QEP Development Project

Prepared for:
Dr. Janna Vice, Provost
Eastern Kentucky University

Prepared by:
Industrial-Organizational Graduate Students Enrolled in
PSY 874: Organization Change and Development
Kent Dowell, kenneth_dowell1@mymail.eku.edu
Andrew Fiori, andrew_fiori@mymail.eku.edu
Jaime Horne, jaime_horne4@mymail.eku.edu
Jean-Paul Philippe, jeanpaul_philippe@mymail.eku.edu
Kelsey Strong, kelsey_strong2@mymail.eku.edu
Cameron Tillett, cameron_tillett2@mymail.eku.edu
Matthew Wilson, matthew_wilson165@mymail.eku.edu

Primary Contact:
Dr. Jaime Henning, jaime.henning@eku.edu

Secondary Contact (For the Survey Report):
Kelsey Strong, kelsey_strong2@mymail.eku.edu
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Method</td>
<td>6</td>
</tr>
<tr>
<td>Survey Development and Administration</td>
<td>6</td>
</tr>
<tr>
<td>Focus Group Development and Facilitation</td>
<td>7</td>
</tr>
<tr>
<td>Survey Results</td>
<td>8</td>
</tr>
<tr>
<td>Focus Group Results</td>
<td>11</td>
</tr>
<tr>
<td>Recommendations</td>
<td>13</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>Appendix A – SACS Accredited Schools Examined and QEP Themes Identified</td>
<td>14</td>
</tr>
<tr>
<td>Appendix B – QEP Survey</td>
<td>15</td>
</tr>
<tr>
<td>Appendix C – QEP Focus Group Script</td>
<td>19</td>
</tr>
<tr>
<td>Appendix D – Survey Item Frequencies</td>
<td>20</td>
</tr>
<tr>
<td>Appendix E – Theme Frequencies</td>
<td>24</td>
</tr>
<tr>
<td>Appendix F – List of Survey Theme Rankings</td>
<td>25</td>
</tr>
<tr>
<td>Appendix G – Frequencies of Additional Themes Identified by Respondents</td>
<td>26</td>
</tr>
</tbody>
</table>
Executive Summary

This report discusses the initial findings and provides recommendations regarding development of the 2017 Quality Enhancement Plan (QEP) at Eastern Kentucky University (EKU). For reaffirmation of accreditation, the Southern Association of Colleges and Schools (SACS) requires an institution to develop a new QEP as part of the strategic planning process. To begin the process of developing a new QEP, researchers examined recent QEP initiatives from similar universities, content analyzed data collected in the strategic planning process, and gathered feedback regarding potential student learning themes from faculty, staff, administrators, and students at EKU via a survey and focus groups. The purpose of this report is to provide a list of five potential themes to consider for EKU’s new QEP and to propose recommendations for moving forward in the identification and integration of EKU’s new QEP.

The first step in the QEP initiative involved conducting a literature search and review of current QEP themes at other SACS Accredited universities. QEP themes of 28 universities were examined. From these universities, 17 major themes were identified. A list of universities examined and themes identified can be found in Appendix A.

After gathering necessary information regarding current QEP initiatives, researchers then developed the 2017 QEP Survey (see Appendix B). The purpose of this survey was to identify global student learning outcomes believed to be essential by members of the EKU community. Of the 581 participants completing the survey, approximately 89% of participants identified themselves as staff, faculty, Department Chair, Associate Dean, or Dean. Furthermore, of these 519 non-student respondents, almost 88% indicated holding full-time employment status. Of the 62 students who responded, approximately 45% indicated being a senior, 22% reported being a junior, 19% indicated being a sophomore, and 13% indicated being a freshman. In addition, approximately 82% of students reported being enrolled as full-time.

Researchers also used focus groups to collect data. Of the 16 focus group participants, there were 11 students, 2 faculty members, and 3 administrators. Some of the important themes that emerged from the qualitative data collection procedure included: creative teaching styles; diversity; collaborative learning; deep learning; and creative thinking. Participants also identified critical skills that EKU students should have upon graduation, including problem solving, communication, networking, critical thinking, and creative thinking skills. In addition, participants noted major challenges to student learning that EKU might face in the future, including technological advances, high student loan rates, regional socioeconomic status, and rising tuition. Furthermore, of the 11 student participants, none were aware of the current QEP. Finally, participants indicated that promotion of the QEP could be improved by the use of social media, inclusion in orientation, inclusion of class syllabi, faculty support, and promotional materials that reinforce QEP themes.

