

## Summary of How the University's QEP Has Broad-Based Support of Institutional Constituencies

- September 2019—The **faculty** approved a proposal that the University's next QEP would relate in broad terms to student retention.
- November 2019—**Campus-wide** nominations were sought for the QEP steering committee.
- December 2019—An initial brainstorming session was held. The meeting involved those nominated the previous month for steering-committee service. Representation at this meeting included employees from **Academics, Advancement, Student Life, Athletics, Institutional Technology Services, and Financial Aid**.
- January 2020—The QEP steering committee was formed. Representation included employees from **Academics, Advancement, and Student Life**.
- February 2020—**Faculty from the English department** were consulted about their willingness to allow the QEP to relate to their courses.
- March 2022—The **faculty** completed surveys to help the steering committee determine which courses, if any, should be added to the initiative.
- April/May 2022—The **Leadership Team and Board of Trustees** approved a new strategic plan with a foundational goal of “retaining students, faculty, and staff”; an objective to “implement initiatives to improve student success in courses with consistently low grades”; and a target outcome to “decrease the number of Ds, Fs, and Ws.”
- April/May 2022—**Students, employees, and Trustees** completed surveys to further help the steering committee decide which first-year courses should be added to the initiative.
- September 2022—**Students and employees** helped choose the QEP branding logo.

Involvement from various constituencies is ongoing. Students will continue to be involved, and various new faculty and staff members will likely emerge as voices in the University's QEP initiative.