://doi.org/10.1080/10511970.2020.1818336>

Johnson, E., Morwane, R., Dada, S., Pretorius, G., & Lotriet, M. (2018) Adult Learners' Perspectives on Their Engagement in a Hybrid Learning Postgraduate Programme, *The Journal of Continuing Higher Education*, 66(2), 88-105.

<https://doi.org/10.1080/07377363.2018.1469071>

Kearney, M., Burden, K., & Schuck, S. (2019). Disrupting education using smart mobile pedagogies. In *Didactics of smart pedagogy* (pp. 139-157). Springer, Cham.

Krenkel, K. (2020) *Student Retention and Faculty Performance* [Unpublished manuscript]. Education Department, Northcentral University

Lampe L.C., & Müller-Hilke, B. (2021) Mindfulness-based intervention helps preclinical medical students to contain stress, maintain mindfulness and improve academic success. *BMC Med Educ.*, 21(1), 145.

<https://doi.org/10.1186/s12909-021-02578-y>

- Leath, B.M. (2019). *A quantitative examination of communication apprehension and employability among college students* [Doctoral Dissertation, Northcentral University]. ProQuest Dissertations and Theses Global.
- Lee, J-Y. (2019). Pedagogical effects of teaching test-taking strategies to EFL college students. *Reading in a Foreign Language, 31*(2), 226-248.
- Long, R., Halvorson, M., Lengua, L.J. (2021). A mindfulness-based promotive coping program improves well-being in college undergraduates. *BMC Psychology, 9*(1), 690-703.  
<https://doi.org/10.1080/10615806.2021.1895986>
- Love, M. B., Kased, R. A., Malik, S. K., Taylor, S. D., Legion, V., Graterol, C., Shada, A., Previde, P., & Wirth, P. (2021). Achieving equity: An evaluation of a multicomponent, lower-division student success program. *Journal of Educational Research and Practice, 11*, 64–80.  
<https://doi.org/10.5590/JERAP.2021.11.1.05>
- MacDonald, H.Z. (2021). Associations of five facets of mindfulness with self-regulation in college students. *Psychol Rep., 124*(3), 1202-1219.  
<https://doi.org/10.1177/0033294120937438>
- McGlynn, K., & Kelly, J. (2019). Performance tasks and test prep. *Science Scope, 42*(7), 34-39. <https://www.jstor.org/stable/10.2307/26898942>
- McLeod, J.J. (2019). The effects on student retention by implementing contextualized, program-specific learning modules in an online student success course. A Practice Report. *Student Success, 10*(1), 141-146. <https://www.doi:10.5204/ssj.v10i1.1095>



- Mehmet, K., Erdogan, F., & Cagiltay, K. (2019). Challenges faced by adult learners in online distance education: a literature review. *Open Praxis*, 11(1), 5–22
- Morais, P., Quaresma, C., Vigário, R., & Quintão, C. (2021). Electrophysiological effects of mindfulness meditation in a concentration test. *Med Biol Eng Comput.* 59(4), 759-773.  
<https://doi.org/10.1007/s11517-021-02332-y>
- Muganga, L., & Ssenkusu, P. (2019). Teacher-Centered vs. Student-Centered: An examination of student teachers' perceptions about pedagogical practices at Uganda's Makerere University. *Cultural and Pedagogical Inquiry*, 11(2), 16-40.
- Oliveri, M. E., & McCulla, L. (2019). Using the Occupational Network Database to Assess and Improve English Language Communication for the Workplace (Research Report No. RR-19-28). Princeton, NJ: Educational Testing Service. <https://doi.org/10.1002/ets2.12265>
- Olson, C. B., Woodworth, K., Arshan, N., Black, R., Chung, H. Q., D'Aoust, C., Dewar, T., Friedrich, L., Godfrey, L., Land, R., Matuchniak, T., Scarcella, R., & Stowell, L. (2020). The Pathway to Academic Success: Scaling Up a Text-Based Analytical Writing Intervention for Latinos and English Learners. *Journal of Educational Psychology*, 112(4), 701–717.  
<https://doi.org/10.1037/edu0000387.supp>

- Özkurkudis, M. & Bümen, N. (2019). Flipping the Writing Classroom: Using Grammar Videos to Enhance Writing. *Journal of Education and Future*, 15, 1-16.
- Parker, S., (2020). From Roadblock to Gateway: Improving Developmental Education for Student Success. *Higher Education Policy for Minorities in the United States*, 10/14/2020, <https://vtechworks.lib.vt.edu/handle/10919/97763>.
- Pugh, B. (2021). Communication at The Center: A Modest Proposal for an Oral Communications Center at Virginia Commonwealth University. *VCU Scholars Compass*. <https://scholarscompass.vcu.edu/etd/6589>
- Qi, C. (2019). A double-edged sword? Exploring the impact of students' academic usage of mobile devices on technostress and academic performance. *Behaviour & Information Technology*, 38(12), 1337-1354. <https://doi.org/10.1080/0144929X.2019.1585476>
- Razali S.N.A.M., Rusiman M.S., Gan W.S., Arbin N., (2018). The impact of time management on students' academic achievement. *IOP Conf. Series: Journal of Physics: Conf. Series* 995 012042. <https://doi.org/10.1088/1742-6596/995/1/012042>
- Reders, M., & Crimmins, C. (2018). Why Assessment and Faculty Development Need Each Other: Notes on Using Evidence to Improve Student Learning. *Research & Practice in Assessment*, Winter, 13, 15. [http://www.rpajournal.com/dev/wp-content/uploads/2019/02/W18\\_A3.pdf](http://www.rpajournal.com/dev/wp-content/uploads/2019/02/W18_A3.pdf)

Rodas, E., & Colombo, L. (2021). Self-managed Peer Writing Groups for the Development of EFL Literacy Practices. *The Electronic Journal for English as a Second Language*, 24(4). <https://tesl-ej.org/wordpress/issues/volume24/ej96/ej96a7>

Salame, I. I., & Thompson, A. (2020). Students' Views on Strategic Notetaking and its Impact on Performance, Achievement, and Learning. *International Journal of Instruction*, 13(2), 1-16. <https://doi.org/10.29333/iji.2020.1321a>

Sarker, M. N. I., Wu, M., Cao, Q., Alam, G. M., & Li, D. (2019). Leveraging digital technology for better learning and education: A systematic literature review. *International Journal of Information and Education Technology*, 9(7), 453-461.