The collected data were analyzed to extract the five most important themes according to participants. The top five themes should be considered for inclusion in the new QEP and be refined with future research. The top five themes identified are:

1. Information Literacy/Fluency
2. Applied/Experiential Learning
3. Ethics/Values
4. Metacognition
5. Reading Culture.

Additionally, based on the literature review, survey data, and focus group data, recommendations for the future QEP initiative are presented. Recommendations include: 1) themes for inclusion in the new QEP, and 2) suggestions for integrating the new QEP into EKU’s culture and adapting parts of the culture to meet the new demands.
Introduction

For reaffirmation of accreditation, the Southern Association of Colleges and Schools (SACS) requires an institution to develop a Quality Enhancement Plan (QEP). The QEP “describes a carefully designed and focused course of action that addresses one or more issues related to student learning and institutional improvement” (SACS, 2012). The QEP must be based upon a comprehensive and thorough analysis of the effectiveness of the learning environment for supporting student learning and accomplishing the mission of the institution (SACS, 2012). In response to this SACS Accreditation requirement, Eastern Kentucky University (EKU) adopted its first QEP in 2007, which focused academic efforts on developing students’ higher-order thinking skills of E^4: exploring, evaluating, expanding, and expressing ideas. Under this QEP, EKU strived to “graduate informed, critical, and creative thinkers who communicate effectively.”

Though the current QEP has served the EKU community well, EKU is beginning the process developing a new QEP in order to meet accreditation requirements. In consultation with EKU’s Provost, Dr. Janna Vice, Industrial-Organizational Psychology graduate students enrolled in PSY 874: Organization Change and Development began the effort of developing EKU’s new QEP by conducting an assessment of emerging educational needs at the university. The purpose of this assessment was to identify the top three to five emerging educational needs at EKU, as indicated by the institutional community (students, faculty, staff, and administration). The top student-learning needs identified by this assessment serve as potential themes for EKU’s new QEP and are recommended to receive further consideration.
Method

Survey Development and Administration

The 2017 QEP Survey was developed to gather feedback regarding potential QEP themes from EKU’s students, faculty, staff, and administrators. These themes were assessed in order to identify the most relevant student learning objectives held by members of the EKU community. The following steps were taken to develop the 2017 QEP Survey:

1. Determined general design of survey through discussion with client.
2. Researched QEPs of other SACS accredited universities and identified themes contained in these plans.
3. Requested survey and focus group responses relevant to the new QEP gathered from students, staff, faculty, community members, alumni, Board of Regents, and President/Provost Council (collected by EKU’s Office of Institutional Effectiveness as part of the strategic planning process).
4. Content analyzed this information.
5. Selected themes based on literature review and content analysis of strategic planning data.
6. Operationally defined themes that were chosen.
7. Developed the online survey using SurveyMonkey.
8. Developed a statement of purpose and confidentiality to educate participants on the nature of the survey and to assure participants their individual responses would not be shared.

The following tools and resources were used during the survey development process:

- Documentation on the development of EKU’s current QEP
- Survey and focus group responses relevant to the new QEP gathered from students, staff, faculty, community members, alumni, Board of Regents, and President/Provost Council (collected by EKU’s Office of Institutional Effectiveness as part of the strategic planning process).
- QEP documentation from other SACS accredited universities.

The 2017 QEP Survey was administered campus-wide via an online survey delivered through the Provost’s office. The following steps were taken to administer the survey:

1. Created a flyer and email invitation explaining the purpose of the survey.
2. Sent the introduction and survey link to the client, Dr. Vice, for distribution to EKU community members.
3. Sent the introduction and survey link to student groups around campus.
4. Contacted faculty to request the survey be sent to students in their classes.

All participants were entered into a drawing for a $50 dollar bookstore voucher in return for participation in the survey.
Focus Group Development and Facilitation

To create the 2017 QEP Focus Group Script, materials from the development of the current QEP were examined and questions were developed based on these materials. The following steps were taken in order to develop the 2017 QEP Focus Group Script:

1. Researched QEPs of other SACS accredited universities and identified themes contained in these plans.
2. Reviewed questions developed when developing the current QEP.
3. Analyzed responses from current QEP.
4. Developed a statement of purpose and confidentiality to educate participants on the nature of the focus group.
5. Developed questions to be included in the 2017 Focus Group Script.

