

**QEP Survey Results (overall final ranking in parenthesis)**

- 1 A “capstone” course should be a part of every major to assist students in making “connections”among their academic courses. (6)
- Gardner-Webb should:**
- 2 provide more opportunities for connecting academic courses with practical experience, such as service-learning, volunteerism and internships. (5)
- 3 offer more interdisciplinary courses that help students make connections among fields of study rather than seeing them in isolation. (1)
- 4 provide more training in the use and application of technology for students and faculty in order to enhance the learning process. (9)
- 5 more fully integrate technology into every part of the curriculum in order to enrich student learning. (2)
- 6 provide more opportunities in the curriculum for students to learn in global context, such as addressing global issues, travel abroad, and experience with other cultures. (8)
- 7 establish a Center for Teaching and Learning dedicated to providing resources for research and learning for students, faculty, and staff. (7)
- 8 create a Center for the Integration of Scholarship and Faith or a Center for the Integration of Scholarship and the Christian Life. (10)
- 9 administer student surveys during the first and the senior years to assess the effectiveness of the university's educational program.. (11)
- 10 should integrate the study of ethics more fully into every part of the curriculum. (3)
- 11 should integrate the development of critical thinking skills more fully into every part of the curriculum. (4)

|    | Day Students<br>(n = 43) |          |          |          |       |      | GOAL<br>Students<br>(n = 49) |      | Graduate Students<br>(n = 32) |          |          |          |       |      | All<br>Students<br>(n= 114) |      |
|----|--------------------------|----------|----------|----------|-------|------|------------------------------|------|-------------------------------|----------|----------|----------|-------|------|-----------------------------|------|
|    | Yr1 n=10                 | Yr2 n= 6 | Yr3 n= 8 | Yr4 n=19 |       |      | Mean                         | Rank | Yr1 n=13                      | Yr2 n= 9 | Yr3 n= 4 | Yr4 n= 6 |       |      | Mean                        | Rank |
|    | Yr 1                     | Yr 2     | Yr 3     | Yr 4     | All   | Rank |                              |      | Yr 1                          | Yr 2     | Yr 3     | Yr 4     | All   | Rank |                             |      |
| 1  | 3.444                    | 3.333    | 3.429    | 3.895    | 3.634 | 10   | 3.761                        | 8    | 4.077                         | 3.667    | 4.500    | 3.000    | 3.839 | 6    | 3.737                       | 9    |
| 2  | 3.800                    | 3.833    | 4.500    | 3.947    | 4.000 | 3    | 3.813                        | 7    | 3.846                         | 3.556    | 4.500    | 3.000    | 3.688 | 7    | 3.845                       | 6    |
| 3  | 3.800                    | 3.500    | 4.375    | 4.368    | 4.116 | 1    | 3.917                        | 3    | 3.769                         | 4.333    | 4.250    | 4.000    | 4.031 | 2    | 4.016                       | 2    |
| 4  | 4.200                    | 3.667    | 4.000    | 3.684    | 3.860 | 6    | 3.750                        | 9    | 3.909                         | 3.667    | 3.750    | 3.000    | 3.633 | 10   | 3.760                       | 8    |
| 5  | 3.800                    | 3.167    | 4.250    | 4.158    | 3.953 | 4    | 3.876                        | 5    | 3.615                         | 3.889    | 4.000    | 3.333    | 3.688 | 8    | 3.855                       | 4    |
| 6  | 3.889                    | 3.000    | 4.250    | 3.947    | 3.857 | 7    | 3.857                        | 6    | 3.615                         | 4.111    | 2.250    | 3.167    | 3.500 | 11   | 3.764                       | 7    |
| 7  | 3.800                    | 3.333    | 3.875    | 3.947    | 3.814 | 8    | 3.625                        | 10   | 3.385                         | 3.556    | 5.000    | 3.667    | 3.688 | 9    | 3.707                       | 10   |
| 8  | 3.800                    | 3.333    | 3.375    | 3.737    | 3.628 | 11   | 3.980                        | 2    | 4.000                         | 4.333    | 4.250    | 3.167    | 3.969 | 3    | 3.855                       | 4    |
| 9  | 4.000                    | 3.833    | 3.500    | 3.474    | 3.651 | 9    | 3.625                        | 11   | 3.545                         | 4.556    | 4.250    | 3.167    | 3.867 | 5    | 3.694                       | 11   |
| 10 | 4.300                    | 4.167    | 3.500    | 4.211    | 4.093 | 2    | 4.286                        | 1    | 4.385                         | 4.667    | 4.000    | 4.167    | 4.375 | 1    | 4.242                       | 1    |
| 11 | 3.700                    | 4.333    | 4.125    | 3.789    | 3.907 | 5    | 3.898                        | 4    | 3.846                         | 4.333    | 4.250    | 3.500    | 3.969 | 4    | 3.919                       | 3    |