Schweppe, R. (2017). Is testing a more effective learning strategy than notetaking? *Journal of Experimental Psychology*, 23(3), 293–300. <http://dx.doi.org/10.1037/xap0000134293>

Simonsmeier, B., Peiffer, H., Flaig, M., & Schneider, M. (2020). Peer Feedback Improves Students' Academic Self-Concept in Higher Education. *Research in Higher Education*, 61, 706–724. <https://doi.org/10.1007/s11162-020-09591-y>

Spieler, C., & Miltenberger, R. (2017). Using awareness training to decrease nervous habits during public speaking. *Journal of Applied Behavior Analysis*, 50(1), 38-47. <https://doi.org/10.1002/jaba.362>

- Ullah, I., Kaleem, M., & Aamir, S. (2020). Effectiveness of Peer Tutoring on The Academic Achievements of Tutors and Tutees with Respect to Knowledge, Comprehension and Application Levels of Cognitive Domain. *FWU Journal of Social Sciences, Winter 2020, 14(4)*, 68-79.
- Upadhyaya, P. (2021). Impact of technostress on academic productivity of university students. *Education and Information Technologies*, 26:1647–1664. <https://doi.org/10.1007/s10639-020-10319-9>
- Wilson, A. B., Brown, K. M., Misch, J., Miller, C. H., Klein, B. A., Taylor, M. A., ... & Lazarus, M. D. (2019). Breaking with tradition: A scoping meta-analysis analyzing the effects of student-centered learning and computer-aided instruction on student performance in anatomy. *Anatomical sciences education, 12(1)*, 61-73.
- Xavier, M., & Meneses, J. (October 2018). The time factor in studies on dropout in online higher education. *Towards Personalized Guidance and Support for Learning Proceedings of the 10th European Distance and E-Learning Network Research Workshop*, ISBN 978-615-5511-25-7. Barcelona, 24-26
- Zerfass, A., Verčič, D., & Volks, S. C. (2017). Communication evaluation and measurement: Skills, practices, and utilization in European organizations. *Corporate Communications: An International Journal, 22(1)*, 2-18. <https://doi:10.1108/CCIJ-08-2016-0056>

# APPENDICES

Appendix 1.1	Student Learning Outcomes for QEP Courses
Appendix 1.2	QEP Faculty Needs Assessment Surveys (Results)
Appendix 1.3	QEP Student Needs Assessment Surveys (Results)
Appendix 1.4	FNU CARES Assessment, Planning and Implementation 2021-2022 Template
Appendix 1.5	QEP Student Survey (Blank)
Appendix 1.6	Graduate Survey 2020-2021 (Baseline)
Appendix 1.7	Employer Program Survey 2020-2021 (Baseline)

## QEP Courses

Course Code	Student Learning Outcome (SLO) Title	Student Learning Outcome (SLO) Description
		<b>Upon completion of this course, students will be able to:</b>
ENC1101	Grammar and Mechanics	Expand knowledge of appropriate grammar and mechanics.
ENC1101	Essay Formatting	Write effective essays following the writing process and using the correct format.
ENC1101	Essay Writing Process	Write effective essays by prewriting, drafting, organizing, revising, and editing.
ENC1101	Proper Citation	Use appropriate documentation to cite sources.
ENC1101	Academic Research	Conduct academic research using library resources.
ENC1101	Critical Thinking for Research Analysis	Apply critical thinking skills by reading and analyzing scholarly text.
ENC1101	Mindfulness	Develop mindfulness strategies to achieve academic success.
ENC1101	Time Management	Demonstrate the use of time management.
ENC1101	Test Taking Strategies	Demonstrate the use of test taking strategies.
ENC1101	Academic Note Taking	Demonstrate the use of note taking skills.
ENC1101	Study Strategies	Demonstrate the use of study strategies.
SPC1017	Prepare Group Presentations	Sharpen library research, outlining skills, and organizational skills to prepare information for delivery before a group.
SPC1017	Communicate Effectively	Utilize real world scenarios to communicate effectively—whether through conducting speeches or doing mock interviews.
SPC1017	Develop Audience Specific Presentations	Create career based or contextualized topics to write and deliver formal presentations before a group.
SPC1017	Logic and Rhetoric	Identify the importance of logic and rhetoric in the manner they present their thoughts and views on various topics.
SPC1017	Advocacy	Utilize oral communication to advocate for themselves in a variety of settings, whether academic, professional, or in their everyday lives.
SPC1017	Mindfulness	Develop mindfulness strategies to achieve academic success.
SPC1017	Time Management	Demonstrate the use of time management.
SPC1017	Test Taking Strategies	Demonstrate the use of test taking strategies.
SPC1017	Academic Note Taking	Demonstrate the use of note taking skills.
SPC1017	Study Strategies	Demonstrate the use of study strategies.

<b>Course Code</b>	<b>Student Learning Outcome (SLO) Title</b>	<b>Student Learning Outcome (SLO) Description</b>
		<b>Upon completion of this course, students will be able to:</b>
SLS1501	Study Skills	Acquire and improve college study skills and competencies and explore their applications in preparation for future courses.
SLS1501	Professionalism	Demonstrate the value of professionalism in all types of communication.
SLS1501	Skills Development	Explain the importance of being able to follow prompts, take tests, take notes, and prepare outlines
SLS1501	Electronic and Digital Competency	Become familiar with the Blackboard Learning Management System and with computer skills necessary for academic success.
SLS1501	Library Resources	Identify and utilize research skills through the FNU library and online resources.
SLS1501	University Policies	Develop an awareness of their rights and responsibilities as a student, as well as FNU policies and procedures.
SLS1501	Student Support Structures	Become familiar with student support structures that are available to promote academic success.
SLS1501	Program Orientation	Articulate an understanding of their program of study.
MAC1105	Complex Numbers	Solve operations with complex numbers.
MAC1105	Quadratic Equations	Solve quadratic equations considering real and complex solutions.
MAC1105	Linear Functions	Graph and analyze linear functions.
MAC1105	Quadratic Functions	Graph and analyze quadratic functions.
MAC1105	Functions	Solve operations with functions, composition of functions, and inverse functions.
MAC1105	Rational Functions	Graph and analyze rational functions.
MAC1105	Exponential Functions	Graph exponential functions.
MAC1105	Properties of Logarithms	Effectively compute operations using the properties of logarithms.
MAC1105	Exponential and Logarithmic Equations	Solve exponential and logarithmic equations.
MAC1105	Systems of Two Linear Equations	Solve systems of two linear equations in two variables.
MAC1105	Mindfulness	Develop mindfulness strategies to achieve academic success.
MAC1105	Time Management	Demonstrate the use of time management.
MAC1105	Test Taking Strategies	Demonstrate the use of test taking strategies.
MAC1105	Academic Note Taking	Demonstrate the use of note taking skills.
MAC1105	Study Strategies	Demonstrate the use of study strategies.



