

**Quality Enhancement Plan:
Scholarship, Learning and Academic Mentoring
Cumberland University | Lebanon, TN 37087**

The mission of Cumberland University to provide “a contemporary liberal arts education to students seeking a high-quality, personalized college experience” and the General Education mission to “provide foundational tools” such as critical thinking and enhancing literacy drove the development of the university’s QEP focused on the academic transitions of first-year students. The central focus of “Scholarship, Learning and Academic Mentoring” is a new General Education Core course for all first-year students, entitled Foundations of Scholarship and Learning (FSL) 101. Co-curricular activities, such as the Library’s iRead (common reading) program, learning communities, and events that foster student-faculty interaction are used to support the central focus on the course.

QEP Steering Committee created student learning outcomes:	That Support our Mission
1. Effectively apply academic library research resources through basic proficiency in information literacy: demonstrate understanding of the research process and use library tools and services.	To “provide a contemporary liberal arts education to students...”
2. Identify the function and use of recommended university support services (Academic Enrichment Center, Counseling Center and Career and Internship Services). 3. Demonstrate effective note taking and active reading abilities. 4. Identify and demonstrate time management skills and gain a stronger internal locus of control to improve academic performance.	“to thrive intellectually, professionally, personally and spiritually...”
5. Increase formal and informal interaction with faculty and identify faculty academic expectations.	“a high-quality, personalized experience”

Being proactive, gathering evidence, evaluating information, doing critical reflection, and participating in a scholarly environment are all important aspects of the transition to college. The support of the campus community in nurturing and reinforcing these key academic transitions are an essential aspect of ensuring the success of the QEP. Engaging students in getting to know faculty, attending and reflecting on co-curricular events, and making connections with university support services are built-in to the course as ways to engage students with the campus community.

Direct and indirect assessments in the fall and spring semesters measure value-added gains during the first year and benchmark against similar institutions. Indirect assessments of learning, such as the Learning and Study Strategies Inventory (LASSI), the Beginning College Survey of Student Engagement (BCSSE) and National Survey of Student Engagement (NSSE) are all national surveys we administer. Direct assessments of learning in the course include: minute papers on the research process, campus support services, faculty expectations, and active reading; an argumentative research paper; time management portfolio; experiential reflection papers; note-taking assignment; and final exam. Papers and the portfolio are assessed by rubrics approved by the QEP Steering Committee. During the spring semester, individual student interviews take place as well as a direct assessment, the Standardized Assessment of Information Literacy Skills (SAILS).

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