

QEP Report

August 2025

Introduction

The QEP calls for a reporting and update on the activities, programming, and data collection to capture fall 2023 – spring 2024 QEP efforts. The following outlines the activities written in the QEP as well as an update on the work completed associated with that task or assessment measure.

Part I: Implementation Time

Implementation Timeline

Year 0 - Fall 2023

Entity	Implementation Action	Update - Close of Spring 2025 Semester
Marketing	Launch marketing plan to introduce <i>Empowering Your Journey</i> to university community	<p>In the fall of 2023, a marketing plan culminated with resources, graphics, and signage introducing <i>Empowering Your Journey</i> to the university community.</p> <p>Evidence:</p> <ul style="list-style-type: none">• QEP/EYJ banners on light poles throughout campus• Website launched• QEP Student and QEP Faculty & Staff Guides were printed and published
Career Services and Professional Development	<p>Hire a director for the Career Services and Professional Development Center and</p> <p>Pilot programming related to career readiness and NACE Competencies</p>	<p>Mrs. Elise Wilson was hired as the Director for the Career Services and Professional Development Center.</p> <p>Upon Mrs. Wilson's arrival, she began introducing campus entities to NACE and the NACE Competencies</p>
UN 101, First Generation, and At Risk Students	<p>Pilot a service-learning and civic engagement project in UN 101</p> <p>Pilot revamped Majors and Minors Fair</p> <p>Identify First Generation Students in UN 101</p>	<p>The Civic Leadership Project was piloted in UN 101.</p> <p>With feedback and input from academic deans, the Majors and Minors fair was revamped.</p> <p>Students are surveyed in UN 101 to identify First Generation Students.</p>

Handshake	Begin promoting Handshake and encouraging student adoption	Handshake was promoted throughout the campus community
General Education	Develop a marketing/branding plan for the Gen Ed	A GenEd Branding Committee was formed, which developed marketing/branding. Those efforts culminated with the Enlight Core Curriculum campaign.
Assessment	Begin collecting baseline data for assessment measures	Assessment data is tracked and documented in a separate Assessment Measures document.

Year 0 - Spring 2024

Faculty Fellows and Faculty Toolkits	Advertise and select Faculty Fellows with at least 4 faculty fellows ready to begin work in the fall	Faculty fellow positions were advertised, but only 2 faculty members applied. Dr. Heda and Dr. Hodges accepted Faculty Fellow positions.
Marketing	Continue marketing to introduce Empowering Your Journey to the university community KCTL programming on the QEP and at the Faculty Development Conference	The QEP/EYJ was marketed throughout campus. Flyers, LED Screens, and table toppers were placed throughout campus and marketing “swag” was ordered. The QEP Director presented at the Fall 2024 Faculty Development Conference along with Elise Wilson (CSPD Director) and Dr. Brian Anderson on the topic of QEP, NACE, and portfolio implementation.
UN 101, First Generation, and At Risk Students	Assess UN 101 pilot from the fall and make adjustments to course Develop student mentorship program for first generation cohort Develop professional development programming in LS and UN courses	Based on survey feedback, opportunities were curated and partners were recruited to give students direct support and maximize experience Student Ambassador program for First Generation Students was developed Sessions specifically designed to address professionalism were added to UN courses and the Strong Interest Inventory was added the LS
QEP Director	Hire a permanent QEP director (to replace the interim)	Dr. Hope Durst was hired to replace the interim.
Professional Development Certificate Program	Develop new programming for the Professional Development Certificate Program (ongoing)	Students participate in workshops put on by CSPD; attendance earns the students badging and certificates

Internship Coordinator	Hire and Internship Coordinator housed in the Center for CSPD	Ms. Ali Glasgow was hired as the CSPD Internship Coordinator
Co-Curricular Technology	Develop training for faculty and students to use co-curricular tracking technology (Suitable or Engage) to trace high impact learning inside and outside the classroom	Faculty have participated in ongoing Suitable training
Handshake	Develop faculty and student Guides for using Handshake	Many Handshake guides were created to walk staff and students through the various features of Handshake (Create Your Account, Set Up Your Profile, Networking, etc.)
Assessment	<p>Continue collecting baseline data for assessment measures</p> <p>Develop alumni survey to collect data related to employment and the pursuit of advanced degrees</p> <p>Develop and add relevant questions to the Graduation Survey and Faculty Satisfaction Survey</p>	<p>Assessment data is tracked and documented in a separate Assessment Measures document.</p> <p>Continue collaboration with CSPD and Office of Development and Alumni to create and administer Alumni Survey</p> <p>Relevant questions were added to both the Graduation Survey and the Faculty Satisfaction survey in order to track program efficacy.</p>
General Education	<p>Roll out marketing campaign for Gen Ed</p> <p>Revive General Education Committee</p>	<p>A GenEd Branding Committee was formed, which developed marketing/branding. Those efforts culminated with the Enlight Core Curriculum campaign.</p> <p>The General Education Committee lost its director to a new position. Restructuring in the QEP roles for the fall of 2025 will allow for a new chair of this committee.</p>