The following tools and resources were used during the focus group development process:

- Past documentation on developing the current QEP.

Participants included faculty, administrators, and students who were recruited through e-mail, flyers, and convenience sampling. There were 16 total participants, which included 11 students, 2 faculty, and 3 administrators. All participants were entered into a drawing for a $50 dollar bookstore voucher in return for participation in the focus group sessions.

The focus group sessions began with an introductory script, which thanked participants for participating, informed the participants that their responses would be documented, and emphasized honest opinions. Concerns and questions were addressed before the focus group questions were asked. During focus group facilitation, participants were asked for clarification or specific examples when necessary. The focus group consisted of 5 questions. After all questions were asked and responses were recorded participants were read a closing statement. Each focus group session took approximately 30 to 45 minutes. See Appendix C for the focus group script and questions.
Survey Results

Demographics

Affiliation with EKU. Of the total participants, 10.9% indicated they were an undergraduate or graduate student, with 89.1% identifying themselves as staff, faculty, Department Chair, Associate Dean, or Dean. Specifically, 0.5% identified as Deans, 0.7% as Associate Deans, 1.9% as Department Chairs, 40.3% as faculty, and 45.7% as staff.

Students’ Year in School. Of the 62 students who responded, 12.9% were identified as freshmen, 19.4% identified as sophomores, 22.6% identified as juniors, and 45.2% identified as seniors.

Students’ Academic Status. This question was used to indicate whether the participant’s academic status was part-time (11 credit hours or less) or full time (12 credit hours or more). Of the 62 students who responded, 17.8% identified as part-time students and 82.5% identified as full-time students.

Primary Campus Location Attended. Of the 62 student respondents, 47.6% indicated they primarily attend the Richmond Campus, 7.9% indicated their primary affiliation as a regional campus location, 42.9% indicated they primarily attend online classes, and 1.6% indicated being part of eCampus.

Employment Status of Non-Student Respondents. This question was directed specifically towards individuals who selected an affiliation of EKU staff, faculty, or a leadership position. This question was used to indicate whether the participant’s employment status was that of a part-time or full-time employee. Of the non-student respondents, 12.2% of participants indicated being employed part-time, and 87.8% indicated being employed full-time.

Length of Employment at EKU. Of the individuals employed at EKU who responded, 10.6% indicated they had worked at EKU less than one year, 25.1% indicated they had worked at EKU 1-4 years, 23.7% indicated they worked at EKU for 5-9 years, 18.2% of individuals indicated that they worked at EKU for 10-15 years, and 22.4% of individuals indicated that they worked at EKU for 16+ years.

Knowledge of the QEP. Participants were asked to indicate if they knew what the QEP was. The purpose of this survey question was to identify the level of QEP awareness among the EKU community. Of all of the individuals who responded, 85.2% indicated that they knew what the QEP was, and 14.8% indicated that they did not.

EKU College Affiliation. Of the EKU employee respondents, 19.4% of participants identified as working in the College of Arts & Sciences, 6.5% identified as working in the College of Business & Technology, 10.0% identified as working in the College of Education, 8.1% identified as working in the College of Health Sciences, 12.0% identified as working in the College of Justice & Safety, and 19% identified as “Other” (e.g., Student Life, Facilities Services, Libraries).
QEP Themes

The main purpose of the QEP survey was to identify three to five potential themes for consideration in developing the new QEP. The QEP survey gathered participants’ feedback on potential QEP themes through theme ratings, theme rankings, and write-in themes.

Theme Ratings. All participants were instructed to rate their level of agreement with each theme as an essential student learning outcome. Participants rated each theme using the following options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, and Strongly Agree. The results revealed that Information Literacy/Fluency received the greatest level of agreement from participants as an essential student learning outcome for EKU (See Figure 1). The themes receiving the most agreement from participants as essential student learning outcomes are 1) Information Literacy/Fluency, 2) Applied/Experiential Learning, 3) Reading Culture, 4) Metacognition, 5) Quantitative Literacy (Math) and 6) Ethics or Values. The complete list of theme ratings can be viewed under Appendix D.

