

# CU SUCCEED

Retention Through Community

Quality Enhancement Plan



**Cumberland**  
UNIVERSITY



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March 2020



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## I. Executive Summary

Cumberland University (CU) has experienced a large growth in its student body in the past four years mainly due to its decision to accept students under the recently created Tennessee Promise Scholarship program. This program allows graduating Tennessee high school students the ability to earn a two-year associate degree with tuition covered by the State of Tennessee and represents a major effort to improve Tennesseans' access to higher education. However, a large number of the students who take advantage of the program are from traditionally high-risk populations, including first-generation college students.

To ensure the success of all of its students, Cumberland University is focusing its Quality Enhancement Plan, **CU Succeed**, on advising and relationship building. In particular, while the University has a strong history of close connections between faculty, staff, and students, members of the University can do more to foster better relationships throughout a student's time at Cumberland University. In addition, students, especially first-generation and Tennessee Promise students, must realize the value of a college education and understand the importance of continuing their education. In this way, not only will the University retain more Tennessee Promise students who transition into bachelor's programs, but it will also improve overall student retention.

Therefore, in keeping with the University's Board of Trust approved mission, the mission of CU Succeed is to help ensure that each student's experience is cultivated through attention to students as whole persons within an intimate learning community of peer, staff, and faculty mentors. This mission consists of three main goals:

- Students will develop a relationship with the campus community.
- Students will establish a connection to their selected major and career path.
- Students will demonstrate persistence and resilience in their academic pursuits.

To achieve these goals, CU Succeed is broken down into four interconnected initiatives.

**CU Connected** will work on improving the already established advising structure at Cumberland University, transforming it into an appreciative advising and mentoring program to connect students, particularly freshmen, to the university environment quickly and positively.

**CU Thrive** will aim to help students, especially sophomores, build connections with faculty members as well as other students in their chosen major to ensure that they have the support to overcome and thrive through the many challenges they may experience during college.

**CU Empowered** will have an upperclassman focus, mainly on juniors, and will begin to transition students towards a post-graduation mindset. In particular, this initiative will focus on internship placement, résumé writing, interview training, and other career-related resources that the University's faculty and staff provide to empower students to take control of their lives.

**CU Impactful** will focus on seniors and moving them into their post-college careers. This initiative will include providing opportunities to work on soft skills such as business dress or etiquette, as well as assisting with job or graduate school placement through the outside connections faculty and staff have. In this way, Cumberland University graduates can successfully transition into their careers and have a positive impact on their communities.

With these initiatives, **CU Succeed** will help students see the benefit of their time, relationships, and education at Cumberland University, as well as foster valuable relationships for a lifetime.







## II. Process Used to Identify and Develop the QEP

*The mission of Cumberland University is to provide a contemporary liberal arts education to students seeking a high-quality, personalized college experience, which will empower them not only to have a successful and productive career, but to thrive intellectually, professionally, personally, and spiritually for a lifetime.*

In the fall of 2015, Cumberland University elected to accept the newly created Tennessee Promise Scholarship (TN Promise). The scholarship allows Tennessee residents who have just completed high school to obtain their associate degrees tuition-free. While the state created the scholarship with the Tennessee College of Applied Technology and community colleges in mind, Cumberland University chose to participate as a way to increase enrollment as well as to provide an opportunity for students to use the two-year scholarship at an institution where they could easily transition into a four-year degree. Cumberland University seeks to ensure that a student who begins their time at the University persists and becomes a bachelor's degree recipient because, although earning an associate degree is noteworthy, a bachelor's degree has a greater earning potential over an individual's lifetime.

By accepting this scholarship, Cumberland University has experienced a record enrollment growth of 56% in the last four years. During the first year of the program in Fall 2015, 68 students took advantage of TN Promise at Cumberland University; participation in the program in Fall 2018 was 601 students. As indicated by the University of Tennessee Postsecondary Education Research Center (Driscoll, 2018), this increased enrollment has allowed Cumberland University to provide minority and low-income students access to higher education in a way that they may not have had otherwise. However, as shown in Table II-1, as enrollment grew, the overall first-year to second-year retention rate at Cumberland University decreased from 69% for the 2016-2017 academic year to 62% for the 2017-2018 academic year.

Table II-1: Cumberland University First Year to Second Year Retention Rates 2014 - 2018

Year	Cohort Size	FR to SOP Retention
Fall 2014	178	70% (FA 14 to FA 15)
Fall 2015	200	67% (FA 15 to FA 16)
Fall 2016	447	69% (FA 16 to FA 17)
Fall 2017	562	62% (FA 17 to FA 18)
Fall 2018	601	61% (FA 18 to FA 19)

Such rapid enrollment growth makes it essential that each student feels a connection with the University, the faculty, their fellow students, and their ability to be successful. Nevertheless, internal exit-interviews with TN Promise students who were considering leaving the University indicated that it was very easy for these students to leave. The faculty and staff hypothesized that many of these TN Promise students were walking away from the challenge due to a lack of financial investment in the University. A falling first-to-second-semester retention rate, from 91% after Fall 2015 to 86% after Fall 2018, also suggested this hypothesis. In addition, 75% of the students who attend Cumberland University commute rather than live on campus, a factor that makes it more difficult for them to integrate fully into their new community.

Internal reports indicated that the addition of TN Promise students had not changed the overall academic profile of students admitted to the University. As seen in Appendix 1, from Fall 2015 to Fall 2019 both the average ACT score and the middle fifty ACT scores of incoming students remained consistent with previous years despite increased enrollment. Moreover, as seen in Table II-2, each year the freshmen to sophomore retention rate for TN Promise students at Cumberland University was in-

line with the retention rates of the overall student body. While these retention rates are above the state average for TN Promise students (Driscoll, 2018), the overall retention rate is still below the University’s goal of 70%, as set by the Board of Trust. Because of this disparity, improving retention, as well as ensuring the sustainability of the TN Promise program for Cumberland University, was a component of the University’s Board of Trust approved 2016 Strategic Plan.

*Table II-2: Cumberland University First Year to Second Year TN Promise Retention Rates 2015 - 2018*

Year	Cohort Size	FR to SOP Retention
Fall 2015	68	63% (FA 15 to FA 16)
Fall 2016	232	69% (FA 16 to FA 17)
Fall 2017	216	61% (FA 17 to FA 18)
Fall 2018	401	60% (FA 18 to FA 19)

Given these challenges, the University’s administration believed that Cumberland University’s Quality Enhancement Plan (QEP) would be a natural place to explore how to improve retention. To involve the campus community in this decision process, faculty and staff addressed topics for the QEP and methods for improving retention during the Fall 2018 faculty assembly in August and the Fall 2018 staff assembly in October. In both meetings, small groups brainstormed on ways to retain students into the sophomore year and beyond. These groups then presented their ideas to the entire assembly, and these ideas would later be used to further refine the QEP (see Appendix 2).

Following these assemblies and the confirmation from faculty and staff that retention should become a focus of the QEP, the administration began the committee formation process. This process resulted in an eight-person development committee consisting of full-time faculty and staff members. Due to the initial focus on retention and the influence of TN Promise on Cumberland University, the administration chose the Director of Student Retention and TN Promise Support, Abby Pitts, to lead the committee. To ensure that each of the three schools, the Labry School of Science, Technology, and Business, the Rudy School of Nursing and Health Professions, and the School of Humanities, Education, and the Arts, would have adequate input into the QEP development process, the administration asked for representatives from each of the schools to serve on the committee (see Table II-3). Formed in December 2018, the committee began meeting in January 2019.

At the start, committee members felt it was important to discover what the major barriers to retention at Cumberland University are. Much of the discussion centered around two areas: students not being academically prepared to begin college and a limited sense of connection between students and the University campus. Because the majority of students are commuters or work off-campus jobs, these students come to class and then leave without forming any real connection with people on campus. Despite the increase in TN Promise students, the overall academic preparedness of students entering the University has remained the same over the years (see Appendix 1), and so the committee focused on the second area of discussion: student connections. To address this topic, the committee began exploring how academic and social resources could facilitate improved connections between students and others at the University.

Over the course of the Spring 2019 semester, the development committee met weekly to explore a wide range of ideas to positively impact student retention rates and more importantly, how to help students be academically successful. Committee members also sought input from their individual schools to ensure that the ideas the committee considered would accurately reflect the desires of the University at large. While many of the early dialogues tended to focus on “the first-year experience,” the committee was cognizant that retention and student success are not solely under the purview of the first year. Since



many of the areas of discussion seemed to touch some aspect of the advising structure of the University, the committee designed surveys for faculty and students about academic advising.

*Table II-3: Development Committee Members*

School Affiliation or Office	Development Committee Member	Title
Office of Academic Affairs	Ms. Abby Pitts (Chair)	Director of Student Retention and TN Promise Support
Office of Academic Affairs	Mr. William “Rusty” Richardson (Secretary)	Executive Director of Public Relations and External Affairs
Labry School of Science, Technology, and Business	Dr. Julie Phillips	Assistant Professor of Biology
Labry School of Science, Technology, and Business	Dr. William Tune	Assistant Professor of Mathematics
Rudy School of Nursing and Health Professions	Dr. Marcia Barnes	Assistant Professor of Nursing
Rudy School of Nursing and Health Professions	Dr. Joy Kimbrell	Associate Professor of Nursing
School of Humanities, Education, and the Arts	Dr. Tara Mitchell Mielnik	Assistant Professor of History
School of Humanities, Education, and the Arts	Dr. J. Michael Ripski	University Chaplain and Assistant Professor

The survey results supported several initial ideas the committee had. For example, several questions on the surveys asked faculty or students to rate their experiences with advising on a five-point scale. When asked to rate the importance of advising, 89.4% of students and 66.7% of faculty rated it as a four or five on a Likert scale. On the other hand, there was a split in views on how effective advising was. Among faculty, 56.5% ranked their effectiveness as an advisor as either a four or five on a Likert scale, while 85.7% of students rated the effectiveness of their advisor as a four or five. At the same time, when asked on whether they agreed or disagreed that Cumberland University was a place where people care about one another, 65.1% of students agreed or strongly agreed, yet almost half strongly disagreed, disagreed, or were neutral when asked if they felt connected to the University or if they were a part of Cumberland University. The full results of the surveys can be found in Appendix 3 (faculty) and Appendix 4 (students).

The development committee continued to meet weekly during the summer of 2019 to examine the connections between advising and retention at Cumberland University. As part of this discussion, most of the committee members, as well as other members of the faculty and staff, attended the Skyhawk Regional Retention Summit hosted by The University of Tennessee at Martin on May 8, 2019. This inaugural, and serendipitous, conference served as a way for several regional institutions to come together to discuss methods for improving the persistence and success of their students. Through the discussions and panels held at the conference, Cumberland University’s QEP committee members returned with many new ideas, several of which they would later incorporate into the QEP.

Following thorough deliberation of these ideas, the committee's focus quickly moved to Cumberland University's approach to advising and how it could be improved to better integrate students into the campus environment. With this in mind, the committee developed an outline for the QEP, entitled CU Succeed, which centered on strengthening advising and promoting more student engagement initiatives to help connect students with the University throughout their time at Cumberland University as well as to improve retention.



Over the course of the spring and summer of 2019, the committee kept the Board of Trust updated by presenting reports at the Board’s March and June meetings and informing them of the progress made towards topic selection and implementation. In addition, the committee chair gave a presentation to the Student and Academic Affairs Subcommittee of the Board of Trust in May. During this time, the development committee updated the faculty and staff at large during the 2019 staff assembly and the Fall 2019 faculty assembly, held in July and August, respectively. At the faculty assembly, the committee presented an overview of CU Succeed and then asked faculty to divide into groups to discuss their parts in the plan, as well as raise concerns and gather feedback. The faculty responses can be found in Appendix 5.

With most of the initial development complete, the committee felt it was time to broaden the input, and elected to expand and reform itself into an implementation committee. With recommendations from the school deans and administration, the committee added members to give more campus-wide representation. The expanded committee then split into five subcommittees, assigning to each subcommittee one of the tasks necessary to complete the CU Succeed plan. The subcommittees added student representatives to ensure that the student body had input into the plan’s development. Table II-4 depicts the five subcommittees and their membership.

Table II-4: Implementation Committee Members

Subcommittee	School or Office	Committee Member	Title
Implementation	Academic Affairs	Ms. Abby Pitts <sup>1</sup>	Director of Student Retention and TN Promise Support
	Athletics	Mr. Mitch Walters	Assistant Athletic Director
	Enrollment Services and Admissions	Ms. Amber Wilson	Associate Director of Admissions
	LSSTB <sup>2</sup>	Dr. Mary Lewis Haley	Professor of Accounting
	LSSTB	Dr. Robert Nichols	Associate Professor of Physics and Information Technology
	SHEA <sup>3</sup>	Mr. C. Rick Bell	Instructor of History and Faculty Athletics Representative
	SHEA	Dr. J. Michael Ripski <sup>1</sup>	University Chaplain and Assistant Professor
	SHEA	Dr. Cyndy Stone Allen	Assistant Professor of Elementary Education
	RSNHP <sup>4</sup>	Dr. Katie Arnold	Director of Athletic Training and Instructor of Athletic Training
	RSNHP	Ms. Jessica Barre	Instructor of Nursing
	Student Representative	Mr. Mason Roberts	
Student Representative	Ms. Makana Swaw		

<b>Outcomes and Assessment</b>	LSSTB	Dr. Laurie Dishman	Director of Institutional Effectiveness and Associate Professor of Mathematics
	RSNHP	Dr. Joy Kimbrell <sup>1</sup>	Associate Professor of Nursing
	RSNHP	Dr. Richard Storie II	Assistant Professor of Sport and Exercise Science
	SHEA	Dr. Tara Mitchell Mielnik <sup>1</sup>	Assistant Professor of History
	SHEA	Ms. Barbara Parker	Assistant Professor of Education
	Student Disability Services	Ms. Andrea Davis	Student Disability Services Coordinator
	Student Representative	Mr. Cesar Hurtado-Escoto	
<b>Publicity, Marketing, and Budget</b>	Academic Affairs	Ms. Abby Pitts <sup>1</sup>	Director of Student Retention and TN Promise Support
	Academic Affairs	Mr. William “Rusty” Richardson <sup>1</sup>	Executive Director of Public Relations and External Affairs
	Dean of Students	Ms. Stephanie Davis	Dean of Students
	Enrollment Services and Admission	Mr. James Vick	Assistant Director of Financial Aid
	LSSTB	Dr. Valerie King	Assistant Professor of Marketing
	Office of Communication and Marketing	Ms. Megan Climer	Communications Coordinator
	SHEA	Ms. Mary “Molly” Hong	Administrative Assistant, SHEA
	Student Representative	Mr. Christian Jordan	
	Student Representative	Ms. Kayla Sanders	
<b>Professional Development</b>	LSSTB	Dr. Julie Phillips <sup>1</sup>	Assistant Professor of Biology
	RSNHP	Dr. Marcia Barnes <sup>1</sup>	Assistant Professor of Nursing
	RSNHP	Dr. Elizabeth Cooper	Associate Professor of Nursing
	RSNHP	Ms. Kristin Kannon	Office Manager, RSNHP
	SHEA	Dr. Sean Bortz	Instructor of History

<b>Writing</b>	Library	Ms. Bettina Warkentin	Librarian
	LSSTB	Dr. William Tune <sup>1</sup>	Assistant Professor of Mathematics
	SHEA	Ms. Anna Miles Davis	Instructor of English
	SHEA	Ms. Kerry Ann Moore	Assistant Professor of English

<sup>1</sup> These members served on the original QEP Development Committee

<sup>2</sup> LSSTB = Labry School of Science, Technology, and Business

<sup>3</sup> SHEA = School of Humanities, Education, and the Arts

<sup>4</sup> RSNHP = Rudy School of Nursing and Health Professions

Subcommittees began meeting regularly during the Fall 2019 semester to continue refining their individual components of CU Succeed. Representatives from each subcommittee also met regularly to update each other on their subcommittee’s progress, as well as to pass along ideas and continue shaping the overall structure of CU Succeed.

The QEP Marketing subcommittee presented a poster and gave a talk on CU Succeed during the 2019 Colloquium, a university-wide event that provides faculty, staff, and students an opportunity to give presentations on their personal scholarly interests or research. In addition, during the Fall 2019 semester, the committee chair gave updates to the Board of Trust, with a presentation given to the Student and Academic Affairs Subcommittee in October and to the full Board of Trust in December 2019.

Beginning in January 2020, the QEP Marketing team began distributing materials on campus. In addition, the committee gave an updated presentation to the faculty and staff during the Spring 2020 assembly, with more targeted follow-up meetings with the faculty, staff, coaches, and students scheduled for February and March.





### **III. Learning and Success Outcomes**

#### **Goals**

The Implementation Subcommittee and the Outcomes and Assessment Subcommittee developed three broad goals for CU Succeed. The goals serve as the basis for student learning and student success outcomes.

- Goal 1: Students will develop a relationship with campus community members.
- Goal 2: Students will establish a connection to their selected major and career path.
- Goal 3: Students will demonstrate persistence and resilience in their academic pursuits.