<b>Course Code</b>	<b>Student Learning Outcome (SLO) Title</b>	<b>Student Learning Outcome (SLO) Description</b>
		<b>Upon completion of this course, students will be able to:</b>
CGS1030	Technology Devices	Identify tech-devices and how their use enhances learning and business processes.
CGS1030	Business and Productivity Software	Apply commonly used business and productivity software to learning and business processes. (Email, Proofreading, and Microsoft Suite)
CGS1030	Utilizing Technology	Perform common tech-related tasks used in learning and business processes.
CGS1030	Internet Resources	Apply effective strategies to obtain credible information via internet searches and other search engines.
CGS1030	Computer Hardware	Demonstrate a fundamental understanding of the hardware that comprises an end-user computer system.
CGS1030	Mindfulness	Develop mindfulness strategies to achieve academic success.
CGS1030	Time Management	Demonstrate the use of time management.
CGS1030	Test Taking Strategies	Demonstrate the use of test taking strategies.
CGS1030	Academic Note Taking	Demonstrate the use of note taking skills.
CGS1030	Study Strategies	Demonstrate the use of study strategies.
PSY1012	Concepts and Terminology	Demonstrate a fundamental understanding of the basic concepts and terminology that are emphasized in the field of study.
PSY1012	Theories and Principles	Effectively describe the theories and principles that surround the field of psychology.
PSY1012	Research Design	Recognize the major research designs used in psychology and articulate the limitations of each.
PSY1012	Biological Bases of Behavior	Analyze and discuss the biological bases of behavior as it relates to the peripheral and central nervous systems.
PSY1012	Learning and Cognition	Articulate the basic principles, major theories, and research concerning learning and cognition.
PSY1012	Major Mental Disorders	Identify and describe the symptomatology, possible etiology, and proposed treatment for the major mental disorders found in the DSM.
PSY1012	Psychology in Context	Describe the rapidly changing context of contemporary psychology.
PSY1012	Academic Note Taking	Demonstrate the use of note taking skills.
PSY1012	Academic Research	Conduct academic research using library resources.
PSY1012	Academic Writing	Research and write an academically appropriate assignment.
PSY1012	Critical Thinking for Research Analysis	Apply critical thinking skills by reading and analyzing scholarly text.






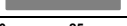
Course Code	Student Learning Outcome (SLO) Title	Student Learning Outcome (SLO) Description
		<b>Upon completion of this course, students will be able to:</b>
PSY1012	Mindfulness	Develop mindfulness strategies to achieve academic success.
PSY1012	Proper APA Citation	Use appropriate APA documentation to cite sources.
PSY1012	Study Strategies	Demonstrate the use of study strategies.
PSY1012	Test Taking Strategies	Demonstrate the use of test taking strategies.
PSY1012	Time Management	Demonstrate the use of time management.

**Florida National University**  
**QEP Faculty Needs Assessment**



**1 -**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Full Time Faculty	(1)	43	76.79%		1.23
Adjunct Faculty	(2)	13	23.21%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
56/169 (33.14%)	1.23	0.43			

**2 - Please indicate how long you have been working at FNU:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
0-1 years	(4)	11	19.64%		2.29
2-4 years	(3)	15	26.79%		
5-10 years	(2)	9	16.07%		
10 years or more	(1)	21	37.50%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
56/169 (33.14%)	2.29	1.17			

**3 -**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
General Education Faculty	(2)	25	44.64%		1.45
Program Core Faculty	(1)	31	55.36%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
56/169 (33.14%)	1.45	0.50			

## Florida National University QEP Faculty Needs Assessment

4 - Academic readiness at FNU is an innovative collaboration between students and faculty designed to develop the foundational and continuously evolving skill set required to achieve academic success. Please select from this list all of the academic readiness skills that you feel are important for students to achieve academic success. You may select as many skills as you like.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Time Management	(1)	51	91.07%		
Test-Taking Skills	(2)	45	80.36%		
Public Speaking	(3)	34	60.71%		
Academic Writing Skills	(4)	46	82.14%		
Note-Taking Skills	(5)	33	58.93%		
Creative Writing	(6)	31	55.36%		
Stress Reduction	(7)	40	71.43%		
Anxiety Management	(8)	34	60.71%		
Focusing your Mind	(9)	34	60.71%		
Enhancing Concentration	(10)	37	66.07%		
Library Literacy	(11)	42	75.00%		
Understanding Plagiarism	(12)	45	80.36%		
Academic Writing (Including using APA format)	(13)	44	78.57%		
English Language Proficiency	(14)	43	76.79%		
English Language Fluency	(15)	41	73.21%		
Conversational English Language Skills	(16)	36	64.29%		
Career-Focused English Language Skills	(17)	37	66.07%		
Adaptability to Academic Situations (Instructors/Course Types/Academic Rigor)	(18)	33	58.93%		
Decision-Making Skills	(19)	40	71.43%		
Emotional Intelligence	(20)	30	53.57%		
Academic Resilience	(21)	33	58.93%		
Critical Thinking	(22)	50	89.29%		
Problem Solving	(23)	48	85.71%		
Technology Competency	(24)	43	76.79%		
				0    25    50    75    100	
<b>Response Rate</b>	56/169 (33.14%)				

# Florida National University

## QEP Faculty Needs Assessment

**5 - Career preparedness at FNU is an ongoing process of preparing career-focused graduates capable of succeeding in a dynamic and ever-changing workplace. Please select from this list all of the career preparedness skills that you feel would be important for student success. You may select as many skills as you like.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Time Management	(1)	48	85.71%		
English Language Proficiency	(2)	51	91.07%		
Public Speaking	(3)	41	73.21%		
Writing Skills	(4)	47	83.93%		
Stress Reduction	(5)	37	66.07%		
Anxiety Management	(6)	35	62.50%		
Focusing your Mind	(7)	34	60.71%		
Enhancing Concentration	(8)	37	66.07%		
English Language Fluency	(9)	43	76.79%		
Conversational English Language Skills	(10)	41	73.21%		
Career-Focused English Language Skills	(11)	35	62.50%		
Adaptability to Workplace Situations	(12)	37	66.07%		
Decision-Making Skills	(13)	42	75.00%		
Emotional Intelligence	(14)	33	58.93%		
Resilience	(15)	30	53.57%		
Critical Thinking	(16)	47	83.93%		
Problem Solving	(17)	47	83.93%		
Technology Competency	(18)	46	82.14%		
				0 25 50 75 100	
<b>Response Rate</b>	56/169 (33.14%)				