Figure 1

![Bar Chart](image)

**Top Themes Receiving Ratings of "Agree" and "Strongly Agree"**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Literacy/Fluency</td>
<td>80%</td>
</tr>
<tr>
<td>Applied/Experiential Learning</td>
<td>75%</td>
</tr>
<tr>
<td>Reading Culture</td>
<td>74%</td>
</tr>
<tr>
<td>Metacognition</td>
<td>73%</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>72%</td>
</tr>
<tr>
<td>Ethics/Values</td>
<td>72%</td>
</tr>
</tbody>
</table>

Top Three Themes. In addition to theme ratings, the survey also instructed participants to select three themes as the most essential student learning needs. The survey revealed that Information Literacy/Fluency was selected as a “Top Three Essential Student Learning Need” by the greatest number of participants (See Figure 2). Similar to the theme ratings, Information Literacy/Fluency, Applied/Experiential Learning, Ethics/Values, Cultural Understanding/Diversity, and Metacognition were selected by the greatest number of participants. For the complete list of participants’ selections, view Appendix F.
Additional Themes. Participants were instructed to provide additional themes they felt were not included in the survey. The purpose of this section of the survey was to ensure emerging student learning needs were accurately identified and no themes were left out. The results of the survey revealed that participants feel there are many additional student learning needs (See Appendix G). The most mentioned additional theme was communication (See Table 1). The second most mentioned additional themes were: creative thinking, critical thinking, internationalization, and financial literacy.

Table 1 – Top 5 Additional Themes Mentioned

<table>
<thead>
<tr>
<th>Additional Themes Mentioned</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative thinking</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internationalization</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Focus Group Results

Content analysis was used to identify themes emerging in the focus groups. The data collected were then consolidated into general themes and skills.

**Important Themes.** Based on student and faculty responses, a number of important themes were identified regarding student learning. Knowledge of current events, self-motivation, creative teaching styles, technology-based learning, diversity, time management, and teaching styles suited to individual students were identified as important themes based on student focus groups. Faculty focus groups identified quality instruction, general problem-solving skills, collaborative learning, deep learning, and creative thinking as important themes in student learning.

**Important Skills.** Based on student and faculty responses, a number of skills were identified as crucial to EKU graduates. Problem-solving, communication, networking, critical thinking, applied skills, situational awareness, basic living skills, fitness habits, interview skills, work-life balance, goal-setting, and time management skills were identified as important based on student focus groups. Faculty focus groups identified decision-making and analytical skills, creative thinking, critical thinking, and communication as important skill sets for EKU graduates.

**Major Challenges.** Based on student and faculty responses, a number of major challenges to student learning were identified. Retention, keeping up with technological advances, participation, time management, rising tuition, facilities that support learning, diversity of student population, and catering to students with disabilities were identified as major challenges based on student focus groups. Faculty focus groups identified the local and regional socioeconomic level, costs of education, high student loan rates, student comprehension skills, and retention as major challenges to student education.

**Strengths of QEP Promotion.** Based on student and faculty responses, strengths of QEP promotion were identified. Student focus groups identified the promotion of critical thinking in Chautauqua lectures as a major strength of QEP promotion. Faculty focus groups identified workshops, posters, and creation of a new office (University Programs) for QEP implementation as strengths for QEP promotion.

**Areas for Improvement of QEP Promotion.** Based on student and faculty responses, a number of areas for improvement in QEP promotion were identified. Use of social media, inclusion in orientation, promotion through on-campus student organizations, use of extra credit incentives to teach students about the QEP, inclusion in class syllabi and advertising across campus and the EKU homepage were identified as areas for improvement in QEP promotion based on student focus groups. Faculty focus groups identified faculty support and buy-in, faculty ownership, and development of class materials that reinforce QEP themes as areas for improvement in QEP promotion.
### Table 2 – Important Themes Identified by Students

<table>
<thead>
<tr>
<th>Important Themes Identified by Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-motivation</td>
</tr>
<tr>
<td>Diversity</td>
</tr>
<tr>
<td>Creative teaching styles</td>
</tr>
</tbody>
</table>

### Table 3 – Important Themes Identified by Faculty

<table>
<thead>
<tr>
<th>Important Themes Identified by Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative learning</td>
</tr>
<tr>
<td>Deep learning</td>
</tr>
<tr>
<td>Creative thinking</td>
</tr>
</tbody>
</table>
Recommendations

Based on the literature review, survey data, and focus group data, recommendations include 1) themes for inclusion in the new QEP and 2) techniques for integrating the new QEP into EKU’s culture, and adapting aspects of the current culture to meet new needs brought about with the new QEP.