Internships	<p>Create “boot camp” programming for Preferred Internship Program</p> <p>Offer programming related to preparing students to be successful in internships</p> <p>Create a clearinghouse for internship opportunities for W students</p>	<p>Students apply with an application, resume, recommendation and interview. Once accepted, students complete the Preferred Internship bootcamp, journal their reflective experiences, etc,</p> <p>The Internship Coordinator was hired in March/April and started in August 2024.</p> <p>Career Services and Professional Development Internship Coordinator, who began in the fall of 2024, oversees internship opportunities</p>
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UN 101, First Generation, and At Risk Students	<p>Launch revised UN 101 with service-learning and civic engagement project</p> <p>Establish a Majors and Minors Fair</p> <p>Pilot student mentorship program for first-generation cohort</p> <p>Pilot professional development programming in LS and UN courses</p>	<p>Dr. Clear Moore and the Student Success Center launched a service-learning and civic engagement project called The Civic Leadership Project</p> <p>The Student Success Center along with academic departments and deans have established a Majors and Minors Fair</p> <p>First Gen Forward Network program was piloted</p> <p>Students enrolled in UN 101 and LS/UN 098 courses complete the Strong Interest Inventory and debriefing workshop; students also attend professionalism training sessions</p>
Online Career and Resource Center	Build online resources on website and Canvas, along with developing Handshake programming	The Online Career Center is housed on the CSPD Center's website, Handshake, and Suitable. Resources include how to build a resume and cover letter, best practices/tips for interviews, and career exploration/planning.
Faculty Fellows and Faculty Toolkits	<p>Pilot Faculty Fellows and their creation of toolkits for use in curriculum and campus</p> <p>Share faculty toolkits at the end of the term</p> <p>Select faculty fellows to continue developing Canvas faculty toolkits related to NACE competencies</p>	<p>Faculty Fellows met and created Canvas toolkits.</p> <p>Faculty toolkits will be open for all faculty in fall of 2025</p> <p>Due to low application response to the position for faculty fellows, new applicants were not selected for the spring of 2024. Resources were used by the QEP Director to develop a robust Canvas Shell.</p>
Student Services	Pilot service learning project as part of the orientations and Blues Week programming	Student Services hosted a successful Blues Week a service learning component.
ePortfolios/Portfolio	Faculty fellows develop a student mentorship program to assist students in creating portfolios/ePortfolios	Faculty Fellows had many discussions related to a student mentorship program. Structure, duties, and goals were discussed in order to hire a student-mentor for fall 2025

	Faculty programming on how to use Handshake/Folio to create student ePortfolios	Detailed modules are posted in Canvas QEP Faculty Toolkit, and CSPD website offers additional information/links.
GenEd	Work with Gen Ed Committee to embed NACE competencies into Gen Ed curriculum and develop reflective assignments	The General Education Committee will be revived in the fall of 2025 once a new chair has taken the position
High Impact Learning	Code attributes into Banner to designate high-impact learning courses. Make courses searchable to students by those attributes on the course schedule.	Six high-impact learning attributes were coded into Banner. Courses may have multiple coded designations.
Co-Curricular Technology	Launch new or revised technology for faculty and students to track high-impact learning Promote technology adoption through campus programming	The QEP included funds to secure ongoing usage of Suitable software to track high-impact learning experiences for students. Through campus presentations (FURM Institute, Development Series, Nursing professional development, etc.), the QEP Director provided ongoing development on tech tools to assist faculty in bringing NACE-aligned content into courses, instruction, assessment, and reflection.
Assessment	Collect fall semester assessment data Work with departments and program coordinators to develop QEP assessment measures in the programmatic assessment of majors Pilot the revised alumni survey	Assessment data is tracked and documented in a separate Assessment Measures document. *Should already be an existing programmatic assessment, ideally in gateway and capstone courses Continue collaboration with CSPD and Office of Development and Alumni to create and administer Alumni Survey

