THE CARING+ MODEL · STUDENT PULSE

Six questions, in your own words.

This takes two minutes. There are no wrong answers and nothing here affects your grade. Your answers tell the campus what it is doing well and where it needs to do better for you.

PROGRAM _____ TERM / WEEK _____ NAME (OPTIONAL) _____

		YES	MOSTLY	NOT REALLY	NO
I Matter.	Has anything at this school changed because of something you said or did? If yes — what?	◯	◯	◯	◯
I Belong.	Is there someone on this campus who would notice if you stopped coming? If yes — who?	◯	◯	◯	◯
I Trust.	When something went wrong this term, did the school tell you the truth and help you deal with it? If nothing went wrong, mark "Yes."	◯	◯	◯	◯
I Grow.	Can you name something you can do now that you could not do when you started? If yes — what?	◯	◯	◯	◯
I Can Do.	Do you believe you can finish this program?	◯	◯	◯	◯
I Have Purpose.	Is this program taking you where you want to go? Where is that?	◯	◯	◯	◯

ONE MORE THING

What is one thing this campus could do that would make a real difference for you this term?

> Ask in week three and again at midterm. Any student who answers "Not really" or "No" to **I Belong** or **I Can Do** is contacted personally within the week by the program chair, whether or not they gave a name. Report back to students, every term, what you heard and what changed.

THE CARING+ MODEL · STAFF PULSE

The same six questions, asked first.

Staff cannot reliably create for students a condition they do not experience themselves. Before the student pulse goes out, the campus asks its own people. Anonymous. Two minutes. The leadership team reads every answer.

ROLE (FACULTY / STAFF / ADJUNCT / LEADERSHIP) _____

TERM _____

YEARS AT THIS CAMPUS _____

		YES	MOSTLY	NOT REALLY	NO
I Matter.	Has anything at this campus changed because of something you said or did? If yes — what?	◯	◯	◯	◯
I Belong.	Is there someone here who would notice, and care, if you were struggling?	◯	◯	◯	◯
I Trust.	When something went wrong this term, did leadership tell you the truth and help you deal with it? Did you learn about changes before students did?	◯	◯	◯	◯
I Grow.	Have you been developed this year — not evaluated, developed? If yes — in what?	◯	◯	◯	◯
I Can Do.	Do you believe you can do your job well here, with what you have been given?	◯	◯	◯	◯
I Have Purpose.	Can you say what this campus is for, and what your role contributes to it? Do you know what graduates of each program do and roughly what they earn?	◯	◯	◯	◯

ONE MORE THING

What is one thing leadership could do that would make a real difference in your work this term?

> Where the staff's answers are "No," start there. A campus that scores its staff below its students on any condition has found its first project. Close the loop with staff the same way as with students: what we heard, what changed, what did not and why.

How to read it, and what to do next.

The pulse is a leading indicator. It moves a term or two before retention does. Treat every result as a place to act, not a grade.

Scoring

Condition score. For each of the six, the percentage of students answering **Yes** or **Mostly**. Report it by program and by section; the campus-wide number hides the room that needs help.

SCORE	READ IT AS
85%+	The condition is present. Protect it; name who is producing it.
70–84%	Present for most, absent for the students who need it most. Find the sections pulling it down.
Below 70%	Not reliably present. This is the term's project for that program.

The gap. The lowest-scoring condition is where to start. Do not try to raise all six at once; the model's own rule is to start with three practices and measure.

Individual flags. Any student answering **Not really** or **No** to **I Belong** or **I Can Do** gets a personal contact from the program chair within the week, named or not. These two questions predict departure most directly.

Staff vs. students. Place the staff scores beside the student scores. Any condition where staff score lower than students is the reciprocal standard failing, and it will show up in the student scores next term.

Trend, not snapshot. The number that matters is the change from week three to midterm, and from this term to last. A program at 72% that was at 58% is working.

Cadence

WHEN	WHAT
Before term	Staff pulse. Leadership reads every answer. Pick the lowest condition.
Week 3	Student pulse, every section. Flags contacted within the week.
Midterm	Student pulse again. Compare to week 3. Close the loop: report back to students what you heard and what changed.
End of term	Six-condition report to leadership. Retention by program beside it. Pick next term's three practices.

Rules that keep it honest

- Never tie a score to an individual instructor's evaluation. Develop before you evaluate; a scored pulse becomes a performance, and the data goes bad.
- Always close the loop. A pulse with no report back teaches students the asking was a formality, and the next one gets fewer answers.
- Keep the wording. The questions are in the student's voice on purpose. Rewording them into institutional language breaks the measure.
- Read the open answers. The "one more thing" line will tell you more than the six scores.
- Keep satisfaction separate. The pulse measures belief, not liking. A high satisfaction score and a low pulse is the most important result a campus can get.

> The pulse doubles as institutional-effectiveness evidence: a documented, repeated measure of the student experience with action taken on the results. Keep the reports; accreditors ask for exactly this.

THE CARING+ MODEL · TERM REPORT

Where the campus stands.

One page per program, per term. Fill the bars with the percentage answering Yes or Mostly. The dashed line is 70%. Then answer the four boxes.

PROGRAM _____ TERM _____ RESPONSES / ENROLLED _____

I Matter.		____ %
I Belong.		____ %
I Trust.		____ %
I Grow.		____ %
I Can Do.		____ %
I Have Purpose.		____ %

STAFF LOWEST CONDITION _____ STUDENT LOWEST CONDITION _____ INDIVIDUAL FLAGS (BELONG / CAN DO) _____ FLAGS CONTACTED WITHIN THE WEEK _____

WHAT WE HEARD (OPEN ANSWERS)

WHAT CHANGED, AND WHO OWNS IT

WHAT DID NOT CHANGE, AND WHY

NEXT TERM: THREE PRACTICES, THREE OWNERS

> Report back to students in one email: the three boxes on the left, in plain language. That email is itself an "I Matter" practice, and it is the one most campuses never send.