#### **Student Learning and Success Outcomes**

To measure the progress toward the above goals, CU Succeed has the following Student Learning Outcomes (SLO):

- SLO1: (Goal 1) Students will demonstrate an understanding of the Cumberland University advising process.
- SLO2: (Goal 2) Students will gain knowledge of their major curriculum and career options.
- SLO3: (Goal 2) Students will demonstrate an understanding of “soft skills.”

In addition, CU Succeed has the following Student Success Outcomes (SSO):

- SSO1: (Goal 1) Students will develop a positive relationship with academic advisors and peer mentors.
- SSO2: (Goal 2) Students will interact with their major advisor and faculty members and with their major cohort.
- SSO3: (Goal 3) Students will demonstrate increased resilience in their academic pursuits.
- SSO4: (Goal 3) Retention rates will increase.

Each Student Learning Outcome and Student Success Outcome is related to a specific goal, as seen in Table III-1.

Section IX “Assessment” contains the specific details of how Cumberland University will assess its progress towards these goals and outcomes.

Table III-1: CU Succeed Goals and Outcomes

Goal	Student Learning and Student Success Outcome
Goal 1: Students will develop a relationship with campus community members.	SSO1: Students will develop a positive relationship with academic advisors and peer mentors. SLO1: Students will demonstrate an understanding of the Cumberland University advising process.
Goal 2: Students will establish a connection to their selected major and career path.	SSO2: Students will interact with their major advisor and faculty members and with their major cohort. SLO2: Students will gain knowledge of their major curriculum and career options. SLO3: Students will demonstrate an understanding of “soft skills.”
Goal 3: Students will demonstrate persistence and resilience in their academic pursuits.	SSO3: Students will demonstrate increased resilience in their academic pursuits. SSO4: Retention rates will increase.



## IV. Literature Review

### Definition of Terms

- **Advising:** According to Gordon, Habley, Grites, and Associates (2008), academic advising is a deliberate relationship with set guidelines and goals expected for each actively participating party: the advisee and advisor. This relationship caters to higher education and career pathways around students' interests and opportunities on and off-campus.
- **Mentor:** According to Crisp and Cruz (2009), mentors serve as a guiding presence for students. In this relationship, students can model and exhibit mentors' positive interpersonal and scholarly behaviors and habits. Mentors can serve as counselors for student well-being and facilitate successful degree completion.
- **Retention:** The U.S. Department of Education (2019) maintains narrowly focused definitions for retention and retention rates that only consider an institution's fall term, first-time, full-time undergraduate students who then continue at that same institution the following year. Cumberland University, like other schools, tracks that first-year to second-year retention rate. In addition to that rate, the University also closely follows the retention rates between the second and third years. This rate is especially important for those students who have completed their associate degree and are continuing toward a bachelor's degree.
- **Resilience:** Resilience refers to a student's ability to accomplish "good outcomes in spite of serious threats to adaptation or development" (Masten, 2001). Eisenburg, Lipson, and Posselt (2016) assert that students who exercise a high degree of tolerance and recuperation in the case of adversity or vicissitude are more likely to experience mental health stability and increased educational fortitude in college. Resilience is pliable and therefore certain acts and behaviors strengthen it within students. Examples of challenges a first-time student may face include failing a major assignment, acclimating to new academic rigor, and adjusting to a new environment.
- **Persistence:** While related to resilience, persistence involves a student's ability to rebound from an academic disappointment or difficulty. According to Vincent Tinto (2012), a student's level of persistence is influenced by three predominant factors: a sense of self-efficacy, a sense of belonging, and the perceived value of the curriculum.
- **Graduation Rate:** The U.S. Department of Education (2019) asserts that the graduation rate of an institution involves the percentage of a school's first-time, first-year undergraduate students who complete their degree within 150% of the published time for the program. For example, students who enter a four-year degree program and complete their degree within six years count as graduates. Cumberland University also tracks the IPEDS (Integrated Postsecondary Education Data System) Outcomes Measure eight-year graduation rate as the Key Student Completion Indicator for SACSCOC.

### Introduction

Universities should evaluate their policies and practices regarding increasing student retention and graduation rates (Tinto, 2012). The first goal in such a review would be to elucidate some of the key factors that result in student attrition. While the reasons are likely to vary from student to student, research consistently points to the importance of student-faculty interaction in fostering positive



learning outcomes as well as retention (Grites, 1977; Smith & Allen, 2014). Chickering and Gamson (1987) placed “encourages contact between students and faculty” first on their list of the now-canonical “Seven Principles for Good Practice in Undergraduate Education,” stating that both in and out of class contact between students and faculty is the most important factor in student motivation and involvement. Research suggests that the frequency of student-faculty contact alone positively affects student outcomes with increased frequency associated with greater reported self-knowledge (Smith & Allen, 2014).

A survey of 30,000 college graduates found that support and experiences in college had the largest impact on long-term outcomes (Ray & Marken, 2016). Specifically, graduates who had a professor who cared about them as a person and made them excited about learning were increasingly likely to be more engaged at work as well as to be thriving in all aspects of their well-being. In the coming sections, literature is reviewed to develop a plan to see students **connect** through mentorship, **thrive** through adversity, **empower** themselves through experiential learning, and be **impactful** for a lifetime upon degree completion.

## **CU Connected**

### *Prescriptive Advising*

Burns B. Crookston (1972) calls the traditional understanding of advising, “prescriptive.” Under this model, an advisor’s knowledge of the school’s catalog authorizes them to “prescribe” what a student needs to do. “In this context the advisor presumably ‘teaches’ and the student ‘learns’ ” (Crookston, 1972). When the student has learned what the teacher knows about navigating catalog requirements, the teacher/advisor is then rarely, if ever, needed. The relationship is deemed successful if the student does what the advisor says to do, takes required courses, moves toward a major, and graduates.

Cumberland University’s dominant advising style up to the present may be best described as “caringly prescriptive” with a recent foray into what is known as proactive or intrusive advising. This typically manifests as crisis intervention for those students whose academic standing, for whatever reason, is in jeopardy.

The personalized college experience found at Cumberland University has permeated the campus environment. While this includes the advisor-advisee relationship, the personalized experience occurs in varying degrees depending on the faculty advisor. Because CU Succeed will entail the adoption, promotion, and implementation of an approach that expands upon prescriptive advising, the University needs a different advising model.

### *Developmental Advising*

According to Grites (2013), the Developmental Advisor gathers information to recognize where the student stands along the educational, career, and personal dimensions of her or his life, discusses where the student plans to be, and assists the student in getting to that point as readily as possible. The relationship between the advisor and student in Developmental Academic Advising builds as the advisor becomes more of a mentor, who is allowed to guide (teach) students as they develop self-efficacy and a clearer appreciation for who they are and in turn, how this self-awareness affects their future vocation and career goals (Grites, 2013).

The roots of Developmental Advising date back to 1970 and the observations of Melvne D. Hardee (1970), who believed in the latent power of student/faculty engagement during the advising process. Hardee was also one of the first to espouse the need to educate students holistically: “intellectually,

emotionally, physically, socially, vocationally, morally, economically, and aesthetically...” (Grites, 2013). In 1972, Burns B. Crookston expanded Hardee’s philosophy beyond the single relationship of advisor-advisee to include the entire university as an “intellectual learning community” where students, staff, and faculty are encouraged to “interact in and out of the classroom and utilize developmental tasks within and outside the university for personal growth” (Crookston, 1972).

Researchers coined the specific term Developmental Academic Advising in 1982 when they acknowledged that because of increasing diversity across campuses, the need to address students as whole people, as opposed to simply intellectual subjects, had become prevalent (Grites, 2013). By 1984, two short years later, Developmental Academic Advising grew into a staple employed by advising professionals and writers across the country. The widespread growth and continued practice of this style of advising can be attributed to its demonstrated effectiveness (Grites, 2013). For example, in her chapter of Kramer’s monograph (Kramer, 1995), Susan Frost cited results indicating that students who shared responsibility in their academic-advising relationship scored higher on a test of critical thinking when Developmentally Advised and rated advisors highly when they addressed areas outside of course planning and scheduling.

Developmental Academic Advising is a way of *being* as well as *doing*. Its core values express a spirit that inspires relationships characterized by a “mentoring” predisposition. Developmental Academic Advising, especially its manifestation in Appreciative Advising (see below), predisposes all members of the campus community toward an expectation of mutual teaching and learning, giving and receiving.

### *Appreciative Advising*

Research shows that Appreciative Advising directly affects students by increasing academic success and retention (Bloom et al., 2013). The notion of Appreciative Advising arose out of our culture’s need for a more self-aware and personally responsible workforce. Today the expectation is for academic institutions to graduate students who not only meet specific degree requirements but who are also creative and critical thinkers with exceptional collaboration and communication skills. These graduates must be prepared to navigate an increasingly diverse and global marketplace successfully. Because of these changing requirements, academic advisors need to do more than just help students pick courses that fit their graduation schedule (Bloom et al., 2013).

Appreciative Advising teaches advisors how to transition from someone who meets the basic advising requirements to someone who exceeds the requirements (Bloom et al., 2013). According to Bloom et al. (2008), Appreciative Advising entails the intentional and collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potential. Appreciative Advising “involves a six-phase model highlighting the appreciative mindset that empowers advisors and students to

- a. build trust and rapport with each other (disarm)
- b. uncover their strengths and assets (discover)
- c. be inspired by each other’s hopes and dreams (dream)
- d. co-construct plans to make their goals a reality (design)
- e. provide mutual support and accountability through the process (deliver)
- f. challenge each other to set higher expectations for their educational experiences (don’t settle)” (Bloom et al., 2008).

Bloom et al. (2008) perceived the underlying framework of Appreciative Advising as being an offshoot of Appreciative Inquiry, which is a change theory centered around valuing all stakeholders and their positive contributions to create change (Cooperrider & Whitney, 2005).

Continuing the research-backed methodology of Developmental Advising, Bloom et al. (2009) gathered reports from eight university representatives whose institutions had implemented or were in the process of implementing Appreciative Advising. In fact, they studied reports from the first universities to implement the advising style. The researchers detailed the benefits in relation to student contentment and retention. They identified a number of common themes between the different implementations that helped each institution make the transition to an Appreciative Advising model. These included the need to provide adequate training to advisors, an initial strategy to determine what level an institution will engage students at using Appreciative Advising, as well as having an effective assessment plan in place (Bloom et al., 2009).

To help others implement an Appreciative Advising program, Bloom et al. (2008) provided lists of behaviors and questions advisors can incorporate into their advising relationships for each of the six advising phases. These behaviors and questions are beneficial to advisors new to the Appreciative Advising model and who may be unsure as to how to implement it effectively.

Appreciative Advising is important to Cumberland University for varying reasons. Bloom's six phases and prompts will make the transition from prescriptive advising relatively easy to understand and to use for those faculty members whose advising focus predominantly has been registration and course requirements. Utilizing an advising approach that is relational and holistic will assist advisors and students who have come to college to discern whether college is right for them. As Cumberland University's enrollment has increased in recent years, so has the number of students in need of this kind of discernment.

Furthermore, the Appreciative Advising approach also incorporates the benefits of storytelling into the advising process. This storytelling aspect allows students not only to build and personalize their journey but also helps to build resilience and persistence (Snyder & Zona, 2019). Moreover, the design phase affords an opportunity to address one of the criticisms of Developmental Advising approaches, namely that when universities focus so much on the student, they, in turn, neglect their education, the primary purpose of higher education. Lowenstein (2005) suggests that Appreciative Advising allows the advisor and advisee to create plans that achieve a student's goals. In addition, the advisor assists students in comprehending and valuing the rationale behind a liberal arts education. This provides an opportunity for advisors to discuss how the different courses fit together in the curriculum and how the courses link to specific vocational and career plans.

Through CU Connected, CU Succeed will work to bring Appreciative Advising to Cumberland University and incorporate it into the University's culture. By creating a meaningful advisor/mentor relationship with their advisor, students will have an important resource they can turn to while trying to figure out the new challenges college will present them. This relational approach to advising will help build connections between students and advisors, improving the University's retention of those students who wish to continue their education.

## **CU Thrive**

Typically, institutions of higher education have focused their retention efforts on supporting students during their first year as they transition from high school to college; Cumberland University is no different. In recent years, however, the transition from freshman to sophomore year and beyond has moved to the forefront of efforts to increase the successful transition and retention of students.

The literature on student retention reveals that the transition from freshman to sophomore can be difficult for many students (Schreiner & Tobolowsky, 2018). On the surface, sophomore needs appear to be primarily academic. Schreiner et al. (2012) observed that sophomores often lacked motivation to



undertake previously avoided general education courses while feeling increasingly pressed to select a major and stay on track to graduate. According to Schreiner and Tobolowsky (2018), the academic challenges sophomores face are often the most visible aspect of more fundamental needs for meaningfulness, feeling connected to faculty and peers, and a sense of self-efficacy in their chosen field of study. Limited opportunities for sophomores to interact with faculty may further complicate a student's efforts to negotiate these academic and developmental challenges. This can be due to the larger class sizes of general education courses, an uncertain or early relationship to a major, or taking classes taught by part-time faculty or designed to winnow the field of students continuing in a major field of study (Schreiner & Tobolowsky, 2018).

Unaddressed, such quandaries can reduce sophomores' ability to thrive and continue to degree completion. Researchers have labeled this failure to thrive in the second year as the "sophomore slump." A recognized phenomenon in American universities, the sophomore slump was first described by Freedman (1956) in his historic work analyzing student adjustment characteristics during different stages of their college careers. Literature describes the sophomore slump as a lack of engagement experienced by university students as they begin their second year (Freedman, 1956; McBurnie et al., 2012). Student engagement in academics and social activities fosters academic success by increasing classroom attentiveness, improving student effort, and increasing students' experience of positive emotions (Carini et al., 2006). Freedman (1956) suggested that students' experience of the sophomore slump, or a lack of engagement with the university, is why many of them elect to leave college, particularly when failure to select a major for study results in feelings of inertia and confusion, and the student sees no alternative but to leave school.

University programs that go to great lengths to support their incoming freshmen may fail to recognize that sophomores also need support (Schreiner & Tobolowsky, 2018). According to Gansemer-Topf, Stern, and Benjamin (2007), second-year students expressed feelings of being invisible and lost and of not receiving the support they needed to make the critical career decisions required in the sophomore year. In light of these findings, researchers recommend that institutions anticipate and proactively address sophomores' struggles with targeted programming (Freedman, 1956; Graunke & Woosley, 2005; Hunter et al., 2010; McBurnie et al., 2012). Graunke and Woosley (2005) concluded that sophomores are more likely to succeed when institutions create programs that help students explore both academic and career interests and when faculty assist students in determining their majors. Student satisfaction increased among sophomores given opportunities for interaction with faculty, especially when faculty showed concern for students' academic success (Graunke & Woosley, 2005). According to a finding in a 2014 national survey of sophomore-year experiences and initiatives (Young, Schreiner, & McIntosh, 2015) "the quality and frequency of [sophomores'] interaction with faculty was the only specific campus experience that significantly predicted not only [sophomores'] thriving levels, but every other positive outcome" (Schreiner, 2018).

Any programming intended to enhance the sophomore experience should support opportunities for faculty and second-year students to connect and cultivate relationships. Although sophomores tend to be less satisfied with the frequency and quality of their interaction with faculty, successful sophomores establish strong relationships with faculty based on contacts "both in and out of the classroom" (Schreiner & Tobolowsky, 2018). Involving faculty in the student advising process, already a practice at Cumberland University, provides an opportunity for students to connect to a faculty member. Institutional support of faculty providing more than course registration advice to their advisees builds on this opportunity. As cited by Schreiner & Tobolowsky (2018), Schreiner et al. (2012) concluded that, with encouragement, training, and time, faculty can go beyond the occasional advising meeting to help students match their course choices to a major that fits their interests, strengths, and long-term career plans.

Sterling (2018) observed a need by sophomores for mentorship as well as guidance and concluded that second-year programs should have a mentoring component with both peers and faculty. A mentoring relationship may be initiated by either party and may be formal or informal (Schreiner & Tobolowsky, 2018). Awaya et al. (2003) defined the mentor-mentee relationship as an equal relationship built on trust, sharing of expertise, moral support, and knowing when to help and when to allow the mentee to make their own decisions. In their discussion of faculty as mentors, Schreiner and Tobolowsky (2018) list the four elements of mentoring identified by Nora and Crisp (2007) as being beneficial to students:

- a. educational and career goal-setting and appraisal;
- b. emotional and psychological support;
- c. academic subject knowledge support focused on the teaching-learning relationship and the student's academic success; and
- d. existence of a role model who serves as an exemplar and guide.

Therefore, while shifting to an Appreciative Advising model is important, Cumberland University must also include a student-mentoring plan involving faculty, staff, and peers. Cumberland University intends, through CU Thrive, to build on the Appreciative Advising model to develop a student-mentoring plan involving faculty, staff, and peers. This plan will simultaneously include initiating activities promoting the engagement of students beyond the freshman year to foster in them a sense of belonging and a sense of purpose. In this way, CU Thrive will not only enhance the student experience at Cumberland University but will also help to increase student retention and degree completion.