The five themes identified as most important should be considered for inclusion in the new QEP; the top five themes identified in the survey are:

1. Information Literacy/Fluency
2. Applied/Experiential Learning
3. Ethics/Values
4. Metacognition
5. Reading Culture.

Depending on future steps and university needs, other top ranking themes could be considered for inclusion in the new QEP. The identified list could be revisited or provide a basis for additional research.

Based on student and faculty focus group responses, techniques were identified for promoting the new QEP and beginning a processes of altering the culture of EKU. With the implementation of the new QEP, EKU should continue to use application-based integration of the themes; according to participants, the current QEP is promoted well through the Chautauqua lectures. Additionally, EKU should continue to use workshops, posters, and the Office of University Programs to promote the new QEP and adapt the culture of the organization to meet these new demands on developing students.

Areas of improvement identified by students and faculty provide quality suggestions for promotion of the new QEP. These include: 1) use of social media, 2) inclusion in new student orientation, 3) inclusion in course syllabi, 4) promotion through student organizations, 5) use of extra credit incentives to educate, 6) increased advertising efforts across campus, 7) faculty support and buy-in, 8) faculty ownership, and 9) integration of QEP and class materials.
Appendices

Appendix A – SACS Accredited Schools Examined and QEP Themes Identified

The following university’s QEPs were investigated:

1. Alabama Agricultural and Mechanical University
2. Alabama State University,
3. Appalachian State University
4. Auburn University
5. Austin Peay State University
6. The Citadel
7. Clemson University
8. Columbus State University
9. East Tennessee State University
10. Emory University
11. Fayetteville State University
12. Florida State University
13. Georgia Southern University
14. Grambling State University
15. Middle Tennessee State University
16. Morehead State University
17. Murray State University
18. Radford University
19. Saint Leo University
20. Southeastern Louisiana University
21. Southern University and A & M College
22. The University of Texas
23. The University of West Florida
24. Troy University
25. University of North Georgia
26. Valdosta State University
27. Western Carolina University
28. Western Kentucky University

From these Universities, seventeen major themes were identified:

1. Information Literacy/Fluency
2. Metacognition
3. Imaginative Teaching and Learning
4. Reading Culture
5. Quantitative Literacy
6. Technical Competencies
7. Applied / Experiential Learning
8. Leadership
9. Personal Wellness
10. Civic Engagement
11. Cultural Understanding / Diversity
12. Independence
13. First-Year Experiences
14. Collaborative Thinkers
15. Life-Long Learners
16. Ethics / Values
17. Innovation
Appendix B - The QEP Survey

1. Please indicate your affiliation with EKU:
   a. Undergraduate Student
   b. Graduate Student
   c. Staff
   d. Faculty
   e. Dean
   f. Associate Dean
   g. Department Chair

2. What year in school are you (student only)?
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior

3. What is your academic status (student only)?
   a. Part-time
   b. Full-time

4. Which Campus do you primarily attend (student only)?
   a. Richmond Main Campus
   b. A Regional Campus Location
   c. Online Classes
   d. eCampus

5. What is your employment status (EKU employees only)?
   a. Part-time
   b. Full-time

6. How long have you worked at EKU (EKU employees only)?
   a. Less than 1 year
   b. 1-4 years
   c. 5-9 years
   d. 10-15 years
   e. 16+ years

7. Do you know what a QEP is?
   a. Yes
   b. No
8. What College do you work in (EKU employees only)?
   a. College of Arts & Sciences
   b. College of Business & Technology
   c. College of Education
   d. College of Health Sciences
   e. College of Justice & Safety
   f. Other (please indicate)

9. Using the following scale, please indicate the extent to which you agree each of the following themes should be an essential student learning outcome at EKU over the next five years:
   1. Strongly Disagree
   2. Disagree
   3. Neutral
   4. Agree
   5. Strongly Agree

   a. Information Literacy/Fluency: Abilities requiring individuals to recognize when information is needed and to locate, evaluate, and use effectively the needed information.