**6 - How important is time management (the ability to balance school, work, and personal activities) to student academic success?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Important	(4)	56	100.00%		4.00
Moderately Important	(3)	0	0.00%		
Important	(2)	0	0.00%		
Not Important	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
56/169 (0%)	4.00	0.00			

**7 - How important are test-taking strategies (the ability to prepare and perform stronger on tests) to student academic success?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Important	(4)	49	87.50%		3.79
Moderately Important	(3)	3	5.36%		
Important	(2)	3	5.36%		
Not Important	(1)	1	1.79%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
56/169 (0%)	3.79	0.62			

Florida National University  
QEP Faculty Needs Assessment

8 - How important is note taking (the ability to identify key concepts from lectures and prepare materials to study for exams) to student academic success?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very Important	(4)	41	73.21%		3.71	
Moderately Important	(3)	12	21.43%			
Important	(2)	2	3.57%			
Not Important	(1)	0	0.00%			
N/A	(0)	1	1.79%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
56/169 (0%)	3.71	0.53				

9 -						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very Important	(4)	39	69.64%		3.49	
Moderately Important	(3)	5	8.93%			
Important	(2)	10	17.86%			
Not Important	(1)	1	1.79%			
N/A	(0)	1	1.79%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
56/169 (0%)	3.49	0.86				

10 - How important is focus, concentration, and creativity (the ability to apply mindfulness) to student academic success?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very Important	(4)	44	78.57%		3.73	
Moderately Important	(3)	9	16.07%			
Important	(2)	3	5.36%			
Not Important	(1)	0	0.00%			
N/A	(0)	0	0.00%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
56/169 (0%)	3.73	0.56				

11 - How important is English language development (the ability to speak English proficiently, fluently, conversationally, and in a career-focused manner) to student success?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very Important	(4)	52	92.86%		3.89	
Moderately Important	(3)	2	3.57%			
Important	(2)	2	3.57%			
Not Important	(1)	0	0.00%			
N/A	(0)	0	0.00%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
56/169 (0%)	3.89	0.41				

**Florida National University**  
**QEP Faculty Needs Assessment**

**12 - How important is career preparedness (the ability to make decisions, be resilient, apply critical thinking, and effectively communicate in a professional setting) to student success?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Important	(4)	48	85.71%		3.85
Moderately Important	(3)	6	10.71%		
Important	(2)	1	1.79%		
Not Important	(1)	0	0.00%		
N/A	(0)	1	1.79%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
56/169 (0%)	3.85	0.40			

**13 - How important is writing proficiency (the ability for a student to express themselves in academic and professional writing) to student academic success?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Important	(4)	49	87.50%		3.80
Moderately Important	(3)	3	5.36%		
Important	(2)	4	7.14%		
Not Important	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
56/169 (0%)	3.80	0.55			

**Florida National University**  
**QEP Needs Assessment**

**1 -**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman - 1st Academic Year	(1)	152	35.93%		 2.46
Sophomore - 2nd Academic Year	(2)	104	24.59%		
Junior - 3rd Academic Year	(3)	53	12.53%		
Senior - 4th Academic Year	(4)	47	11.11%		
Graduate Student - 5th Academic Year or higher	(5)	67	15.84%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
423/3048 (13.88%)	2.46	1.46			

**2 - Please indicate which degree you are currently working on at FNU:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
1st College Degree	(5)	250	59.10%		 4.14
2nd College Degree	(4)	85	20.09%		
3rd College Degree	(3)	21	4.96%		
4th or more Degree	(2)	33	7.80%		
Non-Degree Seeking Student (Transient)	(1)	34	8.04%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
423/3048 (13.88%)	4.14	1.29			

**3 - Please indicate how many hours of weekly employment you are currently doing:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Zero - Full-Time Student	(1)	137	32.39%		 2.71
1-15 hours per week	(2)	36	8.51%		
16-31 hours per week	(3)	61	14.42%		
32+ hours per week	(4)	189	44.68%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
423/3048 (13.88%)	2.71	1.32			

**Florida National University**  
**QEP Needs Assessment**

**4 - Academic readiness at FNU is an innovative collaboration between students and faculty designed to develop the foundational and continuously evolving skill set required to achieve academic success. Please select from this list all of the academic readiness skills that you feel would be important for your academic success. You may select as many skills as you like.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Time Management	(1)	302	71.39%		
Test-Taking Skills	(2)	199	47.04%		
Public Speaking	(3)	146	34.52%		
Academic Writing Skills	(4)	163	38.53%		
Note-Taking Skills	(5)	116	27.42%		
Creative Writing	(6)	105	24.82%		
Stress Reduction	(7)	198	46.81%		
Anxiety Management	(8)	163	38.53%		
Focusing your Mind	(9)	194	45.86%		
Enhancing Concentration	(10)	138	32.62%		
Library Literacy	(11)	63	14.89%		
Understanding Plagiarism	(12)	69	16.31%		
Academic Writing (Including using APA format)	(13)	117	27.66%		
English Language Proficiency	(14)	108	25.53%		
English Language Fluency	(15)	137	32.39%		
Conversational English Language Skills	(16)	90	21.28%		
Career-Focused English Language Skills	(17)	77	18.20%		
Adaptability to Academic Situations (Instructors/Course Types/Academic Rigor)	(18)	70	16.55%		
Decision-Making Skills	(19)	155	36.64%		
Emotional Intelligence	(20)	126	29.79%		
Academic Resilience	(21)	88	20.80%		
Critical Thinking	(22)	192	45.39%		
Problem Solving	(23)	186	43.97%		
Technology Competency	(24)	129	30.50%		
				0 25 50 75 100	
<b>Response Rate</b>	423/3048 (13.88%)				



**Florida National University**  
**QEP Needs Assessment**

**5 - Career preparedness at FNU is an ongoing process of preparing career-focused graduates capable of succeeding in a dynamic and ever-changing workplace. Please select from this list all of the career preparedness skills that you feel would be important for your academic success. You may select as many skills as you like.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Time Management	(1)	275	65.01%		
English Language Proficiency	(2)	136	32.15%		
Public Speaking	(3)	177	41.84%		
Writing Skills	(4)	181	42.79%		
Stress Reduction	(5)	190	44.92%		
Anxiety Management	(6)	157	37.12%		
Focusing your Mind	(7)	173	40.90%		
Enhancing Concentration	(8)	130	30.73%		
English Language Fluency	(9)	129	30.50%		
Conversational English Language Skills	(10)	91	21.51%		
Career-Focused English Language Skills	(11)	112	26.48%		
Adaptability to Workplace Situations	(12)	123	29.08%		
Decision-Making Skills	(13)	162	38.30%		
Emotional Intelligence	(14)	124	29.31%		
Resilience	(15)	100	23.64%		
Critical Thinking	(16)	200	47.28%		
Problem Solving	(17)	194	45.86%		
Technology Competency	(18)	128	30.26%		
				0 25 50 75 100	
<b>Response Rate</b>	423/3048 (13.88%)				