Year 1 - Spring 2025

Professional Development Certificate Program	Develop the guidelines of the Professional Development Certificate Program	Workshops for the Professional Development Certificate Program are based on the NACE Career Readiness Competencies. These workshops have three parts: pre-workshop reading/assignment, workshop participation, and post-workshop reflection. To receive a certificate of completion for the workshop, participants must submit a satisfactory post-workshop reflection which is evaluated by the
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		NACE Competency Assessment or VALUE rubrics. Participants must complete a total of six workshop experiences to receive their Professional Development Certification. Certification completion is tracked on Suitable and Handshake.
ePortfolios/Portfolios	Faculty Fellows launch a student mentorship program to assist students in creating portfolios/ePortfolios	A student mentorship position was advertised and opened for applicants. A student mentor was selected in the spring of 2025 and will begin working with students in the fall of 2025.
Online Career Center	<p>Continue developing the online career center, along with developing Handshake programming</p> <p>Launch interest inventory for students</p>	<p>During the Fall 2024 semester, the Internship Coordinator developed Handshake training modules in Canvas for faculty to import into their shells in Handshake for students to access directly. The modules were updated during the Spring 2025 semester.</p> <p>The Online Career Center is housed on the CSPD Center's website, Handshake, and Suitable. Resources include how to build a resume and cover letter, best practices/tips for interviews, and career exploration/planning.</p> <p>All students have access to request virtual and in-person appointments with the CSPD Center through Handshake.</p> <p>CSPD Center offered Handshake workshops/presentations in Fall 2024 and Spring 2025 to show students how to navigate and leverage the platform.</p> <p>During the Spring 2025 semester, the CSPD Center created badges and activities in Suitable for students to complete and track their career-readiness progress. These badges and activities include building a resume, applying for a job or internship on Handshake, networking with alumni and employers at campus and community events, and completing Handshake profiles/creating e-portfolio content.</p> <p>UN 101 students during the Fall 2024 semester completed the Strong Interest Inventory and participated in a debriefing workshop. Students enrolled in UN 101 during Fall 2025 will complete the Inventory and debriefing workshop in September 2025.</p>
Faculty Fellows and Faculty Toolkits	Launch Faculty Fellows and their creation of	Faculty fellows met and created toolkits for use in curriculums across campus

	<p>toolkits for use in the curriculum across campus</p> <p>Share the faculty toolkits at the end of the term</p> <p>Select Faculty Fellows to continue developing Canvas faculty toolkits related to NACE competencies</p>	<p>Due to fewer faculty fellow positions filled than needed, toolkits were not launch this semester but will be launched in fall of 2025</p> <p>As a result of low application rates for faculty fellows, the structure of the QEP team will change in the fall of 2025, as the Canvas toolkits have been completed</p>
Alumni Mentorship Program	<p>Create Guidelines for Alumni Mentorship Program for mentors and mentees.</p> <p>Develop alumni network of potential mentors and begin marketing the program to encourage participation</p>	<p>CSPD Internship Coordinator oversees a STEM focused alumni mentorship program and the Women's College, established in the fall of 2024, is also doing alumni mentorship programming</p>
Assessment	<p>Collect spring semester and annual assessment data</p> <p>Review assessment data and make changes and updates for the next academic year, including the alumni survey</p> <p>Share results of pilot alumni survey with campus</p> <p>Launch revised Graduation Survey and Faculty Satisfaction Survey</p> <p>QEP assessments embedded in programmatic assessment of majors</p>	<p>Assessment data is tracked and documented in a separate Assessment Measures document.</p> <p>The alumni survey has not been created due to limited staffing capacity in the CSPD Center and Office of Development and Alumni.</p> <p>New questions were added to the Graduation Survey and Faculty Satisfaction survey to measure the impact of QEP efforts. 2025 Faculty Satisfaction Survey showed 84.69% of respondents strongly agree/agree with the statement "I am satisfied with MUW's QEP efforts"</p> <p>QEP aligned programmatic assessments will be reviewed in the fall with Council of Chairs</p>

	Write and publish QEP report	The QEP report will be finalized and submitted before the beginning of the fall 2025 academic semester
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Part II: Student Learning Outcome Assessment