## **CU Empowered**

Part of empowering students to take control of their education is preparing them for careers after graduation. In recent years, institutions have placed significant emphasis on providing students with work-related experiences before graduation, such as internships or student teaching programs. Research shows that employers prefer students with internship experience to those who lack it (Nunley et al., 2016) and that employers rate internship experience as a major factor when hiring graduates (*Job Outlook 2018*, 2017). Internships not only provide students with real-world experiences that they may not otherwise get in the classroom but also provide connections to potential employers and typically lead to overall higher job satisfaction (Gault et al., 2000). In addition, students who complete internships often show a subsequent improvement in academic performance, regardless of their background (Binder et al., 2015). Moreover, when Ray and Marken (2016) compared graduates who did or did not participate in a meaningful internship experience during college, those who did were twice as likely to be engaged at work. They were also one and a half times as likely to be thriving in five different areas of well-being: purpose, financial, social, community, and physical (Ray & Marken, 2016).

Despite the clear benefits of participating in some type of internship, student involvement rates across the country tend to be low. In a 2014 Gallup-Purdue survey of nearly 30,000 college graduates, only 29% of respondents reported having an internship that allowed them to apply what they had been learning in the classroom (Ray & Marken, 2016). According to the 2018 National Survey of Student Engagement, (2018), only 52% of surveyed seniors graduating from a four-year institution indicated their participation in an internship, co-op, field experience, student teaching program, or clinical placement.

From these results, Cumberland University believes that while it is clear that a student can greatly benefit from a meaningful internship during college, many students are either unable or unwilling to participate in these valuable experiences. Thus, it is up to advisors and the University to make students aware of the advantages of internships and similar programs as well as to help each student find

appropriate opportunities that match their own career goals. By providing access to such programs and ensuring students are aware of their existence and benefit, Cumberland University, through CU Empowered, can help ensure that students, especially graduating TN Promise students, remain at Cumberland University for their junior and senior years to take advantage of these opportunities.

## **CU Impactful**

The effects of a college education should continue to be evident in a student's life and career after graduation. According to Gloria Cordes Larson (2017), president of Bentley University, "Today's employers demand a new kind of hybrid graduate who combines both hard and soft skills with the courage to take risks, the creativity to innovate, a strong moral compass and the savvy to excel in a highly competitive climate." While colleges provide students with many of the skills they need to be successful in their subsequent careers, often a large gap exists between what colleges prepare students for and what employers actually expect from them.

This gap can be due to several factors (Hettich, 2000). First, there are often major differences between school and corporate work cultures, which can be a shock to students. Common practices in schools, such as a structured curriculum or frequent, quick, concrete, and continuous feedback from professors, are rare in the workplace. Secondly, as a typical student progresses through school they begin a process of transitioning through phases of cognitive development, a process that continues after graduation. According to Baxter Magolda's four-level model of knowledge (Baxter Magolda, 1992, 1994), students are predominantly in the first two levels, Absolute Knowing and Transitional Knowing. On the other hand, employed graduates are more likely to operate in the final two levels, Independent Knowing and Contextual Knowing. In addition, Hettich (2000) points out that while colleges often test a student's analytic intelligence through assignments and tests, graduates are often required to use other forms of intelligence, such as creative, practical, or emotional intelligence in the workforce. Finally, the skills one needs to be successful in a career are often the soft or "covert" skills that students pick up during college, such as note-taking, time management, and organization. Instructors rarely address these skills directly in the classroom, which is instead more often devoted to mastery of course content (Hettich, 2000). Business executives highly value soft skills, such as the ability to communicate well, strong interpersonal skills, a good work ethic, and having a professional appearance (Robles, 2012).

Therefore, while the intention of college is to help prepare students for jobs after graduation, gaps form between what students learn in class and what employers are asking of graduates. Addressing these factors by intentionally closing the gap between the experiences students have in college, particularly during the junior and senior years, and have in their postgraduate career can help smooth the transition and guarantee that students feel prepared for their lives after graduation. Through CU Impactful, Cumberland University will work to ensure that advisors and mentors are aware of the potential gaps between college and career experiences. By providing students access to programs such as resume writing workshops, career "boot camps", and mock interviews, the University can help alleviate any disruption that graduating students might face as well as further support their integration into the workforce. In this way, CU Impactful will not only work to ensure that students successfully finish their degree but that they are well prepared for their transition into life after graduation as well.







## V. Actions to be Implemented

Cumberland University’s missional commitment is to “provide a contemporary liberal arts education to students seeking a high-quality, personalized college experience.” The mission of CU Succeed is to help ensure each student’s experience is enhanced through attention to students as whole persons within an intimate learning community of peers, staff, and faculty mentors even as enrollment continues to grow and the campus becomes larger.

Growth at any university creates challenges in areas such as the classroom, student/faculty interactions, and access to student programs. CU Succeed will encompass each of these areas to improve the overall student experience. At the heart of all of these challenges is finding ways of improving student retention. To facilitate the integration of CU Succeed into the University, the Quality Enhancement Plan (QEP) has been broken down into four sub-themes: **CU Connected**, **CU Thrive**, **CU Empowered**, and **CU Impactful**.

When students, staff, or faculty are asked what distinguishes Cumberland University, a common response is “relationships.” The culture of Cumberland University conveys the expectation of caring and trusting relationships; thus, the first sub-theme of the QEP emphasizes the enhancement of what already exists – a personalized college experience. CU Succeed will build on what has been organically established, making it conceptually grounded, deliberately accessible, and regularly assessable. What has been good will be made better. The plan entails academic advising that is intentionally attentive to personal development and discernment as it is to registration, major, and graduation requirements. Advising will be “both-and” rather than “either-or,” with the ultimate goal of students being **CU Connected** as they matriculate.

Moving into sophomore year, students are under increased pressure to declare a major and make a decision about what they will do for the rest of their lives. Students in their sophomore year sometimes begin to question if college is the place for them. Because of these factors, **CU Thrive** will focus on building student connections with a course of study and faculty members within that discipline by having sophomore-specific programming. The aim is for students to feel supported by faculty members during a time that can be overwhelming for them. This will also entail encouraging the advising relationship to evolve into a mentoring relationship between students and faculty.

Once students reach their junior and senior years, they typically feel some level of connection to the University, so **CU Empowered** and **CU Impactful** will concentrate on upperclassmen building career connections and life after college. Focused on the junior year, **CU Empowered** will encourage students to take advantage of internships and other experiential learning opportunities. By doing so, students will be encouraged to make frequent contact with the Office of Career Services and Internships for potential placement opportunities, résumé and cover letter help, and any other work-related needs they may have.

The student’s senior year is where they will be **CU Impactful** while further learning how to grow professionally. To help students develop professionally, **CU Impactful** will provide programming about networking, dressing for success, and business etiquette. Student engagement with academic advisors will continue to be emphasized, with student-advisor relationships at this point being primarily focused on post-college plans and less on course selection. Ultimately, the goal is for students to be more prepared to enter graduate school or the workforce once their time at Cumberland University is finished.

Cumberland University’s faculty and staff are the best resource to assist the student body during their formative college years. CU Succeed will work to ensure that faculty, staff, and students are offered

the necessary support to grow, develop, and thrive while at Cumberland University so that they can be successful professionally and personally.

The full implementation of CU Succeed will take several years to complete. For the new approaches to advising, mentoring, and community building to take hold, all members of the university community must participate. To facilitate this comprehensive participation, the University will appoint a CU Succeed Director to oversee the initiation and assessment of the planned initiatives. The QEP Implementation and QEP Outcomes and Assessment subcommittees will merge to create a CU Succeed Implementation and Assessment Committee that will assist the CU Succeed Director in overseeing CU Succeed. In addition, the Professional Development subcommittee will merge with the existing CU Committee for Teaching and Learning (CUTL) to assist the CU Succeed Director with implementation of professional development programs, with a particular focus on advising and mentoring. The two committees and the CU Succeed Director will assume responsibility for evaluating outcomes in their respective areas and adjusting the implementation plan as needed.

The University will implement and monitor the following CU Succeed initiatives using various assessment tools (see Section **Error! Reference source not found.** “Assessment”). This section outlines the actions CU Succeed will implement to meet the Student Learning Outcomes (SLOs) and Student Success Outcomes (SSOs).

### **Goals and Student Learning and Success Outcomes**

**Goal 1:** Students will develop a relationship with campus community members.

#### **Outcomes**

- SSO1: Students will develop a positive relationship with academic advisors and peer mentors.
- SLO1: Students will demonstrate an understanding of the Cumberland University advising process.

**Goal 2:** Students will establish a connection to their selected major and career path.

#### **Outcomes**

- SSO2: Students will interact with their major advisor and faculty members and with their major cohort.
- SLO2: Students will gain knowledge of their major curriculum and career options.
- SLO3: Students will demonstrate an understanding of “soft skills.”

**Goal 3:** Students will demonstrate persistence and resilience in their academic pursuits.

#### **Outcomes**

- SSO3: Students will demonstrate increased resilience in their academic pursuits.
- SSO4: Retention rates will increase.

As mentioned, the various actions CU Succeed will implement are divided into four initiatives, each focused on a specific year of a student’s time at Cumberland University. Students will complete the following actions to meet the outcomes for the Student Learning and Success Outcomes.

## CU Connected (SLO1, SSO1, SSO2, SLO3, SSO3, SSO4)

### Faculty and staff will

- participate in Freshman Orientation and Move-in to help introduce incoming freshmen to the University;
- hold advisor lunches during Orientation to allow incoming freshmen to meet their new academic advisor and fellow classmates in an informal setting;
- coordinate with President's Ambassadors (PAs), who will serve as peer mentors to freshmen during their first-semester studies course, Foundations of Scholarship and Learning 101 (FSL);
- develop a CU Succeed Orientation Video series to give students easy access to important information they will need as they transition into college; and
- develop a transfer student orientation to ease the transition of these students into the University.

### Students will

- attend advisor lunches to meet their advisor in a more informal setting compared to summer registration, as well as meet fellow classmates;
- be assigned a peer mentor through their FSL class to have an upperclassmen to whom they can turn to for advice during their adjustment to college;
- complete an advising module during FSL to prepare them for advising and allow them to begin using campus resources related to career paths; and
- participate in a Freshman Give Back day to learn the value of community at Cumberland University.

As the focus of CU Connected is on the freshman year, several of the actions being implemented are centered on Orientation and connecting students to their new university community so that they will feel connected from the beginning. An actively growing sense of connection gives students more reason to remain at Cumberland University after their first semester, after their first year, and, for Tennessee Promise (TN Promise) students, after earning their associate degree.

In particular, by having faculty participate in activities during Orientation and Move-in, students can meet faculty and staff in a more informal setting than the first day of class. In addition, by having a dedicated advisor lunch during Orientation, students can meet their specific advisor for the first time in a relaxed setting before classes start as opposed to after midterms during registration for the next semester. Moreover, students will be able to meet others with similar interests and majors and can begin developing connections to others at the University. Not only will students learn how their advisor can be an important resource available to them from the beginning of the semester, but this meeting will also allow students to learn about advising at Cumberland University and their role in it.

Continuing into their freshman year, CU Connected will also see changes made to Cumberland University's first-semester studies course, Foundations of Scholarship and Learning 101 (FSL), which all incoming freshmen are required to take during their first semester at Cumberland University. In particular, FSL instructors will coordinate with President's Ambassadors (PAs), upper-class students with a record of academic excellence and campus engagement, to serve as peer mentors to freshmen. Each section of FSL will be assigned a PA to act as a peer mentor to the students in that class, and will not only serve as a resource for freshmen but as a social resource to help connect these new students into the University environment. While FSL will cover topics relating to resiliency and overcoming difficulties in college, these peer mentors will also be able to help students on a personal level during their transition. Having just experienced many of the same challenges within the past few years, PAs will often be able to relate to the difficulties and challenges freshmen will face during their first year.

CU Connected will also oversee the addition of a specific advising module to the FSL course. This module will be structured around the first four habits of *The 7 Habits of Highly Effective College Students* (Covey, 2014), the textbook currently used for FSL. These habits are

- Be proactive,
- Begin with the end in mind,
- Put first things first, and
- Think win-win.

The advising module will encourage students to apply these habits in a number of specific tasks, beginning with the finding of various academic and advising resources such as possible majors, programs of study, or the Cumberland University Registrar. The module will also include tutorials on how to take control of their academic lives by showing them proper e-mail etiquette, how to navigate the online student registration system, and how to create their own class schedule, among other things. In this way, students can not only begin exploring potential majors, but they can also explore and understand their place in the advising process at Cumberland University. Moreover, many of the topics covered in this module will help them begin developing soft skills such as communicating with others, time management, and taking initiative.

Finally, freshmen will participate in a Freshman Give Back day, where students can complete service activities, either on or off campus, to learn about the value of community and their role in their newfound Cumberland University family.

#### **CU Thrive (SSO1, SSO2, SLO2, SSO3, SSO4)**

##### Faculty and Staff will

- organize and hold a Major Fair and Love My Major Week to allow students, especially sophomores, to explore and find a major that best suits them;
- organize Career Seminars to allow students to explore potential careers related to particular disciplines;
- develop four-year course schedules based on each major's official program of study to allow students to better understand the sequence of classes required for their major; and
- provide graduating TN Promise students with financial aid packets to allow them to better understand their options for continuing their education at Cumberland University.

##### Students will

- attend Major Fairs and participate in Love My Major Week to explore the different majors available to them, as well as to connect with faculty and students in their chosen major; and
- attend Career Seminars to explore career paths available to them based on their major.

Moving into the sophomore year, students often experience a new time of transition, generally referred to as the "sophomore slump." CU Thrive will focus on helping these students succeed by building on the themes of CU Connected, but with a focus on seeing students connected to their major. In particular, faculty will coordinate with junior and senior students to hold Major Fairs to allow students, especially sophomores and undecided students, to explore the various majors that Cumberland University offers. This event will not only allow students to find a major that fits their interests and career goals but also allows them to meet faculty and students in their chosen major and make connections with them.



Faculty will also establish Love My Major Weeks, which will provide additional opportunities for students to meet others in their major outside of the classroom. These events will also provide students with the opportunity to interact with their advisors outside of the classroom and registration, thus allowing students and advisors to continue to build the mentoring relationship begun during the freshman year.

In addition to these activities, faculty and staff will work to establish more formal career seminars on campus, such as the “Forge Your Path” series first held in Fall 2019. These seminars will serve as opportunities for students to explore possible careers using their degree by using the connections that faculty and staff have with local businesses and alumni to bring in outside employers so that students can learn about careers from the perspective of faculty and outside career professionals. As TN Promise students will be nearing the end of their associate program, many of them will be trying to decide whether to continue their education by pursuing a bachelor’s degree or to enter the workforce full time. These career seminars will be beneficial to students by not only exposing them to possible career options but also by helping them learn what type of degree (associate, bachelor’s, or graduate) they might need. In this way, they can also explore what options Cumberland University can provide them to help them pursue their chosen career.

To help graduating TN Promise students make their decision, the University will also work to provide these students with better financial information. Many are often unaware of scholarship opportunities or earning potential for their degree. By ensuring that these students are fully aware of their options, Cumberland University will be helping them make a better-informed decision regarding their future, and in the process, showing that continuing their education can be a viable option. Faculty will also work with the Registrar’s Office to develop four-year course schedules for each major based on the official program of study. Students can use these sheets to understand what classes they will need to take and when they should plan to take them to graduate on time.

#### **CU Empowered and CU Impactful (SSO1, SLO2, SLO3, SSO4)**

Faculty and Staff will

- host résumé, cover letter, and interview workshops for students so that they will be better prepared for the job application process upon graduation;
- host business etiquette, business dress, and networking events to prepare graduating students for the professional work environment;
- promote and encourage students to participate in internships and other experiential learning experiences; and
- develop a CU Succeed online course that will contain information about advising that students have seen in previous years, as well as information on majors, careers, job applications, and networking tips.

Students will

- help faculty and staff host Major Fairs and Love My Major Weeks;
- attend résumé and cover letter writing workshops, as well as mock interview workshops to prepare for job applications;
- attend business etiquette and business dress events to prepare for the workplace environment;
- understand the benefits of participating in internships and other experiential learning experiences; and
- attend networking events to make professional connections with students, alumni, and potential employers.

The final two initiatives, CU Empowered and CU Impactful, will focus on the junior and senior years. By this point, students should have settled on a major and be familiar with their course of study. While they are still building relationships with their advisors and fellow students, as upperclassmen they will also be helping reach out to freshmen and sophomores seeking information about their major. Thus, these students will be supporting the CU Connected and CU Thrive initiatives from which they have already benefited. Moreover, by assisting their major advisors organize these events, they will not only build strong relationships with their advisors and classmates, but they will already be having an impact on Cumberland University.

As juniors and seniors are also preparing for graduation, the role of their advisor will be shifting from focusing on course scheduling and helping adjust to college to focusing on applying for jobs, graduate school, or professional school. While several resources on campus are already available to students, CU Empowered will focus on improving student access to these resources. In particular, faculty and staff will work to host résumé, cover letter, and interviewing workshops to help students prepare for applications. In addition, faculty and staff will use their connections with local businesses and alumni to help junior students find internships to bolster their employability upon graduation.

During the senior year, CU Impactful will continue helping students build on the soft skills they have developed over the years by hosting business etiquette and business dress events to prepare students for professional settings. Networking events with local businesses and alumni will offer students the chance to use their advisor's connections to transition into a post-graduation career.