**6 - How important is time management (your ability to balance school, work, and personal activities) to your academic success?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Important	(4)	401	94.80%		3.94
Moderately Important	(3)	9	2.13%		
Important	(2)	9	2.13%		
Not Important	(1)	0	0.00%		
N/A	(0)	4	0.95%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
423/3048 (0%)	3.94	0.32			

**7 - How important are test-taking strategies (your ability to prepare and perform stronger on tests) to your academic success?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Important	(4)	353	83.45%		3.77
Moderately Important	(3)	38	8.98%		
Important	(2)	27	6.38%		
Not Important	(1)	1	0.24%		
N/A	(0)	4	0.95%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
423/3048 (0%)	3.77	0.57			

**Florida National University**  
**QEP Needs Assessment**

8 - How important is note taking (your ability to identify key concepts from lectures and prepare materials to study for exams) to your academic success?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very Important	(4)	323	76.36%		3.67	
Moderately Important	(3)	53	12.53%			
Important	(2)	41	9.69%			
Not Important	(1)	1	0.24%			
N/A	(0)	5	1.18%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
423/3048 (0%)	3.67	0.66				

9 - How important is anxiety management and stress reduction (which are key concepts of mindfulness) to your academic studies?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very Important	(4)	343	81.09%		3.72	
Moderately Important	(3)	37	8.75%			
Important	(2)	38	8.98%			
Not Important	(1)	2	0.47%			
N/A	(0)	3	0.71%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
423/3048 (0%)	3.72	0.64				

10 - How important is focus, concentration, and creativity (your ability to apply mindfulness) to your academic studies?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very Important	(4)	362	85.58%		3.81	
Moderately Important	(3)	36	8.51%			
Important	(2)	22	5.20%			
Not Important	(1)	0	0.00%			
N/A	(0)	3	0.71%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
423/3048 (0%)	3.81	0.51				

11 - How important is your English language development (your ability to speak English proficiently, fluently, conversationally, and in a career-focused manner)?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very Important	(4)	341	80.61%		3.71	
Moderately Important	(3)	31	7.33%			
Important	(2)	38	8.98%			
Not Important	(1)	4	0.95%			
N/A	(0)	9	2.13%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
423/3048 (0%)	3.71	0.67				

**Florida National University**  
**QEP Needs Assessment**

**12 - How important is your career preparedness (your ability to make decisions, be resilient, apply critical thinking, and effectively communicate in a professional setting)?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Important	(4)	372	87.94%		3.84
Moderately Important	(3)	29	6.86%		
Important	(2)	17	4.02%		
Not Important	(1)	1	0.24%		
N/A	(0)	4	0.95%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
423/3048 (0%)	3.84	0.48			

**13 - How important is your writing proficiency (the ability to express yourself in academic and professional writing)?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Important	(4)	345	81.56%		3.74
Moderately Important	(3)	38	8.98%		
Important	(2)	35	8.27%		
Not Important	(1)	1	0.24%		
N/A	(0)	4	0.95%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
423/3048 (0%)	3.74	0.61			

# Planning, Assessment, and Implementation - Academic Affairs 2020-2021

## FNU CARES

Academic Year 2021-2022

### FNU CARES Learning Outcomes

#### Mindfulness

Students will develop mindfulness strategies to achieve academic success.

MEASURES
<i>No measures have been added.</i>

#### Time Management

Students will demonstrate the use of time management.

MEASURES
<i>No measures have been added.</i>

#### Test Taking Strategies

Students will demonstrate the use of test taking strategies.

MEASURES
<i>No measures have been added.</i>

#### Academic Note Taking

Students will demonstrate the use of note taking strategies.

MEASURES
<i>No measures have been added.</i>

#### Study Strategies

Students will demonstrate the sue of study strategies.

MEASURES
<i>No measures have been added.</i>

**FNU CARES**

---

Reading and Analyzing Scholarly Text

Students will apply critical thinking skills by reading and analyzing scholarly text.

MEASURES
<i>No measures have been added.</i>

---

Oral and Written Communication Skills

Students will utilize oral and written communication skills to advocate for themselves in multiple settings

MEASURES
<i>No measures have been added.</i>

---

Professional Communication

Students will demonstrate professionalism in all types of communication

MEASURES
<i>No measures have been added.</i>

---

Library Research Skills

Students will demonstrate library research skills.

MEASURES
<i>No measures have been added.</i>

---

Scholarly Writing

Students will demonstrate how to document sources in the appropriate format and avoid plagiarism

MEASURES
<i>No measures have been added.</i>

---

Professional Presentations

**FNU CARES**

Students will create career based or contextualized topics for presentations to write and deliver before an audience.

MEASURES
<i>No measures have been added.</i>

---

**FNU CARES Success Outcomes**

Student Self-Assessment of Academic Readiness

80% of student respondents will report an increase in the self-assessment of their academic readiness.

MEASURES
<i>No measures have been added.</i>

---

Student Self-Assessment of Career Preparedness

80% of student respondents will report an increase in the self-assessment of their career preparedness.

MEASURES
<i>No measures have been added.</i>

---

First and Second Year Retention Rates

The retention rate between first and second year courses will increase by 5%.

MEASURES
<i>No measures have been added.</i>

---

Student Acceptance into selective admissions program

Student acceptance into selective admissions programs will improve by 5%.

MEASURES
<i>No measures have been added.</i>

---

Student Assessment of Institution Preparation for Employment

At least 80% of student respondents will rate FNU as preparing them for employment as at least Very Good.

**FNU CARES**

MEASURES
<i>No measures have been added.</i>

Employer Assessment of Graduates' Professional Development

At least 80% of employer respondents will rate FNU graduates' professional development as Very Good.

MEASURES
<i>No measures have been added.</i>

### Question 1

\* Please rate the instruction provided by [InstructorName], in addressing **time management** (your ability to balance school, work, and personal activities).