   b. Metacognition: Thinking about thinking; planning how to approach a given learning task, monitoring comprehension, evaluating progress toward the completion of the task.

   c. Imaginative Teaching & Learning: Active pursuit toward the development of imaginative and innovative teaching techniques and strategies to enhance the transfer of learning to students.

   d. Reading Culture: The development of a student body that reads for appreciation and information resulting in enhanced perspectives, engagements with others, critical judgment, writing skills, and connections among various reading materials.

   e. Quantitative Literacy (math): Knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision-making, economic productivity, and real-world applications.

   f. Technical Competencies: The development of technology related skills that are necessary to perform in a professional setting.

   g. Applied/Experiential Learning: A process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting (e.g., Internships, service learning, study abroad)
h. **Leadership:** Promotes an optimistic view for the future, motivates others to achieve, respects the rights of others, sets a good example, pursues excellence in all endeavors, treats others with concern and civility, demonstrates courage, and possesses uncompromising integrity.

i. **Personal Wellness:** The combination of overall wellness in emotional, intellectual, social, spiritual, and physical wellness.

j. **Civic Engagement:** Individual and collective actions designed to identify and address issues of public concern (e.g., individual volunteerism to organizational involvement).

k. **Cultural Understandings/Diversity:** Understanding that each individual is unique and recognizing our individual differences; the exploration of these differences in a safe, positive, and nurturing environment.

l. **Independence:** Confidence in yourself and ability to govern yourself so that you may live up to your fullest potential and be fulfilled in your own life.

m. **First-Year Experience:** Intentional and comprehensive experience that consists of different components working to increase academic performance, provide a cohesive learning experience, increase student persistence, assist in the transition to college, facilitate a sense of commitment and community to the university, and increase personal development in 1st year students.

n. **Collaborative Thinkers:** Social skills relationships, practices, and technology services that improve how people work jointly to communicate needs, coordinate activities, share information, build community, or achieve a common objective within an organization.

o. **Life-Long Learners:** Higher education that provides the conception and incubation of life-long learning by giving students not only the tools to learn, but the tools to later assess and apply that learning.

p. **Ethics/Values:** Ability to identify, articulate, and reflect critically on ethical issues in personal, professional, and civic life from their own perspective, as well as that of others.

q. **Innovation:** Viewed as the application of better solutions that meet new requirements, in articulated needs or existing market needs.
10. Of the following, please indicate what you believe to be the **three** most essential student learning themes EKU should adopt for the 2017 QEP.

a. Information Literacy/Fluency  
b. Applied/Experiential Learning  
c. Ethics/Values  
d. Reading Culture  
e. Cultural Understandings/Diversity  
f. Metacognition  
g. Imaginative Teaching & Learning  
h. First Year Experience  
i. Technical Competencies  
j. Life-long Learners  
k. Quantitative Literacy  
l. Leadership  
m. Collaborative Thinkers  
n. Personal Wellness  
o. Civic Engagement  
p. Innovation  
q. Independence  

11. **Additional Theme # 1**  
   a. Write-in Response

12. **Additional Theme # 2**  
   a. Write-in Response

13. **Additional Theme # 3**  
   a. Write-in Response

14. **Additional Theme # 4**  
   a. Write-in Response

15. **Additional Theme # 5**  
   a. Write-in Response
Appendix C – QEP Focus Group Script

1. Welcome Participants
2. Opening Statement
   a. Hello everyone, thank you for participating in the QEP Focus Group Session. Today we will be asking you questions regarding your attitudes and opinions about EKU’s new Quality Enhancement Plan (QEP). All opinions and attitudes expressed in this focus group will be documented and included in the discussion of the new QEP. We encourage everyone to participate and please be respectful and courteous of others as this is a safe environment in which everyone’s opinion matters.
3. Answer any Questions and Address any Concerns
4. Conduct Focus Group
   a. What do you see as the most important themes, regarding student learning, that the EKU community should support?
   b. What are the most important skills an EKU graduate student should walk away with?
   c. What major challenges, regarding student learning, do you feel the university will encounter within the next five years?
   d. In terms of promoting the previous QEP, what did EKU do successfully?
   e. What could EKU have done differently to be successful in promoting the QEP?
5. Close Focus Group Session
   a. Thank you for participating today. The purpose of this focus group was to investigate a new direction for EKU’s future QEP. By participating today you will be included in a raffle for an EKU bookstore voucher and we will contact you by email if your name is chosen. Lastly, if you have any questions or concerns, please feel free to contact Dr. Jaime Henning in the Psychology Department. Thank you.
Appendix D - Survey Item Frequencies