Finally, faculty and staff will develop an online CU Succeed course as a resource for all students at Cumberland University. This course will serve as a central repository for the information CU Succeed offers students during their time at the University. It will contain elements such as the advising module they had access to during their FSL class, an advising syllabus (see below), and career and networking folders containing information presented at the various workshops hosted by CU Empowered and CU Impactful.

### **Improved Advising (SLO1, SSO1, SLO2, SSO2, SLO3, SSO3, SSO4)**

To facilitate the above initiatives, CU Succeed will also work to modify the advising methodology found at Cumberland University. These changes will include unifying the advising model advisors use into one based on the Appreciative Advising model tailored to Cumberland University along with providing advisors the training and tools they will need to serve their advisees and students as both advisors and mentors.

To help coordinate this effort, the University will create a new Advising Coordinator position. This position will

- be responsible for overseeing continuous, on-going training of new and current advisors;
- advise certain student populations, such as undeclared majors;
- assist the Registrar's Office in assigning advisors to incoming students; and
- provide support to the Registrar's Office with pre-registering incoming freshmen to streamline and improve the summer registration process.

As part of the shift to include an intentional focus on mentoring, several changes to the advising and registration process at Cumberland University will be undertaken. Currently, incoming freshmen register for classes during the spring and summer on a first-come, first-served basis. As such, these students often have a less than desirable experience meeting with a one-time advisor during a limited time slot, who may not be able to register them for their desired class times. To alleviate these issues,

Cumberland University will shift incoming student registration to a system where freshmen are pre-registered for classes before arriving for advising. Then during freshman registration, students and advisors will only need to spend a short time discussing the actual schedule, possibly making minor changes. Instead, the advisor can focus on explaining the student's future at Cumberland University and answering questions that they or their parents may have. This experience will introduce students to the mentoring relationship they will encounter during their time at Cumberland University as well as begin their transition into the university environment.

Furthermore, to ensure that students can meet with the person who will become their actual advisor, as well as help balance advising loads, the Advising Coordinator will work with the Registrar's Office to assign advisors. In future years, the assignment process may also include consulting with program directors to distribute advising assignments between discipline-specific advisors. The Advising Coordinator will also be available to serve as an advisor for certain student populations, such as undeclared majors. As these students can be difficult to assign to an advisor in a particular discipline, the Advising Coordinator will serve as an initial advisor and mentor until the student has made enough progress for the Advising Coordinator to assign the student to a faculty advisor.

In addition, the QEP Professional Development Subcommittee will merge with the already existing CU Committee for Teaching and Learning (CUTL). This new committee, composed of faculty and staff, will expand and shift its mission to include a focus on seeking and providing professional development to faculty and staff on both advising and mentoring students. In particular, the committee will

- coordinate with the Advising Coordinator to provide continuous, on-going training of new and current advisors;
- oversee the creation, distribution, and updating of an advising syllabus for students and advisors, so that they will better understand their role in the advising process;
- oversee the creation, distribution, and updating of an advisor handbook, so that advisors will have a central resource to aid them with the advising process;
- send members to conferences on mentoring and teaching pedagogy so that they can provide professional development to their colleagues; and
- secure outside speakers to provide campus-wide professional development during the fall faculty and staff assemblies.

One of the main purposes of this committee will be the oversight of training for new and current advisors. One aspect of the training will include securing outside speakers to visit the University during the annual fall faculty and staff assembly to provide training to staff and faculty on topics related to advising and mentoring. In addition, the committee will send some of its members each year to a national conference or workshop on mentoring or teaching pedagogy, such as the annual conference held by the National Academic Advising Association (NACADA). These members will then be responsible for taking the information learned at these conferences and using it to lead workshops to train faculty and staff at Cumberland University. To ensure that all members of the faculty and staff have the opportunity to attend such conferences, positions on the committee will be limited to two-year terms with half the committee replaced each year. During each member's second year, they would be responsible for attending a conference and then holding training and professional development seminars based upon their experiences at the conference. Due to this rotation, only half of the committee members will attend a conference each year.

In addition, the committee will oversee the development of a Cumberland University advising syllabus. Much like a traditional course syllabus, an advising syllabus is a tool that allows advisors to communicate with their advisees the expectations, rationale, and purpose of advising while simultaneously helping students understand why the advising process is as important as any academic

class (Gordon et al., 2008). This document not only provides students with valuable material such as contact information or office hours for their advisor but also outlines the student's role in the advising process. A draft of an advising syllabus can be found in Appendix 6.

Finally, the committee will oversee the creation and distribution of an advising handbook to supplement the training advisors will receive. This handbook will serve as a central resource for advisors so that they can access information quickly and easily as well as refresh themselves on previous training. It will also serve as an essential tool for helping new advisors familiarize themselves with the advising process at Cumberland University. A draft of the outline for the content that the advisor handbook will provide is found in Appendix 7. The committee will also be responsible for ensuring that the content of the handbook is up to date.





## VI. Timeline

### CU Connected

Many of the initial programs for CU Connected were piloted during the Fall 2019 Orientation. Faculty and staff helped direct parents and students during move-in, hosted informational sessions for parents, transfer students, and commuters, and gave informational presentations to incoming students. Students, faculty, and staff all responded positively to these events, which will continue to be refined over the course of CU Succeed. Incoming freshmen also had the opportunity to meet their advisor during one of their orientation lunches. Again, feedback from advisors and students indicated that the event was a success (see Appendix 8), although small changes will be made, such as organization and the length of the lunch.

Another pilot program during Fall 2019 was the use of President’s Ambassadors (PAs) as peer mentors in Cumberland University’s first-semester studies course, Foundations of Scholarship and Learning 101 (FSL). PAs have played a role in FSL in the past, but during this semester, each PA served as a peer mentor to a group of freshmen. Feedback from freshmen, PAs, and FSL instructors (see Appendix 9), will allow changes to be made during Fall 2020 to refine and improve the process. In addition, FSL incorporated a resilience survey, the CD-RISC 25, into the class to begin creating a baseline for measuring the effectiveness of later changes (see Appendix 10).

Finally, during the 2020 – 2021 academic year, the CU Succeed Implementation and Assessment Committee will pilot a new advising module that will be included as part of FSL. In addition, the committee will begin the development of a CU Succeed Orientation video series, which will be available to all Cumberland University students. The committee will also be responsible for regular updates to the module and video series to ensure that the information contained in these programs stays current.

### CU Thrive

During the 2019 – 2020 academic year, faculty piloted several career seminars for students directed to a few particular majors. These three seminars, entitled the “Forge Your Path” series, focused on students pursuing careers in healthcare administration, nursing, or exercise science; liberal arts, English or creative writing; and criminal justice, psychology, or legal jobs. Panels included practicing professionals in each discipline and allowed students to learn about careers in their chosen field as well as meet and network with their fellow classmates. CU Thrive will continue to expand these events to include other majors and careers.

Currently, several departments already host informal social meetings for their students, such as the annual Fall Cookies and Cocoa event hosted by the science and mathematics faculty for science and mathematics majors. CU Thrive will continue to emphasize these types of events, with the goal of implementing the creation of a formal Love My Major Week held each year, beginning in the 2022 – 2023 academic year. To supplement these activities, CU Thrive will also implement a Majors Fair in the same year to help students become more aware of the majors available at Cumberland University and to meet fellow students with similar interests.

Finally, each academic program at Cumberland University will be responsible for creating four-year course schedules based on each major’s official program of study, so that students in each major can understand what course requirements their chosen major has. Many departments already have informal versions of these available, but the University will seek to standardize these by Fall 2021. Additionally, during the 2019 – 2020 academic year, the Financial Aid Office began working on streamlining the

financial aid information given to graduating Tennessee Promise (TN Promise) students to ensure that they are well informed of their options, especially those who are deciding on whether to pursue a bachelor's degree at Cumberland University.

### **CU Empowered and CU Impactful**

During the 2020 – 2021 academic year, CU Empowered will oversee the creation of an online CU Succeed toolkit, available to all students, which will be available beginning Fall 2021. This resource will contain material covering a variety of topics from all of the other initiatives, including the CU Succeed Orientation video series and the FSL Advising module. It will also contain information about internships and other networking opportunities available to students.

CU Empowered will also include the creation of workshops designed to help students transition from an academic focus to a professional one. Topics covered by these workshops will include résumé writing, cover letter writing, and mock interviews. While Career Services already has some resources on these topics, these workshops will represent a more proactive effort by the University to help students master these skills as they look for internships and employment post-graduation.

At the same time, and consistent with the Cumberland University Mission and Vision, CU Impactful will introduce several chances for students to prepare for life after college. Opportunities will include holding business etiquette dinners, business attire fashion shows, and speed networking events to help students prepare for working in a professional setting outside of college. While several smaller programs currently exist, such as a business etiquette dinner, they are currently restricted to certain majors or classes. CU Impactful will build on these existing programs to allow all graduating seniors to have the opportunity to use them, with a campus-wide implementation beginning during the 2022 – 2023 academic year.

### **Improved Academic Advising**

The Registrar's Office began creating limited pre-filled schedules during late Summer 2019 for incoming freshmen. With assistance from the Student Retention and TN Promise Office, the Registrar's Office will pilot preparing pre-filled Fall 2020 schedules for all incoming freshmen during the Spring and Summer 2020 registration. This new system will also lead to a change in the format for freshman registration, with an emphasis placed on welcoming students to Cumberland University rather than rushing them through course registration. Part of this new structure will also include working to streamline the registration process, both for advisors and incoming freshmen, to ensure that everyone has an encouraging experience.

The Registrar's Office also successfully piloted the assignment of incoming freshmen to their permanent advisors before the start of the Fall 2019 semester. They will continue to keep this routine in place and will work with the Advising Coordinator after the University has filled the position during the 2021 – 2022 academic year, as well as getting input from program directors to keep advising loads balanced between advisors.

The Professional Development Subcommittee began drafting and outlining an Advisor Handbook and Advising Syllabus during the 2019 – 2020 academic year. A draft Advising Syllabus was presented to advisors for feedback in late Fall 2019 (see Appendix 6), with plans to incorporate feedback and finish preparing the syllabus before the start of the Fall 2020 semester. The Advisor Handbook will also be developed during this time, with the final version available by Spring 2021 (see Appendix 7). To supplement these resources, the Professional Development Subcommittee will begin offering training for advisors on how to use the Appreciative Advising model during the Fall 2020 semester. During this

time, the Professional Development Subcommittee will merge with the CU Committee for Teaching and Learning (CUTL), and this new committee will take over the responsibility of finishing, publishing, and regularly updating both the Advising Syllabus and the Advisor Handbook, as well as providing advisors with resources and training as Cumberland shifts to an Appreciative Advising model.

During the 2020 – 2021 academic year, the CU Succeed Director and CU Succeed Assistant Director will attend a national teaching or pedagogy conference, such as the annual conference held by the National Academic Advising Association (NACADA), and will be responsible for holding campus workshops based on the conference to improve advising and teaching. During each of the following years, half of the members of the CUTL committee will then be responsible for attending a national teaching or pedagogy conference and then holding campus workshops based on their experiences. Beginning Fall 2020, CUTL will also be responsible for finding an external speaker to conduct on-campus training in teaching, mentoring, or advising during the annual fall faculty and staff assembly.



Table VI-1: CU Succeed Implementation Timetable 2019 - 2024

Action	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
<b>CU Connected</b>										
Incoming Freshman Advisor Lunch	Pilot		Updated and Implemented		Implemented		Implemented		Implemented	
Faculty Participation During Move-In and Orientation	Pilot		Updated and Implemented		Implemented		Implemented		Implemented	
FSL Peer Mentor Program; Coordination with FSL Instructors	Pilot	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented
Resilience Survey in FSL	Pilot	Pilot	Baseline	Baseline	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented
CU Succeed Orientation Video Series			Developed	Developed	Implemented			Updated		Updated
Advising Module in FSL			Pilot	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented
<b>CU Thrive</b>										
Career Seminars	Pilot		Expand available programs		Implemented		Implemented		Implemented	
TN Promise Financial Aid Information Packets	Pilot	Pilot	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented
Resilience Survey in ENG 215/216			Baseline	Baseline	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented
Program of Study Course Schedules				Developed	Implemented		Updated		Updated	
Major Fairs						Pilot		Implemented		Implemented
Love My Major Week							Pilot	Implemented	Implemented	Implemented
<b>CU Empowered and CU Impactful</b>										
CU Succeed Online Course			Developed	Developed	Implemented			Updated		Updated
Resume, Cover Letter, and Interview Workshops							Pilot	Implemented	Implemented	Implemented
Business Etiquette, Business Dress, and Networking Events							Pilot	Implemented	Implemented	Implemented







Action	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
<b>Improved Advising</b>										
Pre-filled Schedules for Incoming fall Freshmen	Limited pilot	Pilot	Pilot	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented
Streamline Freshman Advisor Assignment	Pilot		Implemented		Implemented	Pilot allowing program directors to assist with advising assignments	Implemented		Implemented	
Student Advising Syllabus	Developed	Developed	Implemented			Updated		Updated		Updated
Advisor Handbook	Developed	Developed	Developed	Implemented		Updated		Updated		Updated
Fall Faculty and Staff Assembly Professional Development Session	Internal Pilot Workshops		External Speaker		External Speaker		External Speaker		External Speaker	
Revise Incoming Freshman Spring/Summer Advising and Registration Format		Pilot		Implemented		Implemented		Implemented		Implemented
CUTL members attend workshops, with follow –up Professional Development Sessions			Two members attend conference and host Cumberland University Training Sessions		Four members attend conference and host Cumberland University Training Sessions		Four members attend conference and host Cumberland University Training Sessions		Four members attend conference and host Cumberland University Training Sessions	
Creation of Advising Coordinator Position					Initiate search	Hired				



Cumberland University  
Columbia, Tennessee

## VII. Organizational Structure

Cumberland University will oversee the success of CU Succeed through the dedicated support of its faculty and staff. Several existing offices, including the Registrar's Office, the Office of Student Retention and TN Promise Support, the Office of Institutional Effectiveness, and the Office of Career Services and Internships, will also be instrumental in contributing to the success of CU Succeed.

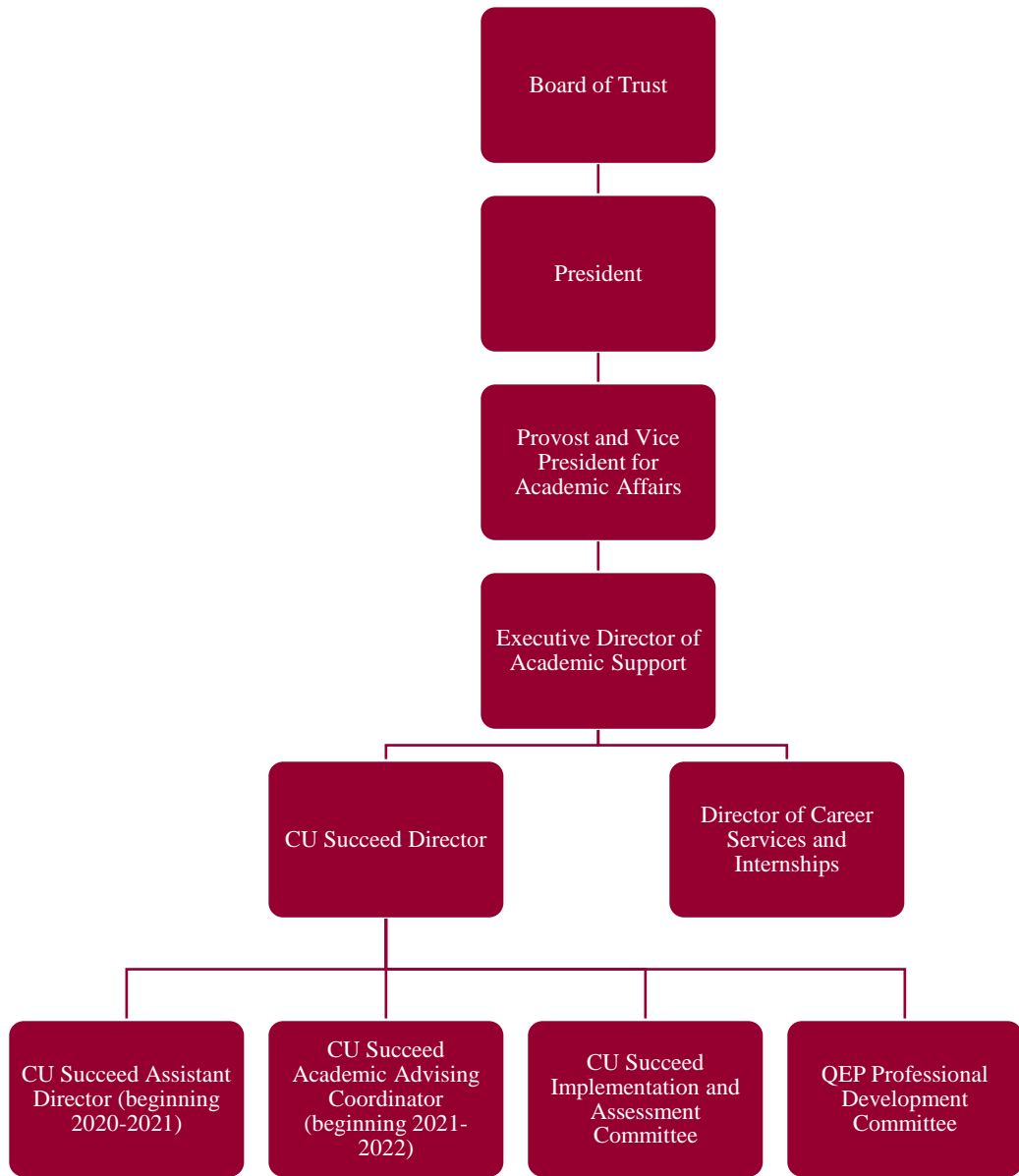
The CU Succeed Director will be responsible for overseeing the full implementation of CU Succeed and will report directly to the Executive Director of Academic Support. To support the director, the University will also appoint a two-year assistant director along with an Advising Coordinator. In addition to these positions, the QEP Implementation Subcommittee and the QEP Assessment Subcommittee will merge to form the CU Succeed Implementation and Assessment Committee in an effort to assist the CU Succeed Director in monitoring, assessing, and adjusting the CU Succeed initiatives as necessary. The QEP Professional Development Subcommittee will merge with the existing CU Committee for Teaching and Learning (CUTL) to support CU Succeed by providing professional development to faculty and staff.