- (5) Excellent
- (4) Above Average
- (3) Average
- (2) Below Average
- (1) Needs Improvement
- (0) N/A

• Include Non-Numeric Option • Reversed Options • Team Taught Question

### Question 2

\* In addressing **test taking strategies** (your ability to prepare and perform stronger on tests), please rate the instruction provided by [InstructorName].

- (5) Excellent
- (4) Above Average
- (3) Average
- (2) Below Average
- (1) Needs Improvement
- (0) N/A

• Include Non-Numeric Option • Reversed Options • Team Taught Question

### Question 3

\* In addressing **note taking** (your ability to identify key concepts from lectures and prepare materials to study for exams), please rate the instruction provided by [InstructorName].

- (5) Excellent
- (4) Above Average
- (3) Average
- (2) Below Average
- (1) Needs Improvement
- (0) N/A

• Include Non-Numeric Option • Reversed Options • Team Taught Question



#### Question 4

\* In addressing **anxiety management and stress reduction** (your ability to apply mindfulness to your academic studies), please rate the instruction provided by [InstructorName].

- (5) Excellent
- (4) Above Average
- (3) Average
- (2) Below Average
- (1) Needs Improvement
- (0) N/A

• Include Non-Numeric Option • Reversed Options • Team Taught Question

#### Question 5

\* In addressing **focus, concentration, and creativity** (your ability to apply mindfulness to your academic studies), please rate the instruction provided by [InstructorName].

- (5) Excellent
- (4) Above Average
- (3) Average
- (2) Below Average
- (1) Needs Improvement
- (0) N/A

• Include Non-Numeric Option • Reversed Options • Team Taught Question

### Question 6

\* If applicable, when addressing your **English language development** (your ability to be speak English proficiently, fluently, conversationally, and in a career focused manner), please rate the instruction provided by [InstructorName].

- (5) Excellent
- (4) Above Average
- (3) Average
- (2) Below Average
- (1) Needs Improvement
- (0) N/A

• Include Non-Numeric Option • Reversed Options • Team Taught Question

### Question 7

\* In addressing your **career preparedness** (your ability to make decisions, be resilient, apply critical thinking, and effectively communicate in a professional setting), please rate the instruction provided by [InstructorName].

- (5) Excellent
- (4) Above Average
- (3) Average
- (2) Below Average
- (1) Needs Improvement
- (0) N/A

• Include Non-Numeric Option • Reversed Options • Team Taught Question

**FLORIDA NATIONAL UNIVERSITY**  
**Graduation Survey Report 2020-2021**  
**Whole University All Programs**

		5. Very Satisfied		4. Satisfied		3. Average		2. Unsatisfied		1. Very Unsatisfied			
		5	%	4	%	3	%	2	%	1	%	Total	N/A
1	How well, in your opinion, is the program preparing you for employment or advanced studies?	239	46%	144	28%	92	18%	15	3%	24	5%	514	0
2	How satisfied are you with the overall quality consistency (instruction, materials, technology, etc.) of the program?	238	46%	151	29%	87	17%	15	3%	23	4%	514	0
3	How satisfied are you with the proficiency of the faculty in the art of teaching (knowledge of the material and classroom delivery)?	242	47%	154	30%	74	14%	24	5%	20	4%	514	0
4	To what degree are you satisfied that your program has provided you with the knowledge and skills necessary for success in your field?	227	44%	157	31%	93	18%	19	4%	18	4%	514	0
5	Rate your satisfaction with the contribution of FNU to your personal and professional development.	232	45%	148	29%	86	17%	19	4%	29	6%	514	0
6	How satisfied are you with the academic advising that you have received during your time at FNU?	236	46%	144	28%	85	17%	23	4%	26	5%	514	0
7	How satisfied are you with the courses offered in your program?	245	48%	150	29%	84	16%	17	3%	18	4%	514	0
8	To what degree are satisfied with the communications skills (reading/writing/speaking) obtained at FNU?	246	48%	158	31%	67	13%	19	4%	24	5%	514	0

**FLORIDA NATIONAL UNIVERSITY**  
**Graduation Survey Report 2020-2021**  
**ESL DIVISION**

		5. Very Satisfied		4. Satisfied		3. Average		2. Unsatisfied		1. Very Unsatisfied		Total	N/A
		5	%	4	%	3	%	2	%	1	%		
1	How well, in your opinion, is the program preparing you for employment or advanced studies?	51	52%	34	34%	9	9%	3	3%	2	2%	99	0
2	How satisfied are you with the overall quality consistency (instruction, materials, technology, etc.) of the program?	52	53%	32	32%	12	12%	0	0%	3	3%	99	0
3	How satisfied are you with the proficiency of the faculty in the art of teaching (knowledge of the material and classroom delivery)?	50	51%	35	35%	10	10%	2	2%	2	2%	99	0
4	To what degree are you satisfied that your program has provided you with the knowledge and skills necessary for success in your field?	44	44%	37	37%	13	13%	3	3%	2	2%	99	0
5	Rate your satisfaction with the contribution of FNU to your personal and professional development.	45	45%	36	36%	12	12%	3	3%	3	3%	99	0
6	How satisfied are you with the academic advising that you have received during your time at FNU?	46	46%	36	36%	11	11%	3	3%	3	3%	99	0
7	How satisfied are you with the courses offered in your program?	47	47%	32	32%	14	14%	2	2%	4	4%	99	0
8	To what degree are satisfied with the communications skills (reading/writing/speaking) obtained at FNU?	47	47%	34	34%	11	11%	5	5%	2	2%	99	0

**FLORIDA NATIONAL UNIVERSITY**  
**Graduation Survey Report 2020-2021**  
**BUSINESS DIVISION**

		5. Very Satisfied		4. Satisfied		3. Average		2. Unsatisfied		1. Very Unsatisfied		Total	N/A
		5	%	4	%	3	%	2	%	1	%		
1	How well, in your opinion, is the program preparing you for employment or advanced studies?	44	47%	32	34%	12	13%	2	2%	3	3%	93	0
2	How satisfied are you with the overall quality consistency (instruction, materials, technology, etc.) of the program?	46	49%	26	28%	16	17%	2	2%	3	3%	93	0
3	How satisfied are you with the proficiency of the faculty in the art of teaching (knowledge of the material and classroom delivery)?	48	52%	25	27%	15	16%	2	2%	3	3%	93	0
4	To what degree are you satisfied that your program has provided you with the knowledge and skills necessary for success in your field?	45	48%	31	33%	12	13%	2	2%	3	3%	93	0
5	Rate your satisfaction with the contribution of FNU to your personal and professional development.	46	49%	29	31%	12	13%	3	3%	3	3%	93	0
6	How satisfied are you with the academic advising that you have received during your time at FNU?	48	52%	27	29%	13	14%	2	2%	3	3%	93	0
7	How satisfied are you with the courses offered in your program?	47	51%	31	33%	10	11%	3	3%	2	2%	93	0
8	To what degree are satisfied with the communications skills (reading/writing/speaking) obtained at FNU?	50	54%	28	30%	11	12%	1	1%	3	3%	93	0