1. Please indicate your affiliation with EKU:

- Department Chair: 1.9%
- Associate Dean: 0.7%
- Dean: 0.5%
- Faculty: 40.3%
- Staff: 45.7%
- Graduate Student: 0.9%
- Undergraduate Student: 10.0%

2. What year in school are you (student only)?

- Freshman: 12.9%
- Sophomore: 19.4%
- Junior: 22.6%
- Senior: 45.2%
3. What is your academic status (student only)?

![Bar chart showing the distribution of academic status: Full-Time (82.5%) and Part-Time (17.5%).]

4. Which Campus do you primarily attend (student only)?

![Bar chart showing the distribution of campus attendance: Richmond Main Campus (47.6%), A Regional Campus Location (7.9%), Online Classes (42.9%), and eCampus (1.6%).]
5. What is your employment status?

6. How long have you worked at EKU?
7. Do you know what a QEP is?

8. What College do you work in?
Appendix E – Theme Frequencies
The figure below depicts the percentage of participants who both “Strongly Agreed” and “Agreed” that the theme should be a student learning outcome at EKU over the next five years.
Appendix F – List of Survey Theme Rankings

The following chart ranks the survey themes by indicating the percentage of participants who selected the theme as one of their “Top 3 Essential Themes.”

<table>
<thead>
<tr>
<th>Theme</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Literacy/Fluency</td>
<td>31%</td>
</tr>
<tr>
<td>Applied/Experiential Learning</td>
<td>25%</td>
</tr>
<tr>
<td>Ethics/Values</td>
<td>22%</td>
</tr>
<tr>
<td>Cultural Understanding/Diversity</td>
<td>18%</td>
</tr>
<tr>
<td>Metacognition</td>
<td>17%</td>
</tr>
<tr>
<td>Reading Culture</td>
<td>16%</td>
</tr>
<tr>
<td>Life-Long Learners</td>
<td>15%</td>
</tr>
<tr>
<td>Leadership</td>
<td>14%</td>
</tr>
<tr>
<td>Imaginative Teaching &amp; Learning</td>
<td>13%</td>
</tr>
<tr>
<td>Technical Competencies</td>
<td>13%</td>
</tr>
<tr>
<td>Collaborative Thinkers</td>
<td>11%</td>
</tr>
<tr>
<td>First Year Experience</td>
<td>11%</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>11%</td>
</tr>
<tr>
<td>Personal Wellness</td>
<td>10%</td>
</tr>
<tr>
<td>Independence</td>
<td>9%</td>
</tr>
<tr>
<td>Civic Engagement</td>
<td>8%</td>
</tr>
<tr>
<td>Innovation</td>
<td>7%</td>
</tr>
</tbody>
</table>
Appendix G – Frequencies of Additional Themes Identified by Survey Respondents

- Learning as an iterative process
- Retention of students (beyond grades)
- Personal career vision, plan, and development - 2
- **Creative thinking - 3**
- Analyze & synthesize reading material
- **Critical Thinking Skills - 3**
- Civility - 2
- Environmental based learning
- Environmental Economics
- Self-Esteem
- Applied creativity – 2
- **Internationalization - 3**
- Writing and Research fluency - 2
- Social Networking ethics
- **Financial Literacy - 3**
- College Readiness
- **Communication - 5**
- Social Intelligence
- Energy based learning
- Mind-Mapping (brainstorming)
- Multimodal thinking, learning, and communication
- Design process
- Sustainable based learning
- Interdisciplinary projects
- Campus Life
- Political Engagement
- Technology Literacy - 2
- News Literacy
- Language
- **Resilience - 2**
- General Education
- Accountability
- Life Skills
- Spirituality
- **Empathy - 2**
- People Skills
- Training
- Sociology
- Original Thought
- Success
- **Reification: making something real, concrete – 2**
- Scholarship
- Advising
- Study Skills
- Respect