|    | Full Time<br>Faculty<br>(n = 55) |      | Adjunct<br>Faculty<br>(n = 24) |      | Admini-<br>stration<br>(n = 3) |      | Staff<br>(n = 26) |      | All<br>Employees<br>(n = 108) |      |
|----|----------------------------------|------|--------------------------------|------|--------------------------------|------|-------------------|------|-------------------------------|------|
|    | Mean                             | Rank | Mean                           | Rank | Mean                           | Rank | Mean              | Rank | Mean                          | Rank |
| 1  | 4.272                            | 2    | 4.043                          | 5    | 4.333                          | 5T   | 4.000             | 7    | 4.159                         | 3    |
| 2  | 3.945                            | 6    | 3.958                          | 6    | 4.667                          | 1T   | 4.385             | 2    | 4.074                         | 5    |
| 3  | 4.510                            | 1    | 4.333                          | 2    | 4.667                          | 1T   | 4.192             | 4    | 4.398                         | 1    |
| 4  | 3.873                            | 7    | 3.792                          | 7    | 4.000                          | 7T   | 3.846             | 9    | 3.852                         | 8    |
| 5  | 4.200                            | 3    | 4.375                          | 1    | 3.667                          | 10   | 4.462             | 1    | 4.287                         | 2    |
| 6  | 3.727                            | 9    | 4.125                          | 3    | 2.333                          | 11   | 4.115             | 5    | 3.870                         | 7    |
| 7  | 4.109                            | 4    | 3.792                          | 8    | 4.333                          | 5T   | 3.962             | 8    | 4.009                         | 6    |
| 8  | 3.781                            | 8    | 3.667                          | 10   | 4.000                          | 7T   | 3.423             | 11   | 3.676                         | 11   |
| 9  | 3.709                            | 10   | 3.542                          | 11   | 4.667                          | 1T   | 3.808             | 10   | 3.722                         | 10   |
| 10 | 3.690                            | 11   | 3.708                          | 9    | 4.000                          | 7T   | 4.038             | 6    | 3.787                         | 9    |
| 11 | 3.982                            | 5    | 4.087                          | 4    | 4.667                          | 1T   | 4.269             | 3    | 4.093                         | 4    |

| All<br>Responders<br>(n= 222) |      |
|-------------------------------|------|
| Mean                          | Rank |
| 3.938                         | 6    |
| 3.952                         | 5    |
| 4.195                         | 1    |
| 3.803                         | 9    |
| 4.056                         | 2    |
| 3.814                         | 8    |
| 3.848                         | 7    |
| 3.772                         | 10   |
| 3.707                         | 11   |
| 4.030                         | 3    |
| 4.000                         | 4    |

## **Comments**

*Gardner-Webb should integrate the study of the Christian faith more fully into every part of the curriculum.*

*Re #5: object to "fully integrate" into "every part of the curriculum." Some disciplines/courses do not require a full integration of technology in order to be effective.*

*practical experience/ apprentice programs*

*Gardner-Webb should conduct more reaffirmations: reaffirmations of the Honor Code, reaffirmations of the value of requiring students to take Old Testament and New Testament courses, reaffirmations of what it means to be a Christian university, reaffirmations of the value of research skills as life skills, reaffirmations of the value of athletics in the education of at least some young people.*

*more educational offerings by the university for faculty*

*Less contact time (from a faculty member in Nat'l Sciences*

*A specialist in on-line learning to help build courses*

*Capstones are a good idea, but should not be made mandatory, since every major is different.*

*Work on real problems in the community as capstone projects*

*An ASL Lab center*

*A resource center for teachers and students where all issues can be addressed*

*A student can be here four years and never hear how his chosen career relates to his/her faith. It seems that GWU promotes the idea that one's faith is for Sunday. Mission trips do not teach students how to think with a Christian world view about all of life.*

*More teaching assignments, the more I teach the more I learn.*

*Have input into the selection of course textbooks.*

*As to question 9: I agree with surveys, but I don't agree that they measure "effectiveness" of an educational program.*

*A publication of the best student papers across campus for a better understanding of other disciplines and the work being done across campus by other students.*

*I feel that some professors should not pass students who don't know the curriculum, no matter how hard the student works. For example, a student in an upper level foreign language class shouldn't pass if he or she cannot speak or understand the language*