**FLORIDA NATIONAL UNIVERSITY**  
**Graduation Survey Report 2020-2021**  
**ALLIED HEALTH DIVISION**

		5. Very Satisfied		4. Satisfied		3. Average		2. Unsatisfied		1. Very Unsatisfied		Total	N/A
		5	%	4	%	3	%	2	%	1	%		
1	How well, in your opinion, is the program preparing you for employment or advanced studies?	70	53%	32	40%	22	17%	2	2%	6	5%	132	0
2	How satisfied are you with the overall quality consistency (instruction, materials, technology, etc.) of the program?	66	50%	42	32%	19	14%	1	1%	4	3%	132	0
3	How satisfied are you with the proficiency of the faculty in the art of teaching (knowledge of the material and classroom delivery)?	68	52%	44	33%	13	10%	4	3%	3	2%	132	0
4	To what degree are you satisfied that your program has provided you with the knowledge and skills necessary for success in your field?	66	50%	40	30%	19	14%	3	2%	4	3%	132	0
5	Rate your satisfaction with the contribution of FNU to your personal and professional development.	66	50%	41	31%	17	13%	4	3%	4	3%	132	0
6	How satisfied are you with the academic advising that you have received during your time at FNU?	68	52%	35	27%	21	16%	3	2%	5	4%	132	0
7	How satisfied are you with the courses offered in your program?	69	52%	38	29%	19	14%	3	2%	3	2%	132	0
8	To what degree are satisfied with the communications skills (reading/writing/speaking) obtained at FNU?	71	54%	40	30%	15	11%	3	2%	3	2%	132	0

**FLORIDA NATIONAL UNIVERSITY**  
**Graduation Survey Report 2020-2021**  
**NURSING DIVISION**

		5. Very Satisfied		4. Satisfied		3. Average		2. Unsatisfied		1. Very Unsatisfied			
		5	%	4	%	3	%	2	%	1	%	Total	N/A
1	How well, in your opinion, is the program preparing you for employment or advanced studies?	41	30%	34	25%	41	30%	7	5%	13	10%	136	0
2	How satisfied are you with the overall quality consistency (instruction, materials, technology, etc.) of the program?	40	29%	38	28%	33	24%	12	9%	13	10%	136	0
3	How satisfied are you with the proficiency of the faculty in the art of teaching (knowledge of the material and classroom delivery)?	41	30%	36	26%	31	23%	16	12%	12	9%	136	0
4	To what degree are you satisfied that your program has provided you with the knowledge and skills necessary for success in your field?	38	28%	36	26%	43	32%	10	7%	9	7%	136	0
5	Rate your satisfaction with the contribution of FNU to your personal and professional development.	40	29%	34	25%	37	27%	8	6%	17	13%	136	0
6	How satisfied are you with the academic advising that you have received during your time at FNU?	42	31%	34	25%	34	25%	12	9%	14	10%	136	0
7	How satisfied are you with the courses offered in your program?	45	33%	37	27%	37	27%	8	6%	9	7%	136	0
8	To what degree are satisfied with the communications skills (reading/writing/speaking) obtained at FNU?	42	31%	42	31%	26	19%	10	7%	16	12%	136	0

**FLORIDA NATIONAL UNIVERSITY**  
**Graduation Survey Report 2020-2021**  
**HUMANITIES AND LIBERAL DIVISION**

		5. Very Satisfied		4. Satisfied		3. Average		2. Unsatisfied		1. Very Unsatisfied			
		5	%	4	%	3	%	2	%	1	%	Total	N/A
1	How well, in your opinion, is the program preparing you for employment or advanced studies?	4	57%	1	14%	2	29%	0	0%	0	0%	7	0
2	How satisfied are you with the overall quality consistency (instruction, materials, technology, etc.) of the program?	4	57%	0	0%	3	43%	0	0%	0	0%	7	0
3	How satisfied are you with the proficiency of the faculty in the art of teaching (knowledge of the material and classroom delivery)?	4	57%	2	29%	1	14%	0	0%	0	0%	7	0
4	To what degree are you satisfied that your program has provided you with the knowledge and skills necessary for success in your field?	4	57%	0	0%	3	43%	0	0%	0	0%	7	0
5	Rate your satisfaction with the contribution of FNU to your personal and professional development.	4	57%	1	14%	2	29%	0	0%	0	0%	7	0
6	How satisfied are you with the academic advising that you have received during your time at FNU?	4	57%	0	0%	1	14%	2	29%	0	0%	7	0
7	How satisfied are you with the courses offered in your program?	4	57%	1	14%	1	14%	1	14%	0	0%	7	0
8	To what degree are satisfied with the communications skills (reading/writing/speaking) obtained at FNU?	4	57%	2	29%	1	14%	0	0%	0	0%	7	0



**FLORIDA NATIONAL UNIVERSITY**  
**Graduation Survey Report 2020-2021**  
**SOCIAL and BEHAVIORAL SCIENCES DIVISION**

		5. Very Satisfied		4. Satisfied		3. Average		2. Unsatisfied		1. Very Unsatisfied		Total	N/A
		5	%	4	%	3	%	2	%	1	%		
1	How well, in your opinion, is the program preparing you for employment or advanced studies?	29	62%	11	23%	6	13%	1	2%	0	0%	47	0
2	How satisfied are you with the overall quality consistency (instruction, materials, technology, etc.) of the program?	30	64%	13	28%	4	9%	0	0%	0	0%	47	0
3	How satisfied are you with the proficiency of the faculty in the art of teaching (knowledge of the material and classroom delivery)?	31	66%	12	26%	4	9%	0	0%	0	0%	47	0
4	To what degree are you satisfied that your program has provided you with the knowledge and skills necessary for success in your field?	30	64%	13	28%	3	6%	1	2%	0	0%	47	0
5	Rate your satisfaction with the contribution of FNU to your personal and professional development.	31	66%	7	15%	6	13%	1	2%	2	4%	47	0
6	How satisfied are you with the academic advising that you have received during your time at FNU?	28	60%	12	26%	5	11%	1	2%	1	2%	47	0
7	How satisfied are you with the courses offered in your program?	33	70%	11	23%	3	6%	0	0%	0	0%	47	0
8	To what degree are satisfied with the communications skills (reading/writing/speaking) obtained at FNU?	32	68%	12	26%	3	6%	0	0%	0	0%	47	0