SLO	Method	Baseline Measurement	Criteria for Success And Frequency	Spring 25 Assessment Report Update	Responsible Party
SLO 1. Students will be able to demonstrate knowledge of career readiness competencies appropriate to their academic disciplines and to their career goals.	Department / programs select relevant NACE competencies and measure student competency in those standards. When possible, learning will be measured in gateway and Capstone classes.	2018-2019 Annual Assessment Report, 67.2% of university programs reported meeting Gen Ed Goals	5 YR Goal: 75% of programs with a major will report that students met their NACE aligned target(s) with positive growth annually Annually assessed	<i>Fall and Spring competencies will be measured in fall of 2025 and reported by departments</i>	Academic program coordinators and QEP Director
	Graduation Survey	2021-24 Graduation Survey 3-year average, 86.7% of students reported positive growth of career competencies on relevant questions	5 YR Goal: 95% of students will report that they gained career competencies important to their discipline 5 YR Goal: 25% of students will take a class that requires a high impact experience. Annually assessed	24/25: 88.52%	Director of Institutional Research & Assessment
	Number of students completing Professional Development Certificate program	New Report--will create annual benchmarks based on first year data	5 YR Goal: 10% of students will complete career readiness certificate, with 3% annual growth Annually assessed	23/24: students were participating but not yet completing 24/25: 13 students completed PD certificate program	Director of the CSPD
	Rubric applied to certificate program activities	2018-2019 Annual Assessment Report, 67.2% of university	5 YR Goal: 75% of participating students will achieve a	Fall 24: N/A Spring 25: 100%* * All student reflections that were submitted met satisfactory rating on the	Director of CSPD

		programs reported meeting Gen Ed Goals	satisfactory rating on rubric criteria Assessed fall and spring semesters	VALUE Written Communication Rubric. The percentage is 100% of the 13 students who participating received a satisfactory rating.	
	Number of classes coded with required high-impact learning experiences	No direct measure of classes exists. New Report--will create annual benchmarks based on first-year data	5 YR Goal: 15% of classes will require high impact learning experiences Assessed fall and spring semesters	Fall 25: 23% of courses offered in the fall of 2025 were coded with at least one high impact experience code	QEP Director
	Rubric applied to Preferred Internships	New Report--will create annual benchmarks based on first year data	5 YR Goal: 95% of students will achieve a satisfactory rating on rubric criteria Assessed fall and spring semesters	Fall 24: NA Spring 25: NA Summer 25: 100%	Director of the CSPD
SLO 2. Students will be able to communicate effectively their career-readiness competencies.	Number of students completing ePortfolios, digital portfolios, or portfolios	New Report--will create annual benchmarks based on first year data	5 YR Goal: 50% of students will create an ePortfolio, digital portfolio, or traditional portfolio Assessed fall and spring semesters	Awaiting assessments results, as this is measured annually for fall, spring, summer. Preliminary results showed approximately 80.9% of respondents saying "yes" to completing an ePortfolio, digital portfolio, or portfolio.	QEP Director
	Number of students completing Handshake	2023-4 data revealed that of the students who logged into Handshake, 7% completed a profile and 32% activated a profile	5 YR Goal: 50% of students will activate a Handshake profile, with 10% annual growth for completed and activated profiles Assessed fall and spring semesters	Fall 24: Of the 76 students that activated their Handshake account, 10 completed their profiles Spring 15: Of the 106 students that activated their Handshake accounts, 12 completed their profiles. 24/25 (fall, spring, summer): of the 209 students that activated their Handshake accounts, 25 (12%) completed their profiles.	Director of the CSPD
	Interest from employers in W students on Handshake	2023-4 data revealed 0% interaction with employers	5 YR Goal: 10% of W Handshake users will interact with employer, with 2% annual growth Annually assessed	23/24: 226 students on Handshake received a combined total of 2,365 messages (meaning some students received multiple messages). Of the 2,365 messages sent, 58% (approximately 1,361 messages) were opened by students. 24/25: 452 students on Handshake received a	Director of the CSPD

				combined total of 6,344 messages (meaning some students received multiple messages). Of the 6,344 messages sent, 60% (approximately 3,827 messages) were opened by students.	
	Rubric applied to certificate program activities	New Report--will create annual benchmarks based on first year data	5 YR Goal: 75% of students will achieve a satisfactory rating on rubric criteria Assessed fall and spring semesters	<p>The VALUE Written Communication rubric was used to evaluate students who participated in the Spring 2025 Workplace communication Workshop.</p> <p>All participants received a satisfactory rating.</p> <p>This question is very close - and pulling the same data - as the Assessment Question - Data for "rubric applied to certificate program activities" question above. We did not measure knowledge of effective communication in separate rubrics.</p>	Director of the CSPD