*I think technology needs to be addressed as required core courses in computer applications as that is a vital part of getting a job. Also, I think it is necessary to offer a course for juniors or seniors revolving around life applicable scenarios to prepare them for the real world (i.e. securing car or house loans, resume writing, insurance options, etc...)*

*This is a broad question. I think we learn more effectively in an environment of motivation, encouragement, and openness toward learning. If this is expressed by the leaders(faculty, staff, upper classmen), then it seems easier to want to learn. Factors such as teaching style and excitement for a topic. All in all everyone is different and do not learn the same way. Perhaps we should realize there is some benefit to a liberal arts education even if it equals a certain amount of suffering and agony over disinterested subjects.*

*Communication between departments*

*Regular training sessions that also teach the application of current technology.*

*internship, practical experience in one's field of study*

*more honors classes so i am not in a class with students that get in my way of learning.*

*Gardner-Webb needs to ensure that there is structure in ALL classroom's and that ALL instructors are portraying a Christian lifestyle and ethic to their students. I expected this to be so at GWU but a couple of my teachers would be questionable and have little organizational skills much less structure in the classroom. It makes it very difficult to learn from someone who seems confused themselves. I am disappointed.*

*Lose the overwhelming influence Campus Ministries has over the campus and everything it does.*

*Practical examples and application of theories*

*If more staff used powerpoint, to limit note taking... which allows the student to pay more attention to the actual lecture.*

*The main problem around GWU is that administration and top management do thing the way they have always been done. The seem to have a "If its not broke don't fix" it attitude to doing things .*

*I think Gardner-Webb is doing an excellent job at educating its students.*

*An effective library. More study groups.*

*Not opposed to center, but integration of 7 & 8 into all programs of study would be better than centralized.*

*Having more access to subjects in which you as a student may be having problems with. More of online connections to instructors, not enough communication with "some" instructors with accurate feedback of class work.*

*Expand the history department and add a master's program in history.*

*More hands-on experience with my chosen career. I would also suggest administering student surveys during every year of a student's time here.*

*I believe that all of the above are already in progress at Gardner -Webb*

*diversity in and throughout all courses and curriculum; Gardner-Webb is behind in terms of ethnic and racial diversity or integration on campus and in classes*

*Better knowledge of technology. It may be beneficial to require a core course that teaches how to do powerpoint presentations, use excel, etc.*

*I think that Gardner-Webb should offer more hands-on experience for their students. It is one thing to learn it in the classroom, but students must also be able to apply their knowledge. This will give students a head start into their career path. I also think that volunteerism and studying abroad programs should be made available to all students. Gardner-Webb is weak in both areas. As I student, I have taken advantage of both (though a very painful process at times) and I have learned much from both. Most students do not feel like they have the opportunity to do either. Learning should take place in and out of the classroom.*

*I am undecided at this time.*

*access to computers, copiers, and computer programs at the goal location*

*I think that this GOAL program has help me and I really do love the experience.*

*Gardner-Webb should learn what effective communication from professor to students is in online environments as this does not exist at this time. Trying to get a response from the professor is almost impossible, especially the full time GWU faculty. My experience with this at the community college level was many times better.*

*More real world applications to a course. Studying books is wonderful, but for those who do not have real world applications they do not see the practical side of things.*

*I am a goal student at the catawba center. I believe that the professors are great. I just have a problem with the facility. I think some updates should be done to help the professors use their power points . The environment control is terrible, too hot.*

*I attend the Brunswick Campus and we have difficulty in obtaining professors that wish to be there. The ones we do have are not treated as well as they should given the distance they have to travel. I believe that in order for the program to be the best it possibly can be GWU must commit to working to make the program grow. We want to feel GWU's is present in Brunswick!*

*Availability of computer access for presentations at Charlotte Center. Lack of computer access hinders effective learning and teaching.*

*As a GOAL student, at times I feel disconnected with Gardner-Webb as a student. We do not get the opportunity to be part of the campus activities as often. The hardest part of being a GOAL student is juggling family, work and school. I have found that online learning courses are extremely more difficult as the opportunity to see things visually is not always available. I have also discovered that some of the text material is overlapping. In a way this is good, but could also be redundant. The difficulty in the online classes is that some instructors pile an extreme amount of work on. This becomes extremely difficult when working full-time. I have fully enjoyed my experience of being able to go back to college as I would not have been able to otherwise. It would be very good to have some hands on experience or opportunities to travel to apply our particular career choice. This would help put into better context and, hopefully, give us an opportunity for different job position. Overall, the experience of obtaining my degree has been extremely rewarding although very difficult. I would recommend this opportunity for anyone. I thank Gardner-Webb for the foresight in meeting the needs of all people who are willing to further their education.*