# FLORIDA NATIONAL UNIVERSITY

## Program Evaluation/Employer Input Survey Summary Report All Programs 2020-2021

		1. Very Good		2. Good		3. Adequate		4. Poor		Total	N/A
		1	%	2	%	3	%	4	%		
1	How would you evaluate the performance of the FNU graduates in their job?	26	93%	2	7%	0	0%	0	0%	28	0
2	How would you evaluate the level of the FNU graduate's professional development?	27	96%	1	4%	0	0%	0	0%	28	0
3	Does he/she have basic math computation and computer skills?	26	93%	2	7%	0	0%	0	0%	28	0
4	How does she/the perform in speaking and listening situations?	23	82%	5	18%	0	0%	0	0%	28	0
5	How does he/she perform in reading and writing situations?	25	89%	3	11%	0	0%	0	0%	28	0
6	How satisfied are you with the ethical level of the graduate?	27	96%	1	4%	0	0%	0	0%	28	0

**What do you like best about this employee's training or job performance?**

**In what areas do you feel our institution could improve our graduate's basic skills training or professional attitude?**

**Program Evaluation/Employer Input Survey Summary Report**  
**ESL DIVISION**  
**2020-2021**

		1. Very Good		2. Good		3. Adequate		4. Poor		Total	N/A
		1	%	2	%	3	%	4	%		
1	How would you evaluate the performance of the FNU graduates in their job?	2	100%	0	0%	0	0%	0	0%	2	0
2	How would you evaluate the level of the FNU graduate's professional development?	2	100%	0	0%	0	0%	0	0%	2	0
3	Does he/she have basic math computation and computer skills?	2	100%	0	0%	0	0%	0	0%	2	0
4	How does she/the perform in speaking and listening situations?	2	100%	0	0%	0	0%	0	0%	2	0
5	How does he/she perform in reading and writing situations?	2	100%	0	0%	0	0%	0	0%	2	0
6	How satisfied are you with the ethical level of the graduate?	2	100%	0	0%	0	0%	0	0%	2	0

**What do you like best about this employee's training or job performance?**

**In what areas do you feel our institution could improve our graduate's basic skills training or professional attitude?**

**Program Evaluation/Employer Input Survey Summary Report**  
**ALLIED HEALTH DIVISION**  
**2020-2021**

		1. Very Good		2. Good		3. Adequate		4. Poor		Total	N/A
		1	%	2	%	3	%	4	%		
1	How would you evaluate the performance of the FNU graduates in their job?	14	100%	0	0%	0	0%	0	0%	14	0
2	How would you evaluate the level of the FNU graduate's professional development?	14	100%	0	0%	0	0%	0	0%	14	0
3	Does he/she have basic math computation and computer skills?	13	93%	1	7%	0	0%	0	0%	14	0
4	How does she/the perform in speaking and listening situations?	13	93%	1	7%	0	0%	0	0%	14	0
5	How does he/she perform in reading and writing situations?	13	93%	1	7%	0	0%	0	0%	14	0
6	How satisfied are you with the ethical level of the graduate?	14	100%	0	0%	0	0%	0	0%	14	0

**What do you like best about this employee's training or job performance?**

**In what areas do you feel our institution could improve our graduate's basic skills training or professional attitude?**

**Program Evaluation/Employer Input Survey Summary Report**  
**NURSING DIVISION**  
**2020-2021**

		1. Very Good		2. Good		3. Adequate		4. Poor		Total	N/A
		1	%	2	%	3	%	4	%		
1	How would you evaluate the performance of the FNU graduates in their job?	3	100%	0	0%	0	0%	0	0%	3	0
2	How would you evaluate the level of the FNU graduate's professional development?	3	100%	0	0%	0	0%	0	0%	3	0
3	Does he/she have basic math computation and computer skills?	3	100%	0	0%	0	0%	0	0%	3	0
4	How does she/the perform in speaking and listening situations?	3	100%	0	0%	0	0%	0	0%	3	0
5	How does he/she perform in reading and writing situations?	3	100%	0	0%	0	0%	0	0%	3	0
6	How satisfied are you with the ethical level of the graduate?	3	100%	0	0%	0	0%	0	0%	3	0

**What do you like best about this employee's training or job performance?**

**In what areas do you feel our institution could improve our graduate's basic skills training or professional attitude?**

**Program Evaluation/Employer Input Survey Summary Report**  
**BUSINESS DIVISION**  
**2020-2021**

		1. Very Good		2. Good		3. Adequate		4. Poor		Total	N/A
		1	%	2	%	3	%	4	%		
1	How would you evaluate the performance of the FNU graduates in their job?	4	100%	0	0%	0	0%	0	0%	4	0
2	How would you evaluate the level of the FNU graduate's professional development?	4	100%	0	0%	0	0%	0	0%	4	0
3	Does he/she have basic math computation and computer skills?	4	100%	0	0%	0	0%	0	0%	4	0
4	How does she/the perform in speaking and listening situations?	2	50%	2	50%	0	0%	0	0%	4	0
5	How does he/she perform in reading and writing situations?	4	100%	0	0%	0	0%	0	0%	4	0
6	How satisfied are you with the ethical level of the graduate?	4	100%	0	0%	0	0%	0	0%	4	0

**What do you like best about this employee's training or job performance?**

**In what areas do you feel our institution could improve our graduate's basic skills training or professional attitude?**

**Program Evaluation/Employer Input Survey Summary Report**  
**SOCIAL and BEHAVIORAL SCIENCES DIVISION**  
**2020-2021**

		1. Very Good		2. Good		3. Adequate		4. Poor			
		1	%	2	%	3	%	4	%	Total	N/A
1	How would you evaluate the performance of the FNU graduates in their job?	3	60%	2	40%	0	0%	0	0%	5	0
2	How would you evaluate the level of the FNU graduate's professional development?	4	80%	1	20%	0	0%	0	0%	5	0
3	Does he/she have basic math computation and computer skills?	4	80%	1	20%	0	0%	0	0%	5	0
4	How does she/the perform in speaking and listening situations?	3	60%	2	40%	0	0%	0	0%	5	0
5	How does he/she perform in reading and writing situations?	3	60%	2	40%	0	0%	0	0%	5	0
6	How satisfied are you with the ethical level of the graduate?	4	80%	1	20%	0	0%	0	0%	5	0