Figure VII-1 depicts the lines of responsibility for these new positions within the University.

The role of the CU Succeed Implementation and Assessment Committee will be to assist the CU Succeed Director with the implementation and completion of CU Succeed. In addition, the committee will assist with the assessment of these initiatives and will assist the CU Succeed Director with making changes as needed. In particular, the committee will regularly review timelines, help the CU Succeed Director enact planned initiatives, and adjust enacted initiatives as needed. The CU Succeed Director will serve as the chair of the committee, with representatives from each of the schools also serving on the committee. The Director of Career Services and Internships will also assist with the implementation of several of the CU Succeed initiatives, particularly those related to CU Empowered and CU Impactful.

As noted above, the existing CUTL committee will be expanded and take on the responsibility of coordinating with the CU Succeed Director, and later the Advising Coordinator, to oversee professional development for CU Succeed. This new committee will consist of eight members, with two representatives from each of the three schools as well as two staff members. The initial staff members of the committee will consist of the CU Succeed Director and Assistant Director. Members will be responsible for acquiring external speakers to host informational sessions on advising, mentoring, teaching, or pedagogy for the annual fall callback. In addition, each year half the members will also attend a national conference on teaching or pedagogy and be responsible for hosting workshops at Cumberland University on the topics related to the conference attended. To ensure that as many faculty and staff as possible have the opportunity to attend such conferences, members will only serve two-year terms, with half the committee rolling off at the end of each year.

Figure VII-1: Organizational Structure for CU Succeed





## **VIII. Resources**

### **Human Resources**

#### ***CU Succeed Director***

The development and implementation of CU Succeed will require the involvement of the administration, faculty, and students. To help facilitate CU Succeed, the University has reallocated some of the responsibilities of the Director of Student Retention and Tennessee Promise (TN Promise) so that this position may also serve as the CU Succeed Director. This position will serve as the primary manager of CU Succeed, reporting to the Executive Director of Academic Support. As CU Succeed progresses, some of the responsibilities will transfer to the Advising Coordinator after the University fills the position.

#### ***CU Succeed Assistant Director***

As initiatives coordinated by the Retention and TN Promise Support office complement those of CU Succeed, the University will reallocate part of the responsibilities of the Assistant Director of Student Retention and TN Promise so that this position may serve as the CU Succeed Assistant Director for two years. These duties will eventually transition to the Advising Coordinator.

#### ***Advising Coordinator***

To oversee the training of advisors, create a central on-campus resource for advising, and assist the Registrar's Office and the CU Committee for Teaching and Learning (CUTL), the University will create a full-time Advising Coordinator position. Filled during the 2021 – 2022 academic year, this position will take over responsibility for overseeing many of the initiatives of CU Succeed in place at the time, as well as implementing the remaining ones.

#### ***CU Succeed Implementation and Assessment Committee***

To support the CU Succeed Director and the Advising Coordinator in overseeing CU Succeed, the Implementation and Assessment subcommittees will merge to form the CU Succeed Implementation and Assessment Committee. Both the CU Succeed Director and Advising Coordinator will serve on the committee, along with other faculty and staff.

#### ***CU Committee for Teaching and Learning (CUTL)***

The Professional Development Subcommittee will merge with the existing CUTL committee and coordinate with the CU Succeed Director and Advising Coordinator to assist in the training of advisors. Members of the committee will consist of two representatives from each of the three schools as well as two staff members, with each person serving for two-year terms. Each year, half of the members will roll off the committee, allowing a wider range of faculty and staff to take part. In the 2020 – 2021 academic year, the CU Succeed Director and the CU Succeed Assistant Director will attend a teaching or pedagogy conference, such as the annual conference held by the National Academic Advising Association (NACADA). In subsequent years, half of the eight-person committee will attend a similar conference. These members will be responsible for providing training to faculty and staff upon their return. Committee members will also be responsible for finding external speakers for the University's annual fall faculty and staff assembly, beginning with the 2020 – 2021 academic year.

### ***Director of Career Services and Internships***

As many of the initiatives of CU Succeed involve teaching students the importance of experiential learning, such as internships, the Director of Career Services and Internships will play an important role in providing students with access to these programs. The Office of Career Services will also provide students with opportunities to improve their soft skills through programs such as résumé and cover letter writing workshops or mock interviews. As these are services the Office of Career Services already provides, the salary of the Director of Career Services is not budgeted specifically towards CU Succeed.

### **Financial Resources**

In order to support CU Succeed, Cumberland University has created a projected budget that reflects the University's commitment to the initiative. This budget includes funding to ensure that CU Succeed can improve student success and retention through advising, mentoring, community building, and student engagement activities. This budget also includes the assessment of these actions to ensure they are producing positive results.

See Table VIII-1 for an outline of the proposed budget, broken down by academic year and type of expenditure.

### **Physical Resources**

The CU Succeed Director and Assistant Director already have offices centrally located on campus. The Advising Coordinator will be provided an office in a location easily accessible for faculty and students. Advisor training, Freshman Orientation programs, and student engagement events will be held in existing facilities.

### **Technological Resources**

Many of the initiatives for CU Succeed include online components. Cumberland University will make these components available through various means, such as the University website or Canvas, the course management software Cumberland University currently uses. As students and faculty already have access to these systems, these resources will be readily available to all.

Table VIII-1: Budget Table

Personnel	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24	Total
CU Succeed Director	\$27,300 (65% FT)	\$21,000 (50% FT)	\$10,500 (25% FT)	\$10,500 (25% FT)	\$10,500 (25% FT)	\$79,800
CU Succeed Assistant Director	\$0	\$18,000 (50% FT)	\$9,000 (25% FT)	\$0	\$0	\$27,000
Advising Coordinator (Salary plus benefits)	\$0	\$0	\$40,000	\$40,000	\$40,000	\$120,000
Assessment	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24	Total
CD-RISC 25 Survey	\$800	\$1,600	\$1,600	\$1,600	\$1,600	\$7,200
Marketing and Promotion	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24	Total
Posters	\$6,100	\$0	\$0	\$0	\$0	\$6,100
Promotional Materials (Buttons, stickers, and pop-ups)	\$4,550	\$500	\$500	\$500	\$500	\$6,500
Orientation Booklet	\$3,210	\$3,210	\$3,210	\$3,210	\$3,210	\$16,050
Professional Development	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24	Total
Teaching or Pedagogy Conference Attendance	\$0	\$2,770	\$5,540	\$5,540	\$5,540	\$19,390
Faculty Callback Keynote Speaker	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
Student Engagement	2019 – 20	2020 – 21	2021 – 22	2022 – 23	2023 – 24	Total
Academic Advisor Luncheon	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
Advisor Handbook and Advising Syllabus	\$0	\$800	\$800	\$800	\$800	\$3,200
Freshman Give Back Day	\$0	\$200	\$200	\$200	\$200	\$800
Career Needs (Love My Major, Networking, etc.)	\$0	\$0	\$0	\$1,000	\$1,000	\$2,000
Major Fair	\$0	\$0	\$0	\$200	\$200	\$400
<b>TOTALS</b>	<b>\$41,960</b>	<b>\$56,080</b>	<b>\$79,350</b>	<b>\$71,550</b>	<b>\$71,550</b>	<b>\$320,490</b>





## IX. Assessment

To implement CU Succeed, the QEP Assessment Subcommittee identified three goals and seven related Student Learning Outcomes (SLOs) and Student Success Outcomes (SSOs), listed in Table IX-1. The CU Succeed Director and the CU Succeed Implementation and Assessment Committee will use a variety of assessment tools to measure the progress made towards these goals over the course of CU Succeed. This section outlines the various assessments that CU Succeed will use to measure the progress towards these goals, Student Learning Outcomes, and Student Success Outcomes. Table IX-2 includes these assessments along with baseline data and targets. As Cumberland University has yet to initiate several of these programs, the CU Succeed Director and the CU Succeed Implementation and Assessment Committee may need to adjust the targets once the programs are developed, piloted, and implemented.

Table IX-1: CU Succeed Goals and Outcomes

Goal	Student Learning and Student Success Outcome
Goal 1: Students will develop a relationship with campus community members.	SSO1: Students will develop a positive relationship with academic advisors and peer mentors. SLO1: Students will demonstrate an understanding of the Cumberland University advising process.
Goal 2: Students will establish a connection to their selected major and career path.	SSO2: Students will interact with their major advisor and faculty members and with their major cohort. SLO2: Students will gain knowledge of their major curriculum and career options. SLO3: Students will demonstrate an understanding of “soft skills.”
Goal 3: Students will demonstrate persistence and resilience in their academic pursuits.	SSO3: Students will demonstrate increased resilience in their academic pursuits. SSO4: Retention rates will increase.

### Goal 1: Students will develop a relationship with campus community members.

#### *SSO1: Students will develop a positive relationship with academic advisors and peer mentors.*

Students, staff, and faculty interact in several ways during Orientation, including through faculty and staff run information sessions and during advisor lunches. To assess these interactions, students and faculty complete post-Orientation surveys that include specific questions on their experiences with the advisor luncheon. Questions pertaining to the luncheon were added to the Fall 2019 surveys to establish a baseline (See Appendix 8).

During Cumberland University’s first-semester studies course, Foundations of Scholarship and Learning 101 (FSL), freshmen will be paired with an upperclassman President’s Ambassador (PA) who will act as a peer mentor. PAs will keep a peer mentor log, which will include how often they attempt to contact their peer mentees. In addition, PAs, FSL instructors, and students will complete separate surveys at the end of each semester to determine the effectiveness of the peer mentor program. These surveys were first implemented in Fall 2019. The results, found in Appendix 9, along with the results for Fall 2020 will be used to create a baseline.

***SLO1: Students will demonstrate an understanding of the Cumberland University advising process.***

As part of the changes to FSL, CU Connected will add an advising module to the course. As part of this module, students will complete a writing assignment reflecting on their experiences with the advisor luncheon during Orientation and with advising. Instructors will grade these reflections using a common rubric, a draft of which can be found in Appendix 11. Students will also complete a pre- and post-test with the advising module to measure the module's effectiveness.

***Goal 2: Students will establish a connection to their selected major and career path.***

***SSO2: Students will interact with their major advisor and faculty members and with their major cohort.***

After attending a “Forge Your Path” event or Career Seminar, students will complete an exit survey on their experiences. Career Services along with CU Succeed is piloting several of these events during the 2019 – 2020 academic year, and the CU Succeed Director will use results from the 2020 – 2021 academic year to establish a baseline. CU Succeed will also track the number of students attending these types of events, as well as the number of students who attend Majors Fairs, which will be piloted in Spring 2022.

***SLO2: Students will gain knowledge of their major curriculum and career options.***

As part of their FSL Advising module, students will complete a map of the General Education Core (GEC) classes they are required to take over their first four semesters at Cumberland University as part of their major. FSL instructors will grade this assignment using a common rubric developed by the CU Succeed Implementation and Assessment Committee and FSL Instructors.

Students who attend a “Forge Your Path” event or Career Seminar will complete an exit survey, which will include questions focusing on what they learned about their career options. In addition, Career Services along with the CU Succeed Implementation and Assessment Committee will track the number of students who visit Career Services or serve in an internship. They will also track the number of students who complete the FOCUS 2 assessment, a tool for helping students identify potential careers and majors based on their strengths and interests. After completing the assessment, students will be encouraged to follow up with Career Services to discuss their results.

***SLO3: Students will demonstrate an understanding of “soft skills.”***

The FSL Advising Module will also include a section on communication skills, including an assignment on how to compose a professional e-mail to send to an advisor or faculty member. FSL instructors will grade this assignment using a common rubric, a draft of which can be found in Appendix 12.

In addition, Career Services will track the number of students who participate in mock interviews. Finally, each semester students nearing graduation participate in the Grad Finale, an event that allows students to complete forms and order items (caps, gowns, invitations, etc.) for graduation. Career Services already administers a survey at the Grad Finale to get feedback on each student's experience with Career Services during their time at Cumberland University, and CU Succeed will use this survey to measure students' use of this service in preparing for their post-graduation employment.

### **Goal 3: Students will demonstrate persistence and resilience in their academic pursuits.**

#### ***SSO3: Students will demonstrate increased resilience in their academic pursuits.***

Cumberland University recognizes that there are many factors affecting a student's persistence and resilience, many of them outside of the University's control. According to Eisenberg, Lipson, and Posselt (2016), factors such as a student's family situation, social network, job, health, and traumatic life events all affect an individual's outlook and how they react when presented with challenges. While the University cannot control these external factors, it can work to create an environment that is conducive to helping students improve their overall resiliency (Eisenberg et al., 2016).

In order to track resiliency and what effect the programs of CU Succeed are having on it, students will take the CD-RISC, a test that measures one's resiliency in the face of difficulty. Students will first take the test as freshmen during their FSL course, once at the beginning and then again at the end of the semester to measure the change in a student's resiliency. Students will take the test a third time in either ENG 215 Introduction to English Literature or ENG 216 Topics in English Literature. As students must take one of these courses in order to fulfill a GEC English Literature requirement for their degree, typically during their sophomore year, this will help measure the change in resiliency between the freshmen and sophomore year. FSL instructors gave the CD-RISC pre- and post-test for the first time during the Fall 2019 semester. During this semester, 54.92% of students who took both the pre- and post-test saw improvement in their score, with an average improvement of 7.96 points. The full results of this pilot can be found in Appendix 10. Fall 2020 will be the first semester when the test is given in both FSL and English.

The CU Succeed Director will also track the number of students who overcome difficult academic situations. Such situations include tracking the number of students that the University places on academic probation one semester who are then able to remove themselves from probation after the next semester by improving their academic standing. The CU Succeed Director will also track the number of students who fail a course and then pass it upon retaking the class in the following semester. In addition, the CU Succeed Director will monitor the number of students that faculty place on Early Alert, a system where faculty identify potentially at-risk students in their courses early in the semester, who are able to successfully pass the course.

#### ***SSO4: Retention rates will increase.***

As one goal of CU Succeed is to improve student retention, the CU Succeed Director will track the freshmen to sophomore and the sophomore to junior retention rates, with the latter indirectly measuring the number of TN Promise students who elect to remain at Cumberland University to pursue a bachelor's degree. The CU Succeed Director will also keep track of the retention data for various subgroups of the student population, such as minority, international, non-traditional, residential, or commuter students. The targets for these rates are the University's goals as established by the Board of Trust.

Table IX-2: Assessment Table

Goal	SLO or SSO Addressed	Assessment Procedure	Baseline	Target
Goal 1: Students will develop a relationship with campus community members.	SSO1: Students will develop a positive relationship with academic advisors and peer mentors.	A student survey on the Orientation Advisor lunch will be distributed as part of the post-Orientation student evaluation.	FA 19 72% rated the Advisor Luncheon as Valuable.	75% of students will rate the Advisor Luncheon as valuable.
		A faculty survey on the Orientation Advisor lunch will be distributed as part of the post-Orientation faculty evaluation.	FA 19 81.5% of advisors ranked the Advisor Luncheon as valuable for making first personal contact.	75% of advisors will rank the Advisor Luncheon valuable for making first personal contact.
		Peer mentors will use a mentor log to keep track of attempts to contact assigned mentees.	FA 19 On average, each week 33.48% of mentors attempted to contact their mentees.	On average, each week at least 50% of mentors will attempt to contact their mentees.
		Peer mentors will complete surveys on the effectiveness of the peer mentor program.	FA 19 41.1% of mentors agreed or strongly agreed that the program was effective	70% of mentors will agree or strongly agree that the program was effective.
		Instructors will complete surveys on the effectiveness of the peer mentor program.	FA 19 50% of instructors agreed or strongly agreed that the program was effective.	70% of instructors will agree or strongly agree that the program was effective.
		FSL students will complete a survey regarding the peer mentor relationship at the end of the semester.	FA 19 27.2% of FSL students agreed that they had developed a relationship with their peer mentor.	50% of FSL students agree that they have developed a relationship with their peer mentor.
	SLO1: Students will demonstrate an understanding of the Cumberland University advising process.	Students will write a reflection on their experiences with advising and with the advising luncheon which will be graded using a common rubric	FA 20 Pilot	70% of students will demonstrate proficiency on the reflective thought portion of the rubric.
		Students in FSL will take a pre- and post-test on the FSL advising module.	FA 20 Pilot	70% of students will show improvement from the pre- to the post-test.