*As a GOAL student, we should have better and more readily available access to reference materials at GOAL centers. Granted we have materials at some centers, not all have that privilege. We should be able to have technology readily available as well. Also, instructors should not put items on their syllabus if they are not going to follow it. The syllabus is supposed to give an outline of the grading structure. Also, some instructors are a little harsh on grading. There should be a consistent grading scale throughout the university. Students who come in from other places are not always delighted to see that an A is 95-100. They may be use to seeing 90-100 or 93-100. What an A is in one class may not be what an A is in another class. Therefore, has testing what one has learned really valid? Perhaps and perhaps not. If these changes were implemented, there may be an improvement in learning.*

*Since I am not a Christian student, I feel like if there were a little more cultural awareness and acceptance the school and students like me would benefit. Most of my teachers so far have had no knowledge of the Native American culture or beliefs and have made inappropriate comments or assumptions. They could use some cross cultural education.*

*I feel that having professors that are not only trained in their field, but have taken courses or have experiences in teaching would be beneficial to the GOAL program. Many professors are very knowledgeable in their respective areas of employment but are do not do an adequate job in "teaching" the information. I feel that much of my time has been spent listening to teachers who are knowledgeable but who are not teachers and in turn ramble and are not able to stay on topic and adequately present the required information. I feel that the GOAL program may supply a degree but does not give the equivalent degree of those students who are in the day program. I feel that the GOAL program is an asset but there is much improvement that could be made in this area.*

*Teachers that fully understand the subject being taught. I learned the most from an instructor who had a day job and had been in the field versus those who have only taught the subject and not lived it. Gardner-Webb needs more of those instructors.*

*All and all it has been a very enjoyable experience and I couldn't have done it without GWU and especially the Goal Program. I would like to see more classes offered, verses having to wait till they come around. Thanks.*

*Having more access to subjects in which you as a student may be having problems with. More of online connections to instructors, not enough communication with "some" instructors with accurate feedback of class work.*

*the flexibility of a teacher that is concern about teaching and not just giving you hard time with lots and lots of homework. sometimes I think you guys forget that we are GOAL student for a reason: We are full time parents,full time workers ( some times even more than one job) and also full time students. is hard to keep track in a lo of the homework and asignments.*

*I believe that the professors of Gardner-Webb's GOAL program have been great. The faculty is always willing to help you and go beyond their job to make sure you receive the help you need.*

*I think GWU does a great job, and provides tremendous support to their students*

*Overall, I think Gardner-Webb does a good job in the GOAL Program. At the Brunswick Center we have some different issues because we are far away. Being a new program, I'm sure these will be addressed and resolved.*

*Service-learning, volunteerism and internships for real life situations.*

*More consistency in the teaching of online classes. With working adults it is necessary to take some of the classes online. This is an area that the goal program does wonderfully but the range of "contact" and involvement by the teaching staff varies a lot from class to class. Online classes work for busy schedules but I think they could be improved by things like video lectures and real time verbal question and answer segments. The technology is there to make the online classes more interactive and think it should be explored.*

*Be more in touch with the goal and online students*

*(1) Clear, early communication of course/semester schedules for MBA program, to facilitate registration & planning.  
(2) Computer lab in Winston-Salem campus.*

*Computer lab in the Winston Salem Campus. Better class schedules well in advance.*

*More practical workplace application of book subjects.*

*No recommendations*

*More hands on work and applying our studies to how it really works.*

*GWU is doing well in both classroom and online courses. I am very pleased. The courses of study are difficult but reasonable and most professors understand what being an adult student is like. Keep up the good work!*

*I think GWU does a great job. I would recommend more student/professor interaction in some of the online courses. In a few of the online courses that I have taken, professor direction was limited to the syllabus. I think more should be required of the professors. For example, Dr. Bottoms has a chat room class 2 times per week. Once for everyone, then again for students that were not able to attend the official chat room discussion. That way a student gets the benefit of other students discussion as well as the professor.*

*My learning was greatly enhanced when I was able to travel abroad as a student in the School of Divinity, and see the sites to which we were engaged. Also I was required to submit a written narrative about the trip.*

*As a graduate student I would like to have met with my advisor for more counsel and information regarding my Masters of Education Degree. I also felt like everything I learned about my Capstone Project was limited to my Research Class. Thank goodness I had Dr. Shellman who is always willing to work with me and advise me long after the Research Class was over, In fact I had Dr. Shellman for three classes at GWU. He is awesome and I will never forget what he has taught me in these courses.*

*Giving more classroom presentations and facilitating programs to help at-risk school*

*Not having to fight with the business/financial planning offices.*

*I could not emphasize #2 enough! Learning is not complete until implementation.*