Part III: Program Effectiveness Assessment

Outcome	Assessment Method	Baseline	Criteria for Success and Frequency	Responsible Party	Spring 25 Assessment Report Update
1. Students will report increased engagement with Career Services	Number of students who report using Career Services on Graduation Survey	2023-24 Graduation Survey, 18% of students reported engagement with Career Services	5 YR Goal: 75% of graduates will report they have visited the CSPD Center, with 15% growth annually Annually assessed	Director of Institutional Research & Assessment	23/24: N/A 24/25: 21.46%
	Number of Handshake users using Career Services	New Report and Program - will create annual benchmarks based on first year data	5 YR Goal: 75% of Handshake users will report they engaged with the CSPD Center, with annual goal of an increase of 15% in Handshake users. Annually assessed	Director of the CPSPD	<p>Due to lack of respondent participation, the Handshake survey was not utilized in 24-25 and changes to the Graduation Survey were made to capture needed data.</p> <p>5 year goal data is not measurable as any student that is a Handshake user is automatically engaging with the CSPD Center.</p>

2. Students will attend events/programs held by CPSD.	Number of students who attend career readiness program.	2023-4, 420 (5.3%) students attended CPSD sponsored programs.	5 YR Goal: Number of students who attend career readiness programs will increase 50%, will annual increase of 10% Assessed in fall and spring semesters	Director of the CPSD	<p>This number came from the CPSD Center's annual report. 220 students attended career fair events, and 200 attended career readiness presentations/workshops.</p> <p>24-25: 780 (data contains duplicate students) students attended CPSD sponsored programs: 134 attended employer connection events (career treks/on-campus employer presentations), 180 attended career fair events, and 466 attended career readiness presentations/workshops.</p> <p>This number does not include individual appointments made with CPSD Staff</p>
3. Faculty will report using toolkit resources to incorporate career readiness into classes.	Number of courses using toolkits in Canvas.	New Report--will reevaluate annual benchmarks based on first year data	5 YR Goal: 15% of courses will use toolkits in courses, with annual growth of 3% Assessed in fall and spring semesters	QEP Director	Faculty toolkits will launch Fall 2025
4. Faculty will report satisfaction with the CPSD and QEP Efforts	Faculty Satisfaction Survey	New Report - will reevaluate annual benchmarks based on first year data	5 YR Goal: 75% of faculty will report being satisfied with QEP and Career Services. Annually assessed	Director of Institutional Research & Assessment	<p>24: No question existed on Faculty Satisfaction Survey; the survey was updated to evaluate this data point on the 2025 survey</p> <p>25: on the Faculty Satisfaction Survey, 94 out of 111 (84.68%) faculty respondents reported feeling (answering strongly agree or agree) satisfied with MUW's QEP efforts</p>
5. Students will have access to high-impact learning	Number of courses with required high impact learning	New Report - will reevaluate annual benchmarks based on first year data	5YR Goal: 15% increase in number of classes coded with high impact learning, with 3% annual growth	QEP Director	High Impact Learning Experiences were collected from faculty in 2025; Registrar's Office is coding those now for final percentages
6. Students have support in accessing high impact learning	Number of scholarships to support high impact learning increase	No scholarships currently offered through CPSD	5 YR Goal: 10% increase in number of scholarships that support high impact learning, with 2% annual growth	Director of the CPSD	<p>24/25: Offered three \$5,000/year scholarships to Professional Development Scholars for a total of \$15,000 in annual scholarship dollars.</p> <p>Preferred Intern housing stipend during summer of 2025: \$350</p>

					25/26: offered eight \$5,000/year scholarships to Professional Development Scholarships for a total of \$37,500 (one scholar is graduating in December 2025)
7. Students report feeling prepared for employment or advanced degree	Graduation Survey	2021-24 Graduation Survey data, 87.9% of students feel prepared for employment	5 YR Goal: 95% of students report feeling prepared for employment, advanced degree, or next steps on Graduation Survey	Director of Institutional Research & Assessment	25: 88.6%
8. Alumni will report they are well prepared for employment	Alumni Survey	2022 Alumni Survey (most recent), 81% of respondents reported being prepared for their first job.	5 YR Goal: 75% of respondents will report that they were well-prepared to adapt to the depends of the workforce. 5 YR Goal: 90% of respondents will report that they were well-prepared for their first job after graduating.	Director of CSPD and QEP Director	Continue collaboration with CSPD and Office of Development and Alumni to create and administer Alumni Survey
9. Gen Ed	Ged Ed faculty will report meeting benchmarks for Gen Ed Learning	2018-2019 Annual Assessment Report, 67.2% of university programs reported meeting Gen Ed Goals	5 YR Goal: 75% of Gen Ed and NACE aligned competencies	QEP Director	Data for 2024/2025 will be collected in the fall of 2025 Gen Ed committee is revived