Goal	SLO or SSO Addressed	Assessment Procedure	Baseline	Target	
Goal 2: Students will establish a connection to their selected major and career path.	SSO2: Students will interact with their major advisor and faculty members and with their major cohort.	Student attendance at “Forge Your Path” and Career Seminars will be tracked.	2019 – 2020 AY – Pilot 2020 – 2021 AY – Baseline	Tracked annually, on average, events will attract at least 30 students.	
		Students attending a “Forge Your Path” or Career Seminar will be asked to rate their experience.	2019 – 2020 AY - Pilot 2020 – 2021 AY – Baseline	85% of students will agree or strongly agree that these events were beneficial.	
		Student attendance at Majors Fairs will be tracked.	SP 22	This event will attract at least 300 students.	
	SLO2: Students will gain knowledge of their major curriculum and career options.	Students will complete an assignment as part of the Advising Module in FSL to map out their GEC courses over their first four semesters which will be graded using a common rubric.	FA 20	85% of students will demonstrate proficiency based on the rubric.	
		Students participating in the “Forge Your Path” and Career Seminars will be asked to take an exit survey.	2019 – 2020 AY – Pilot 2020 – 2021 AY – Baseline	85% of students will agree or strongly agree on questions related to their major curriculum and career options.	
		The number of students visiting Career Services will be tracked.	2021 – 2022 AY	At least 400 visits to Career Services per academic year.	
		Students will complete the FOCUS 2 Assessment.	FA 19 – 60.94% of FSL students completed the FOCUS 2 Assessment.	80% of FSL students will complete the FOCUS 2 Assessment.	
	SLO3: Students will demonstrate an understanding of “soft skills.”	Students will complete an assignment as part of the FSL Advising Module on composing professional e-mails which will be graded using a common rubric.	FA 20	70% of students will demonstrate proficiency based on the rubric.	
		The number of students participating in mock interviews will be tracked.	2021 – 2022 AY	At least 25 students will participate in mock interviews each academic year.	
		Students will take a Career Services survey during Grad Finale.	SP 22	60% of respondents will report that they participated in at least two Career Services opportunities.	
	Goal 3: Students will demonstrate persistence and resilience in their academic pursuits.	SSO3: Students will demonstrate increased resilience in their academic pursuits.	The CD-RISC will be given as a pre- and post-test in FSL 101.	FA 19 - 54.9% of FSL students who took both tests saw an improvement.	70% of FSL students will see an improvement from the pre-test to the post-test.
			The CD-RISC will be given in ENG 215/216.	2020 – 2021 AY	70% of students will maintain or see an improvement of their score from their FSL post-test.
The number of students who come off academic probation from semester to semester will be tracked.			FA 21	25% of students who return will come off academic probation from the previous semester.	
The number of students who fail a course and then pass upon retaking it the next semester will be tracked.			FA 21	60% of students who fail a course will pass the course upon retaking it the following semester.	
For students who receive an Early Alert, the number of students who subsequently pass the class will be tracked.			FA 21	50% of students who received an Early Alert will pass the class for which they were placed on alert.	
SSO4: Retention rates will increase.		The freshman to sophomore retention rate will be tracked.	FA 19 - 61% (FA 18 to FA 19)	Will increase to 70%.	
		The sophomore to junior retention rate will be tracked.	FA 19 – 66% (FA 18 – FA 19)	Will increase to 70%.	

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## Appendices

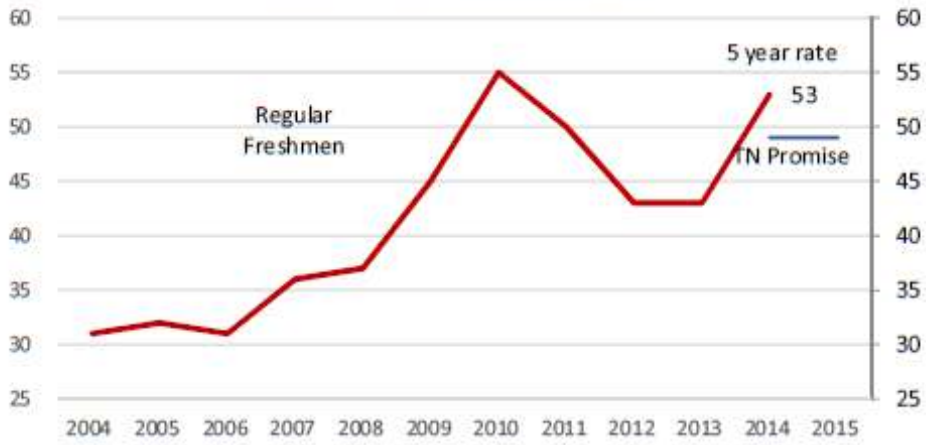
## Appendix 1 Cumberland University 2019 Thackston Report

The following is the 2019 Cumberland Thackston Report, an internal report of various quality and quantity metrics the University tracks. This report includes data up to Fall 2019. Included with this data are the University's current goals for many of the metrics as set by the Board of Trustees.

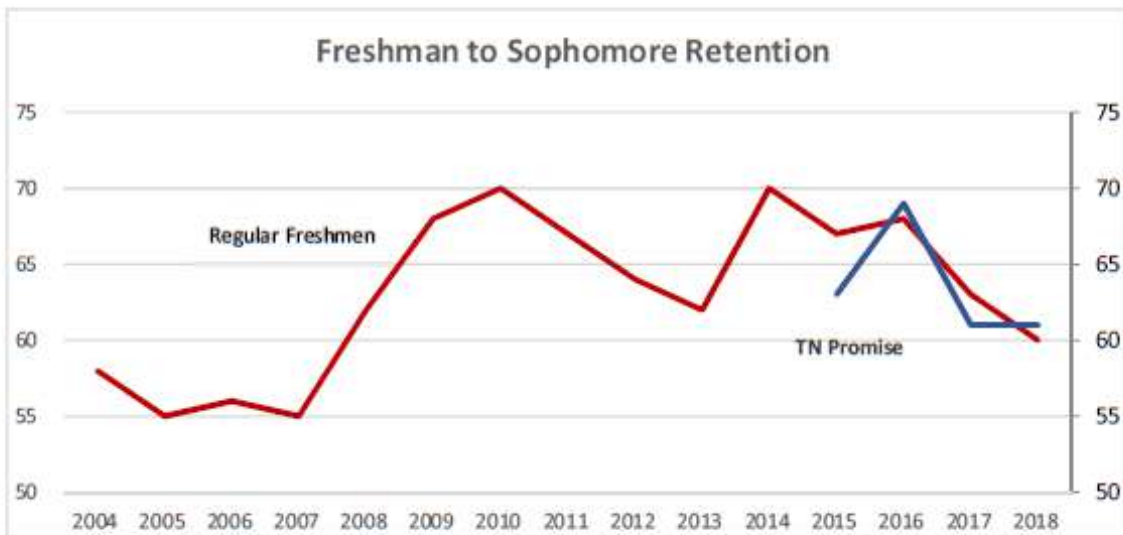
Key CU Longitudinal Quality and Quantity Metrics - Thackston Report																					
Year		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020 Goals
President		Kozy			Eaton											Stumb					
Quality Metrics	Academic Reputation	2.3	2.4	2.3	2.5	2.3	2.3	2.4	2.6	2.6	2.5	2.5	2.4	2.5	2.5	2.5	2.4	2.4	2.4	2.6	3.0
	Freshmen Retention (%)	58	63	69	60	58	55	56	55	62	68	70	67	64	62	70	66	68	62	61	70
	6-yr Graduation Rate (%)	28	42	37	39	37	31	35	38	33	31	32	31	36	37	45	55	50	43	43	50
	Classes Under 20 (%)	73	72	76	47	56	60	56	63	64	60	59	62	58	65	64	55	53	56	49	50
	Student/Faculty Ratio	12/1	10/1	13/1	16/1	18/1	15/1	15/1	17/1	18/1	15/1	14/1	14/1	14/1	14/1	16/1	17/1	17/1	17/1	16/1	15/1
	ACT Score (Mean)	20	19	19.5	20	21	20.5	21.2	21.4	22.1	22.4	22.3	21.6	21.6	22.3	21.7	21.5	21.4	21.2	21.1	24
	ACT Score (25%-75%)	18-22	17-22	17-22	18-23	18-23	18-22	19-23	19-23	20-24	20-25	20-24	19-23	19-24	20-25	19-23	19-23	19-23	19-23	18-23	21-25
	Top 25% of H.S. Class (%)	37	25	32	40	36	38	38	38	47	49	43	44	29	34	32	34	N/A	N/A	N/A	50
	Acceptance Rate (%)	78	73	66	80	69	67	61	59	57	56	49	47	47	46	49	49	52	62	61	45
	Alumni Giving (%)	13	10	8	5	5	5	5	5	5	5	6	6	5	4	5	4	4	4.5	5	4
Quantity Metrics	Student Head Count	1471	1463	1420	1493	1508	1345	1335	1351	1355	1375	1491	1502	1501	1481	1550	1963	2314	2405	2550	2500
	Full-Time Undergrad	767	791	778	852	937	877	906	896	903	965	1087	1067	1056	984	987	1265	1578	1694	1827	1500
	Part-Time Undergrad	141	121	143	170	146	160	162	159	138	155	160	170	213	270	319	393	393	399	452	500
	Graduate Students	583	551	499	468	425	308	267	296	314	255	244	265	232	227	244	305	343	312	271	500
	Student FTE	1216	1239	1120	1278	1224	1138	1135	1180	1211	1133	1253	1255	1233	1183	1216	1551	1873	1974	2104	
	Residential Students	382	351	335	360	335	339	408	403	376	373	414	482	520	415	424	505	534	534	544	600
	First-Time Full-Time Freshmen	208	188	149	209	217	189	210	195	200	163	191	212	212	178	200	447	562	601	694	500



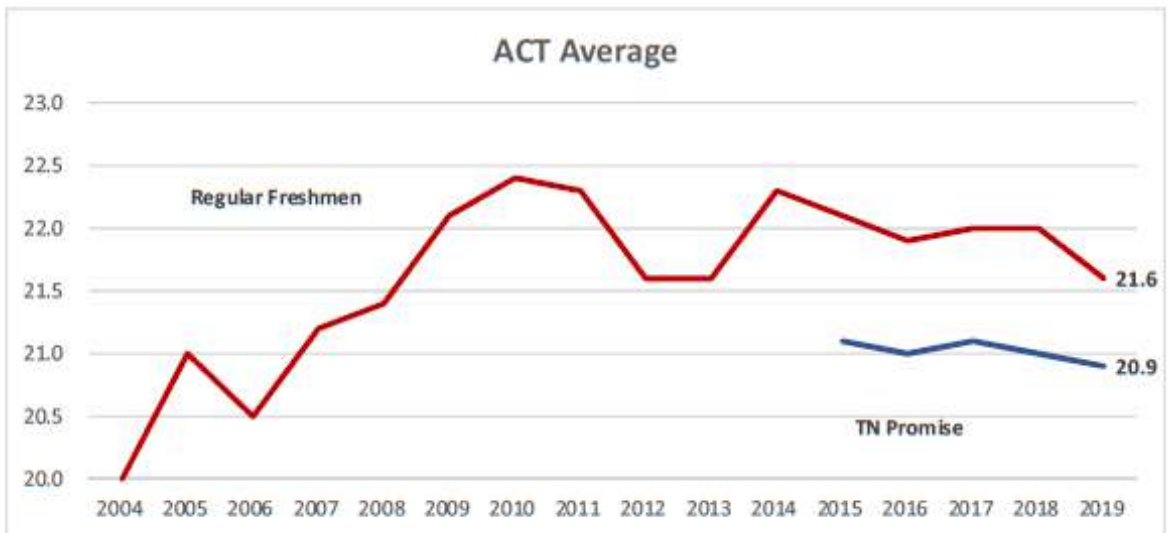
### 6 and 3 Year Graduation Rates

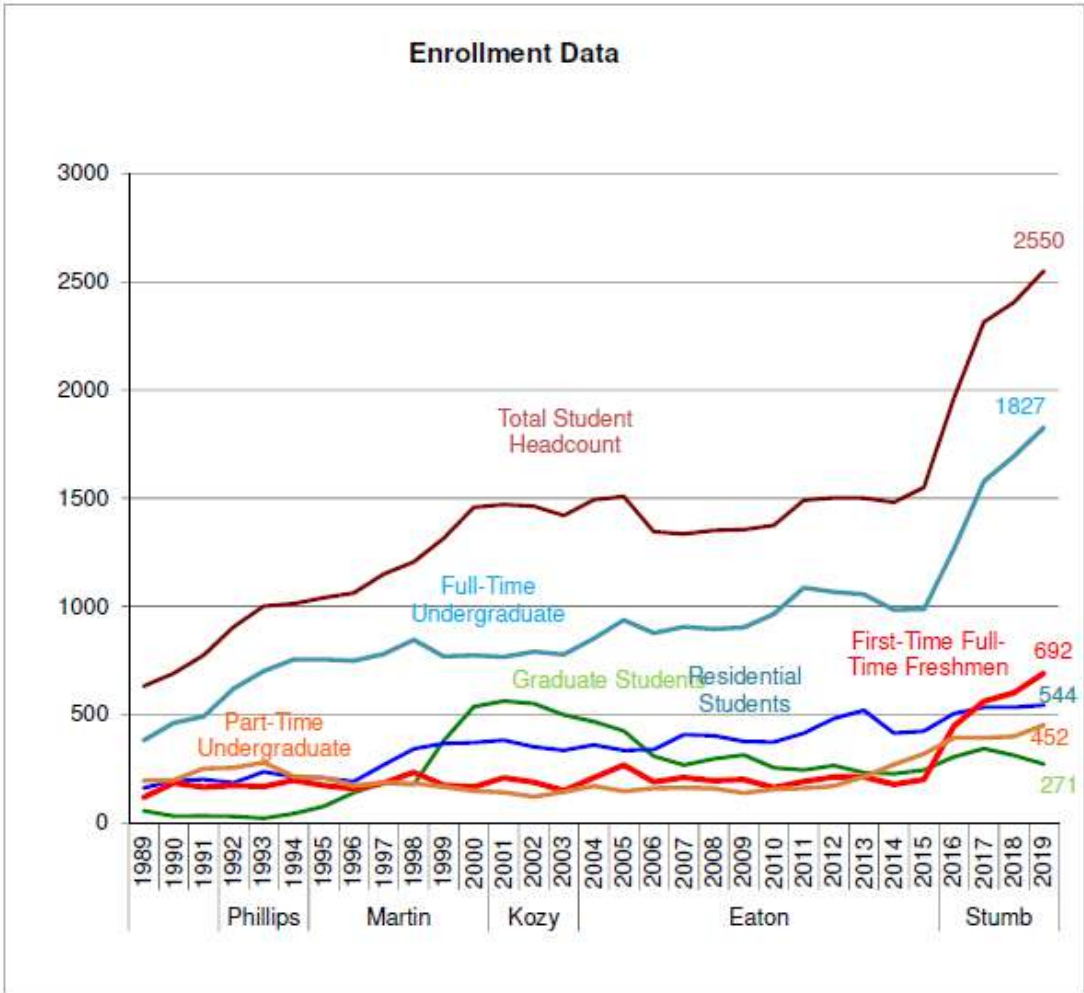


### Freshman to Sophomore Retention

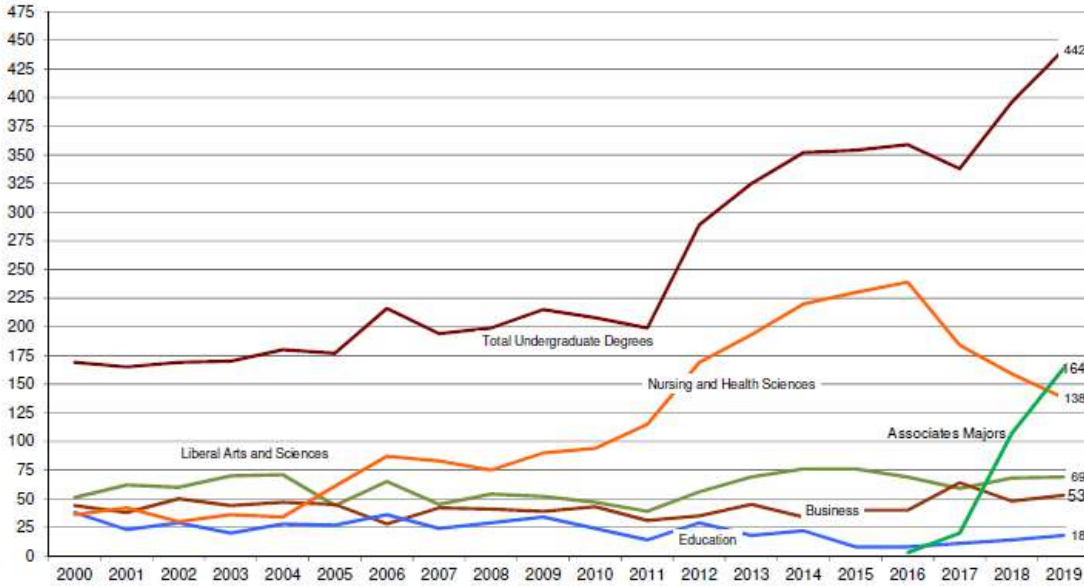


### ACT Average





Cumberland University Undergraduate Degrees 2000-2019





## Appendix 2 Faculty and Staff Retention Brainstorm Fall 2018

During the Fall of 2018, faculty and staff had brainstorming sessions as part of the Fall Faculty Callback and the annual Staff Meeting. Facilitators asked faculty and staff to break into small groups to think of solutions to improving retention at Cumberland University, as well as barriers to retention. The following is a summary of the responses that were gathered.

### Solutions

- Emphasize Benefits of Class Size
- Facilities
  - Nursing Facility on-campus
  - Improve Existing Furnishings
  - Improve Living Arrangements (cost)
  - Add New/More
  - Group Study Areas
  - Social Areas
  - Fitness center
  - Student Union/Commuter Lounge
  - Increase Library Hours
  - Add “Facilities” Spotlights
  - Created Centralized Advising Center
    - Financial Literacy
    - Include Life Skills Coaching
    - Expand “Advising”
    - More Counseling
    - Extra Help for Undecideds
- Faculty
  - More (Class Size/Sections)
  - Increase Staff
    - Counseling/mental health
  - Create/Increase Training for Employees and Accountability
    - Anti-bullying
  - Marketing
    - Increase Social Media
    - What’s Possible both Internal and External
    - Better Promote Ourselves
- Student Involvement/Experience
  - Use Reward System
  - Add Traditions/Shared Experience
  - “Hype” Days
  - Create Learning Communities
  - Teach Time Management
    - Free Planners to Students
    - Teach Life Skills
    - Bridge Gap Between Athletics and Academics (better community)
    - Add Majors
      - Communications
      - Forensics
  - Increase CU Community Participation in Fundraising

- CU Narrative
  - Use Student Voices
- FSL Relationships
  - Build Communities
  - Adapt to College Life
  - Sense of Community (Like Athletics)
- Mentoring from Peers
- Build Community through Gateway Course to Major
- More Opportunities to Build Relationships with Faculty/Staff
- Communities for TN Promise
- Campus Activities
- What is Cumberland's Identity?
  - Find it
  - Highlight and Enhance
- Improve Processes
  - Add Complaints/Compliments
  - Increase Student Input
  - Increase Quality of Customer Service
  - Academic Tracking – AA – BA – Post-Grad
  - Increase Advising

### Barriers

- Inadequate science facility on Campus
- Nothing to do on campus or in the area
- Cost
- Conflicting Work Schedules
- Isolation (No Friends)
- Don't have "desired" Major
- Conveying Value Better
- Lack of Academic Prep
- Motivation for Attendance

### Appendix 3 Faculty Advising Survey Results

The QEP Development Committee created and distributed the following questions to faculty advisors in April 2018. Responders answered all of the following questions. There were 30 total responses.

How many advisees do you have?	0 to 10	11 to 20	21 to 30	31 to 40	41 to 50	51 or more
	0.0%	23.3%	36.7%	16.7%	6.7%	16.7%

How many additional students, beyond assigned advisees, do you advise?	0 to 10	11 to 20	21 to 30	31 to 40	41 or more	(blank)
	60.0%	16.7%	10.0%	6.7%	3.3%	3.3%

On average, how many times do you meet per semester with an advisee?	1 time	2 times	3 times	4 time	5 or more times
	26.7%	66.7%	6.7%	0.0%	0.0%

On average, how long do you typically meet per session?	0 to 10 minutes	11 to 20 minutes	21 to 30 minutes	21 to 30 minutes	31 minutes or more
	0.0%	20.0%	53.3%	3.3%	23.3%

What topics do you discuss with an advisee? (Select all that apply)

Topics	Percent of responses
Study Skills	63.3%
Degree Planning/Goals	96.7%
Major Selection	80.0%
Course Load	93.3%
Registration	100.0%
Career/Internships	53.3%
Extracurricular Activities	46.7%
Personal Life	70.0%
Athletic Performance	33.3%
Other	3.3%

Approximately what percentage of your advisees are within your major field?	0 to 20%	21 to 40%	41 to 60%	61 to 80%	80% or more
	20.0%	23.3%	6.7%	6.7%	43.3%

On average, what percentage of your freshman or sophomore advisees are TN Promise students?	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81% or more
	6.7%	6.7%	23.3%	10.0%	53.3%

Do you feel like your advising load is _____?	Not Enough	Just Right	Too Much
	0.0%	63.3%	36.7%

Question	1 (least)	2	3	4	5 (most)
Compared to your other job duties, on a scale of 1-5 how would you rank the importance of advisement?	3.3%	6.7%	23.3%	53.3%	13.3%
Compared to your other job duties, on a scale of 1-5, how prepared do you feel for the role of academic advising at Cumberland?	10.0%	13.3%	20.0%	36.7%	20.0%
Compared to your other job duties, on a scale of 1-5, how would you rank your comfort level with advising?	6.7%	10.0%	16.7%	40.0%	26.7%
Compared to your other job duties, on a scale of 1-5, how would you rank your enjoyment of advising?	10.0%	13.3%	13.3%	40.0%	23.3%
On a scale of 1-5, how effective do you feel you are as an advisor?	3.3%	6.7%	33.3%	33.3%	23.3%
On a scale of 1-5, how important do you think it is that we help ensure each student's experience is cultivated through attention to students as whole persons within an intimate learning community of peer, staff, and faculty mentors?	3.3%	0.0%	10.0%	33.3%	53.3%



## Appendix 4 Student Advising Survey Results

The QEP Development Committee created and distributed the following questions to student advisees in April 2018. Students who completed the survey were entered into a drawing for one of five gift cards. Respondents answered all of the following questions. There were 186 total responses.

What is your year in school?

Freshman (Less than 30 completed hours)	Sophomore (31 to 59 completed hours)	Junior (60 to 89 completed hours)	Senior (90 or more completed hours)
34.9%	24.7%	20.4%	19.9%

Have you ever been in the TN Promise program?

Currently a TN Promise Student	Graduated/completed the TN Promise program	Not currently and have never been in the TN Promise program
36.0%	10.2%	53.8%

If you began at Cumberland as a TN Promise student, were you able to complete your associate degree in five semesters or less?

Yes	No	Have never been a TN Promise student
36.6%	10.2%	53.2%

How many times have you changed your major at Cumberland?

0 or 1 times	2 times	3 times	4 or more times
91.9%	7.0%	1.1%	0.0%

How many advisors have you had since you started school at Cumberland? Do not include the advisor you met with on your new student registration day.

1 advisor	2 advisors	3 advisors	4 advisors	5 or more advisors
48.9%	37.6%	7.5%	5.4%	0.5%

Have you filed a change of advisor form to have a specific advisor?

Yes	No
10.2%	89.8%

How many times do you meet with your advisor per semester?

1 time	2 times	3 times	4 times	5 or more times
37.6%	36.6%	12.4%	4.3%	9.1%

On average, how long do you typically meet per session?

Less than 10 minutes	11 to 20 minutes	21 to 30 minutes	31 minutes or more
23.1%	48.9%	20.4%	7.5%

What topics do you discuss with your advisor? (Select all that apply)

Topics	Percent of responses
Study Skills	23.7%
Degree Planning/Goals	78.0%
Major Selection	25.8%
Course Load	72.0%
Registration	81.7%
Career/Internships	24.2%
Extracurricular Activities	12.9%
Personal Life	24.2%
Athletic Performance	6.5%
Course Material	33.9%
None	0.5%

Question	1 (least)	2	3	4	5 (most)
As a student, on a scale of 1-5, how would you rank the importance of advising?	0.5%	2.2%	7.5%	34.9%	54.8%
On a scale of 1-5, how confident are you in your advisor's abilities at Cumberland?	4.8%	0.5%	9.1%	23.1%	62.4%
On a scale of 1-5, how comfortable do you think your academic advisor is with advising?	2.7%	3.2%	11.3%	17.7%	65.1%
On a scale of 1-5, how would you rank your academic advisor's enjoyment of advising?	1.6%	2.2%	12.4%	27.4%	56.5%
On a scale of 1-5, how would you rank your enjoyment of advising?	4.8%	3.8%	17.2%	29.0%	45.2%
On a scale of 1-5, how effective do you feel your academic advisor is?	4.8%	1.1%	8.1%	27.4%	58.6%
On a scale of 1-5, how important is your relationship with your advisor to your Cumberland experience?	2.2%	5.4%	19.4%	21.0%	52.2%
On a scale of 1-5, how important do you think it is that Cumberland helps ensure each student's experience is cultivated through attention to students as whole persons within an intimate learning community of peer, staff, and faculty mentors?	1.1%	2.7%	9.7%	25.3%	61.3%

On a scale of 1-5, how much do you agree with the following statements concerning the Cumberland University community.

2.75	1 Strongly Disagree	2	3	4	5 Strongly Agree
Cumberland University is a place where people care about one another.	4.8%	6.5%	24.2%	38.7%	25.8%
I feel that I am really connected to the University.	8.6%	13.4%	26.9%	25.8%	25.3%
I feel that I am really connected to my classes.	3.2%	10.2%	19.4%	38.7%	28.5%
Faculty really care about me and know when I am absent.	4.8%	8.1%	21.5%	31.2%	34.4%
I feel like I am an important part of my classes.	4.8%	10.2%	28.0%	32.3%	24.7%
I feel like I am an important part of Cumberland University.	10.8%	11.8%	30.1%	26.3%	21.0%
Faculty and staff encourage me to join clubs and activities in the school and community.	9.7%	11.8%	30.1%	26.9%	21.5%
Faculty and staff encourage me to develop my interests and talents.	8.6%	10.2%	23.7%	28.0%	29.6%
Cumberland University has a large number of clubs and activities that I can participate in.	6.5%	14.5%	27.4%	25.3%	26.3%
Faculty and staff encourage me to explore a variety of career opportunities.	5.9%	12.4%	28.0%	24.7%	29.0%
Faculty and staff at Cumberland University encourage me to stay in school and graduate.	2.2%	1.1%	15.1%	25.3%	56.5%
I feel supported and respected by the University.	4.3%	6.5%	24.2%	26.9%	38.2%
I feel like it would be hard to leave Cumberland University and build a similar community at another university.	12.9%	10.8%	20.4%	28.0%	28.0%

## Appendix 5 Fall 2019 Faculty Assembly – QEP Brainstorm Feedback (August 14, 2019)

During the Fall 2019 Faculty Assembly, the QEP Development Committee gave a presentation to the faculty updating them on the status of CU Succeed. Following the presentation, faculty were asked to break into small groups to discuss CU Succeed, their role in it, and provide feedback. The following is a list of the questions that each group was asked as well as the responses that were gathered for each question.

### What additional resources can be provided by Cumberland to help you support the mission of CU Succeed?

- Staff
- Minimize distractions (e.g. – bureaucracies, one size fits all doesn't work)
- Be well informed of who advisees are. Don't give us advisees on Thursday and expect advising on Friday
- Front end work completed before we get advisees.
- Training (technology, mentoring)
- Communication about expectations
- Program directors having access to move information about majors through CAMS.
- More technology available to faculty and students
- Make connections with students working in field.
- Smaller class sizes (no more than 25-35) for more personalization
- Limit number of advisees
- Have catalog out earlier to facilitate earlier appointments with advisees
- Need longer time between when catalogue is published online and first registration date.
- Address needs of commuter students
- Conduct workshops on interviewing skills, resume and CV writing, other career skills
- Those who transfer need more assistance/support and resources on campus
- Reinforce student response to emails from school address (through FSL)
- Reinforce students being prepared for advising (through FSL)
- Intent to graduate should be filled out and finished by Registrar's Office before junior class scheduling
- Have computer/digital OFFICIAL graduation evaluation through CAMS
- Access to SSRS at home (some struggle to access at all)
- More faculty members
- Better facilities (academic, but also more on-campus housing)
- Shuttle service
- More information for new faculty/staff (how to's, contact lists, etc.)
- An advising center that schedules classes and arranges time for students. This allows professors to be a mentor to students and hear concerns and support, but not schedule.
- Another counselor on campus
- More communal space in buildings or have commuter lounge
- Fair and realistic budget
- Universal and equitable expectation for workloads
- Give us a data tool that allows us to collect and share information about individual students
- Limited time – either add instructional staff (such as staff who teach FSL) as advisors, add a lot more faculty, or limit the number of students admitted each year



### **How will you support CU Succeed?**

- Do what is asked of us
- Be flexible and accepting of change
- Participate in workshops by QEP Committee
- Be present/engaged, build relationships
- Check in with students (be intentional), be available in an attempt to make connections, send reminder emails, texts, or phone calls to follow-up with those who have not registered for classes
- Participate in advisor luncheon and other activities
- Mentor all students
- On-going, positive interactions with students, conduct multiple and individual student meetings
- Personalized advising
- Stress importance of FSL classes
- Our efforts in strengthening student organizations creates a sense of belonging and membership (including academic clubs)
- Give a hand in teaching
- Provide events and opportunities for students to express themselves
- Include resiliency in classroom norms/expectations
- Sharing student content, thus making students the focus of our marketing efforts
- As well as I can

### **What barriers do you foresee that would impede a successful rollout of CU Succeed?**


- No strategy with clear goals and outcomes
- Poor and unclear communication
- An appropriate roll-out with individuals being properly informed
- Ineffective use of time
- Apathy (viewing CU Succeed as *something else* to do)
- Negative attitudes (among faculty, staff, and students)
- Large class sizes
- Manpower
- Lack of resources (budget, staff, faculty, facilities)
- Time
- Will resiliency scale responses be honest?
- Will students see these opportunities as meaningful?
- Concerns about students following through on their responsibilities (showing up, answering emails, registering in timely manner)? Will students be motivated to meet their responsibilities?
- Continued stress on increasing enrollment means more students who started with qualities that make them at-risk for persisting. Paired with this is larger class sizes, which makes professors less likely to provide the support the students need.
- CAMS complications that do not allow you to do what is necessary.
- Remove paper necessary components and allow advisor to submit forms electronically, which avoids coming to campus and committing to a specific time slot.
- Appropriate/adequate
- Too many hats worn

**Please list any other concerns you have.**

- No direct/intentional focus, training, or support of diversity (all areas)
- Do the students know about this?
- Program directors need access to all advisees
- Cost of CU after TN Promise
- Limited time to advise well
- Need course credit or credit for advising (one hour at least)
- If we already do this well, then will SACS-COC ask why we are making this the focus of our QEP? We need to emphasize continuous improvement
- To do this correctly, it would be the equal load of teaching a full and complete extra course. Most faculty function at capacity each semester (4-5 classes) and don't have the margin to do this well
- Student life engagement for general students needs to be increased and enhanced
- It may be conflicting mandates to accept nearly all applications including the non-college ready and then expect time intensive quality mentoring

## Appendix 6 Sample Advising Syllabus

The following is a draft version of the Advising Syllabus that is being developed by the QEP Professional Development Subcommittee.

  
**■ ADVISING SYLLABUS ■**

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**The Goal of Academic Advising**

Academic Advising at Cumberland University seeks to help you as a student recognize your skills, strengths and interests as they relate to your intellectual and career goals and assists you as you navigate life at CU through a collaborative relationship with your advisor.

**My Academic Advisor**

Name:

Office:

Email:

Phone:

**Your Responsibilities as a Student**

Your participation in the advising relationship includes the following:

- Communicate with your advisor monthly
- Understand your degree program and the classes and requirements necessary to earn your specific degree/major
- Check your Cumberland email daily
- Meet your advisor before Priority Registration begins and come to the appointment prepared as per your advisor's instructions
- Register for your classes through CAMS when your registration window opens
- Be proactive about asking your advisor for help if a problem arises
- Understand important dates, deadlines and university policies and your responsibilities as a student

**Your Advisor's Responsibilities**

Your Advisor's participation in the advising relationship includes the following:

- Offer guidance so that you as a student can clarify your options, goals and potential while also helping you develop a greater sense of self-awareness
- Help you understand the nature and purpose of a college education
- Mentor you about career opportunities as it relates to your field of study
- Provide accurate information about your academic options, requirements, policies and procedures
- Help you plan your educational program and talk with you about your academic progress and performance
- Help you connect with campus resources if needed
- Maintain confidentiality in accordance with federal and university regulations

■ ADVISING SYLLABUS ■ CUMBERLAND UNIVERSITY ■

## Tips for Advising Appointments

To make the most of your appointment with your advisor, follow these tips:

- Answer any emails you receive from your advisor as one of your important responsibilities
- Show up to your appointment on time
- Silence your cell phone
- Be open about how you are doing inside and outside the classroom
- Ask questions about things you don't understand
- Familiarize yourself ahead of time with the Academic Calendar and upcoming deadlines
- Review your degree program beforehand as you prepare for Priority Registration
- Write down the classes you are planning to take next semester if you are seeing your advisor for Priority Registration
- Ask your adviser about using CAMS when your registration window opens

## Campus Resources

### Office of Student Success

- LCC 122
- (615) 547-1295
- <https://www.cumberland.edu/academics-2/office-of-student-success/>

### Writing Center

- LCC 116
- (615) 453-6346
- email: [writingcenter@cumberland.edu](mailto:writingcenter@cumberland.edu)

### Disability Services

- LH 226
- (615) 547-1286
- <http://www.cumberland.edu/student-life/disability-services/>

### Career Services and Internships

- LCC 202
- (615) 547-1357
- <https://www.cumberland.edu/student-life/internships-and-career-services/>

### Counseling Services

- LH 225
- (615) 547-1397
- <http://www.cumberland.edu/student%20life/counseling%20services/>

### Registrar's Office

- MH 107
- (615) 547-1342
- <http://www.cumberland.edu/student-life/forms-and-policies/>

### Financial Aid Office

- MH 103
- (615) 547-1399
- <https://www.cumberland.edu/financialaid/>

### Business Office

- MH 109
- (615) 453-6346
- <https://www.cumberland.edu/financialaid/tuition-and-fees/>

■ □ ADVISING SYLLABUS ■ □ CUMBERLAND UNIVERSITY ■



## Appendix 7 Outline for Advising Handbook

The following is a draft outline for the Advising Handbook that the CU Committee for Teaching and Learning (CUTL) will develop.

- I. Academic Advising
  - a. Definitions
  - b. Advising process
- II. Responsibilities
- III. Specific guidelines
- IV. Policies and procedure
  - A. Objectives
- V. Advisor and/or advisee forms
  - a. Registration form
  - b. Course overload
  - c. Drop/Add form
  - d. Change in major/minor
  - e. Withdraw from university
  - f. Intent to graduate
  - g. Scholastic difficulty analysis form
- VI. Referral resources
  - a. Campus security
  - b. Career series and internships
  - c. Chaplain
  - d. Counseling center
  - e. Disability services
  - f. Financial aid
  - g. Information technology
  - h. Mental Health Crisis Services
  - i. Registrar
  - j. Student Success
- VII. Legal responsibilities
- VIII. Special student populations
  - a. Students on probation and suspension
    1. Grade point average 0.00
    2. Readmission appeal
  - b. Transfer students
- IX. Student assistance items
  - a. Time management guidelines
  - b. Helping low achieving advisees
  - c. Summary of listening skills
  - d. Study tips for the learner
  - e. Sample of lecture notes
- X. Academic advising
  - a. Characteristics, roles and functions of a academic advisor
  - b. The Do's of academic advising
  - c. The Don'ts of academic advising

- XI. Strategies for advising
  - a. Caring
  - b. Commitment
  - c. Empowerment
  - d. Inclusivity
  - e. Integrity
  - f. Professionalism
  - g. Respect
- XII. Student referral
- XIII. Reminders of effective advising

## Appendix 8 Fall 2019 Advisor Luncheon Survey Results

During the Fall 2019 Freshman Orientation, incoming freshmen had an informal group lunch with their advisor. At the end of Orientation, faculty and students filled out a survey on their experiences. Below are the results from the questions related to the Advisor Luncheon.

### Student Question – 104 responses

If you participated in the Adviser Luncheon on Tuesday, August 20th, how would you rate the quality and value of this activity on establishing a relationship with your academic adviser and gaining valuable knowledge about their role?	Not Valuable	Less Valuable	Neutral	More Valuable	Most Valuable
	1.9%	5.8%	20.2%	25.0%	47.1%

### Advisor Questions – 27 Responses

If you participated in the advisor luncheon, how would you rate the value of this activity in the following learning outcomes areas:	Little to no value	Somewhat Valuable	Neutral	More Valuable	Extremely Valuable
Introducing/establishing adviser role	7.4%	7.4%	11.1%	25.9%	48.1%
Setting the tone of the advising relationship	3.7%	14.8%	7.4%	22.2%	51.9%
Answering student's questions early	0.0%	14.8%	7.4%	33.3%	44.4%
Making first contact personal	7.4%	3.7%	7.4%	14.8%	66.7%
Increased likelihood student will ask for help when needed	3.7%	11.1%	14.8%	22.2%	48.1%
Making the adviser more approachable	0.0%	7.4%	7.4%	25.9%	55.6%

## Appendix 9 Fall 2019 Peer Mentor Survey Results

During the Fall 2019 semester, each President’s Ambassadors (PAs) was assigned to a group of freshman students enrolled in Foundations of Scholarship and Learning 101 (FSL) to serve as their peer mentor. The PA supervisor and CU Succeed Director assigned PAs so that every freshman had a peer mentor. PAs also coordinated with FSL instructors to help freshmen adjust to Cumberland University. At the end of the semester, FSL students, PAs, and FSL instructors were asked various questions about the course and the mentoring program. The results of the questions regarding the peer mentoring program are below.

### Student Question – 386 responses

How would you rank your developing relationship with your PA/peer mentor?	“I don’t know this person.”		Neutral		“This is my new BFF.”
	7.8%	25.6%	39.4%	22.8%	4.4%

### PA Question – 17 responses

This year’s mentoring model allowed the students in my mentor group to develop stronger mentoring relationships with me as their student mentor.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	11.8%	23.5%	23.5%	17.6%	23.5%

### FSL Instructor Question – 14 responses

This year’s mentoring model allowed my FSL students to develop stronger mentoring relationships with their PA/peer mentor.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	7.1%	35.7%	7.1%	42.9%	7.1%



## Appendix 10 Fall 2019 CD-RISC Results

In the Fall 2019 semester, freshman students in Cumberland University's first-semester studies course, Foundations of Scholarship and Learning 101 (FSL), took the CD-RISC-25 test, a 25 question test designed to gauge a student's resilience. Students answered each question using a five-point scale, and then received an overall score by adding the total point values of their answers.

Students took the test twice during the semester to measure any changes. In October 2019, 443 students took the pre-test while 386 students took the post-test in December 2019. Due to a technical issue, results for only 23 questions were recorded on both tests.

The average results for all students taking the pre- and post-test are below, along with the net change for each response. Of the students who took both the pre-test and the post-test, 54.92% saw an improvement in their score with the average improvement 7.96 points.

Question		Not true at all	Rarely true	Sometimes true	Often true	True nearly all the time
I am able to adapt when changes occur.	Pre-Test	0.90%	2.50%	18.70%	56%	21.90%
	Post-Test	0.50%	1%	20.20%	52.30%	25.90%
	Difference	-0.40%	-1.50%	1.50%	-3.70%	4%
I have at least one close and secure relationship that helps me when I am stressed.	Pre-Test	1.10%	3.60%	9.90%	21.40%	64%
	Post-Test	0%	2.30%	9.60%	23.30%	64.80%
	Difference	-1.10%	-1.30%	-0.30%	1.90%	0.80%
When there are no clear solutions to my problems, sometimes fate or God can help.	Pre-Test	7.70%	8.10%	16.70%	23.50%	44%
	Post-Test	6.50%	8.50%	15.80%	20.20%	49%
	Difference	-1.20%	0.40%	-0.90%	-3.30%	5%
I can deal with whatever comes my way.	Pre-Test	1.60%	1.40%	27.10%	47.20%	22.80%
	Post-Test	0.50%	1.60%	24.90%	50%	23.10%
	Difference	-1.10%	-0.20%	-2.20%	2.80%	0.30%
Past successes give me confidence in dealing with new challenges and difficulties.	Pre-Test	1.10%	4.50%	14.90%	48.50%	30.90%
	Post-Test	0.80%	2.10%	18.10%	46.60%	32.40%
	Difference	-0.30%	-2.40%	3.20%	-1.90%	1.50%
I try to see the humorous side of things when I am faced with problems.	Pre-Test	1.10%	7.40%	29.80%	31.80%	29.80%
	Post-Test	1%	5.20%	30.10%	32.90%	30.80%
	Difference	-0.10%	-2.20%	0.30%	1.10%	1%
Having to cope with stress can make me stronger.	Pre-Test	1.80%	10.60%	35%	33.20%	19.40%
	Post-Test	1.60%	5.70%	34.50%	38.30%	19.90%
	Difference	-0.20%	-4.90%	-0.50%	5.10%	0.50%

I tend to bounce back after illness, injury, or other hardships.	Pre-Test	0.90%	3.60%	23%	38.60%	33.90%
	Post-Test	0.80%	2.80%	22.80%	41.50%	32.10%
	Difference	-0.10%	-0.80%	-0.20%	2.90%	-1.80%
Good or bad, I believe that most things happen for a reason.	Pre-Test	3.40%	3.60%	13.10%	24.80%	55.10%
	Post-Test	2.10%	2.60%	16.30%	28%	51%
	Difference	-1.30%	-1%	3.20%	3.20%	-4.10%
I give my best effort no matter what the outcome may be.	Pre-Test	0%	1.60%	16.70%	44.70%	36.80%
	Post-Test	0%	1.30%	17.60%	43.80%	37%
	Difference	0%	-0.30%	0.90%	-0.90%	1.20%
Even when things look hopeless, I don't give up.	Pre-Test	1.40%	5%	24.20%	38.80%	30.70%
	Post-Test	0.50%	3.10%	23.10%	42.20%	31.10%
	Difference	-0.90%	-1.90%	-1.10%	3.40%	0.40%
During times of stress/crisis, I know where to turn for help.	Pre-Test	1.40%	6.80%	27.80%	30%	34.10%
	Post-Test	1.60%	4.10%	22.30%	34.50%	37.60%
	Difference	0.20%	-2.70%	-5.50%	4.50%	3.50%
Under pressure, I stay focused and think clearly.	Pre-Test	1.80%	8.60%	39.10%	35.40%	15.10%
	Post-Test	1.80%	8%	40.20%	31.30%	18.70%
	Difference	0%	-0.60%	1.10%	-4.10%	3.60%
I prefer to take the lead in solving problems rather than letting others make all the decisions.	Pre-Test	1.40%	6.50%	31.60%	36.30%	24.20%
	Post-Test	1%	5.40%	30.80%	33.40%	29.30%
	Difference	-0.40%	-1.10%	-0.80%	-2.90%	5.10%
I am not easily discouraged by failure.	Pre-Test	3.80%	12.20%	35.40%	31.60%	16.90%
	Post-Test	1.60%	10.40%	34.20%	37%	16.80%
	Difference	-2.20%	-1.80%	-1.20%	5.40%	-0.10%
I think of myself as a strong person when dealing with life's challenges and difficulties.	Pre-Test	1.10%	4.30%	23.70%	40.90%	30%
	Post-Test	0.50%	4.10%	22.50%	39.90%	32.90%
	Difference	-0.60%	-0.20%	-1.20%	-1%	2.90%
I can make unpopular or difficult decisions that affect other people, if it is necessary.	Pre-Test	2.30%	9.50%	33.90%	34.80%	19.60%
	Post-Test	1%	6.20%	32.90%	36%	23.80%
	Difference	-1.30%	-3.30%	-1%	1.20%	4.20%
I am able to handle unpleasant or painful feelings like sadness, fear, and anger.	Pre-Test	2.50%	8.10%	26.60%	39.10%	23.70%
	Post-Test	0.50%	7.50%	28.80%	36.30%	26.90%
	Difference	-2%	-0.60%	2.20%	-2.80%	3.20%
I have a strong sense of purpose in life.	Pre-Test	2.30%	8.40%	20.10%	35%	34.30%
	Post-Test	2.80%	4.70%	23.10%	28.80%	40.70%
	Difference	-0.50%	-3.70%	3%	-6.20%	6.40%

I feel in control of my life.	Pre-Test	2.70%	9.90%	30%	32.50%	24.80%
	Post-Test	2.80%	7.50%	27.20%	35%	27.50%
	Difference	0.10%	-2.40%	-2.80%	2.50%	2.70%
I like challenges.	Pre-Test	4.30%	9.70%	37%	32.70%	16.30%
	Post-Test	2.10%	7.80%	36.50%	32.10%	21.50%
	Difference	-2.20%	-1.90%	-0.50%	-0.60%	5.20%
I work to attain my goals no matter what roadblocks I encounter along the way.	Pre-Test	0.50%	2.50%	19.60%	43.80%	33.60%
	Post-Test	0%	0.80%	23.10%	43.30%	32.60%
	Difference	-0.50%	-1.70%	3.50%	-0.50%	-1%
I take pride in my achievements.	Pre-Test	1.10%	2.30%	8.80%	30.90%	56.90%
	Post-Test	0%	1.60%	9.30%	27.70%	61.40%
	Difference	-1.10%	-0.70%	0.50%	-3.20%	4.50%

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## Appendix 11 Advisor Reflection Rubric

The following is a draft version of the common rubric that Foundations of Scholarship and Learning 101 (FSL) instructors will use to grade the Advisor Reflection assignment that will be part of the FSL Advising Module.

While FSL instructors will grade students on the length, spelling, and grammar of their FSL Advisor Reflection, the CU Succeed Implementation and Assessment Committee will measure achievement of Goal 1, SLO1 by the reflective thought section of the rubric. Students will be considered proficient if they score at least 75% on the reflective thought portion of the rubric.

The six advising topics covered during the Orientation Luncheon are below:

- Advising Syllabus
- Advisor Office Location
- Advisor’s preferred method of contact
- Advisee (student) responsibilities before, during, and after advising appointment
- Advisor (faculty member) responsibilities before, during, and after advising appointment
- Value of Liberal Arts Curriculum

Students will also be graded on their reflection on the advisor luncheon experience, how it affected them, and what was learned.

### FSL Advisor Reflection

Criteria	Ratings				Points
This criterion is linked to a Learning Outcome Paper length	<b>10.0 pts Full Marks</b> Paper is 2 pages, double-spaced, Times New Roman, 12 pt. font.	<b>7.5 pts 75%</b> Paper is 1 ½ pages, double-spaced, Times New Roman, 12 pt. font	<b>5.0 pts 50%</b> Paper is 1 page, double-spaced, Times New Roman, 12 pt. font	<b>0.0 pts No submission</b> Paper not submitted.	10.0 points
This criterion is linked to a Learning Outcome Reflective thought	<b>80.0 pts Full Marks</b> Student provides summary of the 6 advising topics covered during the Orientation lunch, also expanding on the experience, how it affected them, and what was learned.	<b>60.0 pts 75%</b> Student provides summary of 4 of the 6 advising topics covered during the Orientation lunch, also expanding on the experience, how it affected them, and what was learned.	<b>40.0 pts 50%</b> Student provides summary of 3 of the 6 advising topics covered during the Orientation lunch, also expanding on the experience, how it affected them, and what was learned.	<b>0.0 pts No Marks</b> Paper not submitted	80.0 points

<p>This criterion is linked to a Learning Outcome Grammar, punctuation, APA use</p>	<p><b>10.0 pts Full Marks</b> Paper follows the APA 6th edition writing guide with less than 3 errors in APA format. Paper has less than 3 grammatical or spelling errors.</p>	<p><b>7.5 pts 75%</b> Paper follows the APA 6th edition writing guide with more than 3 but less than 5 errors in APA format. Paper has more than 3 but less than 5 grammatical or spelling errors.</p>	<p><b>5.0 pts 50%</b> Paper follows the APA 6th edition writing guide with more than 6 but less than 9 errors in APA format. Paper has more than 6 but less than 9 grammatical or spelling errors.</p>	<p><b>0.0 pts No Marks</b> Paper not submitted -or- paper follows the APA 6th edition writing guide with more than 8 errors in APA format. Paper has more than 8 grammatical or spelling errors.</p>	<p>20.0 points</p>
<p>Total Points: 100.0</p>					



## Appendix 12 Advisor E-mail Rubric

The following is a draft version of the common rubric that Foundations of Scholarship and Learning 101 (FSL) instructors will use to grade the Advisor e-mail assignment that will be part of the FSL Advising Module.

FSL instructors will grade students on the format, content, and professionalism of their e-mail. The CU Succeed Implementation and Assessment Committee will measure achievement of Goal 2, SLO3 using all three parts of the rubric. Students will be considered proficient if they score at least 75% on the assignment.

### FSL Professional E-mail Assignment

Criteria	Ratings				Points
This criterion is linked to emailing your advisor with a proper greeting	<b>5.0 pts Full Marks</b> Email contains appropriate greeting and addresses advisor using proper title.	<b>3.0 pts 60%</b> Email contains either appropriate greeting or proper title of advisor.	<b>1.0 pts 20%</b> Email contains greeting or advisor's name, but does not follow guidelines established in class.	<b>0.0 pts No submission</b> Paper not submitted.	5 points
This criterion is linked to ensuring the body of your email contains the required content.	<b>15.0 pts Full Marks</b> Email contains identification of who you are, the purpose for emailing, and your availability for an appointment with your advisor.	<b>10.0 pts 67%</b> Email contains at least two of the required elements of the body of the email, but not all three (identification of who you are, your purpose, and appointment availability).	<b>5.0 pts 33%</b> Email contains at least one of the required elements of the body of the email, but not all three (identification of who you are, your purpose, and appointment availability).	<b>0.0 pts No Marks</b> Paper not submitted	15 points
This criterion is linked to ensuring the closing of your email contains the required content	<b>5.0 pts Full Marks</b> Email contains appropriate closing, the student's name, and their contact information.	<b>3.0 pts 60%</b> Email contains two of the three required elements of the body (closing, student's name, and contact information), but not all three.	<b>1.0 pts 20%</b> Email contains one of the three required elements of the body (closing, student's name, and contact information), but not all three.	<b>0.0 pts No Marks</b> Paper not submitted	5 points
Total Points: 25.0					

